

**'Noticing tasks in a university EFL presentation course in Japan:  
their effects on oral output'**

**Paul Mennim**

**PhD  
Department of Theoretical and Applied Linguistics  
The University of Edinburgh  
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## **Declaration of originality**

I hereby declare that this thesis has been composed by me and that all work presented in this thesis is my own, unless specifically stated otherwise.

## **Abstract**

This thesis investigates the potential benefits for language development of the inclusion of focus on form tasks in a university EFL oral academic presentation course in Japan.

Previous work on focus on form activities suggests that they can help learners to notice divergences between their output and the target language, and to reconsider their hypotheses about the target language, and that this process might lead to subsequent modifications, in a target-like direction, in their output. While the majority of previous research involves focus on form that is controlled by the teacher, this study examines how the students noticed and reflected on form without the teacher's direct assistance. In addition, sociocultural theory looks at ways in which cognitive development arises from social interaction. This study adopted this approach in identifying ways in which the students made language gains.

The students were asked to note down any new language they had noticed, and, working from transcripts of their recorded presentations, to collaborate in groups in scrutinising their own oral output and correcting any mistakes they found in it. Recordings of their deliberation were also included in the noticing data. Meanwhile, recordings of the students' oral output, as represented by a series of class presentations, were made in order to see whether there was any development in the use of the forms that the students attended to during the noticing tasks.

An analysis of the data revealed that the students noticed more language forms as they became more practised in the noticing tasks. In general, the students focused their attention on a wide variety of forms, although there was a degree of variation at the individual level, and there was evidence that group tasks resulted in more noticing than tasks completed alone. The seven-month tracking of the students' oral output revealed improvements in a number of lexical and syntactic forms the students had focused on. As regards sociocultural theory, the thesis also shows how elements of dialogic interaction, present in the students' collaboration, helped enhance their knowledge of English. These include contributions from a more capable peer (although expert roles switched even within a single discussion), collective scaffolding, and the achievement of intersubjectivity.

The study suggests that students are able to notice language form and make language gains through form-focused elements in task-based instruction. In particular, group work within such a framework might benefit language learning, both in terms of the amount of noticing it promotes, and of the effects of collaboration, from which the learners can gain new insights into the second language.

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## CHAPTER 1: Introduction

### 1.1 Overview

Practising oral skills in the EFL classroom is sometimes viewed as a 'light' activity. This can be due to an assumption that speaking in English is a way of practising or consolidating the language that students have already learnt, perhaps through studying grammar rules and focusing on the written mode of the language.

Yet, when students begin to try to communicate orally in their second language, they face certain limitations; when speaking, it is inevitable that they will be unable to easily express certain thoughts or ideas, and that they will make many more language errors compared to their written output. This is a question of cognitive control; the message is being organised at the same time as the language needed to express it, and many errors occur because the learner is concentrating on the content of the message rather than its form.

It is true that seamless fluency and perfect accuracy in conversation are not always necessary; it is normal for interlocutors to ask for repetitions or explanations if communication breaks down. Nevertheless, there are some types of interaction that do not allow for this kind of linguistic negotiation. For example, a formal talk requires language that is immediately comprehensible, as an audience in such a forum may not be able to ask for clarifications. Learners involved in such a task might be keen to improve their performance and eradicate errors in their speech. This study addresses this concern, looking at ways of helping learners become aware of the language they use in speech, which might result in changes to their developing interlanguage. This necessitates a focus on oral skills, which are sometimes neglected in second language teaching, especially in Japan - the setting for this study.

### 1.2 The Japanese context

English is an obligatory subject for all Japanese high-school students, yet Fenton-Smith and Mennim (1999) describe a lack of focus on spoken skills in these classes. They point out the teacher-centred nature of Japanese high-school teaching. This is largely due to the schools' principal aim of adequately preparing students for Japan's notorious and demanding university entrance examinations. The content of these dictates the content of English classes and the testing of oral communication skills is not part of the university entrance exams. The wash-back effect is a high-school syllabus in which oral communication is neglected in favour of activities based on the written language and the deductive teaching of grammar.

Another factor affecting classroom interaction in English is that classes are seldom run with an 'English-only' rule, and many students are unused to having a native speaker instructor. This is despite the JET (Japan Exchange and Teaching) programme. Begun in 1987, the programme recruits 6000 foreign assistant English teachers in Japanese middle and high schools. The number of JET instructors is still so small compared to the number of classes that any individual student is unlikely to have more than a fleeting experience of the oral communication practice that the programme seeks to provide.

Some universities are responding to this by implementing what Hadley (1999) refers to as 'innovative curricula' in English. He explains that the Japanese Ministry of Education abolished its tertiary level education requirements in 1991, giving universities greater freedom in planning their general education curricula. They therefore enjoy much more freedom than the secondary schools and many universities have been implementing English curricula that address the communicative deficit in high schools and encourage a practical use of spoken English in class. Hadley mentions five universities which do this by making English the language of instruction, employing more native-speaker instructors, and arranging overseas study programmes. Many of these universities hold content courses, such as economics or sociology, in English and make use of group work to allow students more opportunities to speak.

Royce (1994), at the International Christian University in Tokyo, describes a course in economics run in English. Although it is a reading course, oral skills are taken seriously to the extent that, at the end of the course, individual students give presentations to the rest of the class. The students are not allowed to read from scripts and must lead a discussion on their topic with the rest of the class once the presentation is over.

Mennim and Moore (1998) describe the innovative curriculum at Kanda University of International Studies. Here, a task-based and learner-centred curriculum was developed, which aimed to give students a degree of autonomy in their first-year English course. A bank of task-based materials was developed from which students could choose in order to complete their course requirements as drawn up in a learner-contract. These materials are organised into thematically based units and each unit culminates in a student presentation to the rest of the class; thus oral communication is emphasised in the syllabus.

The Faculty of Policy Studies at Chuo University in Tokyo has also implemented a task-based approach in some of its English classes. We will now go on to consider the *academic presentation course* at this institution and to introduce the study, which relates to it.

### 1.3 Relevance of the study to the classroom

In my English classes at Chuo University, students follow a task-based *academic presentation* course. They come into contact with English by researching a topic they are interested in, reading about this topic, discussing it with their peers, and finally giving an oral presentation about their research.

Because the ostensible focus of this approach is successful research, it is not always obvious to the students to what extent and in what ways their English improves during this nine-month process. A group of students who can confidently state that their knowledge of, say, the history of Malaysia has increased extensively might not be so sure that their proficiency in the English language has made similar advances. Speaking classes do not always give students the chance to scrutinise their output as would be the case with the written drafts of a composition class.

My research, therefore, in general terms, considers to what extent elements in the design of the course help students focus their attention on the form of the language they are using, and to see whether there is evidence that this attention results in language gains. The course does not have an explicit linguistic focus; it is a process-oriented presentation course rather than a language course. On the other hand, it forms part of the students' programme of English classes and is carried out in the medium of English, as will be described in Chapter 4, which presents the research design. The language focus is implicit; the course seeks to help students attend to second language (L2) forms as they go about their research and their preparation for the presentations.

In brief, this is done by setting a range of noticing tasks requiring differing degrees of attention to the L2; for example, asking the students to note down new items of vocabulary might involve relatively little attention, while a task that requires them to scrutinise an L2 text for errors will require greater attention. Such tasks will also be described in detail in Chapter 4.

### 1.4 Organisation of the thesis

Chapters 2 and 3 present a review of the literature relevant to the study. Chapter 2 discusses the role of interaction in language learning, while Chapter 3 goes on to detail how a focus on language form can be introduced into task-based syllabi, dealing, in particular, with oral



output. As the review progresses, its focus narrows towards studies of particular relevance to this thesis.

Chapter 4 presents the research design, relating the study to the literature and introducing the context and subjects. Chapter 5 considers the shorter noticing tasks of the presentation course, evaluating them in terms of the amount of noticing they encouraged and the depth of noticing involved. The next two chapters describe in detail the tape transcript task: a task based on student scrutiny of their own oral output. Chapter 6 describes the main features of the students' responses to it, while Chapter 7 discusses the focus on form afforded by the task as a whole, considers the students' noticing in terms of quality, and goes on to discuss the task in terms of socio-cultural theory. Chapter 8 looks at long-term language gains. The students' oral output over seven months, as represented by their presentations, is tracked for language gains, while the noticing data is scrutinised in order to establish links between forms the students attended to and their language gains. I will define language gains in that particular chapter. Chapter 9 presents the study's conclusions.

LDA sheet	-Language Development Awareness sheet
LRE	-Language Related Episode
PPQ	-Post Presentation Questionnaire
TTT	-Tape Transcript Task
ZPD	-Zone of Proximal Development

**Figure 1: Main abbreviations used throughout thesis**

## CHAPTER 2: Literature review - interaction in SLA

### 2.1 Introduction: The role of interaction in SLA

This chapter reviews the role of interaction in second language acquisition (SLA) and also discusses cognitive approaches to language learning. This latter section provides a bridge with the main discussion ideas in Chapter 3, which goes on to describe focus on form tasks, which are increasingly employed in the language classroom, and which were used in my own study.

#### 2.1.1 Communicative language teaching – learning by doing

A ‘learning by doing’ approach to language teaching can be traced back through the history of language teaching. Howatt (1984) does so back to the sixteenth century. It has been especially influential in the last 30 years after the perceived inadequacies of structural and audio-lingual methods. Such product-oriented approaches were thought to be inadequate, as they did not result in students being able to use the second language (L2) in any practical way. They gave the students knowledge about the structure of the language but were weak at helping students communicate their own ideas in real time. In this respect they were considered insufficient.

The theory behind communicative language teaching defines language as something that lets us convey meanings and lets us get things done. Classroom interaction in this respect is a means to an end. Students are encouraged to *use* the L2, to communicate ideas to others and not to worry too much about grammatical errors if efficient communication is being achieved. This recalls Widdowson's (1978) distinction between *usage* (knowledge of the formal properties of language) and *use* (the way this knowledge is used); as Widdowson points out, learners master the rules and conventions of the L2, not for its own sake, but for a purpose - to achieve meaningful communication.

A weak and strong form of communicative language teaching exist. The difference lies in how the proponents of each consider how second language acquisition takes place, as Howatt explains (1984: 29), a strong approach

“ advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself.”

Those adopting a strong form do so on the grounds that, as we mentioned above, we learn by doing. This can be compared to the way in which a child naturally acquires its first language,



though differences certainly exist between L1A and L2A (Wright 1999, Klapper 1997). The point is that we can start to communicate in a foreign language immediately; we do not need a formal induction into the language via a taught syllabus before we are able to talk to people. If we start to communicate in the L2 we will come across new vocabulary and new structures whose meaning will become obvious either through the context of the utterance or through negotiation with our interlocutor. In this way we might extend our knowledge, or acquire, the L2.

### 2.1.2 PPP and grammar practice

The natural acquisition of a foreign language through its use seems a sensible proposal. The idea has become established that students need the chance to use the L2. In Britain at least, students nowadays spend more time speaking in the L2 in language classrooms compared with their predecessors some thirty years ago. However, we can also interpret the role of interaction, not as a means of acquiring the L2, but as a means of practising what has been already learned through grammar instruction. This view of the role of interaction is very common in language teaching. It assumes a lesser role for interaction than the above strong form. Students are introduced to a new grammar structure, they practise it formally, possibly in a drill, and are then given the chance to communicate freely using the new structures in their conversation. In this way, classroom interaction is a way of reinforcing what has been already learnt, rather than the activity that drives L2 acquisition. This is often referred to as the PPP paradigm. PPP stands for presentation, practice and production, and is reviewed in the collection by Willis and Willis (1996), in which the contributors set out to criticise this approach. Lewis (1996: 11) calls it “wholly unsatisfactory, failing as it does to reflect either the nature of language or the nature of learning... The PPP paradigm is, and always was, nonsense”. In the same volume Skehan refers to it as a failure (see also Skehan 1998), and Scrivener (1996) calls it inadequate.

Why is this common approach criticised? We will think about this shortly.

Arguments like this continue in language teaching, and there are frequent calls for some kind of middle ground between so-called *laissez faire* communicative language teaching and more formal structural instruction: both Skehan (1998) and Wright (1999) appeal for such a balance.

As regards the PPP approach, let us imagine that a class is focusing on the past tense of English verbs. After presenting regular and irregular forms of the past tense, the teacher might

have students drill some of these forms. Then the language teacher may begin a “conversation”:

Teacher: What time did you wake up?  
Student: I woke up at 7 o'clock.  
Teacher: When did you have breakfast?  
Student: I had breakfast at half past seven.  
Teacher: What time did you leave the house?  
Student: I left the house at 8 o'clock.

I write *conversation* above in inverted commas, as it hardly reflects a natural conversation. Bygate (1987) calls it “pseudo-communication” and Long refers to it as “quasi-communication” (1977). Yet it is supposed to be good for learners as it is obvious what kind of reply is expected of them. They do not need to think of new ideas to discuss, as the subject matter is predictable. This allows students to focus their attention on accuracy of form: in the above routine, the past tense.

Seedhouse (1997: 337) also calls such routines “unnatural” but suggests that they have pedagogical value as they are devised to “upgrade” students’ interlanguage. Seedhouse is relaxed about non-meaningful interaction in the classroom as long as it is pedagogically justified:

“L2 classroom interaction has a unique feature, namely the connection between the pedagogical purposes which underlie different classroom activities and the linguistic forms and patterns of interaction which result from those classroom activities.”  
(1995:10)

He suggests that different forms of interaction will serve different pedagogical purposes, so spontaneous conversation will resemble real-world interaction while less natural interaction can serve to improve accuracy.

### 2.1.3 Imposing a grammar syllabus

Due to the influence of naturalistic and humanistic approaches to language teaching, (Richards and Rogers 1986) some students are no longer given explicit, formal grammar instruction. Why is such instruction neglected or rejected? First of all, explicit instruction is said to impose a grammar syllabus onto the student. It is an example of a *synthetic syllabus* (Long and Crookes 1992, Richards and Rogers 1986). Students are presented with language structures to be learnt individually. The student must piece together, or *synthesise*, these parts in order to communicate. The trouble is that this process assumes that it is always feasible to learn one structure at a time and successfully retain it.

This is not always the case. Kellerman (1985) describes *u-shaped behaviour*: a tripartite sequence of L2 structure learning. The *u-shape* refers to the shape of a graph when accuracy is measured against time. In general terms, at stage one of this sequence the learner is observed to use a structure or a lexical item in a target-like way. But in some cases this accuracy is subsequently lost for a while and this is the downward turn in accuracy in the second stage. The learner's accuracy improves again from this non-target-like stage into a third observable stage of IL development. How can these observations be explained? The accuracy of stage one may first of all be due to 'chunk learning'; learning a phrase holistically

“where the learner correctly and appropriately produces a number of utterances, which, from the observer's point of view, exhibit a level of grammatical accuracy that is clearly beyond the learner's proficiency as evidenced by his output in toto.”  
(Kellerman, 1985: 347)

The apparent regression of stage two may actually be influenced by more sophisticated attention to the form of the language and especially to the distinction between form and function.

Kellerman reports the example of his Dutch students' performance on the transitive and intransitive use of the English verb *to break*. In his study, students aged between approximately 13 and 18 had little hesitation in accepting a sentence such as *The cup broke* as a grammatically accurate translation of the Dutch sentence *Het kopje brak*. Yet the students over the age of 18 in the study seemed to have doubts about whether *to break* could be used intransitively in English. This misapprehension seemed to be gradually corrected over the following 2-3 years according to data from older students. Kellerman suggests that the learners at stage two are, in this particular case, exhibiting more metalinguistic sensitivity. The intransitive use of *to break* may be seen as odd as there is no specific agent doing the breaking. Learners at this stage did not regard intransitive use as problematic in a sentence that had a stated agent: *John squeezed the cup until it broke*. (p. 348).

“Younger learners, who have had less instruction and are less sophisticated metalinguistically, seem to be unconcerned about these distinctions.”  
(ibid.: 348)

So apparent regression might be due to increased attention to form in the L2. Selinker (1972) refers to a similar phenomenon, which he calls *backsliding*, arguing that the acquisition of grammatical structures is non-linear.

The non-linear nature of IL development is an argument used by those who challenge structure-based syllabuses. They also point to the *natural acquisition hypothesis*; the claim that there is a predictable order in which grammatical structures can be acquired. Pienemann (1989) suggests that there are very strong psychological constraints on language instruction and believes that L2 development can only take place when a learner is ready to acquire a given item in a natural context. Nevertheless, only a limited number of English grammatical structures have been empirically investigated in terms of the natural acquisition hypothesis.

The efficacy of the impact of teaching selected structures was investigated by Slimani (1989). She investigated what learners claimed to have learnt from a series of grammar lessons. What students noticed during the lesson in terms of grammar, vocabulary, pronunciation and so forth was termed *uptake*. Uptake does not represent learning so much as potential learning; it was what students could recall three hours after the lesson. Slimani regarded this ability to recall new language as a necessary first step to permanent learning.

She found that a great deal of the “topicality” of the lesson (the grammar structures, items of vocabulary or any other language forms covered in the class) was rarely recalled as uptake from the evidence of forms and questionnaires that were completed by the students after the class. Of the topics initiated by the teacher as much as 36% seemed to go unnoticed. There were, however, more positive findings when she analysed the uptake of the topics initiated by the students themselves. Such occasions were much less common than that teacher-initiated content, yet 74% of language forms initiated by students was confirmed as uptake in the questionnaires compared to just 49% of the forms introduced by the teacher.

“Though the discourse initiation appears to be predominantly in the hands of the teacher, it looks as if, given the chance, the informants benefit more from topics initiated by the learners.” (1989: 227)

So there is evidence that having a lesson plan which introduces a grammar structure is no guarantee that learners will remember it, even later that day.

Krashen (1982) has long been sceptical of the benefit of formal grammatical instruction. He suggests that language can only be acquired through natural exposure to appropriate L2 input. He also talks of a natural order of acquisition impervious to instruction. So learners may be influenced by some kind of *natural* syllabus, an assumption that leads Long and Crookes to criticise the PPP approach, as language learning is, as they see it, a psycholinguistic process and not a linguistic process (1992:34), “synthetic syllabuses consistently leave the learner out of the equation.”

Further criticism of the PPP approach is levelled against the artificiality of the practice stage, which, despite its potential pedagogical benefits, is not true to life. Allwright (1984) cites the advantages of classroom interaction. He wants L2 practice to be truer to life, as the L2 must eventually be used in real time outside the classroom. Learning will be more effective if it involves the learner but pseudo-conversation does not sufficiently do this. It leaves most of the content of the conversation in the teacher's control.

### 2.1.4 Interaction and SLA

The obvious question, then, is how will students acquire language without the usual lists of vocabulary and grammatical structures? As I mentioned at the start of this discussion, interaction is thought to result in second language acquisition,

“social interaction, which moves all the elements of the process, in the form of an ‘engine’ ... that gets the language wheels ... turning.” (van Lier 1996:42)

Despite the powerful image of interaction as an engine, proponents of the interactionist hypothesis do not claim that interaction *causes* IL development; instead they claim an indirect relationship between the two. Interaction is said to have a strong facilitative role. This can be seen in the various hypotheses linking interaction with L2A. The best-known examples are the *comprehensible input hypothesis* (Krashen 1992), Long's *negotiation of meaning* (1985) and the *comprehensible output hypothesis* (Swain 1995). There are others, such as White's *incomprehensible input hypothesis* (1987), which we will refer to later.

The idea of *comprehensible input* comes from Krashen (1982). He posits the formula 'i+1'. He has been criticised for not defining this formula clearly (McLaughlin 1987, White 1987), but in terms that are generally agreed, *i* stands for the L2 input that is already understood by the learner. For Krashen, language development will result from input that is slightly more advanced (i+1) than the learner's current level. If the input is not too far beyond the learner's current proficiency (note the similarity to Pienemann 1989), then there is a good chance that the learner will be able to comprehend its meaning through the context of the utterance, or through negotiation with the interlocutor. If this i+1 becomes comprehensible input, we can then say that the learner has made progress in developing his or her interlanguage.

The claim here is that there can simply be no language acquisition in the absence of comprehensible input. We cannot just turn on the radio in a foreign country and pick up the language from zero. Input in the language classroom must therefore be made comprehensible. Learners can actually perform structure-based language exercises successfully without



knowing the meaning of what they are saying. It is therefore argued that the expression of meanings is essential if learners are to become more actively involved in the learning process.

Long (1985) has explored the concept of *negotiation of meaning*, which we will look at in detail later. In general terms, this refers to the ways in which interlocutors modify their message if it is not understood. This is important as such negotiation should increase the amount of comprehensible input learners can glean from a conversation. He hypothesises an indirect three-stage relationship between negotiation of meaning and second language acquisition as a potentially useful line of research. The first stage is showing that negotiation of meaning can promote comprehensible input; the second is showing that comprehensible input can promote second language acquisition. Such research might then allow us to deduce that negotiation of meaning indirectly promotes second language acquisition. I will question later the strength of these claims.

Swain's *comprehensible output hypothesis* (1995) claims that it is equally important that learners speak as well as listen. She claims that this will give them a greater opportunity to *notice the gap*,

“by this is meant that learners must notice the difference between what they themselves can or have said (or even what they know they cannot say) and what it is that more competent speakers of the target language say instead to convey the same intention under the same social conditions.” (Doughty, 1999: 21)

Swain also claims that output helps students test their own hypotheses about the L2 and lets them engage in metatalk. We will return to these ideas later.

Such theories stress the role of meaningful interaction in language learning. An appropriate style of classroom management is necessary; the first step is to give greater control of classroom interaction to students. Group work is an obvious example. Long (1977) argues that this allows the students more time to speak compared to the teacher-fronted class and that group conversation involves less pseudo-communication, for example, in the way that they can convey ideas and resolve problems by themselves. Group work can lead to more personal involvement on the part of the students, achieved through the conveying of personal meanings and ideas. If greater involvement leads to more language use, then this might benefit learning; Bygate (1999) suggests that learners learn through their own active engagement with the L2. Group work is also less stressful as it is a more natural setting for conversation. Students will not need to focus on accuracy so they can focus on meaning, which is the natural function of interaction.

Our discussion now turns to task-based learning, which is one way of carrying out group-oriented instruction. We have seen that we may want our students' group work to result in interaction and comprehensible input from one student to another, so after a general discussion of task-based learning, we will go on to see how it might be conducive to these aims.

### 2.1.5 Task-based learning

Task-based learning (TBL) emphasises communication and the conveying of meaning. Nunan (1989) begins by describing the structure of a task. It will have some pedagogic input, an activity and a goal. It might involve activities like solving a problem, getting something done, maintaining relationships, getting information, using or sharing information and so forth. Again, from Nunan (1989:10), a task is

“a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form.”

He emphasises that the point of tasks is not for students simply to regurgitate the meanings of others or to concentrate on language through practice or drills. Nor should tasks serve as a way of focusing on specific grammatical structures. In this way TBL tries to take into account the psychological constraints on language acquisition that Pienemann described.

The learner-centred approach of much TBL is due to the recognition of frequent disparities between the teacher's intended focus or outcome of a task and what the learner gets out of completing the task. Nunan asks (1989: 20),

“How can we be sure ... that learners will not look for grammatical patterns when taking part in activities which were designed to focus them on meaning, and look for meaning in tasks designed to focus them on grammatical forms?”

Therefore a task-based syllabus can consider the learner by allowing them some freedom to decide what kind of tasks to do and how to do them.

Nunan goes on to say that in TBL, meaning is primary; the activities themselves will be comparable to some real-life activity. Then the completion of the task serves some purpose, and the assessment of the task as a learning activity will be determined by the outcome.

The rest of this discussion will be concerned with what tasks can achieve and what kind of design features might make tasks more efficient. For that reason there will be no description or exemplification in this section of specific tasks, these will come up in what follows.

### 2.1.6 Negotiation of meaning

I have already mentioned Long's (1985) conversational adjustments, which he termed *negotiation of meaning*. Foster (1998:1) defines this as “checking and clarifying problem utterances”. Varonis and Gass (1985: 17) refer to negotiation of meaning as “those exchanges in which there is some overt indication that understanding between participants has not been complete.” Doughty and Pica (1986) and Gass and Varonis (1994) refer to them as “modified interaction”. Negotiation of meaning can be seen in certain features of learner interaction. The principal ones are *confirmation checks* (made by the listener to see if their understanding is correct), *comprehension checks* (made by the speaker to see if the listener understands), *clarification requests* (made by the listener to receive more information), *repetitions* and *non-understanding routines* (See Aston 1986, Doughty and Pica 1986, Allwright and Bailey 1991, Lynch 1996, Foster 1998). All of these serve to make what was initially incomprehensible to the learner comprehensible. The negotiation is the way in which interlocutors manage their output in order to be mutually understood. What might be valuable for those working in EFL settings is the finding (Gass and Varonis 1994) that such exchanges are much more common in interaction between non-native-speakers than in interaction between non-native-speakers and native-speakers. Negotiation may therefore make some input more comprehensible input for learners.

If large amounts of meaningful interaction are useful to language learning, the hope is that students will indicate where they have misunderstood and modify their interaction in order to be understood. Nunan (cited in Seedhouse 1999:153-4) claims that TBL will “stimulate learners to mobilise all their linguistic resources, and push their linguistic knowledge to the limit”. More traditional instruction, such as PPP, seldom permits this, so much so, that Murphy (1986) has observed a degree of shock from students when they are pushed into communicating and realise that their L2 cannot be understood by the teacher. Students are forced into *noticing the gap*, between their IL and the L2, as previously discussed. This is why researchers have been particularly interested in investigating tasks and their effect on interaction.

#### 2.1.6.1 Negotiation of meaning research



Here we look briefly at studies that have investigated negotiation of meaning, organised in terms of four relevant questions. The first two are related to negotiation of meaning in its own right and do not address the issue of whether it will result in L2A. The second two questions are more closely concerned with the effect of negotiation on the learners' interlanguage.

### **(i) Who negotiates meaning?**

More specifically, is it possible to encourage such negotiation by manipulating groupings of interlocutors?

**Varonis and Gass (1985)** set up a study to discover whether negotiation of meaning might be more common depending on whether or not the interaction was between native-speakers (NS-NS), between non-native-speakers and native-speakers (NNS-NS), or between non-native-speakers (NNS-NNS). In NS-NS discourse they found very little negotiation of meaning took place. NNS-NNS pairings showed the greatest number of instances. They reported further indications that such routines were more common in pairings who did not share the same L1 or who did not have the same level of proficiency in English.

### **(ii) When do they negotiate meaning?**

Or, can we identify tasks that are more likely to involve such negotiation?

**Doughty and Pica (1986)** were concerned with ways to encourage learners to negotiate meaning. A task they hoped would do this was the two-way information gap task,

“which requires the exchange of information among all participants, each of whom possesses some piece of information not known to, but needed by, all other participants to solve the problem.” (ibid.: 307)

They set such a task in order to compare the amount of modified interaction among three interaction patterns: teacher-fronted work, group work and student dyads.

In their analysis, Doughty and Pica counted the number of comprehension checks, clarification requests, confirmation checks and other repetitions that represent negotiation of meaning. They concluded that this kind of task did result in more modified interaction than a similar control task, which did not require an information exchange. The teacher-fronted task produced less modified interaction than the group and dyad pattern. They concluded that modified interaction is determined, not only by the kind of task given to learners, but equally by the way in which it is done; as a whole class, in small groups, or in dyads.

### **(iii) Does negotiating meaning facilitate discourse in the L2?**

For example, can the opportunity to negotiate meaning result in better comprehension on the part of learners? Can it result in better accuracy in the output of learners?

**Long (1985)** modified input in advance in order to make it easier to comprehend. He compared learners' comprehension of two lectures. The content of both contained the same information, but they differed in how that content was conveyed linguistically. The first was pitched at a 'native-speaker' level. The other was expressed in language adjusted towards the students' level of proficiency. After hearing their lecture, students in each of the two groups were given a test on the content of the lecture and were asked to state an approximate percentage of the amount of the lecture they felt they had understood. The results showed statistically significant higher test results for the students hearing the modified lecture and correspondingly higher self-reported comprehension of the lecture. This study therefore supplies evidence for the first step of Long's proposed indirect relationship, which I mentioned earlier, between conversational adjustments and language development: negotiation of meaning promotes comprehensible input.

**Gass and Varonis (1994)** tried to find evidence that, given the opportunity to interact with a native-speaker during an information-gap task, non-native-speakers would show better comprehension and would produce more accurate English than NNSs who completed the task with scripted instructions and no free interaction. They used NS-NSS dyads. The NS had a picture on which was drawn an outdoor scene with objects in various positions, unseen by the NNS. The NS read a script, which described the position of the objects, and the NNS had to listen and recreate the picture with other cut-outs. Some of the dyads were allowed to interact after the initial descriptions (to use clarification requests, comprehension checks etc.), while others relied only on the scripted descriptions. Next, the roles switched and the NNS described a similar scene for the NS to draw. They found that the learners who were allowed to interact made fewer mistakes in the positioning of the objects compared to the learners who were not allowed to interact, and this suggested better comprehension. They found that the NNSs who were given the chance to interact in the first phase did not necessarily go on to give clearer descriptions in the second phase of the task, compared to the NNSs who had listened to scripted instructions during the first phase.

**(iv) Does negotiation of meaning result in L2A?**

We may be able to accept that negotiation or modified input will help the learner while they converse, but another consideration is whether the effect lasts? Will long-term acquisition be a further benefit of negotiation of meaning?

**Loschky (1996)** looked at whether 34 Japanese nouns and two locative structures could be learnt by different groups of adult learners of Japanese. Some groups were given input that involved interaction, others were given modified input. As in Gass and Varonis (1994), some students heard only a scripted description of a set of objects arranged in a certain display. Other students were allowed to interact in order to better understand the description they were receiving. After the description, the students were asked to identify which picture from a set represented the picture description they had heard. He found that students allowed negotiated interaction performed better at the task than those who were not, but in post-tests, Loschky could not find convincing evidence that these gains were long-lasting, a general finding also reported by Pica, Kanagy and Falodun (1993) in a review of research in the area of tasks developed to promote negotiation of meaning.

### 2.1.6.2 Criticism of negotiation of meaning

The lack of strong evidence that negotiation of meaning leads to L2A raises a concern about tasks that aim to encourage a large amount of modified interaction or negotiation of meaning. We have to remember that modified interaction is just a means to an end: the acquisition of the L2. It is not an end in itself. Krashen claims (1982) that comprehensible input is both necessary and sufficient for second language acquisition, yet this is unproved; if comprehensible input is not sufficient, then why should it dictate what is done in the language classroom? Foster (1998) encapsulates these concerns with an agricultural analogy, asking whether farmers would be willing to completely change their methods of farming in order to try a largely untested method, which was not even guaranteed to result in higher yields. She is not surprised that language teachers are unwilling to concentrate their students' efforts on negotiation as there is no concrete evidence of its effect on language development.

Foster also points out that, even if negotiation of meaning were a tried and tested way of getting necessary and sufficient comprehensible input, she found evidence that it was not what her students were actually doing in class. Her 1998 study, as a share of the total interaction generated by language tasks, found little negotiation of meaning and even when difficulties in comprehension were signalled, there was often no subsequent modification. Foster suggests some reasons for this lack of negotiated interaction. One is that tasks were sometimes open to subversion. One task that was intended to lead to two students co-operating in describing a picture was dominated by one student who achieved the task by bombarding the other student with questions which needed only 'yes-no' replies. Another reason was that students might simply be unconcerned about a lot of communication

problems and might not feel the need to attend to each one. She suggests that this might have been the case if they felt that group work was an informal, or less serious, part of the lesson. She also suggests that students may have found attending to each breakdown in communication annoying. This view had also been put forward by Aston (1986), who doubts the efficacy of modified interaction. He criticises the encouragement of modified interaction for other reasons too, citing sociolinguistic or pragmatic concerns. He points out that students who have been trained to continually ask their interlocutor to change or modify their output may be perceived as pests, and that people in the real world would rather pretend to understand and wait and see if a subsequent utterance will provide an explanation.

Foster is not the only researcher to have been disappointed by the amount of negotiated interaction that takes place in L2 conversation. Doughty and Pica, looking at differences between whole class and group discussions, found that “very little conversational modification was found in either situation” (1986: 306.) They suspected that students were pretending to understand more than they could. They concluded (*ibid.*: 323) that “group activities do not automatically result in the modification of interaction among the participants.” Kowal and Swain (1997) and Swain (1997) also note a lack of negotiation in those studies. Fotos and Ellis (1991) found a considerable amount of negotiation of meaning by Japanese college students, who, in groups, were asked to consider a set of sentences containing dative verbs and formulate a rule about them. Nevertheless, they reported that the negotiation was not of very high quality, in the sense that a lot of it consisted of single-word clarification requests such as “correct?”

We might recall (p. 11) that Long (1985) proposed a three-stage indirect relationship between negotiation of meaning and second language acquisition. Even if we are satisfied that enough negotiation of meaning takes place and leads to better comprehension, will this result in acquisition? Foster (1998) and Seedhouse (1999) doubt a connection can ever be established through empirical research due to the sheer number of variables involved. Pica *et al* (1993:27) advise that such connections can only be inferential.

“Despite the important contributions that task-based research has made in supplying data and supporting theories on second language acquisition, few studies have actually linked negotiation features found during task interaction with acquisition processes themselves.”

This is also the conclusion of Gass, Mackey and Pica (1998: 305) who, in an article reviewing research in the field, are mindful that,



“it is still advisable to be cautious about the nature of the claims for the role of the environment in SLA. Although interaction may provide a structure that allows input to become salient and hence noticed, interaction should not be seen as a cause of acquisition; it can only set the scene for potential learning.”

Gass and Varonis (1994), as previously mentioned, were convinced that negotiation of meaning did have a positive effect on their students' L2 comprehension but were not confident that this effect would last. Loschky (1996), we recall, could find no linear relationship between the comprehension of input items and their acquisition. Chaudron (1988) says that the jury is still out on this question. Sheen (1994), Klapper (1997) and Seedhouse (1999) all criticise negotiation researchers for paying too little attention to whether negotiation of meaning has any positive effect on acquisition.

### 2.1.6.3 Limitations of negotiation for meaning

There are concerns that negotiation of meaning may not necessarily result in L2 development as represented by accuracy of language and language complexity in students' L2 output. Skehan (1996b), Foster (1998) and Seedhouse (1997, 1999) describe how a communicative task can concentrate students' minds too much on getting their meaning across and cause them to neglect grammatical accuracy. Seedhouse lists common characteristics of this kind of output, for example, unchallenging language, short turns and utterances that are heavily context dependent. Richards (1995) says that grammatical sophistication depends on the task. Some tasks, such as ordering a meal, do not require much sophistication whereas describing the workings of a machine would need sharper grammatical accuracy.

Swain has been pointing out the limits of the strong communicative approach for a long time (1995, 1997, 1998, 2000, Kowal and Swain 1997). She reports on the limited success of the French immersion programme in Canada (2000: 201) “immersion students' otherwise fluent oral and written French is markedly non-native like, most obviously in its grammatical features.” She thinks the reason for this lies in the fact that in the course of their studies the students never really need to apply accurate syntax to what they say. What is important in the immersion classes is getting their meaning across and they are able to do this with imperfect grammar. This is similar to Sato's study (1986) of Vietnamese learners of English who lived in the US for years without, to take one example, mastering verb tenses and using adverbials of time to get such meanings across.

White (1987) had already argued that the whole comprehensible input theory is flawed in this respect, though she was referring specifically to Krashen. According to White, the input that

learners are exposed to cannot provide a complete enough picture of the L2. First of all she believes, like Krashen, that the nature, or level, of the input is crucial. She talks of interlanguage acting as a filter. If input is too far advanced compared to their interlanguage then the input will not be noticed, be ignored or misunderstood. Unlike Krashen, who describes a filter in psychological terms, White's filter is purely linguistic. She also maintains that there is a need for negative evidence in the input. For example, a learner of English studying and interacting with Spanish speakers who, through L1 influence, consistently fail to use pronouns will not receive any negative evidence that this is not accurate usage.

Sometimes, though, a grammar structure can be *input-oblique*. That is, a structure could be so rare that it may never appear in the input. White gives the example of a common error of French speakers of English. "John drank slowly his coffee" (p. 105). They assume that, as in French, an adverb in English can be inserted between the verb and its direct object. The sentence is readily understandable so negative input may not be forthcoming, say, in the form of a quizzical remark from an interlocutor. In this case the student needs *rule-loss* rather than *rule-gain*.

White remarks (1987:107) that "Krashen's input hypothesis gives the impression that acquisition is totally unproblematic." Many believe, though, that according to the hypothesis, learners are expected to be *sophisticated grammarians*. McLaughlin (1990a: 625) describes how learners are supposed to start "with certain assumptions about language, to scan the input for certain crucial data, then to add, delete and reorganize rules in an attempt to confirm or reject hypotheses." He feels that this is too much to expect. Others point out that learners are just as likely to make hypotheses that are not target-like. Wright (1999) mentions a student who thought that all nouns in French became feminine in the plural. Other examples are mentioned in Kowal and Swain (1997) and Doughty and Williams (1998). Carr and Curran (1994) refer to "veridical grammars", which are correctly formulated rules, and "correlated grammars", which are idiosyncratic and inaccurate.

This criticism has resulted in calls to alter the focus of SLA research. Instead of trying to find evidence of negotiation of meaning, what is needed is evidence that actual second language acquisition takes place as a result (Sheen 1994, Foster 1998, Seedhouse 1999).

## **2.2 Cognitive theory**

### **2.2.1 Cognitive theory**

I have discussed problems with theories that negotiated interaction and comprehensible input will be of sufficient help in the process of acquisition. The first is that negotiation for meaning, which is important as it provides comprehensible input, may not be something that learners do in the language classroom. Secondly, some structures might never be accurately acquired in this way as they so rarely come up in the input, or because negative evidence is required before the learner can be made aware of the non-existence of certain forms in the L2. And third, a focus on conveying meanings and ideas in communicative language teaching can result in inaccurate and unchallenging language.

Pedagogical approaches to L2 acquisition based on cognitive theory try to address these problems. These are different from other linguistic approaches, as they are concerned with the description of the mental processes that take place as we learn a second language. Up until now, theorists have not been much interested in this. Schmidt (1990) puts this down to western twentieth-century theorists such as Freud and Chomsky downplaying the role of consciousness in our lives. Van Lier (1996) reviews the role of consciousness in recent language teaching practices. He concedes that proponents of grammar translation employed the conscious learning of rules, though not in a way that is relevant to today's classes, as the aim of learning was to attain knowledge *about* the language rather than to achieve effective communication. Behaviourists and the audio-lingual methodology had no interest in higher mental activities as they were not openly observable. Finally, theorists working from Chomsky's universal grammar have no interest in the inner workings of the brain in this matter. They believe that the process is an unconscious one that takes care of itself given the right conditions and is impervious to conscious influence. Yet this takes us back to the claims I mentioned above that comprehensible input and so-called natural acquisition processes do not deliver native-like proficiency.

### 2.2.2 Automaticity and restructuring

An important but complex task for cognitive theorists is to describe the mental processes involved in second language acquisition. Two key points are *automaticity* and *restructuring*.

#### 2.2.2.1 Automaticity

In simple terms this means being so skilled at a particular task that you are able to do it without thinking. It refers to the automatic processing of *nodes* of memory in the brain. According to McLaughlin (1987) groups of nodes of memory become *complexly inter-associated* through learning. There is a hierarchical structure where the mastery of sub-tasks enables the development of more complex tasks. The *learning stage* where these inter-

associations are made is called *controlled processing*, which is relatively unskilled and requires attentional control. This is in contrast to Krashen, who believes that conscious learning can never lead to acquisition.

In the field of SLA, McLaughlin (ibid.) finds evidence of different kinds of processing which seem to confirm the difference between automatic and controlled processing. As a simple example he interprets the ability to recall vocabulary quickly as automatic processing. He also describes an experiment where subjects were asked to quickly score out all of the letter 'e's from a written text. Native-speakers tended to overlook those 'e's in words that carry no real semantic meaning, serving as grammatical markers. The examples from non-native-speakers did not seem to show this distinction. McLaughlin argues that the non-native-speakers were consciously processing everything, and not just content words, suggesting that their processing was more laboured.

### 2.2.2.2 Restructuring

How is automaticity achieved? We may presume that it is merely a question of practising a skill and gradually becoming able to do it faster and faster, yet it is a more involved process than this. Restructuring is also necessary. This is all about imposing a structure on the information that you have acquired. McLaughlin (ibid.) uses a mathematical analogy:  $2 \times 5$  is not the same calculation as  $2 + 2 + 2 + 2 + 2$ . Multiplication is not doing the addition faster in your head; it is a different mental process. Restructuring is when (ibid.: 136) "learners devise new structures for interpreting new information and for imposing a new organisation on information already stored." McLaughlin says that this is more popularly recognised as "moments of insight" or "clicks of comprehension" and more technically referred to as *discontinuous change*. He lists different activities involved in restructuring: simplification, transfer, generalisation, inferencing and hypothesis testing.

An obvious example of restructuring in first language acquisition is that of young children who begin to generalise the regular past tense in English. This results in utterances such as *I go-ed* or *I see-d*. In SLA, McLaughlin (1990b) shows an example of an absence of restructuring. Some non-native-speakers' errors might be explained by their limited ability to predict content from the context of a written text. So a non-native-speaker in this 1990 study used *many* instead of *money* in the context of a piggy bank, when asked to recall a passage. A native-speaker however used the word *dimes* when trying to recall the same passage. McLaughlin sees this as evidence that, for the non-native-speaker, restructuring had not



occurred, and that he was relying on more basic and inefficient strategies. The native-speaker was using prediction, a form of inferencing as mentioned above as a form of restructuring.

Returning to the non-linear 'u'-shaped behaviour described by Kellerman (p 8), we can see the dip of the 'u' in learner behaviour as the result of restructuring that is not in the direction of the target language. This may be the result of a false hypothesis (recall the student (p.19) who thought all nouns in French become feminine in the plural) or of an overgeneralisation (like the child who overuses the regular past tense). This kind of restructuring is called *unaccommodated* restructuring (McLaughlin 1987). Work in interlanguage (Selinker, 1972) also suggests that learners' knowledge and mastery of grammatical structures are constantly changing.

McLaughlin's concepts of controlled and automatic processing are similar to Anderson's Adaptive Control of Thought (ACT) model of learning. Mitchell and Miles (1998: 87-89) describe how Anderson's concepts of *declarative* and *procedural knowledge* mirror controlled and automatic processing. They describe declarative knowledge as 'knowledge that', that is to say, a student might know the rule regarding the -s ending for third person singular verbs, yet this declarative knowledge does not mean that the student is able to apply this rule to his or her speech in real time. This will only happen if the knowledge has become fully proceduralised (knowledge how), and such proceduralisation might only come about via an associative stage of practice resembling McLaughlin's development of automaticity. Describing the differences between declarative and procedural knowledge, Nassaji (1999) claims that not all procedural knowledge need have started as declarative knowledge, but points out that some research suggests that declarative can develop into procedural knowledge (Anderson and Fincham, 1994; DeKeyser 1998).

### 2.2.3 Consciousness and attention

So is restructuring a conscious or unconscious process? If it is a conscious process, how can we promote it to help second language acquisition? McLaughlin does not think this conscious/unconscious distinction is helpful anyway and wants to do away with it. Although *controlled processing* can often be conscious and laboured, it need not be. "Both controlled and automatic processes can in principle be either conscious or not" (1990a: 620).

McLaughlin also suggests (1987) that both controlled and automatic processes can happen so quickly that they may not be open to conscious experience. He suggests that *veiled* experience may be a better term.

Carr and Curran (1994) show that someone's attention can be focused on something without them being conscious of it. They describe research where subjects were asked to focus on a set of lights, each light having a button beside it. They were asked to press the button beside the light when it flashed on. The lights came on one by one in a long sequence. The subjects were not told to look out for a sequence, yet many of the subjects were able to predict which light would come on next. They seemed to be conscious of their efforts at matching the button to the lights, but unconscious of the emerging sequence. Schmidt (1990) claims that most learners of French are unaware that there are phonological clues as to the gender of nouns, yet they seem to make use of these clues when guessing noun gender. This ability may be gained through all of their exposure to French nouns. The general point here is that *focal attention* is necessary for learning but *conscious attention* is not.

This difference between focal and conscious attention is further exemplified by Van Patten (in Schmidt 1998) who imagines a learner of Spanish, who begins to notice that Spanish speakers sometimes use verbs in the subjunctive. He begins to attend to this feature in Spanish, and this is focal attention. After a while he is able to try and use the subjunctive himself, though he would not be able to state a grammatical rule that governed his own use of it. It is in this way that his attention is said to be unconscious.

The reason why McLaughlin regards the distinction between consciousness and unconsciousness as unhelpful is that it is too fuzzy. The distinction begs many questions and he would prefer the research to occupy itself with those. He gives examples of some of these questions (1990a): whether the learner is aware or unaware of learning, whether learning is intentional or incidental, whether the learning involves the long term or short term memory or whether learning is implicit or explicit. Schmidt (1990) lists a similar set of considerations. These questions, unlike unfathomable questions about consciousness and unconsciousness, should be open to empirical investigation.

The above now suggests a strong role for attention in the acquisition process. The idea of 'attention' takes us away from earlier approaches, which assumed that inner processes would be the driving-force behind second language acquisition. Cognitive theory suggests that it can be beneficial to focus the learners' attention onto the structure of the language. Schmidt (1990:144) states simply,

“ Those who notice most learn most, and it may be that those who notice most are those who pay attention most, as a general disposition or on particular occasions.”

Tomlin and Villa (1994) describe the following assumptions about attention.

1. It is a system with limited capacity, and so we cannot attend to everything at once.
2. The system selects certain information for further processing.
3. It requires effort.

For evidence for the first assumption we can go back to the experiment with the light sequences in Carr and Curran (1994). As a second stage to this study, the subjects were asked to repeat the experiment but at the same time try to complete a task that had them count a number of sounds. When this dual task was performed the subjects were unable to notice the light sequence. Skehan (1996b, 1998) also talks about *spare attentional capacity*: the limits of attention. He sees three focuses of L2A as in competition for attention: accuracy, fluency and complexity. Language tasks will typically require a greater focus of attention on one of these three with a corresponding neglect of the other two.

The second assumption indicates that attention is by no means the final stage in the acquisition process, nor is it sufficient for acquisition. Tomlin and Villa admit that what happens after learners are made aware of a target form is unclear. The third assumption brings us to the concept of *noticing*. Noticing is sometimes described as the precursor to attention, although, returning to the above quote from Schmidt (1990:144) “those who pay attention most, notice most,” there is an implication that the distinction is not strict.

### 2.2.4 Attention and noticing

Schmidt has investigated the idea of *noticing* in learning a second language. Much of his early data came from his own efforts at learning Portuguese (Schmidt, 1990). He spent five months in Brazil following a language course and at the same time he kept a journal describing what progress he felt he was making in the language. This included new target structures that he heard or tried to use. In addition he was interviewed once a month and a Portuguese speaker examined these tapes to compare what he thought he had learnt with what he had actually learnt. He found a strong correlation between what he noticed in the input to what he was actually using himself. The structures he noted in his diary as noticed structures began to appear in his speech. The input included his lessons and what he heard in daily life. He therefore provides some evidence that forms have to be noticed before they are used actively. Nevertheless, noticing was not sufficient as some forms appeared in his journal but did not emerge on the tapes as part of his output.

This form of noticing could be perhaps described as a *positive* form of noticing. I have already talked about a *negative* form. This is when learners notice a gap in their interlanguage when using the L2 and this leads to modification. Swain has also described how limited attention can prevent students from noticing structures when they are speaking in the L2. Her students, quite reasonably, tended to focus on meaning during conversation. She became less interested in comprehensible input (after all students can feign comprehension) and more interested in output. Her *output hypothesis*, we recall (1995, 1997), proposes that, for the purposes of the development of syntax and morphology, it is more beneficial for learners to actively use the L2 than to listen to it. She argues for three functions of output. First, there is the question of noticing. Our passive knowledge of an L2 is greater than our active knowledge. When using the L2 actively (output), the gap between the interlanguage and the target language will be more apparent. Second, output allows more opportunities for learners to test their hypotheses about the L2. As we have seen, this is essential to the process of restructuring. Finally, output provides opportunities for conscious reflection about the L2, characterised by *metatalk*: discussion about language form that may or may not include explicit metalinguistic terminology. We have touched on this already and will again later.

Schmidt makes strong claims for noticing, maintaining that more noticing leads to more learning. This idea of noticing and the above ideas about awareness bring us back to cognitive processes in the language classroom. It leads to a focus on language form once again becoming a classroom activity, even in a communicative context. This marks a change from the strong approach to CLT that we discussed earlier. Nevertheless we should *not* see this as a direct return to an older approach. A *focus on form*, as it is termed, does not represent the same kind of learning experience as the synthetic grammar syllabus. Proponents still see the conveying of meaning as primary in all learner interaction. We will examine in the next chapter, which looks at focus on form tasks and considers in detail aspects of these tasks which can help learners make gains in the L2.

## CHAPTER 3: Literature review - focus on form and negotiation of form

### Introduction

This chapter continues the literature review. Beginning with the idea focus on form, which was introduced in the last chapter, it looks at ways in which classroom tasks can help learners attend to language form. It goes on to consider negotiation of form, an example of explicit noticing, as this is an activity that comes into my own study. The review also considers different aspects of student dialogue during negotiation of form and how these might lead to language gains. This, too, is relevant to my study, as occurrences of negotiation of form that take place within it will be tracked to see if the forms that students attend to subsequently re-emerge in their output.

### 3.1 Focus on form

Long (1991) differentiates “focus on form” and “focus on formS”. The capital ‘S’ is important. Long is emphasising that the latter approach focuses on individual forms in synthetic, product-oriented syllabuses. He criticises it for the reasons we discussed earlier. Alternatively, focus on *form* is an altogether different approach, which Long introduces as a medium, or balance, between the CLT meaning / process oriented syllabus and the structural / notional-functional product oriented syllabus. Long is not over-ambitious in his claims for focus on form. He does not believe that focusing on structures can alter the so-called natural sequence of acquisition. He *does* think that it can help speed the rate of learning, benefit long-term accuracy and help learners achieve a higher ultimate level of attainment.

Focus on form is not limited solely to grammatical acquisition. Doughty and Williams (1998) admit that this is a common misconception but cite research where focus on form has been applied to vocabulary acquisition. They believe that focus on form can also apply to discourse and pragmatic levels of language,

“...it is important to see the term *form* in the broadest possible context, that is, that of all the levels and components of the complex system that is language.” (1998: 212)

There is no typical way of describing a focus on form activity as the approach is broad. The crucial difference between focus on forms and focus on form is that the first approach begins by selecting language structures. These structures are chosen by the instructor, the materials designer or the deviser of the syllabus. On the other hand, Long (1991:45) says that in the latter approach, structures are focused on “as they arise incidentally.” Doughty and Williams



show how focus on form exists somewhere between the traditional structural approach and the strong form of CLT (1998: 4)

“focus on form *entails* a focus on formal elements of language, whereas focus on forms is *limited* to such a focus, and focus on meaning *excludes* it.”

The starting point for focus on form is meaning. A lesson concentrates on meaningful content, and grammar instruction is linked to the language that turns up in context.

There are many ways to focus on form: on a general explicit/implicit cline, we can give specific instruction, give recasts and/or negative feedback, modify input, give an *input flood* (I will deal with this term in detail on pages 31-32), encourage negotiation of form, allow planning time for tasks, repeat a task or encourage output. Activities like these encourage students to attend to form. As we saw in the last section, the cognitive approach to language teaching sees noticing as a necessary prerequisite to learning. We will shortly look at some of the research that has used focus on form activities. First of all we will consider two different approaches to focus on form.

### 3.1.1 The ‘focus’ in focus on form

When we begin to look at some of the focus on form activities that are used in the classroom it can sometimes be hard to distinguish them from their *forms* counterparts. Some researchers take specific grammar structures as the starting point for their research. Fotos and Ellis (1991) made the decision to focus students’ attention on the distinction between transitive and ditransitive verbs. Students received formal instruction on this grammar point. Williams and Evans (1998) also gave formal instruction to an experimental group as part of their research into the acquisition of participial adjectives.

We recall that Long did not have the pre-selection of structures in mind when he coined the term ‘focus on form’ (1991:45-46)

“...whereas the content of lessons with a focus on *forms* is the *forms* themselves, a syllabus with a focus on *form* teaches something else – biology, mathematics, workshop practice, automobile repair, the geography of a country where the foreign language is spoken, the culture of its speakers, and so on – and overtly draws students’ attention to linguistic elements **as they arise incidentally** in lessons whose overriding focus is on meaning or communication.” (emphasis added)

This debate is about what Doughty and Williams term (1998: 205) “reactive versus proactive focus on form”. Disagreement can arise due to different positions regarding the encouragement of awareness and noticing in learners. Some argue (Long and Crookes, 1993) that there is no point determining in advance structures that may or may not be appropriate to focus on. This is because it is impossible to tell which students might notice which structure at any point. We recall that Slimani (1989) found that structures presented in class were not always picked up on by her students. This reactive approach focuses only on forms which students have used and which are pertinent to an actual task. In this way grammar study is closely bound to the expression of meanings.

On the other hand Fotos (1998: 303) describes an alternative process:

“...after awareness of grammatical structures has been developed by formal instruction or some type of implicit focus-on-form treatment, many learners tend to notice the target structures in subsequent communicative input.”

So it may not matter how learners are first made aware of a structure as long as they are able to notice it again subsequently in the input. This position could be criticised for its ‘scatter-gun’ approach. Fotos admits that subsequent noticing may be much more likely in an ESL context where input is rich. An EFL context may not guarantee that learners will ever again come across structures they have spent time studying.

Van Patten (1989:250) criticises the kind of focus on form research that uses explicit instruction to make students aware of pre-selected structures: “if grammar is taught and then grammar is tested, one would expect to find instruction makes a difference”. He does not believe that proactive focus on form research reflects the kind of L2 learning that takes place outside of the research lab. Loschky and Bley-Vroman (1993) point out that tasks can be designed to elicit the use of specific structures and still retain a focus on meaning, and that this can be attempted with differing degrees of control. The low end of control might involve a form being natural to the completion of a task, although other forms may be equally appropriate. A form might also be useful to task completion, but avoidable through paraphrase or other communication strategies. At the high end of control, a form would be essential to task completion, though Loschky and Bley-Vroman recognise the difficulties involved in this, as complete control over the learners' output is seldom possible. For that reason, they suggest that 'task essentialness' might best be achieved during comprehension tasks rather than production tasks.

Doughty and Williams (1998: 211) are relaxed about the distinction between reactive and proactive focus on form:

“...at the present time, there is no definitive research upon which to base a choice of one over the other; rather, it seems likely that both approaches are effective, depending on the classroom circumstances.”

If we rely on explicit instruction of pre-selected structures then there might also be a danger of returning to inefficient practices that have already been tried. McLaughlin (1990b:115), describing a cognitive approach to SLA, advocates practice and over-learning.

“A skill must be practiced again and again and again, until no attention is required for its performance. *Repetitio est mater studiorum* – practice, repetition, time on task – these seemed to be the critical variables for successful acquisition of complex skills, including complex cognitive skills such as second language learning.”

This advice is remarkably similar to Bloomfield’s (1942), although their theories of learning are very different (cognitive v. behaviourist). McLaughlin does recognise nonetheless that practice does not necessarily make perfect in L2A (ibid.: 116). Klapper (1998) talks about a focus on form (not forms) but wants to rehabilitate the practice of drilling. McDevitt (1997:38) in a paper about learner autonomy describes the need for “intensive practice in language manipulation.” DeKeyser (1998), again in terms of focus on form, suggests an instructional sequence resembling the PPP syllabus.

If a grammar drill were included in a language class as part of a focus on form lesson, it could perhaps be claimed that a drill is one way of treating non-target-like interlanguage that has occurred through the conveying of meaning. Yet Fotos (1998) suggests that some focus on form activities have a much narrower agenda than others; there is an important difference between tasks that exist solely to promote accuracy and tasks that make grammar forms salient to learners. The term ‘focus on form’ was coined to make this distinction. Focus on form, as it was originally conceived, takes into account the learners’ own internal syllabus of L2 acquisition and is lenient towards learner errors.

We should perhaps remember that drills, memorisation and a strict focus on structures were not only considered unsatisfactory because their effect on acquisition was in doubt; students also found them tiresome. Lightbown (1998:190) takes a wider perspective on the relative merits of PPP style classes and CLT classes,

“Eventually, however, many experienced teachers have come to acknowledge that the old methods were often ineffective, or at least the new (communicative) ones were more fun for everyone.”



Here, Long (1998: 37) is talking about the methodology of focus on forms yet the criticism has to be taken on board by anyone intending to use such activities even as part of a presumed focus on form approach:

“focus on forms lessons tend to be rather dry, consisting principally of work on the linguistic items, which students are expected to master one at a time, often to native-speaker levels, with anything less treated as “error”, and little if any communicative L2 use”.

### 3.1.2 Proactive and reactive focus on form

We will now go on to look at a number of studies that have examined focus on form techniques. They are discussed in an order that is based firstly on whether or not the study uses a proactive or reactive focus on form, and which secondly reflects the continuum between explicit and implicit methods of focusing on form. Studies in the *reactive* category receive a more detailed description in this review as my own study will adopt a reactive approach to focus on form.

Proactive studies are described in precisely the order given below. Reactive studies will also be described in the given order but this review will be interspersed, or supplemented, by background information that helps set the studies in context.

#### **A: Proactive** focus on form studies

This means that researchers organised a treatment to focus on a pre-selected language feature. Explicit focus on form refers to the way in which the language feature was brought to the attention of the learners. At the explicit end of the cline is explicit instruction involving grammar explanations or language drills. Less explicit focus on form may involve asking students to correct their output without the teacher offering help. Implicit focus on form may involve games that involve the use of a feature or modified input where the pre-selected form is made salient.

#### **explicit**

- ↑ Fotos and Ellis (1991)
- Williams and Evans (1998)
- Samuda (2001)
- Harley (1998)
- Nobuyoshi and Ellis (1993)
- Doughty and Varela (1998)
- White (1998)
- ↓ Izumi and Bigelow (2000)

#### **implicit**

**B: Reactive** focus on form studies

This means that the focus of the treatment either specifies no particular language form, or allows students to concentrate on language features of their own choice.

At the explicit end of this cline, students might use metalanguage while they scrutinise their output. Less explicit focus on form might have students correct their own errors. The implicit end would involve less scrutiny of output and instead, making conditions for output more favourable for *spare attentional capacity* for accuracy (such as preparation or repetition).

**explicit**

- ↑ Swain (1998)
- Foster and Skehan (1996)
- Bygate (1996, 1999, 2001)
- Gass *et al* (1999)
- Lynch and Maclean (2000)
- ↓ Lynch (2001)

**implicit**

3.1.3 Proactive focus on form research

The most explicit way of focusing on form is to provide formal instruction.

Fotos and Ellis (1991) compared two groups of Japanese students at university level and their use of ditransitive verbs: *I gave her the book.* v *I donated blood to the hospital.* One group was given a task activity. Students were shown examples of correct and incorrect uses of ditransitive verbs and asked to try to formulate their own rule. Meanwhile the other group was receiving formal instruction from the teacher, who pointed out 'rules'. For example, verbs with a Latinate etymology rarely behave in a ditransitive way. Fotos and Ellis found that both groups benefited; test results increased for all students pre- and post-treatment, but, the students who received formal instruction performed slightly better on a delayed post-test two weeks after the treatment.

Williams and Evans (1998) also used formal instruction to investigate the effect of focus on form and to see whether some forms might be more amenable to focus on form than others. They were investigating participial adjectives of emotion (*bored v boring*) and passives in a group of university students on an ESL course from a range of L1 backgrounds. Their first treatment group received formal instruction in these forms. This included rule presentation, practice exercises and corrective feedback. They also received an *input flood*; the students

were given texts to read on a subject, which included a deliberately larger number of examples of participial adjectives and passives. Another treatment group received just the input flood, and a third control group received materials that did not focus on any form.

The treatment lasted some eight weeks. The participle focus was completed before the focus on the passive started. The authors used a longer treatment period as they hypothesised that this would be more effective for long-term language gains. Two post-tests were given at two-week intervals after the completion of the two treatments.

Contrary to their hypothesis, the control group proved to be just as accurate in the use of participial adjectives as the 'flood-only' group, though the 'instruction group' did out-perform the two other groups. Regarding the passive, they found weak evidence that the two treatment groups used the passive more than the control group and that the treatment groups used the passive with better accuracy. They suggest that this could be evidence that focus on form does not benefit the study of every structure equally.

Samuda (2001) suggests that the teacher has an important role in focusing students' attention to form during tasks that concentrate on the conveyance of meaning. She also explores the relative effectiveness of implicit and explicit focus on form.

Verbs of epistemic modality were pre-selected as a focus for this study, though a form-meaning relationship (the *sine qua non* of focus on form) was integrated into the tasks by highlighting a 'semantic environment' rather than the actual forms. That is to say, not only did the task involve the likely use of the form (in the sense of Loschky and Bley-Vroman, 1993), but the need for a form to fill the semantic hole was also highlighted. It was hoped that this would elicit the use of epistemic modals.

A group of nine adult students in a US ESL programme were given a pre-test, which showed that their knowledge of this form was weak. Working in small groups, they were given a bag of items from the pockets of fictional characters about whose identity the students then had to speculate, indicating their degree of certainty.

As the students completed this first phase of the task, the expressions of possibility and probability that they used included no epistemic modal verbs at all; they relied on other ways of expressing this, such as *maybe* and *I'm not sure*. The second phase was a whole-class discussion of the groups' decisions. The teacher attempted to focus the students' attention implicitly, not on modals, but on the semantic area in which they would be useful,

highlighting parts of the discussion such as *not certain* and *it's possible* in her own discourse, and in so doing *pre-casting* (Samuda's term) the introduction of the new form.

The third phase was an explicit language focus where the teacher introduced the modal forms, instructing the students in their use, including rules and metalinguistic terminology. It was during this form-focused discussion that the students first started to use modal verbs themselves, and the teacher gave feedback, responding to both grammatical form and the form-meaning relationships of the modals they used - for example, if a student's use of a modal was grammatically correct but semantically inaccurate.

In a final post-focus phase students performed a poster presentation describing their conclusions. The language they used to express possibility and probability was analysed, and although *maybe* was still the most common way of expressing this, it was used less than during the pre-focus stage of the task. The most striking change in the students' output was the use of *all* the modals introduced during the explicit focus on form.

The study suggests that the teacher has an important role in guiding students attention towards form-meaning relationships, especially when the focus is on a semantically complex form such as modal verbs.

Harley (1998) also used formal instruction but in a less explicit way. She investigated whether focusing on the morphological clues to the gender of French nouns would help students remember noun genders and allow them to predict accurately the gender of newly learnt nouns. Instruction took the form of games, as the students were young learners aged between 7 and 8 in French immersion classes in Canada. These were naming games that required the name of concrete nouns to be stated along with their gender, for example, 'I-spy'. Cards were also presented to the students that had pictures of objects with the gender written underneath as a visual form of awareness-raising. Songs and rhymes provided more instances of nouns being used along with their gender. This treatment was carried out over five weeks at the end of which a post-test was given and a delayed post-test six months after that. The post-tests suggested that, whereas these activities helped students learn the genders of individual nouns, they had less success in providing predictive skills. It therefore helped with item learning rather than system learning.

Nobuyoshi and Ellis (1993) investigated whether students who had to respond to clarification requests about their use of past tense verb forms would be 'pushed' to use these forms more accurately. The students in the study, Japanese college students of low level English

proficiency, were asked to perform a focused communication task individually with their teacher, which encouraged the use of a certain linguistic feature. In this case, the students were asked to construct a story from a set of pictures of events said to have occurred the previous weekend. This set the story in the past and therefore made the students' use of the past tense natural, though not essential. Past tense forms became an even more explicit focus of the task as Nobuyoshi and Ellis administered it, as the teacher made a clarification request each time a past tense was used inaccurately, whether or not the teacher had been able to understand the student's meaning. The teacher did not explicitly say that the past tense was the problem, but it was hoped that the clarification request would result in the student noticing this form.

The subjects in this study numbered only six. Three were given the treatment; three others (the control group) were not asked for any clarification as they told their stories. A week later, the students repeated this task, but for this second run, no student was interrupted unless the teacher really had difficulty understanding something that was said. The researchers were interested only in occasions where the use of the past tense was obligatory. So, for example, if a student said, "His dog is dangerous" then this would not be an obligatory use in the narrative context of the events of the previous week.

For obligatory uses of the past tense, students received a score for each time the tense was used accurately. Out of the three treatment group students, two increased their score from 31% and 45% in the first trial to 45% and 62% respectively in the second. The third student hardly reformulated any of his errors when prompted by the clarification requests in the first run and neither he nor any of the three control group students, showed any improvement in accuracy over the week.

Doughty and Varela (1998) gave more specific feedback than Nobuyoshi and Ellis, employing explicit error correction. They were working with ESL science students at grades six to eight in the United States. The structures they focused on were conditionals and past tenses, as both were deemed necessary in the writing up of science experiments. The treatment class received the following feedback. When they were practising giving oral reports, the teacher would draw their attention to errors made in the past tense. These errors were corrected by the teacher as often as possible. Sometimes the whole class would be asked to drill the corrected form briefly. The students were videotaped giving reports, and while reviewing the tapes, the teacher would indicate past tense errors. The students also wrote lab reports, and the teacher would circle past tense errors. Meanwhile, a control group did the same science experiments and reports but received no error correction or feedback. The



experimental group, compared to the control, greatly improved their accuracy in past tenses both orally and in writing. A delayed post-test also suggested that they retained this advantage two months later.

White (1998) used *input enhancement* to make possessive determiners (PDs) in English more salient for French-speaking elementary school students at grade six in Canada. Input enhancement, or input modification, is when texts are altered in some way to make certain grammatical structures stand out. In this study, this was done with italicised and bold text:

*She was happy when she saw **her** ball.*

There were three groups: E, E+ and U. Group E received an input flood of text modified as above. They also answered written questions on PDs. Group E+ received the same input and grammar questions but also a large amount of extra reading and listening practice. This extra input was not modified to include more than a naturally occurring number of PDs. Group U received the flood of input, though their input was unmodified. They answered questions on the content of the text but not on the grammar. There was no explicit instruction for any group.

It was hypothesised that Group E+ would outperform Group E, and that Group E would outperform Group U on a post-test that required the use of PDs in an oral interview. It was also hypothesised that this learning would last at least one month after the initial treatment. Nevertheless none of these hypotheses was supported by the results of the study. In fact, every group improved in their use of PDs. White suggests that this might be due to the amount of salience necessary for noticing, and that she may have 'overdone' the form focus in the treatments. The input flood, which everyone received, may have been sufficient. The typographical modifications were perhaps unnecessary.

Izumi and Bigelow (2000) focused on a specific grammatical form, the past hypothetical conditional in English, in order to investigate one aspect of Swain's output hypothesis. Their study, in general terms, explored

“whether providing students in an ESL writing class with written output activities followed by relevant input would facilitate the noticing of and learning of a specific grammatical form that is difficult to learn.” (p. 245)



The past hypothetical conditional, e.g. "If I had arrived earlier, I would have met them", was observed to be problematic for their students, a heterogeneous group studying at a community college in the United States.

They hypothesised, first, that an experimental group, whose focus was directed at language form, would perform better than a control group, whose focus was directed at meaning, when encouraged to notice a target form in subsequent input. The experimental group was asked to write essays whose topic elicited the use of the target form. The output was therefore written output. The control group either wrote essays on a topic which did not elicit the use of the target form or answered comprehension questions on a model essay, instead of producing written output.

The second hypothesis was that the output group would show immediate uptake (in Slimani's terms) of the target form in their output. Thirdly, they hypothesised that the output group would show greater gains in accuracy in the target form in post-tests.

After a pre-test, tasks were divided into two phases. In Phase 1, two groups wrote an essay on a given topic. The experimental group then received a model essay on the same topic in which 80% of the sentences contained the target form. They were asked to underline any form in the essay they felt might help them in their own essay. The control group read the same essay, but instead of the focus on form, they focused on meaning by answering a series of questions on the content of the essay. After this, both groups were asked to write another similar essay.

Phase 1 was followed by a post-test before Phase 2 began. In Phase 2, both groups read a text in which 70% of sentences had the target form. The output group were asked to underline structures they felt might be useful for the next task. The control group underlined sentences that were important to the content of the text. The text was then taken away and a *dictogloss*-type task began (this task will be explained on page 38). The input group had to reconstruct the passage as best they could from memory. Meanwhile the control group answered true-false questions on the content of the text. They received the text one more time for further reading and underlining, and after this they tried once more to reconstruct the text or answer questions on it.

Regarding the first hypothesis, their study found no evidence that the need to produce output made it more likely that the target form would be noticed in subsequent input. Students from both the control and the experimental groups noticed a similar percentage of the past hypothetical conditional in the model essay of Phase 1.

There was partial evidence to support the second hypothesis, which predicted immediate uptake from the experimental group. This group made significant gains in their use of the target form only during the reconstruction task and only between the first and second reconstructions. The benefit was not apparent immediately after the first output session.

There was no support for the third hypothesis. The output group did not show greater longer-term acquisition of the target form. In fact, both groups improved significantly. Nevertheless, this improvement was not statistically evident between the pre-test and the first post-test. It reached significance between the first and second post-tests.

The authors consequently suggest a cumulative effect of the input, which was not attributable to any one treatment. They suggest that the sheer number of instances presented to both groups may have primed them to notice the form, whether the treatment encouraged them to focus on form or meaning. This is similar to the study by White (1998), when an input flood of possessive determiners given to a control group may have proved just as effective as input enhancement presented to the experimental group.

### 3.1.4 Reactive focus on form

#### 3.1.4.1 Negotiation of form

The following example of focus on form involves specific interaction about the structure of the L2. Put simply, learners talk to each other explicitly about the grammatical form of the language they are trying to produce. Swain calls this 'negotiating about form', which appears in student interaction as 'Language Related Episodes' (LRE), defined as

“any segment of the (think-aloud) protocol in which a learner either spoke about a language problem he or she encountered while writing, and solved it either correctly or incorrectly; or simply solved it (again, either correctly or incorrectly) without having explicitly identified it as a problem.” (1995:130)

It is also referred to as “interpreting for acquisition” by Sharwood Smith (1986:243).

Lyster and Ranta (1997) make a two-way distinction in classroom interaction. The first they call *conversational interaction*, which is similar to the negotiation of meaning that we have already discussed. *Didactic negotiation*, though, is what they

“consider to be the “negotiation of form”, namely, the provision of feedback that encourages self-repair involving accuracy and precision and not merely comprehensibility.” (ibid.: 42)

Wajnryb (1991) developed the dictogloss task to bring about negotiation of form. This involves the teacher reading out a short passage to the class who must then reconstruct it by pooling linguistic resources in groups. In the process the students are meant to notice the gap between, according to Thornbury (1997: 326), “the current state of their developing interlanguage, as realised in their output, and the target language system, available as input.” Interaction is likely to take place due to the group structure. The activity is based primarily on meaning. Grammatical forms that come up do so in a coherent text. Even so, texts can be manipulated to include specific forms if the teacher wishes.

Swain (1998) explored the effect of the dictogloss task on the language development of a group of students. The purpose of this study was to investigate the function of metatalk, the last of her three hypothesised functions of output (cf. Section 2.2.4). She hypothesised that the teachers in the study could encourage more use of metatalk if they provided a model of it before the students performed a task themselves. She also hypothesised that a relationship between increased metatalk and increased learning could be shown if language items that had been ‘metatalked’ were recalled in post-tests.

There were two classes of students in her study: a total of 48 grade eight students of a range of L2 proficiencies in a French immersion programme. Both classes completed a series of three dictogloss tasks over a three-week period. The difference between the groups lay in the way the dictogloss was explained to them. Both classes watched a skit performed by two teachers as an example of how to perform the task. But in one skit the teachers referred to grammar rules in their metatalk as they carried out the dictogloss; in the other, the teachers discussed the form of the language without reference to grammatical terminology; for example, here we have an example of metatalk with a grammatical explanation.

T: *Est-ce que c'est les “rues” qui avaient, ou la “ville” qui avait?*  
(Is it the “streets” that had [plural form] or the “town” that had [singular form]?)

R: *C'est les “rues” qui avaient. C'est les “rues” qui est le sujet, alors on doit faire l'accord avec les “rues”. Donc, ça doit être avec e-n-t à la fin.*  
(It's the “streets” that had [plural form]. It's the “streets” that is the subject [of the sentence], so we have to make the verb agree with “streets”. So, it must be written with e-n-t [plural form] at the end.) (p.74)

Whereas here there is discussion about form without any grammatical explanation.

T: *Est-ce que c'est les "rues" qui avaient, ou la "ville" qui avait?*  
Is it the "streets" that had [plural form] or the "town" that had [singular form]?)  
R: *C'est les "rues" qui avaient.*  
(It's the "streets" that had [plural form].) (p.75)

The classes went on to complete the three dictogloss tasks mentioned on the last page. The third was recorded and analysed. A week later, the students received a test tailored to their individual performances on the dictogloss, based on Swain's analysis of the tapes. So, for example, if a student dyad had discussed a certain language form during the task, then this would appear on their own individual test. Swain gives an example of two students, who, during one dictogloss, discussed whether the word *rêve* in French was masculine or feminine. So one item in their test was to identify the gender of this noun. The number of questions in each dyad's test was therefore dependent on the number of LREs performed during their dictogloss tasks.

Results showed, first of all, that the class which was exposed to metatalk with grammatical terminology in the introductory skit was much more likely to use metatalk during the dictogloss negotiation (although metatalk does not necessarily include grammatical terminology). The dyads in this class produced on average 14.8 LREs in each dictogloss compared to just 5.8 observed in the dyads who were shown grammar discussion without metatalk. The second hypothesis, that metatalk would result in learning, was not discussed in terms of a comparison between the two classes. Instead, Swain looked at both classes' LREs and compared them to the results of the post-tests. She found that if students had metatalked about a form and reached a correct solution on the dictogloss, they were then likely to give a correct answer to questions based on this form on the post-test. However, if they metatalked about a form and came to a non-target-like solution on the dictogloss, then their response on the post-test would also be inaccurate: "The students tended to 'stick with' the knowledge they had constructed collaboratively." (p. 79).

Swain points out three implications of her study. First, the emergence of metatalk will depend on task type, as well as individual differences between students. Secondly, tasks can be organised and presented in a way that can encourage metatalk; appropriate preparation of students may be one way of doing this. Thirdly, teacher feedback is also important if students are not to remember non-target-like forms from their negotiation.

Although this study was reactive in the sense of the focus on form that was used, Swain admits that it would have been just as easy to have taken a proactive approach. After all, the dictogloss was prepared to encourage attention to verb tenses in French. Success could have

been determined by the students' accurate use of these forms in the post-test. Yet Swain's previous experience of using the dictogloss task had suggested that students do not always attend to the form that it is designed to practise. Instead,

“students talked about what they needed to talk about according to the state of their own internalized knowledge.” (p.77)

This is a benefit of reactive focus on form. If students are attending to language that they themselves have produced, the fact that they have produced it, even in a non-target-like way, may suggest that they are ready to acquire the form.

#### 3.1.4.2 Planning

This is a much more implicit way of focusing students' attention on form. Benefits of allowing learners planning time are described in Skehan's 1996 framework for task-based instruction. He presents three criteria that account for the difficulty of a task. *Code complexity* refers to the difficulty of the language that needs to be used. *Cognitive complexity* depends on, in simple terms, how much thinking a student needs to do to complete a task. *Communicative stress* is related to external factors such as time pressure, or the social context of the task. Variation in any of these will make the task easier or more difficult. The same distinction can be made within the domain of language use.

I have already described the tension that Skehan identifies between fluency, accuracy and complexity. If a task requires stricter accuracy, this will be attained at the expense of fluency and complexity. Hopefully, we can help learners focus on any one of these by varying the task. “There are encouraging signs that task characteristics predispose learners to channel their attention in predictable ways” (Skehan 1998:112). We are returning here to the idea of spare attentional capacity. Greater ease in one aspect of task design will permit greater cognitive control in another. More recently, Skehan has claimed that the “powerful and robust generalisation” (2003: 6) can be made that planning has a positive influence on complexity and fluency, although its effect on accuracy is not as clear-cut.

This claim is supported, for example, by a study (Foster and Skehan, 1996) which was designed to reduce cognitive complexity and communicative stress by allowing planning time before the students attempted a task; the subjects were 32 pre-intermediate students ages 18-30 years from a range of L1 backgrounds studying English at a UK college. The authors hypothesised that if they allowed planning time before a task, then this would result in greater accuracy, fluency and complexity. They further hypothesised that these benefits would be



more marked in students who planned in greater detail, and more marked in more cognitively demanding tasks.

Dyads took part in three different tasks. The least cognitively demanding had them describe how to get to their home. This was less demanding, as it required the description of information that was already well known to the students. The next task was to make up a story from a series of jumbled photographs. More time would be needed here to process the content of the student's story, with consequently reduced time for processing language. The third task was a decision-making task where the students had to act as judges in a trial, and, through processing new information, arrive at a decision about an appropriate judicial sentence. This was considered the most cognitively demanding task, which would draw most attention away from language form.

Some students were allowed planning time before performing the tasks. For one group, this planning was guided (or detailed) planning. This meant that they were advised to think about the kind of vocabulary or grammar structures that might be useful, and were asked to think about how to organise the content of their performance. Meanwhile a group of unguided planners were given ten minutes to plan as they wished, and two control groups did the tasks with no planning.

The results were mixed. Planners did show greater fluency with fewer pauses and less silent periods. The effect was most marked in the narrative task, where non-planners would often lapse into long silences as they tried to produce a story. Planners also used more variety in their language. Non-planners showed an over-reliance on the simple past tense, while planners, especially on the judgement task, made a wider use of conditionals and modals. Students were allocated scores that reflected the complexity of the clauses they produced. Guided planners showed the most complexity, followed by unguided planners and then non-planners. There was more limited support for better accuracy amongst planners. An unexpected result was that the unguided planners consistently produced the most accurate language. It seemed that when planners were left to their own devices, they focused on language form, but given guidance, they could be directed to focus on content.

The study presents evidence that learners who are given time to plan a task performance can ease the cognitive load of the task and pay more attention to the linguistic form of the message they intend to give. This can result in more complex language that cannot always be easily accessed given the unfamiliarity, difficulty or time limits associated with classroom



tasks. Studies by Bygate (1996) and Lynch and Maclean (2000), as we shall see, also seem to suggest ways of setting tasks that can help this kind of facilitated access.

### 3.1.4.3 Task repetition

Foster (1996) describes task repetition as an alternative form of planning. Task repetition has appeared in some of the studies we have already discussed. Usually, though, the repetition has been used as a kind of post-test to check the effect of an earlier treatment. Gass and Varonis (1994) had students repeat a task to see if allowing modified interaction on the first run would benefit the second. Nobuyoshi and Ellis (1993) repeated their task to see if the previous run, which interrupted the students with clarification requests, had a lasting effect on the students' use of past tenses.

Bygate (1996, 1999 and 2001) looked specifically at the effects of task repetition. He draws on Levelt's (1978) three levels of planning of an utterance (adapted from 1996: 137).

Conceptualisation	= the planning of content
Formulation	= the planning of words/phrases/grammar
Articulation	= sound patterns etc.

Bygate hypothesised that task repetition would result in more sophisticated language, as the need for planning would decrease after the first run:

“previous experience of a task would alter total planning time: the second performance can capitalise on the planning undertaken for the first performance.” (p.142)

For example, a student might give a more fluent performance with fewer false starts or self-corrections; familiarity with the content of the task might free attention to focus on form. If the student had more time to retrieve more appropriate or sophisticated vocabulary, this could result in less repetition of vocabulary items. Another result may be more complex use of syntax.

Bygate had a single student watch a short cartoon and then recall the story in the L2. This was repeated three days later, although the subject did not know in advance that the task would be repeated. Bygate looked for improvement in three categories: *Repertoire* - the range of L2 features used such as lexical items, syntactic complexity and the number of evaluative comments made; *Accuracy* - lexical choice and collocation; and *Fluency* - the amount and type of repetition.

In the category of repertoire, a number of improvements were observed. The speaker was able to use more inflected verb forms on the second run, instead of relying on uninflected verb stems during the first. The number of past tense forms also increased, although this was much more marked in her use of regular past forms than irregular. More lexical verbs were used on the second run, marking a change from a reliance on the past form of *be*.

As regards grammatical complexity, the speaker increased her use of subordinate clauses by 75%. In lexical repertoire, a wider range of vocabulary was found on the second run, including more varied cohesive devices. Evaluative comments, conversational flourishes that need planning time to produce, also increased on the second run, for example, “a little film” became “a very nice cartoon” (p. 146). Although there were no instances of these in the first trial, five appeared during the second.

Her use of lexical selection was also evaluated. Although Bygate admits this was subjective, he detected 16 inappropriate expressions in the first run, such as “a little film” or “covered over and over”, which became “cartoon” and “there were a lot of “ in the second. Eight inappropriate expressions were detected in the second run.

As regards the third measure, fluency, although there was no significant change in the number of repetitions across the two runs, Bygate noted that there were many more self-corrections during the second. He explains these improvements in similar terms to Skehan’s idea of spare attentional capacity,

“when first carrying out the task, the learner would be initially more concerned with planning the content of the message, and under pressure of time with finding the resources sufficient to communicate it. On the second occasion, on the other hand, having done the substantial conceptual work, the learner would be more concerned with paying attention to the formulation aspect of the task, that is with the selection of words and phrases, with their correct grammatical production, and where necessary with correcting mistakes as they occur.” (p. 144)

Bygate believes that such improvements would also be found in other tasks and suggests that either task repetition, or the repetition of task type, could well be worthwhile for the development of the L2.

In two further studies of task repetition (1999, 2001), Bygate went on to examine two different tasks in a ten-week study, which involved a similar narrative based on a cartoon and an interview task.

In these studies, 48 university students attending English classes were divided into three groups of 16: a control group, a narration group and an interview group. All of the students did both tasks in Week 1, and each fortnight thereafter the narration and interview groups performed a similar exemplar of their respective tasks, and this was done on three occasions over six weeks. On the fifth occasion, all three groups again repeated the two original Week 1 tasks, the control group having had no treatment since the first task ten weeks previously.

Task repetition seemed to be more effective than task practice, as the students in the experimental groups performed in the precise same task at Week 1 and Week 10 with greater fluency and complexity, yet there was no significant improvement in the experimental groups' performance over the three similar tasks (Weeks 3-7). Nevertheless, those students who practised narrative tasks over that period did even better on the Week 10 narrative task repetition than the other groups, while the same effect was observed for those students who practised interview tasks on their interview task repetition. Changes in the control group's output were significant on only one measure - they performed less fluently on their Week 10 interview task.

This suggests that generic practice of tasks can have some effect at least, and that exact task repetition has a strong effect on student oral output even after a relatively lengthy delay, such as 10 weeks

Gass, Mackey, Alvarez-Torres and Fernandez-Garcia (1999) also used a short video and a story recall for their study of task repetition. They hypothesised that task repetition would have four benefits: first, that it would result in greater language proficiency in general; secondly, that it would also result in greater accuracy; third, that it would result in greater lexical sophistication; and finally that this improved proficiency would carry over into a new context - that the gains would still be apparent if a new, though similar, task were set.

The learners in this study were three groups of English-speaking learners of Spanish at university level in the USA. Group 1, the repetition group, watched the same video three times and a new video for the fourth time. Group 2, the different content group, watched four different videos. Group 3 saw only two different videos at turns one and four. After each viewing, they recalled orally the story in the L2. They were judged: (a) holistically by a native-speaker (b) according to their accurate use of two Spanish structures, *ser* and *estar*, which are often confused by English speaking learners, and (c) according to their lexical sophistication. In this case lexical sophistication was measured by the proportion of *advanced*

lexical items appearing in the students' re-tellings. Vocabulary was judged as advanced if a lexical item was outwith a list of 200 most commonly used words in Spanish. They predicted that students repeating the task would have more mental resources free to focus on less common words.

As far as holistic judgements of retellings were concerned, the 'repetition' group did show greater improvement than the 'different content' group, though the difference was not statistically significant. Nor were these gains seen to extend to the fourth run, when the repetition group retold the story of a new video. Their holistic scores went down for this fourth run.

For *ser* and *estar*, improvements were hard to identify, as the first run already showed rather high accuracy on this item for all students. However, more students in the repetition group improved their use of *estar* compared to the other groups. This improvement did not extend to the new fourth turn.

In the lexical analysis, the experimental group did show the greatest increase in using mid- to low- frequency words. This group increased their use of these words by 12.3% from the first to fourth turns, compared to 2.7% for Group 2, and 1.6% for the control group. The 'same-content' group also showed the greatest gain in the proportion of open-class words in their retellings compared to that of closed-class words, indicating a denser lexical performance.

So there were some indications that task repetition resulted in improvements in the areas described, yet little evidence that these improvements generalised to a new context, which Bygate also found (2001). The authors suggest that one problem might have been lack of interest; that motivation and attention can wane if a task is repeated too many times.

Lynch and Maclean (2000, 2001) also investigated task repetition. The participants in these studies were 14 adult learners of English taking part in an English for Medical Congresses course, part of which was a *poster carousel* task, which required students to repeat a short discussion. The authors looked for language gains made during six turns of the task. As with Bygate (1996) and Gass *et al.* (1999), they cast a wide net when looking for language gains. They also investigated the degree to which the students were conscious of the gains they made. This was measured by a questionnaire, completed by the students immediately after the entire task was complete, which asked about the changes they noticed in their English during the six turns.

This task involved a series of paired conversations around a poster, which one of the students had prepared to illustrate her understanding of a previously read research paper. The host student stayed beside the poster while six students visited in turn for a few minutes' conversation. The visiting student initiated the dialogue by asking questions based on the content of the poster, so each conversation was not an exact repetition but a general recycling of the same content. Lynch and Maclean focused on the output of five students over six such conversations.

The first student, Alicia, from the evidence of recordings and transcripts of the task, made progress in three different language areas. In syntax, she overcame difficulties in word order in her use of *to be* in English. In lexico-grammar, she was able to access vocabulary more quickly and overcame difficulties in using a noun where an adjective was more target-like. In phonology, she improved her pronunciation of certain words. Nevertheless, the post-task questionnaire showed that she was unaware that any of these improvements had taken place.

The second student, Daniela, was already a more proficient English speaker, but she too showed improvement. The repeated cycles enabled her to become much better at explaining the content of her research, some of the ideas of which were complicated. She was able to experiment with different explanations before arriving at more concise ways of putting them across. There was also evidence of improved pronunciation throughout the six turns, and of an increase in the speed of her speech. Daniela was aware of changes she made during the cycles and described how she consciously made an effort to correct herself.

Lynch and Maclean (2001) extended their analysis to a further three students' output. These students also made gains, for example, in pronunciation, syntax and fluency.

The authors describe ways in which some of these improvements came about. There were instances of immediate self-correction and immediate correction from an interlocutor, though the 2001 study revealed that some students were more open than others to cues of help from interlocutors. There were also more gradual changes when a student would have a language difficulty early on in the cycles but would correct them in a later cycle. This may have been made possible due to the easing of the cognitive load of the task, thanks to the repeat cycles. Bygate's suggestion that repetition results in less time taken for accessing expressions and more time available to monitor them, may have been relevant to the students' progress.



The reactive study by Lynch (2001) of focus on form is particularly relevant to my own, as Lynch reports on students transcribing their own output and scrutinising their transcripts for errors.

There were eight adult students of mixed L1 backgrounds in this study, taking part in a pre-session English course. They prepared a transcript of their own role-play performance, which the teacher had recorded. They were then asked to make whatever corrections they could to the transcript and word-process the result; this paper became Transcript 2. The teacher then took this transcript, reviewed it, and prepared Transcript 3, to which he had added his own corrections. The final phase of the task was a meeting at which the teacher compared the language of Transcripts 2 and 3.

Lynch describes how the students spent a lot of time scrutinising Transcript 2 in pairs, and how they seemed to co-operate well together, attending to language form without the direct intervention from the teacher. They noticed a good number of forms, making an average 28 changes in approximately two minutes of talk. Most of these changes were in a target-like direction. What is more, except for one pair, the contributions between students were in balance; each student initiated an equal number of repair episodes. Most corrections related to grammar, especially verb tenses and article choices. They also edited out repetitions and other problems of performance, and reformulated parts of the text, sometimes inserting new information to better express their intended meaning. The students managed to correct around 60% of their errors, the teacher correcting the remainder on Transcript 3.

Lynch describes how the task provided a good mix of feedback on the students' L2: reflective self-correction, interactive peer correction and supplementary teacher intervention. It encouraged them to notice their output, and, in their discussion in preparing Transcript 2, to externalise their thoughts about language form in Language Related Episodes (LREs), to which we will return presently.

#### 3.1.4.4 Feedback and error correction as focus on form

Chaudron believes feedback to be a crucial activity in the second language classroom.

“From the learner’s point of view, the use of feedback in repairing their utterances, and involvement in repairing their interlocutors utterances, may constitute the most potent source of improvement in both target language development and other subject matter knowledge.” (1988: 133)



In this way error treatment, or feedback, is itself a valuable type of focus on form. He goes on to ask five fundamental questions about feedback, originally posed by Hendrickson (1978).

These are (1988: 135)

1. Should learner errors be corrected?
2. If so, when should learner errors be corrected?
3. Which learner errors should be corrected?
4. How should learner errors be corrected?
5. Who should correct learner errors?

We explore these questions here with reference to other commentators' findings and opinions, with the assumption that error correction is one example of focus on form.

### **1. Should learner errors be corrected?**

From the work we have already reviewed (Swain 1995, Seedhouse 1999, Klapper 1997) we have seen that there is often a lack of grammatical accuracy in the IL of students who follow communicative or immersion courses in an L2. This is a problem that teachers want to solve and students need to overcome. There are some researchers who do not believe that focus on form, or *learnt* language, can ever be acquired (Krashen, 1982), yet, as Doughty and Williams observe (1998: 203), "non-interventionists have not, as yet, provided any other expedient solution" to this problem.

If feedback allows learners to notice the gap between what they are able to produce in their IL and the L2, then we can justify error correction as an activity which fits into the cognitive approach to noticing and restructuring. This also has relevance to students' attempts at hypothesis forming. Kowal and Swain (1997: 306) see advantages to feedback:

"students can make wrong hypotheses and they do not identify all mistakes. We consider some form of corrective feedback to be an essential feature for such tasks...feedback needs to be provided for the learning experience to be complete."

### **2. If so, when should learner errors be corrected?**

In any task-based or communicative syllabus, the focus of the interaction is on the conveying of meaning. If each and every error is corrected immediately, the learner may be distracted from the message and from completing the task in hand. One solution might be to separate the error correction from the communicative activity. Nevertheless Lightbown describes the disadvantage of this separation if

“learners learned to treat language instruction as separate from language use. This would contribute to a self-fulfilling prophecy along the lines of Krashen’s monitor model: that learners would simply store metalinguistic information about the language in one place, and interlanguage rules, developed in interactive contexts, in another.” (1998: 191)

In the more specific case of feedback on oral input, it is important to consider whether the feedback disrupts the speaker’s message, or annoys the speaker. Schmidt actually seemed to appreciate corrective feedback while he was speaking in the L2. According to Thornbury (1997: 327)

“Schmidt’s own experience of learning Portuguese suggested that, in order to benefit from correction, he had to know he was being corrected, implicit correction techniques such as clarification requests made no impression, whereas hearing the correct version immediately after making an error allowed him to match his present level with the target.”

Of course, Schmidt was an applied linguist, who was keeping a learner diary of his learning experience, and was a particularly motivated learner. His attitude towards feedback may not be shared by other learners.

Seedhouse, too, is concerned with the question of feedback (1997). He realises that it is difficult to interrupt a student to correct language without distracting from the message, though he believes this can be done with subtlety and economy by giving quick corrections during the utterance. Yet, after examining a large corpus of transcribed language lessons, he has come across only one incident where he considered that this was achieved appropriately, that is, without distracting from the conveying of the message.

Appropriate or unobtrusive feedback can be hard to achieve, and different students will, in any case, have different opinions as to what represents unobtrusive feedback. But in a Horizon programme of language teaching methodology (BBC, 1984), we see how one student is put off his message in Spanish by an instructor who is correcting every error that he makes. The student continually looks away from his interlocutor and towards the instructor as he confirms the instructor's feedback. This distracts him from his message, and he is seen to stumble in his speech with each correction.

### **3. Which learner errors should be corrected?**

Chaudron suggests that there may be problems associated with one approach that advocates correction if errors result in a serious breakdown in communication, or are frequently occurring, or are pragmatically inappropriate. Valid as these criteria may be, an approach that

does not take into account the student's developing interlanguage may not be effective. Error correction may not result in restructuring if the feedback is pitched at a level well beyond the student's stage of development.

Allwright and Bailey (1991) suggest that focusing even on 'easy' rules may be futile. They cite the third person singular s-marker in English as an example of a seemingly easy rule that seems impermeable to instruction. This is possibly because it is irregular compared to other verb endings, it carries no semantic signal and is not always easy to hear. For these reasons it is simply not noticed by many learners and is therefore late acquired.

From the points noted above, teachers may well feel themselves to be in an impossible position. Students seem to want to be corrected (as I will discuss in the next chapter) yet the act of correction may not lead to any change in the IL.

Chaudron describes three kinds of correction. *Treatment of error* refers to correction at its most implicit, when a teacher moves to indicate to a learner that an error has been made, whether or not the correction is pursued at all. Another kind of correction is when some kind of treatment is offered which results in the learner revising his or her utterance. The third kind, which Chaudron refers to as 'true' correction, is when a correction treatment succeeds in changing the learner's interlanguage and the mistake does not occur again.

In correcting students' errors, teachers will not always be able to 'cure' the mistake once and for all, yet this does not mean that all error correction is futile. Teachers may be able to offer feedback at the right moment, when the learner will be in a position to notice and remember the correction. This might be the case if the teacher is aware that the learner has made a mistake with a form but has used it appropriately on a previous occasion. To increase the chance of the learner being ready to notice the correction, it may be a good idea to allow the learner an opportunity to self-correct. This will be discussed in question five.

#### **4. How should learner errors be corrected?**

Lyster and Ranta (1997) review techniques in corrective feedback and look for evidence as to whether any are more efficient at making students attempt to do something with the teacher's feedback. At best this will involve the learner repairing the error him- or herself, or at least negotiating for form, as we have already discussed, and arriving at a repair through the help of the teacher. We look at their research here in detail due to its relevance to feedback on oral output.

They describe six types of corrective feedback. *Explicit correction* is when the teacher says that an utterance is wrong and says what the learner should have said. A *recast* is the teacher's corrected reformulation of a learner's error. A *clarification request* indicates an error or repeats an error with no correction. *Metalinguistic feedback* is a description, perhaps using grammatical terminology, of an error with no reformulation. *Elicitation* indicates an error and explicitly asks for a reformulation from the student. *Repetition* is very similar to elicitation but lacks an explicit request for correction. Nevertheless Lyster and Ranta maintain that this request can be explicit through voice intonation.

They compare the effect of these on student *uptake*. By this (unlike Slimani 1989) they mean

“a student's utterance that immediately follows the teacher's feedback and that immediately constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance.” (p. 49)

Often there will be no uptake. The corrective feedback will be disregarded and the conversation will continue. If uptake occurs, it can take two forms: those that result in repair, or those that result in another student utterance that still needs repair.

Repair-uptake can take different forms. *Repetition* is when the student simply repeats a recast or other correction given by the teacher. *Incorporation* is when the student takes the corrected form but incorporates it into a longer utterance. *Self-repair* is classified as such only when it is in response to teacher feedback, and not spontaneous. *Peer repair* is when another learner, rather than the student who made the error, manages the correction.

*Needs-repair* uptake can be a quick acknowledgement that the teacher has provided an accurate correction, though the learner does not repeat the correction. Or the learner could make the same error again, or try to repair and make a different error in the process. There could be a partial repair, a hesitation, or an off-target repair when a student avoids repair by using other words entirely.

Lyster and Ranta speculate that engagement in uptake, and especially student-generated repairs, may be more likely to benefit L2A,

“First, they allow opportunities for learners to automatize the retrieval of target language knowledge that already exists in some form... Second, when repair is generated by students, the latter draw on their own resources and thus actively confront errors in ways that may lead to revisions of their hypotheses about the target language.” (p. 57)

So, Lyster and Ranta's tentative answer to the question, "How should learners errors be corrected?" is that this should be done in ways that best encourage uptake and student-generated repairs.

In order to investigate their hypothesis, they examined a database of 100 hours of recordings of various French immersion primary school classes in Montreal. Microphones were placed around the classrooms of four different teachers who were teaching several different subjects in French on any one day.

They found that one third of student turns of conversation contained errors. 62% of these received teacher feedback. 55% of feedback utterances led to uptake.

When looking at individual types of feedback, they found that recasts were least likely to lead to uptake (31% resulting in uptake). Clarification requests, metalinguistic feedback and repetition were more successful at 88%, 86% and 78% respectively resulting in uptake. Yet elicitation was more effective still, with all instances of elicitation resulting in uptake.

The disappointing effect of recasts is interesting, as it substantiates Chaudron's claim that an L2 learner may not even perceive that a correction has been made if the modification uses language that is beyond their interlanguage. Alternatively, the students may have been focusing on content rather than form, given the setting of the study. We recall that White (1987) hypothesised a linguistic filter that affects learner comprehension. Learners may presume that the repetition is being used to confirm or approve the original utterance. Chaudron (p. 149) quotes a reported example of a recast routine that is clearly of no help in correcting a student's omission of the verb:

Teacher: It's blue.  
Student 1: It blue.  
Teacher: It's blue.  
Student 2: It's blue.  
Teacher: It's blue.  
Student 1: It blue.  
Teacher: It's blue.  
Student 1: It blue.

Chaudron suggests that if recasts (he refers to these as 'repetitions with change': p.147) are given at all then they should be given in a way that makes it clear to the student that a correction is being suggested.



Han (2001) makes a similar point and calls for 'fine tuning' in corrective feedback. By this he has in mind an explicit focus on a single error and a two-way process between teacher and student, where both give information in order to investigate the cause of the error. He describes a case of a Thai learner of Norwegian, who did not seem to heed any feedback on a particular construction, despite it being flagged 16 times over seven months through underlining the error in her essays. Han then stepped in by interviewing the student about the error and discovered that the student thought that the teacher was merely pointing out a stylistic difference, and that the problem was caused by the Norwegian construction having no equivalent in Thai. Although she went on to use the form correctly after the interview, this 'trouble-shooting' treatment would probably require more time than most teachers have at their disposal. Such an individual treatment in a teaching context where there are numerous large classes with might not be feasible.

### **5. Who should correct learner errors?**

It may seem reasonable to suggest that the teacher, with his or her superior command of the L2 and a generally perceived responsibility in this matter, should be the person to provide feedback. Chaudron suggests that other parties should be encouraged to offer correction. Self-correction by learners themselves is regarded as important. We have seen in the research (Bygate 1996, Gass *et al.* 1999, Lynch and Maclean 2000) that, given the right conditions, students can monitor their own output and self-correct. Lyster and Ranta (1997) suggested that self-corrections could result in more efficient retrieval of the L2 or hypothesis revisions. Shonerd (1994) makes a similar point, suggesting that the act of self-repair might represent noticing of particular aspects of language form: "what underlies the self-repair may be a reanalysis of a linguistic unit previously used as an unanalysed chunk" (p.90). He goes on to suggest that self-repair represents both evidence of the revision of hypotheses and an activity that promotes such revision:

"The self-repair itself represents, in microcosm, gradual refinement in the language abilities of the learner...Repair, seen in this light, is more than a simple process of correction; it is the expansion of semiotic resources" (ibid.: 91).

By this, Shonerd means that, in making the repair, the learner may need to make decisions and hypotheses, representing increased awareness of and knowledge about the L2. He is drawing on Vygotskian ideas about learning, which are considered in the next section. Self-correction is also the basis for Wajnryb's dictogloss and Swain's encouragement of negotiation for form and LREs. These activities also involve peer correction. We have seen in Swain's (1998) study of negotiation of form that students can help each other in the discussion of language form. Our next section examines in greater detail the kind of assistance that



students can give to each other while engaged in group work, favourable conditions for encouraging such assistance, as well as its effect on learners' developing L2.

### 3.2 Vygotsky and language learning

Vygotsky's theories on the co-construction of knowledge are increasingly applied to group work and focus on form in L2A. He is acknowledged by Frawley and Lantolf (1985), Schinke-Llano (1993), Swain (1995), Kowal and Swain (1997), Gass *et al* (1998), and in edited volumes based explicitly on his ideas such as Lantolf and Appel (1994) and Lantolf (2000). In this section, I look in detail at how his ideas have been applied to the foreign language classroom. My main study will draw on these ideas in order to interpret how students might have developed their knowledge of English while working in groups, to what extent this occurred, and whether their collaboration is relevant to the tracking of their language gains.

#### 3.2.1 Basic concepts in Vygotskian theory

Although his career spanned the earlier half of the twentieth century, Vygotsky's work does not have such a long history of discussion in the West. Frawley and Lantolf, advocates of Vygotskian theory in language learning, comment that,

“while Vygotsky's theories on language and thinking have received considerable attention of late in the general psycholinguistic literature, relatively little attention has been given to his theories in second language learning research.” (1985: 19)

Vygotsky's career crossed disciplines but was based in the psychological sciences and in the study of higher mental functions. His interest in language stemmed from its link to learning and the control of these functions. He stressed the role of language as our most powerful semiotic system in allowing learning to take place efficiently between individuals.

The concepts I will review here are the *mediated mind*, *dialogic interaction*, *scaffolding*, *the zone of proximal development (ZPD)*, *self and other regulation*, *private and inner speech*, *intersubjectivity* and *microgenesis*. These are often associated with processes in SLA, and re-emerge both in the following classroom studies, which draw on the Vygotskian tradition, and in the discussions of the students' interactions in my own study.

First of all, Vygotsky described the importance of language in allowing growing children the ability to assert conscious self-control. Lantolf and Appel talk of parents helping to organise the child's world (*ibid.*: 10)

“The adult aids the child in learning how to differentiate his or her immediate environment by establishing constants in a state of flux and by pointing out, through symbolic means, saliences and patterns, in the surroundings that would otherwise remain amorphous for the child.”

In other words, adults help children make sense of the world according to the socio-cultural constructs of the community to which they belong. This represents the *mediated mind*, a process that allows children to gain control of higher psychological functions so that they will cease to be limited in their actions by the limitations or distractions of their immediate surroundings. This is a question of developing self-control and self-will. Donaldson (1978: 94-5), from a Vygotskian perspective, notes that it is difficult for young children simply to stop and think. Yet it is this very ability that is crucial if they are to control their thinking in a way that helps them learn anything. Again according to Donaldson, they need the chance to reflect and consider different possibilities outside their immediate environment or experience.

For Vygotsky, children transcend their environment and experience through their interface with society. Donato (1994:35) cites Vygotsky's view that “all cognitive development is first and foremost inter-psychological - it arises as a result of the interaction that occurs between individuals engaged in concrete social interaction.” This is known as *dialogic interaction*. New knowledge here is intrinsically connected to knowledge that the learner already possesses. This is the central point of Vygotsky's *Zone of Proximal Development (ZPD)*. This metaphorical zone represents a potential for learning, which Van Lier describes (1996: 190) as follows:

“At any given point in time, there are things that a person can do confidently on his or her own. This we might call the area of self-regulated action. Beyond that there is a range of knowledge and skills which the person can only access with someone's assistance...In the case of some piece of knowledge, this becomes available because it can be linked to existing knowledge or experiences, again, perhaps with someone else's guidance. This material, which one might say is within reach, constitutes the ZPD. Anything outside the circle of proximal development is simply beyond the reach and not (yet) available for learning.”

In the ZPD there is an echo of Krashen's *i+1*, yet the acquisition of new knowledge, according to Vygotsky, is very much a conscious process. What is more, while *i+1* represents progress as an inner psychological phenomenon, progress within the ZPD is purely social in origin (Kinginger, 2001).

Illustrations of many of the processes in the Vygotskian theory of cognitive development can be found in Lantolf (2000: 4), who reports an experiment by Luria in which children of

differing ages were asked to press a bulb when a green light was showing and to stop pressing it when a red light came on. The youngest children in the study were unable to follow the instructions and pressed the bulb even more vigorously when the red light came on. Slightly older children seemed to respond more to mediation; they could perform the task if they were talked through it as they performed it. This is an example of *scaffolding* through dialogic interaction. The assisted performance is achieved through *other-regulation*; an expert guides the novice, taking responsibility for parts of the task. As the novice achieves greater control of the task, he or she is said to have developed *self-regulation*, which can be achieved to a greater or lesser degree. The latter is illustrated in the Luria experiment when still older children used *private speech* to perform the task; they were heard to remind themselves of the instructions as they worked. This suggests that although these children still required a degree of mediation to perform the task, they were able to provide it themselves. Inner speech refers to a similar form of self-tutoring and is therefore another aspect of self-regulation, but one that is wholly within the learner's head and cannot be directly observed. Explicit help from a more capable person, or *expert* (as opposed to a *novice*), is described as dialogue on the *inter-psychological plane*, while private or inner speech is dialogue on the *intra-psychological plane*. The oldest group of children performed the task without any observable mediation, suggesting that they had successfully internalised the means to complete the task and had achieved full self-regulation.

### 3.2.2 Vygotsky and the language classroom

The transfer, or appropriation, of knowledge by the novice from the expert (or from the inter- to the intra psychological plane) can be encouraged by language classroom practices. The way in which knowledge is transferred between individuals is shown in this description of the benefits of speech and communication outlined in the Kingman Report on the teaching of English. (This particular application of Vygotsky's ideas, given its 'official' context, is evidence of their current acceptance.)

"In addition to encouraging the development of speech for communication, teachers need to encourage talk which can be exploratory, tentative, used for thinking through problems, for discussing assigned tasks and for clarifying thought: talk is not merely social and communicative, it is also a tool for learning." (Department of Education and Science, 1988:43)

We will see examples of this presently in studies where students interact as they perform tasks, solve problems and increase their knowledge in the process.

We have already mentioned the metaphor of *scaffolding* as one example of working within the ZPD, to which we now return in connection to the language classroom. This is a way in which one person makes learning achievable and non-threatening for another. The image here is of extension and of safety: a scaffold being attached, by an expert, or more capable person, to what the learner already knows, and gradually dismantled.

"A knowledgeable participant can create, by means of speech, supportive conditions in which the novice can participate in, and extend, current skills and knowledge to higher levels of competence." (Donato, 1994: 40)

Van Lier (1996) offers an example of how he provides scaffolding to help his students describe how to use an overhead projector in English. He begins by describing his own actions in English as he gets the OHP ready and then slowly dismantles the scaffolding. The next time he will ask students to fill in words and phrases in his monologue and eventually the students should be able to give the full description themselves. This kind of simplification is a typical part of scaffolding, although there are other features, adapted here from Wood, Bruner and Ross (1976: 98), the originators of the metaphor:

1. *recruitment* of interest in the task,
2. *reduction* in degrees of freedom, or simplification of the task,
3. *maintenance* of the pursuit of the goal
4. *marking* critical features and accentuating particular problems in the task
5. *frustration* control during problem solving, and
6. *demonstration* or modelling of an idealized version of the act to be performed.

Some of these aspects refer more specifically to the transfer of knowledge (2, 4 and 6), while others (1, 3 and 5) describe more affective concerns connected to task completion and relate to *intersubjectivity* (Rommetveit, 1985), which Antón and DiCamilla describe as a shared perspective on a task when "individuals working in collaboration define the objects (both concrete and abstract), events and goals of a task in the same way" (1998:320).

A particular appeal of a Vygotskian framework for second language research is that it can be used to illustrate 'learning in action' in classroom contexts. Linguistic development, like any other mental development, can be sourced in, or tracked from, elements of the interaction produced by students through microgenetic analysis. Mitchell and Myles (1998) report how *microgenesis* is one of the timeframes that Vygotsky applies to human learning. Whereas phylogenesis applies to knowledge that develops over generations, microgenesis occurs over a much shorter time span, in which the development of knowledge can be observed "right before our eyes" in the space of days or even seconds (Aljaafreh and Lantolf, 1994: 467).

Many of the studies that follow show the acquisition of linguistic skills over relatively short periods through a microgenetic analysis of transcriptions of students' discussions.

### 3.2.3 Vygotskian classroom studies

The following studies are discussed in the following order:

The first group relates to evidence of language gains from the act of collaborative discussion of form.

- Aljaafreh and Lantolf (1994)
- Ohta (2000)
- Garcia and Asención (2001)

The second group relates to the ability of students to collaborate effectively from a socio-cultural perspective (including the provision of scaffolding and of assistance within the ZPD).

- Donato (1994)
- Nykos and Hashimoto (1997)
- Takahashi (1998)
- Antón and DiCamilla (1998)
- Storch (1999)

The final and most recent two studies are more specifically concerned with patterns of interaction emerging from collaborative group work and their effect on the development of knowledge and language gains.

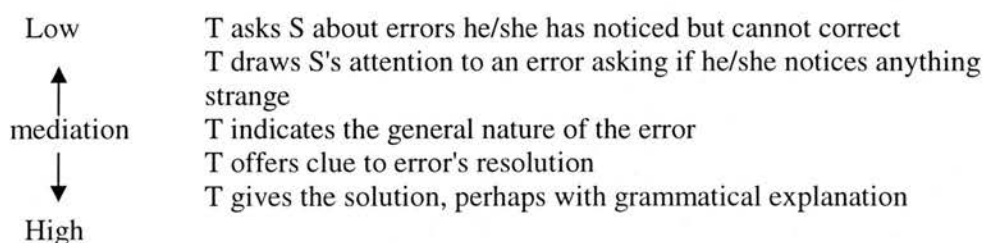
- Storch (2002)
- Tan (2003)

#### 3.2.3.1 Group work and language gains

Aljaafreh and Lantolf (1994) report on a Vygotskian study, which follows on from our discussion of feedback, as it starts from the position that, to be effective, feedback "has to be in some way attuned to the individual learner" (p. 466), as Han also suggested (Section 3.1.4.4). The authors argue that, because adjustments cannot be determined a priori, they should instead be negotiated on-line with the learner.



The study looked at three students from a range of L1 backgrounds on a university ESL reading and writing course. They wrote one essay per week for eight weeks following the course requirements, but, for the study, were given an extra 45-minute tutorial per week with a tutor/researcher, who offered feedback on each essay. Each tutoring session started with the student going through the essay alone checking for errors before the tutor stepped in. One particular observation of this initial phase shed light on the social nature of even this solo correction task. Although one student failed to find any errors while working alone, once in conversation with the teacher, she immediately found points to bring up, which suggested to the authors that the mere opportunity for dialogue could encourage students to initiate the process of self-regulation. The teacher's feedback was designed to fall within the student's ZPD and was graduated (from implicit to explicit) and contingent (given only when needed), and was graded into the following sequences (simplified from the original):



To identify microgenetic development resulting from this process, a scale was created to indicate the student's degree of self-regulation and control over target language structures.

- Level 1: S cannot correct or notice the error despite T assistance
- Level 2: S notices error alone but cannot correct it without T assistance
- Level 3: S corrects error with implicit assistance
- Level 4: S notices and corrects with no T assistance
- Level 5: S no longer makes the error

If students' reactions to errors fell within the other-regulation levels (1-3), those errors were said to be low in their ZPD; those falling within self-regulation levels (3-5) were high in the ZPD.

The students' recurring errors were tracked over the eight-week study, and students were observed to move up the scale of self-regulation. The first treatment of a certain error might have been at Level 2, but on a subsequent occasion it might been dealt with according to Level 3. The study reports examples of such microgenetic development occurring both within and across separate tutorials.

Aljaafreh and Lantolf describe the implications of these findings for choices teachers have to make regarding implicit and explicit feedback. Learners, as novices, are to be encouraged to

take responsibility for their own linguistic performance, so as to move from other- to self-regulation. This necessitates a relinquishing of control from the expert. Therefore, if a language form is high in the ZPD, an implicit approach to feedback should be adopted to allow the students to talk themselves through the problem as a step towards Level 5 full self-regulation. Lynch (1997) makes a similar point, recommending that teachers resist the temptation to intervene too quickly when students encounter language problems.

Ohta (2000) explores ways in which interaction between students can help them to gain control over grammatical structures in task-based learning. A microgenetic analysis of the interaction of two adult learners of Japanese shows how students are able to help each other within their ZPD and how this results in an improvement in their linguistic performance.

The study describes two students, Hal and Becky, who were following a second year university course in Japanese. They were introduced to a new construction, a desiderative construction in Japanese: *watashi wa sensei ni empitsu wo katte hoshii* (I want the teacher to buy me a pencil). As a pair, they performed a role play in which they had to use this construction, using both their own and guided examples. These role plays were audio and video recorded and transcribed.

Becky made dramatic progress with the construction, and Ohta shows how this was probably due to Hal's assistance through dialogic interaction within the ZPD. Each student had eleven sentences to translate, and Becky's first example took her 18 conversational turns to complete with Hal helping her in, amongst other things, lexical choice and particle selection. Yet, in time, she was able to use the construction correctly, so much so, that by the end of the task, Hal merely confirmed the correctness of her utterance.

Ohta describes how Hal's assistance was effective, as it was graduated and contingent - two hallmarks of appropriate assistance in the ZPD. Graduated assistance was observed, for example, when he replied to Becky's assistance for the Japanese word for *become* by supplying only the first two syllables, leaving her to supply the correct verb ending. His assistance was contingent, as he never interrupted Becky in order to supply information; he seemed to be sensitive to Becky's calls for help, offering it only when he believed she could not provide the information herself. In fact, he became less receptive to her bids for help, as he seemed to realise that he had already provided her with sufficient information in the past for her to make her own progress. Hal, too, made improvements during the task. The study by Nyikos and Hashimoto (1997), summarised below, describes in more detail how the expert in a dyad can also gain from this kind of classroom interaction.

Garcia and Asención (2001) were especially interested in whether scaffolding during student interaction might have a discernable effect on language gains and in which specific features of interaction might account for these gains.

Their subjects were 39 university students aged between 18 and 30, who were studying Spanish at beginner's level. They were given pre-tests to ensure that they were unfamiliar with the forms the study investigated, and that they had comparable listening comprehension. The students were then put into two groups (one experimental and one control) and received three hours of identical instruction in the target grammar forms: reflexive pronouns, stem changing verbs and two prepositions. After this, they were given a mini-lecture describing daily routines and were asked to take notes on it.

The groups then received different treatments: the experimental group spent five minutes discussing their notes in groups, having been advised to discuss those aspects of their notes that would be most helpful to them in the next stage of the task, which was to recreate the passage. Meanwhile, the control group spent five minutes looking over their notes alone. Both groups then had seven minutes to recreate the passage and were then given a listening comprehension test on its content. Both groups were asked to pay special attention to the target grammar forms.

Although the interaction group scored significantly better on the listening comprehension post-test compared to the control group, their slightly better score on the reconstruction task was not significant. Interaction therefore seemed to have had a greater effect on comprehension than on production. The authors went on to examine the transcripts of the interaction groups' deliberation, hypothesising that those elements of interaction useful to L2 development would be the questioning of language use, self- and other-correction, and the repair of grammatical and lexical forms. They observed that students questioned their language use by asking each other for the Spanish equivalents of L1 forms, corrected non-target-like forms produced by their peers, and sought and received confirmation that their proposed L2 formulations were target-like.

Although Garcia and Asención's discussion of these LREs is not extensive, they nevertheless provide further evidence that students can solve language problems efficiently in groups through hypothesis testing, metatalk and private speech, which they refer to as 'confirmations'.

### 3.2.3.2 Group work and effective collaboration

Donato (1994) reports a task where students work together to construct a text in the L2 and focus on form in the process. Through his microgenetic analysis of the students' discussions, he aims to show how acquisition does not have to be unobservable in the mind of the learner, but concretely observable in social interaction.

He provides transcripts of a task where three American third-semester university students were jointly producing a passage of free writing in French. They were all concerned with the grammatical accuracy of what they were producing. Each student put forward his own knowledge, and Donato shows how that knowledge then became understood and shared by the others. I have already discussed how scaffolding involves more than simply sharing knowledge, and Donato shows how, through their interaction, the three also kept each other motivated towards the task and how they “disinhibited” each other by providing careful clarification if a problem arose. It is relevant for second language classrooms that the process described here did not need one member with more knowledge on all areas who can act as a guide. Donato observed that each student took the role of ‘expert’ when they felt they had knowledge that was relevant to the task. This is important for the consideration of teacher and student roles in the classroom. The teacher is not necessarily the sole font of new knowledge, and students may be equally able to learn from their interaction with each other.

Donato also illustrates 'collective scaffolding' in this paper. He shows how the students each contributed a piece of knowledge to the solution to a problem, and, much like fitting together pieces in a jigsaw, the problem was solved through the accumulation of those individual contributions. This is illustrated in the students' attempts to reconstruct the phrase *you remember* in French (pp.44-45). Student 2 pointed out that Student 1's first attempt was non-target-like as the verb form should be reflexive: *tu t'as souvenu*, not *tu as souvenu*. Then, Student 3 pointed out that the auxiliary was wrong, and suggested the correct one: *tu t'es souvenu*, not *tu t'as souvenu*. In this way, the students arrived at a solution to the problem collectively. The solution required a pooling of their linguistic resources, and their collaboration resulted in a resolution that none of them could have achieved alone. This collective scaffolding is again relevant to classroom learning, in that the study suggests that it can lead students through the ZPD to a higher level of L2 knowledge.

Nykos and Hashimoto (1997) describe a wide range of benefits they observed in a study of university students of mixed L1, who were working collaboratively in groups to write a joint term paper. The data they collected from the students included journal entries, self reports on

their own group role and on how work was progressing within the group as a whole. The students' progress is described in terms of ZPD; experts within the group are identified as those students with greater academic or vocational experience (as it related to the topic of the paper they were writing) or in terms of English ability.

Those students within the groups with a novice role appropriated new knowledge for one thing, but the authors argue that the collaboration process also empowered them in some ways - their participation increased, leading to greater confidence and a greater ability to pose relevant questions to their more capable peers. The authors observed empowerment as students assumed critical roles as questioners to the experts, especially as they became more adept at pushing, or challenging, the experts.

With regard to the experts, the authors found evidence that they liked to have their thinking challenged by being forced to produce logical and clear thinking accessible to the novice - a finding also observed by van Lier (1996) and Storch (2002). This point is relevant to my study, where students are expected to assist lower-proficiency students in focusing on language form. It suggests that the student in the expert role will receive a 'pay-off' from the task in terms of consolidation of knowledge or through encouragement to verbalise, or indeed question, their own hypotheses in order to justify the advice they give to a novice.

Takahashi (1998) provides evidence that even young learners are able to provide each other with assistance that enables them to develop their L2 performance within the ZPD - an ability that was seen to increase with greater language proficiency.

She looked at three different age groups of student over approximately three years. Each class included students of mixed ages but her 'Time 1' study (the first year) observed a class of kindergarten and first grade students; Time 2 observed the same age range, and Time 3 observed students between first and second grade. These were classes at a university affiliated school in the USA, and Takahashi chose to investigate the short Japanese lesson the students had for just 15 minutes each day.

At Time 1, the students were observed to make just single word utterances, all of which were in response to the teacher's questions. At Time 2, students were more active in their responses. Takahashi describes how one student spontaneously helped a peer think of an appropriate verb ending by reminding her of a song they had learnt that listed all the verb endings they had covered in class. However, this scaffolding was not sufficient, and it was



left to the teacher to sing another song to the student, which focused on the target verb ending more explicitly before the student produced the form correctly by herself.

In addition to this evidence of young learners providing scaffolded assistance despite their own low L2 proficiency, Takahashi also shows that students gave this assistance in ways that closely resembled those in which the teacher had given assistance in previous lessons. In this way, the students seemed to have learned how to give guidance from the teacher and were therefore not only learning Japanese, but also how to learn in a wider sense.

Antón and DiCamilla (1998) show how the scaffolding metaphor is relevant to a wide range of classroom contexts; they suggest that learners need not have reached a high level of L2 proficiency in order to provide scaffolded assistance during peer-peer interaction. In this respect the study is similar to Takahashi's 1998 study, but, whereas that paper dealt with young learners, the students here are adult learners. As in Donato's 1994 study, Antón and DiCamilla suggest that an 'expert' participant is not always necessary for new knowledge to be appropriated; collective scaffolding between fellow novices can further the L2 knowledge of all participants.

The authors studied the interaction of five student dyads, who were learners of Spanish at the beginner level enrolled in an intensive six-week language course. The task involved them writing a short essay together on topics such as a planned trip or their favourite sport. Audio recordings were made of the students as they collaborated on the task, and the study concentrated particularly on the students' use of the L1, from a Vygotskian interpretation, as a psychological tool helping them to construct scaffolded assistance, establish intersubjectivity and in the use of private speech.

Regarding collective scaffolding, the authors provide transcripts (pp. 324-5) of students talking each other through a number of stages in order to arrive at the Spanish word for *to leave*. The first was a 'cognitive prompt' when Student T said "we just learned the word to go", which triggered a search for the form. Student R. suggested *vamos*, which Student T rejected, but added a piece of scaffolding by saying, "No, the -s word", which prompted Student R to recall the form *salir*, which was acceptable to both students. The mediation of the L1 was therefore seen to help both students to arrive at a solution they may have been incapable of reaching alone.

Regarding intersubjectivity (the establishment of common motives and goals in order to complete a task), one extract (pp. 330-1) showed Student S making suggestions for the

content of the joint essay and proposing a single destination as the sole focus: "Yeah, let's...let's...that's good enough ...okay", but then dismissing this as being too easy. The pair went on to include further content, but at the same time used the L1 to set limits on their topic, including the setting of sub-goals: "Let's just say it's, um, in the northern part of the city. Do you want to say that?" Antón and DiCamilla suggest that the use of *let's* and the students' questioning and confirming shows the desire to establish and attain a shared goal.

Lastly, the L1 was used for private speech: for students to direct their own thinking. They were shown to repeat some of their L2 utterances as if they were confirming them to themselves. One student asked a question about a particular verb form and immediately answered it herself, which suggested the question was actually self-directed.

The authors claim that the prohibition of the L1 during classroom tasks, especially for beginners, has implications for learning, as it may stifle effective collaboration. We will return to the use of the L1 in the classroom and its relevance to my study.

Storch (1999) reports on the effect of pair work on task-based learning and in particular at the effect of student dyads' metatalk on their decisions about grammatical accuracy. She was interested primarily in whether students working collaboratively in pairs would produce more accurate written texts compared to students doing the same task by themselves, and in whether collaborating students would attend to a wide range of grammatical forms.

Storch studied eight university students following a course in English for Academic Purposes in Australia. They were from a variety of L1 backgrounds and ranged in L2 proficiency from intermediate to advanced. They performed three tasks: a cloze test, a propositional cluster task and a composition. They completed two of each, one alone and the other in pairs or in small groups and the pair and group work was audio taped as the students worked through the tasks. Targeted grammatical forms were established in order to evaluate accuracy, all of which were identified as problematic for the students: articles, verb tense and aspect, and derivational and nominal morphology.

Across the three tasks, Storch observed greater grammatical accuracy in the dyads' work compared to the solo work, with one exception: performance on the solo cloze test was more accurate in terms of article use. She notes that, overall, time may have been a crucial factor in the dyads' superior performance, as they spent almost double the amount of time on each task compared to the solo work. More revision was observed in the dyads' work and also a strong motivation to discuss grammatical form (though no LREs are exemplified in this paper).

Storch suggests that not all grammatical forms benefit from collaborative work. Whereas the dyads' deliberations resulted in increased accuracy for some forms, there was no such gain regarding articles in the cloze task. Storch goes on to speculate that group work may be useful for those language problems whose resolution can be based on clear rules (such as derivational morphology), but others, such as articles, are less amenable to conscious reflection and therefore more difficult to verbalise within the context of group collaboration.

### 3.2.3.3 Group work and effective interaction

In another study, Storch (2002) examined the dyadic interaction of students working together on tasks to find out whether any patterns of interaction emerged, and further, to discover whether there might be a relation between interaction type and subsequent language learning.

The study involved 20 university students aged between 18 and 42 of mixed L2 backgrounds at an intermediate level of English proficiency. In 10 dyads the students completed a pre-test, three tasks and a post-test over several weeks. The tasks were a short composition, an editing task, where they corrected errors in a written paragraph, and a propositional cluster task, as described in Storch, 1998 (Section 3.3 below). The students' interaction was observed and recorded, and Storch then adopted an inductive approach in identifying categories of interaction. Four patterns of interaction emerged, characterised by their position on two indexes: *mutuality* and *equality*. The first refers to how the students engaged each other's contributions, for example, whether ideas were shared or feedback given. The second refers to the number of contributions by each student and to whether each was equally in control of the direction of the task. The resulting four interaction patterns were:

1. Collaborative            Pairs worked together in all parts of the task - alternative views offered and discussed - high degree of agreement and resolutions acceptable to both participants.
2. Dominant / dominant        Both students contributed but did not engage with each other's contributions - high level of disagreement and inability to reach consensus.
3. Dominant/ passive        Dominant student took over the task - little negotiation due to passivity of other student.
4. Expert / novice            One student was expert but not dominant or authoritarian - sought novice's contribution - actively encouraged his/her participation.

The study identified Type 1 as the most common pattern of interaction amongst the dyads. Although not all students were capable of working collaboratively, most were, even if this took a short time to develop.

To investigate the effect of their interaction on subsequent learning, Storch looked for opportunities for learning in the students' tasks. LREs in which they discussed form were used as 'tracers' and any subsequent re-emergences in the recorded data of forms discussed in this way were examined to see if the students' use of these forms improved. Storch found examples of successful transfers of knowledge from LREs to subsequent use, as well as instances where non-target-like use was retained. 'Missed opportunities' were also identified - when students produced LREs about certain forms, but did not use these forms again.

As regards patterns of interaction, she found that there were more instances of knowledge transfer in the data of those student dyads identified as collaborative. The smallest number of instances of knowledge transfer was observed from the dominant/dominant dyads. The collaborative and expert/novice dyads showed more knowledge transfer generally than the dominant/dominant and dominant/passive dyads. The dominant/passive dyads showed the largest number of missed opportunities.

Storch therefore argues a critical role for collaboration in the L2 classroom. She makes the point that that collaboration will not occur simply by placing students together and that it is essential to monitor dyads and groups to see if helpful patterns of interaction are emerging and to change groups around if they are not.

Tan (2003) presents an alternative categorisation of student interaction to Storch (2002) consisting of three patterns (after Fisher, 1993 and Mercer, 1995).

1. Disputational talk: Characterised by disagreement and individualised decision making. Partners do not attempt to build on each other's ideas.
2. Cumulative talk: Unlike the above, students pick up and add to previous statements by their peers, which are accepted without challenge.
3. Exploratory talk: Where suggestions are challenged and counter-challenged and where progress arises either from the acceptance or a modification of a particular suggestion.



Tan reports the interaction among five Malaysian students in an ESL university course, who were given a text with 15 errors and asked to correct it as a group. She discusses two episodes in this task.

In one, the students failed to arrive at a resolution of the error "get your letter after so long time" and Tan explains this failure by pointing out the group's inability to successfully build upon each other's ideas. One student actually hit on the correct resolution but failed to justify it, and so it was disregarded by the other students. Although the students made many alternative suggestions (after so long time / after so long a time), because they did not explore the specific features of these suggestions or justify them, their eventual resolution was unsatisfactory.

In a second extract, the students discussed the sentence "Usually, I enjoy very much". Tan shows how they challenged each other's suggestions but justified these challenges with reference to the surrounding context of the forms under discussion to grammatical rules, including metalinguistic terminology.

The first example showed cumulative talk - students accepted each suggestion uncritically, which was not effective for the co-construction of knowledge. The second example consisted of exploratory talk, where statements were challenged positively with alternative hypotheses, and it is this that Tan considers the most effective type of interaction for language learning. Citing Vygotsky, she argues that students do not simply need expertise and knowledge, but also the ability to work collaboratively in order to make progress beyond their potential developmental level, or ZPD.

### **3.3 LRE research**

We have already looked at Swain's definition of language-related episodes (p. 37). As we saw in the preceding sections, from an SLA research point of view, LREs can shed light on collaboration and on task-based learning (Jackson, 2001). This section considers studies which have looked more closely at the nature of LREs themselves, rather than their eventual effect on collaboration or on L2 development. Researchers have been interested in ways in which students arrive at decisions during episodes including deliberation and justification behind their resolution, in the initiators and resolvers of LREs, and in aspects of LREs that might allow us to judge LREs in terms of quality.



Storch (1998) considers LREs in terms of which forms students focused on and in terms of how the students resolved the language problems they faced. As for the second point, she concentrates on the justification, or deliberation, behind resolutions, which I also focus on in my study.

The paper reports a study of 30 university students on an ESL course from a range of L1 backgrounds, taking part in a study outside their normal classes. The task used was a 'propositional cluster task', in which all function words were removed from a paragraph of text, reducing it to a text resembling newspaper headlines. The students had to reinsert the function words. The students were in two groups: one advanced and one intermediate, and completed the task in dyads or in small groups, were audio-taped, and their discussions transcribed.

Storch presents a five-way taxonomy of justification behind the LREs appearing in the transcripts (pp. 294-96):

1. Grammar When students referred to either grammatical rules or to parts of the text in order to question or confirm particular grammatical choices.
2. Meaning When students appealed to semantics, pointing out the meaning of words, within or outside the text.
3. Discourse When students' justifications referred to text organisation or text beyond the sentence level.
4. Intuition/Conviction When students articulated their innate sense of what was right, or expressed a strongly held conviction.
5. No justification When students were unsure about a suggested resolution, but offered no justification for their suggestion.

Storch found Category 1 to be the most common form of justification (59/145 LREs), and to be proportionally more common when the students were discussing verb forms and articles. Appeals to meaning surfaced when discussing the meaning of individual words and in linking nouns in noun phrases. Category 4 was the second most common form of justification after

Category 1 (30/145 LREs). Storch reports that the advanced class intuitions were 90% correct, while the intermediate class's intuitions were correct just 50% of the time.

Although it is important to note that students will resolve language problems in different ways and with differing degrees of justification, Storch has little to say in this paper about the relative quality or usefulness of each of these five categories. My own discussion of deliberation, and my own taxonomy, focuses more on the potential benefit of the verbalised deliberation for noticing and learning.

Shehadeh (2003) refers in this study to Hypothesis Testing Episodes (HTEs). Although LREs are not referred to in the study, his definition of an HTE is similar to the LRE definition reported above:

"any utterance or part of an utterance in which the learner externalises and explicitly experiments with his/her hypotheses about the target language by (a) verbalizing these hypotheses to test which sounds better..., or (b) explicitly testing out hypotheses against the competence of the interlocutor by means of (1) appealing for assistance, direct or indirect..., or (2) requesting confirmation." (p. 160)

One difference between HTEs and LREs lies in their initiation: Shehadeh's HTEs, as described in this particular task, are initiated by the learner alone, whereas the task context of Swain's LREs allows more than one party to initiate discussion on emerging forms.

Shehadeh's first interest was whether or not students might be likely to focus on form and, in this case, verbalise and test hypotheses whilst performing a classroom task. He was particularly interested in the outcomes of these HTEs and whether the results were ill- or well-formed, and whether or not a HTE resulting in non-target-like output would be challenged by the native-speaker interlocutor of the study.

He studied eight students of mixed L2 backgrounds studying in the UK on a university EAP course. Their English proficiency was described as intermediate. They performed a picture description task, which the interlocutor had to create from the students' instructions. Each task took around 10 minutes, and the interaction was recorded and analysed.

In total, 39 HTEs were identified in the eight separate dyads' performances, representing an average of 4.8 HTEs per student, and Shehadeh describes this as a validation of Swain's claims for the function of output in terms of its potential for hypothesis testing. Of these, 62% were well formed and 38% ill formed. Of the 24 well formed examples, just five were achieved with the interlocutor's help. Meanwhile, of the 15 ill formed hypotheses, not one was

challenged by the interlocutor as they performed these meaning-based tasks. This concerned Shehadeh, and he suggests that lack of negative evidence might confirm these ill formed hypotheses and speculates that they might be retained in the student's interlanguage system. He does not cite Swain's 1998 study, which suggested that this can indeed happen.

Shehadeh calls for this kind of study to be replicated in different contexts and with different tasks. Indeed, it may be the case that feedback would be more forthcoming in tasks that focused more explicitly on form, rather than meaning, as in student's discussions of form during the dictogloss or Lynch's transcribing task (2001).

Williams (1999) was interested in finding out whether students spontaneously focus on form in the classroom, what kind of forms they attended to, whether certain tasks were more likely to result in a spontaneous focus on form, and whether proficiency level was related to the amount of focus on form the students engaged in. She focuses here especially on LRE types in order to discover how the students drew attention to forms as they performed their tasks.

She selected eight students, aged between 18 and 25, with a range of L2 proficiencies and from a variety of L1 backgrounds, studying in an intensive academic English programme. They wore clip-on microphones in their classes and all of their classroom interaction was recorded twice a week for eight weeks for 45 minutes as they worked on a wide range of tasks such as working on their textbooks, free conversation, role plays and grammar activities. Williams analysed only learner-generated LREs and not any initiated by the teacher, and found a total of 255 LREs, which break down to an average of between three and seven LREs per student per 45-minute session. She expresses her disappointment at what she considers a low number of LREs, but in fact the figure could be seen as an exaggeration of the amount of focus on form that was achieved, as Williams concedes herself. She counted LREs involving negotiation of meaning as well as form. Moreover, she did not combine discontinuous LREs: any subsequent elaboration of the same language point was counted as a further LRE (see Fortune and Thorp (2001), below, who counted such episodes just once).

She describes five categories of LRE, depending on the initiation of episodes and to the kind of negotiation involved:

1. Student requests to the teacher about the L2.
2. Student requests to peers about the L2.
3. Negotiation of meaning.
4. Negotiation of form (metatalk).
5. Other correction (differing from 4, as other-correction is unsolicited.)

Williams goes on to make some observations about LREs. The number of LREs initiated by students rose according to the level of proficiency of the students; in fact, more advanced students talked more anyway. And whereas most initiations were requests to the teacher, advanced students were more likely to ask their peers about L2 forms, and to metatalk with and provide their peers with feedback. The metatalk and feedback were observed much more often in more highly structured activities like homework correction and text-based activities. Williams expresses further disappointment with the range of forms focused on by the students, whose focus was mainly lexical. Around 50% of their LREs in her corpus were requests for definitions of words.

Williams (2001) expands on the LRE analysis of Williams (1999), discussing LREs produced in the same classes. Data comes from a similar student set, gathered in the same way from a range of similar tasks. The analysis here is broader, as it investigates whether the potential uptake from LREs is related to the party initiating the LRE, and secondly, whether LREs have an effect on longer-term second language acquisition, as well as short-term uptake (in the sense of Slimani 1989).

From the LREs produced in this study, Williams concentrates on 303 which related to grammar and lexis. As with Swain's 1998 study, students were given tailored post-tests based on the LREs they had produced. In this case the post-tests took place a fortnight after the LRE. The most advanced students did much better than the less advanced students (measured by an institutional composition and oral interview test), scoring 94% on their tailored tests compared to 45.3% by the lowest proficiency group. As regards LRE type, the following observations were made:

#### Initiation

On the basis of the tailored test results, the students seemed to remember teacher feedback LREs and self-initiated LREs equally well, and this was true for all proficiency levels. Other-initiated LREs were low in number amongst the data in any case, and students scored 10% or less on the test items based on these, although the most advanced students showed better recall of this type of LRE.

#### Resolution

LREs that were both self-initiated and self-resolved were almost always followed up with a correct answer on the post-test, which seems to confirm the value of encouraging learners to

think through language problems for themselves. Other-resolved episodes went relatively unheeded, resulting in just 17% correct responses in the post-tests.

The study also attempted to identify longer-term gains connected to the LREs, but Williams acknowledges the difficulties involved in searching for this kind of evidence:

"...very few studies have been able to document the delayed incorporation of input...and instead, opt for measures that are easier to document but perhaps less valid indicators of acquisition, such as immediate uptake." (p. 336)

Williams looked for subsequent emergences of forms that had been negotiated in the LREs. Due to the limitations of the data, she has little to say on long-term effects of LRE production, except that the 10% re-occurrence rate that she identified of such re-occurrences was at least encouraging. My study is concerned with the same question, and looks for ways to identify long-term effects of LRE discussions on subsequent oral output.

Fortune and Thorp (2001) provide a more detailed taxonomy of LREs than we have discussed thus far. They include features already identified by other researchers such as the language focus of episodes (cf. Storch, 1998 and 1999, and Williams, 1999), and the nature of deliberation behind LRE resolutions (cf. Storch 1998), and add to the taxonomy of features by considering also the 'depth' of different types of LRE, and the nature of LREs in terms of the way they emerge and re-emerge in student discourse. The latter discussion is particularly relevant to the examination of LREs for research purposes.

The study involved two classes of adult students from a range of L1 backgrounds following a university EFL course and at an intermediate level of L2 proficiency. The students of each class were divided into five triads and were given one dictogloss per week for four weeks. All interaction as they completed these tasks was recorded and transcribed.

The authors' definition of LREs differs slightly from Swain's. Because they wanted to concentrate on the collaborative nature of the episodes (in Donato's sense of pooling of linguistic resources), they did not count self-corrections. Only those episodes where students were observed to build upon each other's knowledge until agreement was achieved were considered in their study. This approach does not recognise the potentially social nature of self-corrections suggested by Aljaafreh and Lantolf (1994) and, to a lesser extent, by Tan (2003), where the presence of an interlocutor seemed to encourage self-initiated focus on form.



Their categorisation of LRE language focus consists of lexical, grammatical, discourse and orthographical, which are similar to the categories of deliberation described by Storch (1998). Fortune and Thorp go on to classify LREs by *length* and *weight*, categories which introduce a qualitative element into the evaluation of episodes. As regards length, one of the LRE topics in their data re-emerged constantly throughout the 20-minute discussion, suggesting that the students were addressing that particular language point in great depth. Weight refers to the difference in deliberation during episodes, degrees of which were described by Storch (1998) though without any comment on their respective usefulness. Fortune and Thorp, by contrast, in their distinction between *weighty* and *light episodes*, argue that weight is an important and overlooked aspect of LREs. A weighty episode is one in which "the learners draw overtly on their knowledge of the language system or context, or justify their choices with explanation" (p. 153), while a light episode relies more on intuition of what sounds right. Although the authors do not specifically describe the benefits of *weight* on language learning, we can assume that such episodes could result in greater noticing, in consolidation of knowledge, or in the reformulating of hypotheses. My own study also examines LREs in terms of quality, and touches on the usefulness of such weighty episodes, not just to the learner who produces them, but also to the interlocutor. 'Weighty' information from a more capable peer would be more likely to be instructional and of use to a novice than an opaque declaration of 'what sounds right', as metatalk providing information about the form under discussion might give the novice insight into the language problem. This point will come up in my own study when I discuss interaction and problem solving in Chapter 7. Although the authors introduce the concepts of length and weight, these are exemplified rather than quantified; there is no description of how to measure them. Regarding length, they eschew any measurement by number of turns or words per episode, "because they do not reflect adequately the diversity and complexity of the data" (p. 152).

Fortune and Thorp also reflect on the less than straightforward nature of LREs in the data, which has implications for those researching them. They describe how episodes can be *continuous* or *discontinuous*, that is, an LRE need not necessarily be resolved at once. Students can come back to the problem after one interval or more before a resolution is reached. This resembles the *push-down* episodes in negotiation of meaning (Varonis and Gass, 1985), which are extended examples of non-understanding routines. Discontinuous LREs might be seen as quite similar, but differ in so far as push-downs represent 'steps away' from the original problem - where the original problem cannot be solved until the push-downs, or sub-goals, are addressed. LREs do not necessarily become discontinuous for the same reason. My own data will suggest that the competing concerns of different students can mean that one student's initial highlighting of a problem can go unheeded by peers until they

have finished attending to another quite separate problem and return to the originally highlighted form. In making their count of LREs, discontinuous examples were counted as one, no matter how many times they resurfaced (unlike Williams' 1999 study). *Embedded* LREs are those occurring between discontinuous episodes. *Overlapping* LREs are when more than one form is corrected simultaneously - counted as multiple LREs - perhaps due to one language problem triggering another. Finally, *entangled* LREs represent the greatest problem for coders in research studies. Interaction can be complex to the extent that all three of the above characteristics may be present. Fortune and Thorp describe how lengthy discussions were sometimes necessary before agreement was reached on the number of LREs present in some of the taped extracts, and that LREs are not always neatly isolated.

## CHAPTER 4: Research design

### 4.1 Focus on form in the presentation course

The literature review has described in detail research relating to the pedagogical approach of focus on form. I will describe how the main ideas presented in the literature review informed my own research in Section 4.2. This section describes how focus on form was relevant to the teaching context of the academic presentation course, which I was investigating.

I decided to introduce a focus on form into the course for a number of reasons: firstly, I believed this to be more appropriate than the contrasting focus on forms approach, as it was important that the pedagogic focus did not detract from the students' main task - the completion of their research and the presentation to the class. It was therefore preferable to focus on language that emerged as being relevant to their work, and appropriate to their level of English proficiency, rather than on a pre-selected list of forms.

Secondly, I thought that the students would anticipate, and even appreciate, at least some kind of error correction. We will recall from Chapter 3 that error correction is one example of focus on form. I had been teaching presentation courses for four years in Japan before I began this study and had observed that students were keen to have the teacher look over their script for errors before they delivered their talk to the class. Apart from the potential benefit to learning that such error correction may have represented to them, I suspected that the students also wanted to know that their English was as accurate as it could be before they made their public performance, and that, perhaps, they wanted to avoid the embarrassment of making serious errors in public. Error correction was therefore one of the focus on form components of the course.

Although, as Hyland (1993) and Littlewood (2000) have shown, it is misguided to generalise about Japanese language learners, one might expect that students coming from the learning background we discussed briefly in Chapter 1, with its focus on the written language and on grammatical rules, would respond well to an occasional highlighting of linguistic form, perhaps involving analysis, which is presumably an established part of their learning repertoire. In any case, this kind of analysis is a common strategy for most learners; Oxford (1990) refers to it as a cognitive strategy. Japanese learners are perhaps no different from any other learners with regard to what they expect of a language course. Lyster, Lightbown and Spada (1999) comment on the attitudes of three sets of learners in three different studies, who expected linguistic feedback as a routine and normal part of the classroom process. We saw

in the literature review how Schmidt (1990) appreciated corrective feedback while speaking Portuguese. Lynch (2001), too, reported a positive response to focus on form from university students working on a task which involved them correcting their own errors.

I felt that a focus on form would be appropriate for two other reasons. First of all, I was, of course, aware of the problems associated with communicative process-based syllabi, as discussed in the literature review. The section below will relate the study to some of the main ideas presented in that review. Secondly, I had observed that the students did not seem to have developed strategies to help them routinely notice L2 forms; for example, few of the students kept vocabulary notebooks, and learner diaries were equally rare. I thought that some of the noticing tasks I set might encourage them to notice and think about aspects of English more systematically than they had before, and that this might benefit their language learning.

### 4.2 Concepts relevant to the study

It is thought that students can be encouraged to **focus on form** through a variety of classroom tasks. This study is intended to answer some of the questions posed by other researchers about focus on form: for example, whether focus on form tasks can target different features of the L2 (Bygate, 1999; Williams, 1999). Another common question about focus on form is whether or not it can lead to learning, and in particular, to long-term learning (Swain, 1998; Ohta, 2000; Shehadeh, 2002; Sheen 2003). In fact, most of the focus on form studies cited in the literature review described short-term gains in L2 development. In Swain's (1998) study, the post-test took place one week after the final dictogloss task. The L2 modifications observed in Lynch and Maclean's learners (2001) took place over just 20-25 minutes. This study examines longer-term effects; the development of noticed forms is tracked over a period of seven months.

The study will examine the role of **corrective feedback** and **negative evidence** and their effect on subsequent oral output. It looks for examples of effective feedback, deemed so if there is evidence that it helped the student to attend subsequently to the highlighted form, or if an improvement in the use of the form is observed in the student's output. The study will also explore self- and peer-correction. The former is considered important, as, theoretically, there may be a better chance of effective error treatment by virtue of the fact that it is the student who has instigated the use of the language. As we saw in the literature review, such student instigation may indicate a readiness, or mental preparedness, to learn an item or structure. Negative evidence as provided by a peer is also worthy of investigation. Pica and Washburn

(2002) have expressed concern about an apparent lack of negative evidence arising in conversations between non-native-speakers and have called for tasks that might promote it.

Self- and peer correction is encouraged in this study chiefly by a task where students correct transcripts of their own output together in groups. I anticipated that this would result in **negotiation of form**, in which the students' attention would be drawn to problem forms and insight about such forms would be gained from their resulting discussion. Discussion is presented in the thesis in the form of **Language Related Episodes (LREs)**, which were discussed in Chapter 3. In that chapter, we saw how different researchers presented different descriptions and taxonomies of LREs (Storch, 1998; Williams, 1999 ; Fortune and Thorp, 2001); in Chapter 6, I will present my own categorisation before going on to consider the effect of the LREs on the students' developing interlanguage. Evidence of development will be presented, in part, through a **microgenetic analysis** of student dialogue, which is part of the **Vygotskian interpretation** I will apply to the negotiation of form task. This will consider how student dialogue helped students complete the task in general and how it helped to further their knowledge of English. In this way, the study responds to Ohta's (2000) call for further research on how interaction between learners might provide assistance that falls within the **zone of proximal development** - that is to say, assistance that is of real potential benefit.

Both the theoretical concepts and the teaching considerations mentioned above result in the following sets of questions.

1. How can students be encouraged to focus on form in a task-based syllabus? Can tasks lead them to notice the gap between their own interlanguage and the L2? Can students be encouraged to notice features in their peers' L2 output?
2. Working together in groups, will students be able to effectively negotiate form? If so, can we identify any aspects of group work that help to explain this effectiveness?
3. Will it be possible to track the development of language proficiency throughout the course of the year? Will there be any evidence of long-term language gains?
4. Will it be possible to relate instances of language development to instances of noticing?

The first set pertains to noticing, the second to collaboration, and the third and fourth to learning. The latter two sets are especially important to the thesis, as there are few studies that



have looked at long-term language gains in relation to focus on form, as mentioned above. These questions will be addressed in detail in Chapter 8. The second set will be addressed in Chapter 7, including the Vygotskian analysis mentioned above. Chapters 5, 6 and 7 will address the amount of noticing achieved by the students.

### 4.3 Location of the study

#### 4.3.1 University setting

The data collection took place at the Faculty of Policy Studies at Chuo University in Tokyo from April to December 2001. I had been teaching there in a full-time position since April 1999.

Students in the faculty enrol in one of two departments: *Policy Studies* or *Cultural Studies*. Students in the former follow various courses throughout their first two years such as political science, law, and the Japanese economy. Students in Cultural Studies follow courses including Asian studies, comparative culture and traditional Japanese culture. Each student takes approximately 14 courses each semester. This typically represents a busy schedule: 14 classes of 90 minutes per week.

Students in both departments follow the same compulsory English courses for the first two years of their four-year degree course. Students from both departments are mixed in the English classes. In the first year, students have three English classes per week in the first semester and four in the second semester.

In the first year, they follow courses concentrating on the basic skills: there is a reading course, a writing course and a listening and speaking course. These courses are streamed into two divisions based on scores on the Institutional Testing Program (ITP) version of the TOEFL. All faculty students sit this test when they enter the university and thereafter repeat it twice every year. In order to graduate, students must achieve a mark of 500 on the TOEFL. The fourth course in the second semester is an elective content course taught in English.

#### 4.3.2 English language courses

English language students are separated into two divisions. Division A represents around 70% of the first-year intake. The students in this division have TOEFL scores under 500. The courses that they follow are pitched at a lower level than Division B -

the remaining 30% of students whose TOEFL scores are 500 or over. My own students were in this latter division. My research focuses on the **academic presentation** course of Division B.

The **academic presentation** course meets once a week for 90 minutes for the whole academic year, in two semesters of approximately 14 weeks. Semester 1 runs from the beginning of April until mid-July, and Semester 2 runs from mid-September to the beginning of January. The aim of the course is to give students the chance to perform a presentation to the rest of the class of approximately 30-40 minutes. The course aims, according to the department's course objectives, to

“prepare students for tasks they may encounter in a professional or academic English language environment, including preparation, comprehension, and critical discussion of researched and documented materials in the Policy Sciences and Cultural Studies.”  
(Ewick, 2000: 4)

It is important for this study that the course objectives are not linguistic; rather, they are drawn up in terms of appropriate preparation of content, quality of research and organisation. The objectives have been framed in such a way to allow teachers to concentrate on those skills they believe will help students make an effective presentation

The students in my presentation course, working in groups of two or three, gave presentations on a subject of their own choice. The themes chosen included globalisation, religion and the environmental impact of refuse. The students selected their groups themselves, the rationale being to find members who had similar interests regarding research topics.

### 4.4 Subjects

The subjects were the 17 first-year students of my academic presentation course, eight male and nine female students, all of whom had Japanese as their L1. Their English proficiency was at the intermediate / advanced level, with TOEFL scores from approximately 500 to 600. Although these scores were not 'official' TOEFL scores, as the faculty administered the ITP version of the exam, for the purposes of this study, I assumed that the subjects' scores reflected their overall proficiency. It is important to note, however, that the institutional TOEFL has no speaking component, and there was actually a wider range of speaking ability in the class than would appear from the students' TOEFL results.

I had made a decision to ask to be allocated the second highest level class for the year of the data collection. This was because the top-level class usually included five or six students who were termed *returnees*: students who had returned to Japan to enrol at a Japanese university

after having had some, or all, of their high school education abroad. They tend to have achieved a native-like proficiency in English, which results in a more unequal spread of proficiency than in the second-level class. In her study of student attitudes towards oral academic presentations, Morita (2000) found that non-native-speakers had particular concerns about, amongst other things, grammar, vocabulary and pronunciation. These quite specific linguistic concerns were not shared by the native-speakers in her study. Given this large potential difference in concerns regarding oral academic presentations, I preferred not to study a group containing both near-native and non-native speakers.

Consent was sought from all subjects regarding the use of data from the course at the beginning of the academic year. The consent form is presented in Appendix 9. It promised the students anonymity. Therefore, all names have been changed throughout the thesis; this also applies to where they appear in the students' own discussions.

#### 4.5 Materials and procedures

I taught the class myself and was in charge of the course content and the classroom management. At the time of the data collection I was teaching the course for the second consecutive year. The semester began with lessons that tried to help students understand what was involved in preparing and giving a presentation based on research. At points throughout the year, I asked the students to complete a number of noticing tasks, which are described below.

2001	Presentation tasks	Noticing tasks
May		LDA sheets
June	Introduction Presentation	PPQ; TTT; LDA sheets
July	Presentation	PPQ; Audience Evaluation; LDA sheets
August	-----2-month summer vacation-----	
September		LDA sheets
October		TTT; LDA sheets
November	Rehearsal	PPQ; LDA sheets
December	Final presentation	Solo TTT, PPQ; Audience evaluations; LDA sheets

**Figure 2: Time chart of presentations and noticing tasks described in the thesis**

##### 4.5.1 Noticing tasks

The first three tasks presented here were based on questionnaires. I collected them and made photocopies for myself before returning the originals to the students.

### 4.5.1.1 Language development awareness (LDA) sheets

The students filled these out every week. They were asked to write down any new language they had noticed over the previous week. Categories helped to focus their attention on different types of language form, such as grammar, vocabulary and pronunciation. A copy is presented in Appendix 1.

### 4.5.1.2 Post-presentation questionnaires (PPQs)

These were intended to help focus the students' attention on their own L2 output immediately after their presentations. The students were asked to report on the language they used in the presentation, including whether they used any new or recently learned language, whether they realised that they had made an error, and whether they had managed to correct an error as they spoke. Again, the questionnaire was designed to focus their attention on different types of language form. A copy is presented in Appendix 2.

### 4.5.1.3 Audience evaluation sheets

While the students were watching the presentations of other groups, they were asked to evaluate the presentation. There was an open section where students' comments about the group's language were invited. I hoped that this would provide evidence that the students were noticing and learning from each other's performances. A copy is presented in Appendix 3.

### 4.5.1.4 The tape transcript task (TTT)

The TTT was based on transcripts of the students' own output, which they were asked to scrutinise for errors. This task took place twice: once in June and once in October. At the end of the presentation I gave each group a cassette of their presentation recording. They were told to transcribe about two minutes of speech as a homework task. I told them that this would represent approximately two thirds of a sheet of A4 paper with double spacing. I asked them to avoid the first minute or so of their presentation, as this might consist of more formulaic introductory discourse. Each student was to transcribe only their own speech. I told them to transcribe exactly what they heard, including any errors, false starts or hesitations. These transcriptions had to be done on a word processor and printed out with double spacing in time for the next class.

For the next class, I arranged an extra classroom and three large cassette recorders with microphones. I placed the tape recorders in corners of the room. The classroom was large enough so that each group could talk without being disturbed by the other groups. Each group was given approximately 30 minutes to perform the task. They were asked, as a group, to look at each of the three transcriptions in turn and to identify any language errors, to discuss any language problems that arose in the transcripts, and to try to correct these on the sheets with a red pen. Most of these discussions were recorded with high quality tape recorders with microphones, but because there were only three of these, some were recorded with a pocket-sized recorder. The students were told that I would review the finished paper afterwards and point out any errors that they might have missed. They were also asked to conduct the whole task in English.

When the corrected papers were finished, the students gave them to me. After class, I added more corrections, if necessary, in black pen and then made a colour photocopy of each paper before returning them to the students the following week. I therefore had a record of both the students' corrections in red and my own corrections in black. An example can be seen in Appendix 4.

### 4.5.1.5 Field notes

One further source of noticing during the course was the brief comments I made about language forms during the class as I consulted with individual groups. I made notes on any language explanation I gave to the students, and these served to help the tracking procedure described in Section 4.6.

### 4.5.2 Oral presentation data

Students gave three presentations and one rehearsal. The first presentation was a topic introduction of some 10-15 minutes. This presentation was not based on research; instead, it explained why the group had chosen their topic and introduced some of the aspects that they were especially interested in finding out about. This took place early on in the semester and served as a baseline for my data analysis.

The second presentation took place in July at the end of the first semester. This was another short presentation on the progress of their research so far, and lasted 15-20 minutes.



The third presentation in December at the end of the second semester was preceded by a rehearsal in November, two weeks or so before the actual presentation. The rehearsals did not cover the entirety of their presentation, as the students' preparation continued after the rehearsal. The rehearsals took place in a separate room with only myself watching. I watched and gave oral feedback afterwards, and I recorded my comments in my field notes.

The final presentations in December lasted around 35 minutes. These included the use of visual aids, PowerPoint displays, video and audio extracts. The students performed each presentation at the front of the class without scripts, though they were allowed to use small cue cards as an aide-mémoire.

Each presentation and rehearsal was recorded on two tape recorders. One was a large recorder with an attached microphone on a long lead. The other was a pocket-sized tape recorder with an inbuilt microphone. There was a long desk in front of them, which they used for their PowerPoint computers or for other visuals. The small tape recorder and the microphone for the larger recorder were also placed on this desk, and were fairly unobtrusive.

### **4.6 Data analysis**

I transcribed all of the TTT discussions, except for four, which were inaudible due to the students' placing of the microphone, and all of the classroom presentations and the rehearsal. The transcripts are presented in Appendix 7. I transferred the tape recordings onto compact disk, and these are presented as Appendix 14. I then worked from these transcripts to identify noticing and language gains.

#### **4.6.1 Tracking noticing**

In order to explore potential relationships between noticing and language gains, I first scrutinised the data from all of the noticing tasks, noting any forms that the groups had either attended to at length during a single task, or had attended to on two or more occasions during one or more tasks. I then examined the students' oral output (the presentation transcripts) to see if any of these forms had re-emerged over the course of the year (In Section 4.6.2, I describe how I searched these transcripts for the forms). If there was no re-emergence - or just a single re-emergence - and therefore little or no output data to relate it to, I disregarded that particular instance of noticing.

When a noticed form re-emerged in the output data more than once, I tracked the noticing data pertaining to the student and the student's group for each instance of noticing. I was able to record when a student first noticed a form, who had initiated the noticing, and to comment on the depth of noticing involved. In Chapter 8, where I relate noticing to language gains, the instances of noticing are tracked and presented in chronological order from May to December.

#### 4.6.2 Tracking language gains

In order to see whether the students made progress with any of the forms they attended to during the tasks, I tracked their use of the forms in question, as represented by the oral output of their presentations, which I considered relatively spontaneous. Although the students may have scripted their performances at the preparation stage, they were not allowed to use these scripts as they gave their talk. The transcript of each student's presentation output was put into a separate Word file, resulting in four files per student, covering the June, July and December presentations and the November rehearsal. I used the *Wordsmith* concordance program to trawl the files for occurrences of individual forms. The program created tables, which presented relevant sections of the transcripts in chronological order, similar to the one shown below:

**Table 1: *Wordsmith* concordance example**

have chosen this topic is obviously different + with each other so	June\rei.doc
Reina : what important too is really different on the depending on	June\rei.doc
T it couldn't accept code which was different from common sense	Nov.\rei.doc
msense of value or kai- or came from different culture. As	Nov.\rei.doc
couldn't accept the short? which was different from common sense	Dec.\rei.doc
m common sense of value or came from different culture. As	Dec.\rei.doc

The presentation of the forms in context allowed me to see if they were used in a target-like way or not, and whether there were more target-like occurrences as the year went on. In a slightly modified form, these tables will be used in Chapter 8 to illustrate the students' interlanguage development. As mentioned in Section 1.4, language gains will be defined in Chapter 8.

#### 4.7 The pilot study

This pilot study took place in 2000. Its principal aim was to determine the feasibility of the data collection - whether the questionnaires and evaluation forms provided feedback appropriate to the study and whether the audio recordings made in the classrooms during presentations would be clear and audible. The pilot study provided some pointers as to how to refine my research design in these areas; this was particularly relevant to the wording of

some of the shorter noticing task questionnaires. From examining the pilot study group's responses, I was able to redesign questions to encourage more specific form-focused entries rather than general comments about English proficiency. Also, I was able to rectify some of the problems I experienced with inaudible tape recordings by using two tape recorders instead of one to record the presentations in the main study.

Another important aim of the pilot study was to compare briefly part of one group's presentation with a rehearsal, to try to determine what kind of language gains were being made, if any, and to try to discern how these gains might have come about. Unlike the main study, this section of the pilot looked for short-term gains, over a fortnight (the period between the rehearsal and the presentation). As in the main study, the students transcribed a section of the rehearsal and scrutinised the transcript as a group before handing it on to me so I could add further corrections. Unlike in the main study, I did not record the students' discussion as they corrected the transcript, and the only noticing data I collected were the red pen corrections on their transcript sheet. I compared a transcript of the presentation to the rehearsal transcript and to the repairs the students and myself had made to the rehearsal transcript. The findings of the pilot study were reported in a paper attached as Appendix 12 (Mennim, 2003). In brief, the group identified around 40% of the errors in the transcript compared to my 60%. As regards language gains, I found that the students were able to recall many of the forms which had been corrected - both by the group and myself; the final presentation showed improvements in pronunciation and grammar (and especially articles), and in the organisation of content.

The pilot study supplied encouraging evidence that the students were able to successfully correct errors working on their own, and that the process resulted in short-term improvements over two weeks. The main study would therefore build on this to see whether another class would notice a similarly high number of language forms and make longer-term gains.

## CHAPTER 5: The shorter noticing tasks

### 5.1 Introduction

This chapter reports and discusses the outcome of the shorter noticing tasks. They are shorter than the Tape Transcript Task in terms of the time they would have taken to complete, but, on the other hand, they were completed more often than the TTT, which was set just three times over the year. They therefore resulted in a large amount of data, spotlighting the language the students reported having noticed over the duration of the course. In terms of the study's research focus, this chapter is particularly relevant to the following questions:

- How can students be encouraged to focus on form in a task-based syllabus?
- Do tasks make students aware of gaps in their developing L2 system?
- Will students notice language and learn from other students' presentations?

The chapter reports on the amount of language and the range of forms reported by the students, discusses the effectiveness of each task in encouraging noticing, and considers the depth of noticing involved in the students' entries, speculating that greater depth may result in more learning, as suggested by Schmidt (1990) and Fortune and Thorp (2001) in the literature review (p.74). The potential of both the shorter noticing tasks and the TTT for learning will be evaluated in Chapter 8, where I will consider whether the students made language gains with any of the forms they attended to during these tasks. I will define language gains in that chapter as relating to both emergences of recently noticed forms in the students' output as well as improved accuracy in their use of forms of which they were previously aware.

In this chapter, the findings of each task are reported before moving on to a discussion of the possible reasons for and implications of these findings.

### 5.2 Language development awareness (LDA) sheets

The LDA sheets encouraged students to note down language forms that they noticed during the week. It also aimed to help them develop the habit of noticing forms in general, both outside the oral presentation class and outside the university. Although opportunities for contact with English in everyday life in Japan are not especially common, I was aware that my students at least watched films and videos in English with subtitles, or listened to music in English, so I was interested to see whether any L2 forms might be noticed during their free time. Apart from eliciting new noticed language (lexical items or grammatical structures), the

sheets also asked the students to report new ways of thinking about the language that they already knew. The LDA sheets were a homework task, which I collected but did not mark. After collection, I photocopied them and returned them the following week. Although the LDA sheets were meant to be completed by the students every second week, the setting of the task was more sporadic for various reasons, such as national holidays.

**Table 2: Number of LDA sheets and entries by student**

Student	Total sheets /12	1. Vocab.	2. Grammar / phrases	3. Pronun.	4. New & old	5. L1	Total
Yoko	9	32	6	4	2	2	46
Lisa	11	136	19	12	21	2	190
Midori	5	31	4	6	5	4	50
Miki	5	33	6	0	0	0	39
Kaoru	8	16	9	3	2	7	37
Yoshi	11	181	29	3	6	6	225
Hideo	5	95	32	2	10	1	140
Keiko	8	106	11	8	2	21	148
Hiro	6	22	11	1	2	0	36
Katsu	7	36	7	6	2	9	60
Toru	9	66	9	4	7	3	89
Haruka	12	46	5	1	7	0	59
Sumire	3	22	0	0	0	0	22
Ken	10	51	13	9	1	7	81
Jun	10	73	3	2	5	0	83
Nina	12	204	36	6	15	2	263
Reina	9	56	3	0	0	4	63
<b>Total</b>	<b>140</b>	<b>1206</b>	<b>203</b>	<b>67</b>	<b>87</b>	<b>68</b>	<b>1631</b>
<b>Average</b>	<b>8.2</b>	<b>70.9</b>	<b>11.9</b>	<b>3.9</b>	<b>5.1</b>	<b>4</b>	<b>95.9</b>



**Table 3: Language forms recorded by month in LDA sheets**

LDA forms noted per month	May	June	July	Sept.	Oct.	Nov.	Total
Yoko	5	4			31	6	46
Lisa	29	34			111	16	190
Midori	5	12			33		50
Miki	11	5		8	15		39
Kaoru	6	8			23		37
Yoshi	30	28	11		126	30	225
Hideo	22	22	21	75			140
Keiko	6	23		25	94		148
Hiro	2	13			21		36
Katsu	29	14			17		60
Toru	19	14	10		46		89
Haruka	14	21			20	4	59
Sumire				10	12		22
Ken	6	12	5	5	24	29	81
Jun	8	13		12	27	23	83
Nina	24	23			135	81	263
Reina	9	29		8	17		63
<b>Total</b>	<b>225</b>	<b>275</b>	<b>47</b>	<b>143</b>	<b>752</b>	<b>189</b>	<b>1631</b>
<b>Average</b>	<b>13.2</b>	<b>16.2</b>	<b>2.8</b>	<b>8.4</b>	<b>44.2</b>	<b>11.1</b>	<b>95.9</b>

### 5.2.1 Category 1: Vocabulary

The question on the sheet read, "This week did you pick up any new vocabulary?"

This question yielded by far the largest number of entries (1206 in total) and this was true of all students. New lexical items are probably amongst the most salient forms in language learning, so it is not surprising to see so many entries here. All of the students recorded some new vocabulary on their LDA sheets during the year.

Students recorded new vocabulary in different ways. The most common was simply to write lexical items in a list; 825 of the entries (68%) took this form. The next most common type of entry included L1 translations: 258 entries (21%). The remaining types of entry included glosses of the meaning of the word in English.

### 5.2.2 Category 2: Grammar points and phrases

The question on the sheet read, "Did you pick up any new expressions or grammar?"

The question deliberately combined grammar and expressions in order to simplify the sheet. For example, I did not expect the students to make a distinction between holistic idiomatic

phrases and grammatically-ruled phrases. This category yielded the largest number of entries (203) after vocabulary. Only one student did not comment on this category in every LDA sheet.

Sometimes the students reported something new about grammar that they had noticed in this category. However, these are counted in category 4 (new things about old). For example, Toru wrote in June in category 2:

"worth" is mostly not as a verb, often as a preposition.  
You can't say: 'Clothes worth you to keep the body temperature'  
Correct will be: 'Clothes are worth keeping the body temperature'

This was clearly a case of Toru reforming his hypotheses, albeit in a non-target-like way, about the form *worth*, and so I re-categorised it under Category 4.

Many of the entries were listed holistic phrases, idiomatic phrases, phrasal verbs and aphorisms:

on the contrary	ratted out
at first sight	give away
have a bias toward	sneak out
look like a wet weekend	come to terms
I'm a man of my word	Get your rear into gear

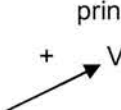
Lists were not the only way students set out their grammatical observations. In order to show how some grammatical structures worked, students sometimes used marks or diagrams.

preclude X from -ing (= prevent X from -ing) (Katsu)  
address ~ in ~ (Miki)  
associate A with B (Nina)

"Ex. "I saw a man enter the room"  
Failure could be: "I saw a man enters the room."

principle form

S	+	V	+	O	+	V
I		saw		a man		enter



(Toru)

### 5.2.3 Category 3: Pronunciation

The LDA sheet question was "Did you notice anything about pronunciation?"

The students listed both specific words that they had trouble pronouncing and general trends in their pronunciation.

Examples of observations of the latter included:

"I'm sometimes confused between "l" and "r". (Lisa)

"r" is difficult for me". (Yoko)

"Pronunciation of English "l" is similar to French "l". (Yoshi)

"when we speak English our mouth is moving more than when we speak Japanese". (Yoshi).

"If man wants to speak English as the natives do, man should try to pronounce each word distinctly, but imitate not the native's talk speed. (I have always tried to speak fast but the audience did not understand me well)." (Toru)

When describing the specific pronunciation of individual words, the students' entries took several different forms. Sometimes the student simply wrote the word down without describing what they had noticed about its pronunciation:

Chauvinist Prayer (Ken)

Sometimes the student made a note about the pronunciation of specific words:

"When you read the word "prayer" you just pronounce "pray". (Lisa)

"Temporarily has three similar pronunciation of "r" and "l". It's terribly difficult to say it fluently!" (Toru).

"I'm practicing the and that (It always sounds like 'za' when I say these words)." (Nina)

Sometimes they used phonetic characters to make notes on pronunciation:

"quarantine [i:n]" (Yoko)

"prestige = presti:ʒ" (Kaoru)

The students did not report many observations about pronunciation over the year (an average of 3.9 per student). Nine students entered three or less items, including four students who recorded none at all. Perhaps this reflects the emphasis given to written language in the Japanese education system, so pronunciation is not something that students are likely to attend to. The students' transcribing of their output had a written text as its goal, and this may have just confirmed the primacy of the written text.

#### 5.2.4 Category 4: New things about old things

Several questions explained this idea to the students:

"Do you think you have made any improvements to your English this week? Is there anything you have learnt that helped you to understand or notice something about English? Did you notice anything about English that was not what you thought?"

The questions have their source in Schmidt and Frota's (1986) and Schmidt's (1990) observations about the L2 development of the subject in those studies. I wanted to see to what extent the students' observations might shed light on their changing hypotheses about the L2, if any arose. I considered it important to set this question because, as Lynch points out (2001), although Schmidt's diaries provide an interesting set of observations about language learning, he is an applied linguist and this might have had an effect on his noticing. For example, I did not expect my students to make explicitly linguistic observations such as Schmidt's, or to exhibit his professional zeal: "I had no idea that I have been leaving out my copulas! Why haven't I been aware of it? Why hasn't anyone corrected me?" (1986: 261). Nevertheless, metalanguage did appear in some of the students' entries on this item, as we see below. In this thesis, *metalanguage* is used to refer to the use of metalinguistic terminology. Students can, of course, talk about language in a variety of ways, and I will use the term metatalk to denote references to language in general.

#### Vocabulary

Students sometimes simply presented a form as they did in the category asking for new vocabulary.

"i.e. : that is to say" (Hiro)

"aka = also known as" (Yoko)

Therefore it is not clear what changes, if any, the students had made to their hypotheses about these forms. Presumably, they had come across these forms before but had not previously known what they meant.

In other entries, they were more specific about what they had noticed was new.

"I knew what 'atmosphere' mean, but I didn't know what 'sphere' is. Now I know both of them." (Lisa)

"Example: Do we have class next week? Yes, but following week not.

← this week → ← next week → ← following week →

Newly learnt how to say this week." (Toru)

"I learned the other meaning of the word 'legend'." (Midori)

"I learned the slight difference between the words 'nation' and 'country'. (But it's still difficult for me to explain in English). (Nina)

### Grammar

Again, the students sometimes entered forms without comment, and sometimes specifically described how they had changed their hypothesis about the form.

" I am 39 years old. I am a 39-year-old man." (Hiro)

"'Opposed to ...ing' (I thought that I could a verb and no '-ing' after that." (Nina)

"Sometimes I'm confused with grammer, for example, "She has been complaining that she isn't/ wasn't/ hasn't been our servant. Which is correct?" (Haruka)

### Pronunciation

Examples of entries accompanied by observations:

I have not yet pronounce 'r' and 'l' clearly. I must adjust it immediately.  
(Katsu)

The word "etc" I'm not really sure about this pronunciation, because most people say it like "excetra" but my sister said that is wrong and it is "et cetra" and I also don't know about "often" where you pronounce the "t" or not. (Midori)

### Metalanguage

Explicit reference to grammar occurred in some of the examples of the students' noticing of language development. Some metalanguage was also used in their entries.

"I learnt that 'evidence' is an uncountable word." (Nina)

"Worth" is mostly not as a verb, often as a preposition. (Toru)

"I thought "helter-skelter" was noun but it was adverb." (Haruka)

### Questions to the teacher

The students sometimes wrote questions to me on the LDA sheets about aspects of English they had noticed.

"Sometimes I'm confused with grammer, for example, "She has been complaining that she isn't/ wasn't/ hasn't been our servant. Which is correct?" (Haruka)

"In consumer markets, recycling has already spawned an army of alchemists"  
Expression is difficult! What's the meaning? (Toru)



"Is the word 'affirmative' opposite word to 'negative'? If so, is 'positive' also opposite to word to 'negative'?" (Lisa)

### Cultural awareness

Some of the entries in this section went beyond language. The students also reported new understandings of the culture of English speaking countries.

Uncle Sam is a symbol of the US and why he named Uncle Sam is U.SAM!!!!"(Lisa)

I knew "the cap" which was put on when the students attend the graduation ceremony. When they praise their own graduation, they will throw it away in the sky. "(Katsu)

I noticed "garbage" = "rubbish"  
US            England (Katsu)

Although "had better" is translated as a soft word in Japanese, actually it is very strong." (Yoshi)

The last two examples are linguistic and the final one possibly refers to the Japanese construction *hou ga ii*, which is often translated as *had better* as in "you had better listen". Perhaps the student felt that the Japanese construction was less of a command than the English.

The average number of entries in this category was 5.1 per student, although some there was a wide range of responses to the question. Lisa made 21 entries and Nina made 15, while three students made none at all. Of these three students, one had relatively low proficiency and one handed in just three sheets over the year. Although a sample LDA sheet was given to the students at the start of term to help explain the categories, perhaps the question remained unclear to some. For example, although Ken made some entries describing instances of 'new about old' noticing, he used the space much more to describe some of his general strategies for studying English, such as reading books and finding TOEFL preparation materials. In any case, I did not expect to see noticing similar to that of the Schmidt study, either in quantity or quality. As mentioned before, as a specialist, he found the linguistic analysis of his output straightforward. First-year university students would find it much less so. Moreover, Schmidt was making his observations in a Portuguese speaking country, whereas my students had much less day-to-day contact with English. Even so, the number of entries, and the depth of noticing they revealed, lends support to the setting of this task.

#### 5.2.5 Category 5: References to the L1

This category aimed to help students think about gaps in their L2. Gaps that could not be solved immediately could be noted in the L1 and researched later.

What you still can't do: What expressions did you need in English this week? (Write the equivalent in Japanese).

Some entries consisted of simple words and phrases that could have been found in the dictionary:

<i>keiei suru</i>	to run a business
<i>teishutsu suru</i>	to submit
<i>hotaru</i>	firefly
<i>senten - kouten</i>	innate - acquired

Other entries would have been more difficult to find in the dictionary, and this was presumably the reason that they appeared on LDA sheets. The following items, for example, might have required further research to translate:

Some were colloquial terms:

<i>doushoumonaku</i>	there's nothing to be done about it
<i>chikushou</i>	damn it
<i>chakumero</i>	ring tone

Other phrases reflected Japanese culture and were not easily translatable:

<i>yoroshiku onegai shimasu</i>	Roughly: 'please give me your favourable consideration'. This phrase can be translated as 'please', 'pleased to meet you', please may I have your co-operation' etc. depending on context.
<i>okaeshi</i>	A gift in return or a return favour
<i>natsukashii</i>	Refers to something that brings back good memories

Some entries represented particular cultural concepts or items:

<i>shigin</i>	The recitation of Chinese poetry
<i>oritatamigasa</i>	Japanese <i>tatami</i> umbrella
<i>shinoukoushou</i>	The four historical Japanese classes (warriors, farmers, artisans and tradesmen)

Other phrases were idiomatic and referred to the management of their presentation discourse:

<i>toiuwakede</i>	as we have discussed
<i>hanashi moto modoshimashou</i>	let's get back to what we were discussing

### 5.2.6 Sources of noticing in the LDA sheets

In most cases, it is not possible to be certain about how the forms reported in these sheets came to the students' attention. But the sheets do sometimes suggest the source of what students noticed about the L2. In this section, I describe the evidence for this.

It was sometimes clear that the students were echoing my own advice. For example, during the November rehearsal, I pointed out to Nina that she was mispronouncing the word *pursuit*. In the LDA sheet on the 29th November, she wrote, "Pursuit. I pronounced it purzuit." Similarly, I pointed out to Yoko during class time on May 25th that she was forgetting the preposition *against* when she used the verb to *discriminate*. On June 1st, her LDA sheet had the following entry: "discriminate AGAINST".

There was also evidence that the students were noting down language forms that had been brought to their attention during their other English classes. This came from similar LDA entries from the same week by different students. The following students were not working in the same group in my class, so they did not come across these forms together while involved in researching their presentation topic, yet their entries for May 25th contain a number of identical lexical items, listed here:

Nina:	porridge	howling	clutch	sob	giggle	penetrate
Haruka:	porridge	howling		sob	giggle	penetrate
Lisa:		howl	clutch	sob		penetrate

In addition, three students reported the word *misogynist* in May. The whole class remained together for their other English classes, so it seems that this was the source of noticing in this case.

Some of the LDA entries can be traced to the students' TTT discussions. The example from Toru above, begins as follows,

"Ex. "I saw a man enter the room"  
Failure could be: "I saw a man enters the room."

During the November TTT, he discusses just this point with his partner:

Toru: I saw a man for example 'I saw a man enter the room'. 'I saw a man enter the room'. That means it was past.

In the June TTT, Keiko had problems explaining to her partners the Buddhist affiliation of her former high school.

Keiko: BUILT IN MIND OF BUDDHISM I don't know how to say. Hmm.  
Hideo: hmm hmm hmm. I was in Buddhism high school.  
Keiko: Buddhism high school? (laughs)

This point re-emerged in her LDA sheet where she wrote in Japanese, *bukkyou kei no gakkou* (Buddhist affiliated school) in category 5.

The LDA sheets also showed that some students noticed L2 forms outside the context of their university classes. Haruka, in particular, seemed to notice forms in English in her free time.

On May 18th, she reported,

"Viking" is Japanese. To have dinner or lunch with standing up is "bufe" or "smorgabord". (My sister told me).

*Viking* is how Japanese restaurants refer to buffet service. We might speculate that this point came up during a restaurant visit. On October 11th, Haruka reported another noticing incident,

The accent of the word "bouquet" that a bride has at her wedding is different from Japanese. English: bou'quet Japanese: 'bouquet. I noticed this when I was seeing American drama. Interesting for me.

Then on October 25th, she reported this:

"My mother told me that 'a skipper' was a captain who took charge of a small ship. We call person whose teeth are irregular the same pronunciation of 'skipper' in Japanese. Very funny to know that coincidence."

Finally, although he did not mention where he heard it, we might speculate on the source of this noticing incident by Hideo:

I ain't got no satisfaction = I have no satisfaction

### 5.3 Audience evaluation sheets

After each presentation, a form was given to each member of the audience. On one side, students were asked to evaluate the presentation in numerical terms, scoring it in terms of organisation, clarity of ideas and so forth. The form can be seen in full in Appendix 3.

On the other side of the form, students were invited to take notes on any language features that they noticed during the presentation. The page consisted of one large blank box for students to write comments on language. Above the box short instructions were given in the following words:

"Did you notice anything about their language?

Any mistakes, or anything that was very good?

As you listen to the presentation, take notes of any language that they use that might be useful to you yourself later. Write your language notes in this box."

This form was administered twice during the year: once after the July presentations and once after the December presentations. As there were six presenting groups, students had the opportunity to write out 10 sets of language observations about the presentations they had seen: five in July and five in December. Students had a separate and different form to fill out after their own presentation (see Section 5.4).

The next two tables (4 and 5) show the students' general responses in terms of form-focused entries in the open box intended for language noticing. This serves to give a preliminary assessment of how the students performed the task. Three very general responses to the task are illustrated here.

The first is where students wrote nothing in the box. The second is where students, instead of commenting on language forms heard in the presentation, commented on other aspects of the presentation. The third is actual instances of students noticing and writing down language forms used in the presentations. The following tables illustrate only the number of presentations which inspired either language comments or non-linguistic comments. The figures suggest that students were slightly more likely to write about language. The next section explores these comments in more detail.



**Table 4: Initial analysis of Audience Evaluation sheets: July**

Student/ responses	Number of presentations assessed (max. 5)	Number of presentations with non-form-focused entries (max. 5)	Number of presentations with form-focused entries (max. 5)
Yoko	5	0	5
Lisa	5	3	5
Midori	5	1	2
Miki	5	0	3
Hideo	5	0	0
Yoshi	5	3	2
Hideo	5	1	4
Keiko	5	0	1
Hiro	5	0	0
Katsu	5	2	2
Toru	5	4	0
Haruka	5	2	3
Sumire	2	2	0
Ken	5	3	0
Jun	5	1	1
Nina	5	3	1
Reina	5	2	2
<b>Total</b>	<b>82</b>	<b>27</b>	<b>31</b>
<b>Average</b>	<b>4.8</b>	<b>1.6</b>	<b>1.8</b>

**Table 5: Initial analysis of Audience Evaluation sheets: December**

Student/ responses	Number of presentations assessed (max. 5)	Number of presentations with non-form-focused entries (max. 5)	Number of presentations with form-focused entries (max. 5)
Yoko	5	2	3
Lisa	5	3	5
Midori	5	4	4
Miki	5	0	5
Hideo	5	0	0
Yoshi	5	0	4
Hideo	5	0	5
Keiko	5	0	3
Hiro	5	1	1
Katsu	1	1	0
Toru	3	2	1
Haruka	4	2	3
Sumire	3	2	1
Ken	5	1	5
Jun	5	0	2
Nina	5	1	4
Reina	5	2	3
<b>Total</b>	<b>77</b>	<b>21</b>	<b>49</b>
<b>Average</b>	<b>4.5</b>	<b>1.2</b>	<b>2.9</b>

It is interesting that the number of form-focused comments increased between July and December (between averages of 1.8 and 2.9 respectively). One interpretation might be that the students grew to value the activity of writing down what they were noticing about the language of other students. It may be that they had begun to realise that it could benefit their own language learning.

### 5.3.1 Description of categories

#### 5.3.1.1 Non-form-focused entries

These often expanded on the categories for which students awarded a numerical score on the previous page. There was no space on the paper for open comments about the presentation as a whole, so perhaps the students decided to make use of the space available within the language section to justify the scores. Comments of this kind related to the following:

- **Non-specific comments of approval**

Example: "The presentation was in harmonious atmosphere" (Toru, July)

- **The interest value of the presentation**

Example: "I enjoyed listening to their presentation especially about Ainu, because I heard it in other class and I was interested in it a little." (Haruka, December)

- **The quality of information offered in the presentation**

Example: "They gave us concrete measures" (Hideo, July)

- **Presentation structure**

Example: "They separate their speech into one's own part too much" (Lisa, July)

- **The students' own opinions about the ideas presented**

Example: "Recycle by higher technology - doesn't it cost? Does it really give more profit than the other system?" (Sumire, December)

- **Evaluations of visuals, audio, acting or use of realia**

Example: "They used power point effective" (Ken, July)

- **Evaluation of the amount of work the students had put into the presentation**

Example: "Everybody made good presentation. Everybody worked really hard. I was shocked to know how my presentation was less attractive than the others" Lisa, July)

- **Evaluation of presentation skills including eye-contact, body language and the voices of presenting students**

Example: "It would have been a better presentation if they spoke more loudly" (Sumire, July)

- **The difficulty of the language of the presentation**

Example: "They used many difficult words related to religious, but it was good that they explained them clearly" (Nina, December)

• **Evaluations of students' English proficiency**

Example: "I felt that Keiko's English has been improved a lot!!!" (Yoko, December)

Although these last three categories are partly or wholly linguistic, I do not count them as form-focused entries. None of them refer to actual examples of student output; if students had coupled such comments with actual examples, I would have included them in the form-focused section.

Counting these comments was not a straightforward process, as they were not always written down separately. They were often written together in short paragraphs. Nevertheless I attempted a count in order to compare the number of these comments with the number of items of language form noticed and noted by the students in the same box. I counted them according to these ten categories; a reference relating to any of these categories was counted as one non-form-focused comment/entry.

5.3.1.2. Form-focused entries

The students were responding to a very open section on language form and their comments here were diverse, focusing on language form in different ways. We might represent them diagrammatically as four cells, on two axes: *explicitness of focus* and *depth of noticing*.

<b>E X P L I C I T N E S S</b>	<b>DEPTH OF NOTICING</b>		
		<b>+</b>	<b>-</b>
	<b>+</b>	(iii) peer criticisms (iv) explicit reports	(ii) vocabulary lists
	<b>-</b>	(v)(Evaluations of students' English proficiency)	(i) notes on content

**Figure 3: Explicitness and depth of noticing in audience evaluation entries**

The latter deals with how much 'thinking' the students seemed to do about the forms they noted. Longer comments about language form represent stronger evidence of noticing than a simple listing of a form, and the assumption is that extended comments, reflecting greater depth of noticing, might be more likely to result in students noticing or using the form

subsequently. I refer to the explicitness of the forms noted by students in order to account for some of the notes that students made during the presentations, shown below.

**(i) Notes on content:** This was an inexplicit form of noticing language form. Here students wrote down notes on the presentation in the same way as they might have taken notes on a university lecture. I counted these as a focus on form as they were writing down key words and phrases that they had heard in the presentation. Nevertheless there was no indication that any of the forms noted here were unknown to the student who noted them; in fact, many of the words here I was fairly sure my students already knew and I applied this judgement to differentiate between content notes and vocabulary notes. In Figure 1 above, notes on content are categorised as revealing little depth of noticing. What is more, it was difficult to be certain whether the students were noticing forms here or whether their attention was directed wholly on the content of the presentation.

**(ii) Vocabulary lists** These were more explicitly noted than the words appearing in the content notes. Here the items of vocabulary were often 'bulleted', underlined or otherwise stood out in a list that gave special prominence on the page to these words compared to the words in the category above. In addition, vocabulary list items were often accompanied by Japanese translations. Vocabulary lists therefore revealed a 'positively' explicit focus on form. However, they are in the 'negative' cell for *depth of noticing*, because there was little evidence of conscious reflection about the forms in question. This is not to say that students cannot reflect deeply about lexical items; some of the examples below show this.

**(iii) Criticism of peer output** This refers to instances of students picking out errors in the presenters' English output. This was in response to the instructions on the form which invited students to consider errors: "Did you notice anything about their language? Any mistakes, or anything that was very good? The following are examples:

"Naruse said " I can say Native American they don't be afraid of their die." But this sentence is wrong grammatically" (Haruka, July)

"In their power point there was the sentence "companies have chance to contribute..." I think they forgot "a" before the word 'chance'" (Haruka, December)

"Maybe we shouldn't use "isn't" or "weren't" but "is not" or "were not" in our presentation."  
(Lisa, December)

"Mistakes: 'what he or she think\_'" (Toru, December)

"I think "character" "vinyl" wasn't said right" (Midori, July)

The explicitness of focus is necessarily well defined in such comments. So too is the depth of noticing. The first three comments above arguably show more depth of noticing than the last two, as the students' comments are more extensive.

**(iv) Explicit noticing of new forms** There is little difference between this category and the previous one in terms of how explicit the student was in his or her noting such comments. I separated them on the basis that, in reporting errors, students were demonstrating language knowledge that they already had, whereas in this category, they were reporting new forms that they had learnt from a presentation. I include here some instances of students referring to new vocabulary. This is different to the vocabulary lists referred to above. In order for an item of vocabulary to be included here, it had to be accompanied by an explicit comment that the student had learnt a certain word from the presentation. Again, the extended comments from the students below attest to a depth of noticing.

Examples:

"I learned from their presentation that the pronunciation of "ideology" is [ai'dialʒi]. In

Japan we say the word [i:dialodʒi]." (Haruka, July)

"I got a new word from their presentation. "Monopolize" means that one company occupies the market." (Haruka, July)

"Reincarnation: I've never heard this word. It's new word to me". (Reina, July)

"I learned the word "immensely" which meant 'very' or 'greatly' from their presentation" (Haruka, December).

**(v) Evaluations of students' English proficiency** This category appears in brackets in Figure 3, as I did not include such Audience Evaluation remarks as focus on form episodes (see Section 5.3.1.1). However, I include this category here in order to show how a comment might be considered to involve depth of noticing without any explicit focus on form. Yoko's comment above - "I felt that Keiko's English has been improved a lot!!!" - is a good example of this; she noticed an improvement in another student's oral output but did not give (and was perhaps unable to give) any particular example of that student's progress.



**Table 6: Non form-focused entries in Audience Evaluation sheets**

CATEGORY / MONTH	JULY	DEC	Total
Non-specific evaluation	2	5	7
Interest value	2	6	8
Quality of information	2	2	4
Presentation structure	2	0	2
Students' opinions	0	3	3
Evaluation of visuals, audio etc.	13	9	22
Evaluation of work involved	2	1	3
Evaluation of presentation skills	3	3	6
Difficulty of language	2	4	6
Evaluation of English	1	1	2
<b>Total</b>	<b>29</b>	<b>34</b>	<b>63</b>

**Table 7: Form-focused entries in Audience Evaluation sheets**

CATEGORY / MONTH	JULY	DEC	Total
Notes of content	10	13	23
Lexical items	32	100	132
Short phrases	9	30	39
Criticism	3	7	10
Explicit noticing	5	4	9
<b>Total</b>	<b>59</b>	<b>154</b>	<b>213</b>

### 5.3.2 Form breakdown of longer specific form focused entries

Next, I show the forms under focus amongst the instances of 'criticisms' and 'explicit noticing'. These represent extended comments made by students, rather than the single-word or phrase entries.

**Table 8: Form focus in longer Audience Evaluation entries**

Focus/Month	July	December	Total
Pronunciation	4	4	8
Vocabulary	3	4	7
Grammar	1	2	3
Style	0	1	1
<b>Total</b>	<b>8</b>	<b>11</b>	<b>19</b>

The single 'Style' entry refers to Lisa's "Maybe we shouldn't use "isn't" or "weren't" but "is not" or "were not" in our presentation."

Vocabulary was again the most common form to be noted down as the students listened to their peers' presentations. Few students noted extended comments about specific forms on the audience evaluation sheets. The eight instances in July were made by four students, while the 11 instances in December were made by five students. In all, only six students commented at any length on specific forms heard in their peers' presentations during the two tasks.

So although this form was intended to focus the students' attention onto the language forms of the presentations they were listening to, there was a certain amount of 'subversion' of the task, in Cameron's (2000) sense of the term; they used the form to make other judgements about the presentations as well. Nevertheless, Tables 6 and 7 show that the non form-focused entries numbered 63, while the number of form-focused entries numbered 213; this means an average of 1.3 form-focused entries per sheet.

#### **5.4 Post-presentation questionnaires**

While the audience members were filling out the audience evaluation sheets, the presenting students were given a separate form which asked them how they rated their own presentation. Because they were not involved in awarding themselves a mark, the post-presentation questionnaires dealt exclusively with points of L2 performance. The questions can be seen in Appendix 2.

The students were given this questionnaire after each presentation and after the rehearsal for the final presentation, so each of the 17 students should have filled out four sheets: one in May, one in July, one in November and one in December. However, I did not receive all of these back. Some students asked to take the sheets away and finish them for homework, and some failed to return them. This happened most often after the rehearsals for the final presentations; seven out of the eight missing sheets are post-November rehearsal questionnaires. This was probably due to the fact that these rehearsals took place outside normal class hours and the students were keen to hurry off after the rehearsal was over.

The following table shows how many of these questionnaires I received from each student out of a maximum of four.

**Table 9: Number of PPQs received per student**

Yoko	4
Lisa	4
Midori	4
Miki	3
Kaoru	3
Yoshi	3
Hideo	3
Keiko	3
Hiro	3

Katsu	4
Toru	3
Haruka	3
Sumire	4
Ken	4
Jun	4
Nina	4
Reina	4

I had used this task during the pilot study in 2000 and at that time I observed that students often noted down general points rather than comment on specific occurrences of language problems. So a student might write "I couldn't make complete sentences" or "I couldn't pronounce well". I hoped to remedy this by providing a model post presentation questionnaire for the students to have an idea of what I expected them to focus on. I was therefore interested in the main study whether students would report remembering more points in their performance related to specific L2 forms.

The entries were again a mix of general and specific references to their L2 performance. Before I go on to analyse these, I exemplify some of the entries. Examples of general non form-focused comments included:

"The words didn't come to my mind quickly." (Midori, May)

"I'm sure that I had vocabulary troubles, but I can't give you examples, I forgot what I said."  
(Lisa, May)

"I was so nervous that I spoke fast, didn't pronounce good. (Yoko, December)

"My grammar is poor so might be hard to understand." (Ken, May)

"My voice is a little bit low and ambiguous." (Katsu, May)

The May presentations resulted in a higher number of self-critical comments about general linguistic and presentation skills. Perhaps this is not surprising, seeing that they were being asked to reflect on a kind of performance that was new to them. Such comments were fewer in number after the later presentations, which might have been because they had got over the shock of realising the many difficulties associated with presentations in English, or because the intervening practice had helped them overcome problems they noticed in May. There is evidence that the stress of the classroom presentation meant that they were unable to focus on form; this is clear, for example, from Lisa's comment above in May. Similarly, Yoko responded to questions about language problems after the July presentation with "It may be. I

even can't remember". This inability to concentrate on linguistic output may be connected to Skehan's idea of spare attentional capacity, discussed in Chapter 2. The presentation may have placed so many cognitive demands on the students that they were unable to focus on form.

**Table 10: Breakdown on focus on form entries in PPQs**

No. focus on form entries	May	July	November	December	Total
Yoko	3	1	4	6	14
Lisa	4	14	11	13	42
Midori	0	3	3	10	16
Miki	0	0	-	2	2
Kaoru	1	2	-	1	4
Yoshi	2	3	-	4	9
Hideo	3	0	-	12	15
Keiko	5	6	-	4	15
Yoshi	1	2	-	4	7
Katsu	2	3	6	6	17
Toru	3	-	8	2	13
Haruka	4	4	-	5	13
Sumire	5	8	10	11	34
Ken	2	5	1	1	9
Jun	1	5	6	7	19
Nina	5	6	11	12	34
Reina	2	4	-	6	12
<b>Total</b>	<b>43</b>	<b>66</b>	<b>60</b>	<b>106</b>	<b>275</b>
<b>Average</b>	<b>2.5</b>	<b>4.1</b>	<b>6.7</b>	<b>6.2</b>	<b>15.8</b>

It is relevant to give more examples of the form-focused comments, as they are more important to the study. I exemplify them here according to the categories in which they were presented to the students.

1. Do you remember having any **grammar** trouble?

"I can't put prepositions on right place" (Lisa, November)

"I often put 'the' and 'a' on bad place" (Jun, July)

"I mistaked the past words." (Hiro, July)

"Missed 'the' (and) tense mistake" (Sumire, May)

"Forgot 'a / the' and '-s,-es. Mistaken 'to', 'for', 'with'." (Sumire, December)

"He wanted the discrimination 'abolished' or 'to abolish'." (Yoko, November)

"'We try to be objective' or 'we try to be objectively' Which is correct?" (Haruka, May)

The above are listed in order of explicitness. Lisa and Jun's comments were about their English in general, while Hiro seemed to be aware of making mistakes in past tenses during

this particular presentation. Yoko and Haruka cited the most specific errors, which they gave in the context of the exact sentence that they produced. Sumire was able to identify patterns in the spoken errors she made. The first three examples are not particularly explicit but they still focus on grammatical form.

2. Do you remember having any **vocabulary** trouble?

"I couldn't find many conjunctions." (Reina, December)

"There were a few words which had the same meaning like 'company' and 'firm' and I couldn't understand when to use which." (Nina, May)

"I couldn't translate many words such as *fuzei* (*taste*)" (Ken, July)

"gather" (Keiko, July)

"Can't remember the word 'subsidiary'" (Nina, November)

"dependent - I wonder the way I used this word was right or not." (Yoko, May)

"I was not sure about the use of 'placebo'" (Sumire, November)

Students' comments about vocabulary problems also ranged from general to specific, though the range here was not as wide as with the grammar entries. By far the greater number involved specific citations of problem words. Keiko's one word entry *gather* is typical; most form-focused entries were single word citations with no explanation of where the problem lay.

3. Do you remember having any **pronunciation** trouble?

"I can't pronounce L and R well. It's been a big problem for me!! For ages." (Reina, November)

"l and r" (Ken, November)

"I could not say 'The Ku Klux Klan' easily." (Midori, July)

"Specifically - you don't pronounce 'a'" (Lisa, November)

"Eschatology" (Keiko, December)

"Where is the accent of the word 'abstract'? 'abstract or ab'stract?" (Haruka, May)

Students' comments about pronunciation problems were similar in type to those about vocabulary and were either general or specific. Here again, Keiko's one word entry *eschatology* was typical. Students tended to write down words in this section with no explanation of the specific pronunciation problem that they encountered.

4. Any **other problems?** (Did you forget anything? Organisation?)



"I was afraid that whether 'time existence person' was right word or not. Did everyone understand its meaning?" (Haruka, December)

"I put 'brain waves' into the philosophical field by mistake." (Sumire, November)

This question was not intended to elicit comments about language form. Those two comments are the only two in the data on this question which referred to any forms at all. Even so, Sumire's comment was really about the organisation of her speech rather than being related to language form, so I have not included it in the form-focused data. I counted Haruka's comment under 'vocabulary'. Most of the comments in response to this open question referred to students having forgotten parts of their presentation, to their organisation, or to their presentation skills.

5. Did you use any new (recently learned) **vocabulary**?

"'present' means 'now'" (Katsu, May)

"strategy, exploit. It was hard to remember." (Nina, May)

"I knew 'realize's new meaning." (Reina, December)

These three entries were the only extensive comments that appeared under this question. There were a great many entries here but they were mostly single word entries.

6. Did you use any new (recently learned) **phrases**?

"the centre of attention" (Yoshi, December)

"'be full of' means 'many' or 'much'" (Katsu, May)

"maintain one's dignity" (Nina, July)

All of the responses here were entries of the phrases in question.

7. Did you use any new (recently learned) **grammar**?

"discrimination against" (Lisa, May)

"Don't put 'the' in front of 'discrimination'" (Yoko, December)

" Very interesting            is            an influence of sport on us  
   C                            V                            S                            "                            (Yoshi, May)

"environment destruction    shop management  
   noun + noun            noun + noun    "                            (Toru, November)

"pay (adj)" (Yoshi, July)

This is an important category for the study as it provides evidence of grammar intake from conscious reflection, as Lynch and Maclean also found (2003). There were seven responses to this question. The example from Lisa in May was actually a response to question 6, referring to new phrases. I include it here though, and Lisa herself referred to this point in the *grammar trouble* section in November: "I can't put prepositions on right place". Two of these entries were quite complex, involving diagrams. We may assume that the students had a high level of consciousness of the rules they were illustrating in this way and that they took time to think about them in depth. Toru's illustration of noun modifiers was easy to recognise, but it was less clear what Yoshi had learnt in his inversion of the subject (S) and complement (C) around the predicator verb (V) (I assumed this is what the initials stood for). Presumably the discovery was that this rearrangement is possible in English. Yoshi's other shorter entry could only be understood by referring to the transcript. He was referring to the use of *pay* as an adjective in a phrase like *pay broadcast companies*, which he had used in his presentation.

8. Did you manage to **correct any mistakes** during the presentation?

"It would let us guide the world to better way" (Midori, December)

"direct X [ai] ⇔ [i]" (Yoko, November)

"Although I tried to adjust my pronunciation 'r' and 'l', I couldn't do that" (Katsu, November)

"Pronunciation for long words such as environment, management, profit pursuing economy"  
(Toru, November)

"another example = another important point" (Nina, December)

"resist" (Lisa, December)

The responses to this question did not always make clear where an error was being indicated. Midori's example was typical, having no commentary to show where she thought she corrected the error. Her example became more puzzling when I looked at the transcript and discovered that she had actually said, "creating a social interaction based on new perception movement us guide the world to a better way". Classifying this kind of response was therefore problematic. The transcript revealed that Lisa's comment about *resist* referred to a pronunciation slip, as she had first said [re]jist] before correcting herself.

9. **Anything else** you were happy with?

There were no references to any language form in the responses to this question. The comments here referred to aspects of the presentation such as students overcoming nerves or their satisfaction with their research and planning.

**Table 11: Number of form-focused entries in PPQs**

Negative noticing (bad points about...)	
Grammar	24
Vocabulary	17
Pronunciation	63
Total negative	104
Positive noticing (good points about...)	
New vocabulary	103
New phrases	46
New grammar	7
Corrected mistakes	15
Total positive	171
<b>Total forms noticed</b>	<b>275</b>

**Table 12: Breakdown of focus of corrected mistakes in PPQs**

Vocabulary	2
Grammar	6
Pronunciation	7
<b>Total</b>	<b>15</b>

I did not ask students whether they had noticed anything positive about their pronunciation during their presentation. I thought that target-like instances of pronunciation would simply go unnoticed and that students would only be likely to recall a specific instance of pronunciation if it was associated with 'misperformance'. The data proved this assumption wrong. Four students described making improvements to points of pronunciation and mentioned six different points; these were noted in the 'corrected mistakes' section. Admittedly, this has to be set against 63 instances of students noticing pronunciation errors, but it is interesting that students also reported these positive performances of pronunciation without any specific guidance from the questionnaire to do so.

There was considerable divergence between 'negative' noticing of *vocabulary* use and its 'positive' corollary. Here, the positive noticing is much more common: 103 reported instances to 17. A possible explanation for this divergence lies in the fact that I have only included comments that refer to specific language forms. If a student had failed to remember specific vocabulary during the presentation, it is unlikely that he or she would be able to recall them minutes later while filling out the questionnaire. Nevertheless, this happened at least once (see

above "Can't remember the word 'subsidiary'"). Students were more likely to refer to vocabulary problems in general terms without reference to specific items. Hiro commented in July "I had many troubles. I changed the words to more simple ones." In contrast, students reported noticing 103 instances of the use of recently learnt vocabulary. These probably represent more concrete and noticeable aspects of their performance.

Comments about specific points of grammar are much more infrequent compared to those about vocabulary and pronunciation. Entries here were more likely to be triggered by negative aspects of performance rather than positive (24 to 7). Three more instances of students noticing grammar errors can be found in the 'corrected mistakes' section.

It is interesting to note that the number of instances of focus on form noticing rose each time the students completed this task (except for the December solo task). They paid less attention to aspects of their performance such as presentation skills, and, over the same period, their entries about form became more specific. This represents additional evidence, along with the findings for the LDA sheets and the Audience Evaluation sheets, that students may need a certain amount of practice in order to become proficient in noticing linguistic form.

**Table 13: Average number of focus on form entries per month in PPQs**

	June	July	November	December
Average no of focus on form entries	2.5	4.1	6.7	6.2

### 5.5 Discussion of the performance of the shorter tasks

#### 5.5.1 Language development awareness sheets

The LDA sheets seemed to be an effective tool for encouraging the noticing of language. Table 3 clearly shows that the number of items the students noted rose throughout the year. Although the trend is interrupted by low returns in the summer months, the May, June and October class average figures are 225, 275 and 752 respectively. This suggests that the students gained expertise in noticing as the year went on. The rise in entries may also have been due to the students seeing an increased benefit of the LDA sheets to their language learning - a point that can also be made with regard to the PPQs (see below). We might speculate that the students would have reported even more noticing of forms if they had continued using the LDA sheets for a further year. An increasing number of entries over time was also observed in the analysis of the shorter noticing tasks, as we shall see below.

A more disappointing finding from the analysis was that not all the students returned the sheets. Out of a possible total of 12 sheets over the year, the students filled out an average of eight. This may have been due to the focus of the task; the students may not have been inclined to notice English forms when they were not in an English classroom. Alternatively, the fact that this was a homework task may have played a role. I was aware that some of the students filled in the sheets at the start of the next class, suggesting that they did not have the time to complete them as homework during the week. The students submitted fewer sheets in July, September and November. Classes took place during just two weeks of both July and September. The low number of returns in November may have indicated an increased workload on the students, which is also discussed with regard to the December TTT in Chapter 7. A further factor may have been the lack of teacher feedback on the entries recorded on the LDA sheets. Because the provision of feedback was not built into the task, the students might have lacked motivation to complete it. Extrinsic motivation could have been created by awarding a participation mark for the task, which could have been incorporated into their final mark for the course. Intrinsic motivation might have been increased by providing comments about their noticing. In fact, the students sometimes asked questions on language in the sheets, some of which appear in the commentary above. Feedback could also have been given on the section that asked them what expressions in the L1 they had noticed they could not say in English. However, my level of Japanese was not high enough to offer translations.

In addition, some sections of the sheets were left blank by the students. Some recorded no entries at all in certain sections over the whole year. For example, Haruka recorded no entries about pronunciation (category 3), or about the L1 (category 5) over the year, despite handing in all 12 sheets. The question asking students to note words and phrases in the L1 that they needed in the L2 resulted in the smallest number of entries. Six students left this category blank throughout the year and a further six students recorded four entries or less. Moreover, there was no evidence from the subsequent LDA sheets that they had gone on to discover the L2 equivalents. Perhaps this question suited only particular types of learner; Keiko, a student with lower proficiency, made 21 entries here throughout the year, by far the largest number. The EFL context of my classes may also have been relevant in this respect, as it suggests a more limited contact with the L2 outside the language classroom. I will consider this point further in the conclusion.

Considering students who made few entries in the LDAs, it might be the case that, in reporting developing hypotheses about the L2, the students perceived they were being asked to admit to earlier ignorance, or to describe their current hypotheses about the language, in



which they might not have been confident. The LDA sheets were not entirely private, as I would be reading them, and this may conceivably have discouraged students from committing to paper all of the thoughts they had about their developing knowledge of the language. This might also help to explain why the noting of new vocabulary was the most common entry in these sheets. In as much as one either knows or does not know a lexical item, perhaps there is less risk of personal embarrassment in reporting new vocabulary compared to reporting on the way one interprets more complex structures. Even so, Lisa's report of her noticing of *atmosphere* did openly admit to previous lack of knowledge (see page 92).

Despite these one or two negative findings, I still consider the LDA sheet an effective way of focusing students' attention on language form. Many entries showed that they were able to make use of the sheets to register sophisticated hypotheses about the L2. They responded with diagrams illustrating grammatical relationships, with hypotheses that included metalanguage and with linguistic comparisons between the L1 and L2. Vocabulary notebooks and learner diaries, two other common ways of encouraging noticing, tend not to provide the same forum for this kind of linguistic reflection. Perhaps the guided questioning about form in the LDA sheets helped the students to think more deeply about aspects of the L2.

Some of the sources of noticing (those which were clearly apparent) in the LDA entries revealed that some of the students' noticing of English was not restricted to the language classroom, but took place as they listened to music, watched television, and even conversed with their families. This finding is encouraging, given the calls in the literature for learners to "transcend the classroom", as Nunan puts it (1995: 138), and to engage with the language outside of the school or other teaching context.

Ryan (1997) discusses the resources available to students in EFL environments, and in Japan in particular, to help them focus on the L2 outside the classroom. Other classes were another clear source of noticing, and it is also encouraging that the students were able to consolidate the knowledge gained from these classes by means of the LDA sheets. Moreover, some of the entries showed that they were interested and wanted to know more about the forms that they had noticed.

### 5.5.2 Audience evaluation forms

This evaluation task was done twice and a considerable increase was observed between the July and December performances in the number of form-focused entries, from an average of 1.8 focus on form entries per sheet in July to 2.9 in December. As I mentioned with regard to the similar increase in LDA entries, this may have been due to the students' realisation that

such observations were useful to their language learning. Most of the form-focused entries concerned items of vocabulary new to the student. There were few lengthy or detailed entries that addressed syntax (though pronunciation points were sometimes noted). Amongst all of the noticing tasks that I set during the year, the audience evaluation sheets were the least successful in encouraging the noticing of language forms, in terms of number of entries and in the number of lengthy entries suggesting a depth of noticing. The rise in entries between July and December suggests that the students could have gone on to make more use of this kind of task, but there may also have been external pressures on the students that prevented them from giving it their full attention. At the same time as being required to notice their peers' language, they were also expected to award the presentation a mark. In addition, some of the students would have been preoccupied with their own imminent presentation performances.

We have to consider why it might be that some students wrote nothing, or very little, when asked to report on language forms heard in presentations. There is perhaps a limit to the amount of 'multitasking' that learners can be expected to do. First of all, these learners were listening to a presentation on a fairly specialised topic in the L2. Secondly, they were asked to award the presentations five numerical scores under different categories. Their third task was to turn over the sheet of paper and comment on the language forms of the presentation. There are additional considerations. While any presentation was being performed, there were between two and six students who were waiting for their turn to present during the same class. I sometimes observed these students going through their own notes while listening to other presentations, which means that they cannot have been giving the noticing task of the peer evaluations their full attention. It may also be true that a group who had just finished presenting might be similarly distracted from any presentation following on a few minutes after their own; they may have had to calm down a while and get their breath back before getting back into the mood for classroom tasks.

Despite these negative aspects, many of the students made entries in these sheets that were both explicit in their focus and showed considerable depth of noticing. Some of the entries showed that the students were often attending intently to their peers' language. This was apparent both in the way they spotted errors and in the way they noticed new language, especially vocabulary, in the oral output to which they were listening.

### 5.5.3 Post-presentation questionnaires

As with the LDAs and Audience Evaluation sheets, the number of focus on form entries in the PPQs increased over the course of the year. The combined average number of such entries for

June and July virtually doubled, from 3.3 per sheet to 6.4 for the November and December PPQs, which suggests that the students became more proficient in making notes about form, perhaps as they became more practised in the task. They may have found it more difficult to concentrate on the task at the start of the year when they were recovering from the stress of the presentation as they filled out the sheet. If they became more confident about presenting, they may have been able to concentrate better on this language task. At the same time, the fall in the number of non-focus on form entries may have occurred because their presentation skills were improving; many of the non-focus on form comments at the start of the year pertained to comments about nerves, eye contact and voice control. As a result of improvements in this area, features of language form may have become more salient.

It is interesting that this task resulted in a higher average number of entries per sheet than the audience evaluation sheets. It might have been thought that it would be easier to notice forms in oral output if a student were listening as an audience member rather than being the speaker. Of course, the student's own performance was planned, and so they may have been able to make comparisons with their planned output and their actual output. Such monitoring may have provided a rich source of noticing. We have already discussed the 'multi-tasking' involved in the audience evaluation sheets; unlike the audience evaluation task, the PPQs concentrated solely on language and may have been less cognitively demanding.

Taking these three shorter tasks together, the analysis suggests that the students responded to some of them more positively than others. The Audience Evaluation task seemed to result in less noticing of form, though this may have been due partly to elements of classroom management. In terms of depth of noticing, lengthy entries were observed in each of the shorter tasks, sometimes with detailed reporting of language hypotheses, including the use of metalinguistic terminology or fairly complex diagrams, suggesting that these students could be very capable of noticing form. The most common language focus for each task was on lexical items, rather than grammatical features or pronunciation. As we will see, this overall finding is in contrast to the Tape Transcript Task, which is covered in the next chapter.

## **CHAPTER 6: The tape transcript task - the students' immediate responses**

### **Introduction**

The Tape Transcript Task (TTT) is covered in two separate chapters (6 and 7) because of the large amount of data afforded by the task and because of the need to explain those features of the students' responses which had implications for the analysis of the task. Because this study aims to fully explore the effect of the TTT, it is necessary (and helpful for teachers wishing to set similar transcript tasks) to describe in detail how the task progressed. Although analyses of transcription tasks appear in language teaching literature (Lantolf, 1977, Lynch, 2001), to my knowledge, there has been no detailed description of the processes by which learners complete such tasks or discussion of problems associated with them.

This chapter describes the TTT in terms of the students' immediate responses to it: how they prepared the transcript and went on to modify it. There was a range of reactions, not all of which were foreseen, and I describe these here. Although the task was designed to help students focus their attention on language form, the students naturally discussed other aspects of the transcripts, and, because not all of their comments were relevant to the aims of the study, this section explains what I left out and why. I also consider the students' focus on form, analysed in terms of LREs. Fortune and Thorp (2001) describe the difficulties involved in categorising LREs in recorded student discussions, as we saw in Chapter 3. I also encountered problems in establishing my own classification of episodes, and this chapter deals with this. I present student responses to the task in eight sections.

In these sections, I present my own taxonomy of LREs, and, by so doing, prepare the reader for the analysis and discussion in Chapter 7. That chapter will present a count of the LREs and evaluate the task. Chapters 7 and 8 will draw on the LRE categories presented here in order to point to aspects of the student discussions that might have led to short-term and long-term language gains, respectively.

### **6.1 Prior modifications**

The TTT instructions asked students to transcribe the presentation excerpt word for word and this transcript, of course, was meant to include their errors. These were to be discussed and corrected in their groups. On the whole, the students followed these instructions. Not only did they include most of the errors that appeared in the actual presentations, they included other features that showed they were trying to report their output exactly as they heard it. This is

evident from the many hesitations, repetitions and false starts they included in their transcripts. All three of these features are present in this short extract:

"Uhm so, so I have to research those development and I like to, I like to start a venture business, so, business in the future, so it was good to learn these, these, umh strategy of company." (Jun, June)

However, when I compared their transcripts with those that I made myself of the same presentations, there were often differences between the two versions. This section attempts to categorise different reasons for these differences, which I have called *prior modifications* as they were made prior to the group negotiations, where I intended them to start scrutinising their output.

The first prior modifications I noticed seemed to be target-like modifications of original non-target-like utterances. I first imagined these to be 'face-saving' corrections, addressing slips in their performance, which students were either reluctant to show to their peers, or which they considered too minor to detain the group with. I was therefore keen to identify them in order to include them in my count of self-corrections, as one of my research aims was to compare the number of self-corrections with peer and teacher corrections. But a later examination of these modifications suggested that they did not all provide clear evidence of the kind of self-correction and focus on form which occurred during the group negotiations.

As I looked further at the prior modifications, it became apparent that although a desire to correct L2 output was behind many of the changes, it did not adequately explain all of them. The reasons that I hypothesise behind prior modifications are listed here in six categories. They are accompanied by examples from the transcripts and my own commentary substantiating each category.

Dictation, of course, is a common language classroom task in itself; it is used in order to integrate students' listening skills and grammatical accuracy. Traditional dictation does not use students' own output as its script, but it seems from some of the prior modifications that students were facing some of the same difficulties listening to their own output as in listening to an external script. This is suggested in part by the number of errors introduced into the written transcripts that were not present in the original output. In 12 transcripts out of 43, more *non*-target-like modifications were made than target-like modifications. One student made 11 such changes in an extract of 162 words. Although there is more than one explanation for this, a general explanation might be simply that it is quite difficult to listen to a recording in a foreign language, even one of one's own speech, and transcribe it accurately



with any confidence. It was clear that they were unable to make out certain sections of the recordings, although I, as a native speaker, could confidently identify them. Apart from my own confidence, it is clear in some of the following transcripts in this section that my versions are often more plausible than the students' versions. It seems odd that students could transcribe their own input inaccurately; I present six categories of triggers of prior modifications, which help explain this phenomenon.

### 6.1.1 Misremembered language

It was sometimes evident that some of the L2 used by students during the presentations had been learnt holistically in memorised sequences. Here is an example from Ken in July/October. In each segment in this section the teacher's transcript is presented as the more accurate description of what was said during the presentation. The parts most relevant to this discussion are presented in bold. The pairs of transcripts are numbered to facilitate their identification in this discussion.

#### T1 Teacher's transcript

Also by the Oxford dictionary - Music is one of the fine arts which is concerned with the combination of sound with the view to **beauty of form** and the expression of emotion, also the science **of the law or principles by which this art is regulated**. **Sound** is the sensation produced in the organs of hearing...

#### S1 Student's transcript

Music is one of the fine arts which is concerned with the combination of sound with the view to **beauty of phone** and the expression of emotion, also the science **of the long principle the which decided regulated sound** is the sensation produced in organs of hearing...

Ken is introducing a quotation on the definition of music from a dictionary. The top version is what he said during the presentation, taken from my own transcript. He is not reading this from the original source; this is clear from the slightly odd wording ("the combination of sound with the view to beauty of form"). His own transcript underneath shows that he has gone on to mistake *form* for *phone* and has failed to recognise later words in the sentence. He then fails to recognise two grammatical points that are crucial to the structure of his first sentence. First he mishears *by which* and does not realise that it introduces a relative clause. This has the knock-on effect that he fails to recognise the predicate of that clause *is regulated*. Instead he runs the sentence onto the next topic (sound). This results in the sentence running on, with a breakdown in cohesion.

A second example is that of Lisa in July/October, as she is describing the Ku Klux Klan.

T2 Teacher's transcript

**White superiority** was their (2 seconds) their philosophy um and they often used + violence and terrorisation ++ against uh black people (6 seconds) from civil war to into rece- reconstruction.

S2 Student's transcript

**What's superiority** was their philosophy and they often used violence and terrorisation against black people civil world into reconstruction.

Lisa has confused *white* and *what's*. This might stem from the kind of clause that she has employed in the original presentation. It is unusual as it exhibits thematic fronting. This is probably inappropriate here, as this technique is generally used to give topic status to the element that has been moved to the front of the sentence. Yet it is the Ku Klux Klan who really have topic status here and not 'white superiority'. This may be why she fails to recognise the noun phrase later. The two second pause after "white superiority was their" may have provided the time for Lisa to employ the kind of top-down listening skills that might have led her to this new interpretation. In fact, her transcribed version readjusts the topic focus. She hears herself use a pseudo-cleft structure and inserts *what's* in place of *white*. This brings the topic status back to the Ku Klux Klan, which of course means that the noun *superiority* no longer sits well in the sentence.

Both of these students had some success in recalling sequences like these in the short term between their preparation and the actual presentation. However, in the longer term, two months later (the period between the original presentation and the TTT), they failed to recognise lexical items, grammatical constructs and clause structures, which they themselves used and which were critical to the understanding of their utterances.

### 6.1.2 Unstable interlanguage rules

Another reason for students' failure to recognise language they used themselves might be connected to the limitations of their developing interlanguage. If students did not have full control over a certain form, this might have affected their ability to notice it in spoken output. This is perhaps what is happening here in Sumire's prior modifications pertaining to noun number. These three examples all occur in her 243-word extract in July/October.

T3 transcript: some said that when people enjoy **the sounds** it become music

S3 transcript: some said that when people enjoy **the sound** it become music

T4 transcript: there are **five common ways** of recognising the difference

S4 transcript: there are **five common way** of recognising the difference

T5 transcript: we asked to choose what she or he thinks it is music **from the choices**

S5 transcript: we asked to choose what he or she thinks it is music from **the choice**

In example T3/S3 she makes a modification of noun number: from *the sounds* to *the sound*. Taken alone it is unclear why she made this modification unless she noticed that it did not agree with the following pronoun (*it*). This does not explain why she did not go on to change the agreement of the verb form of *become*; this agreement error was also overlooked later during the group discussions. The next two examples suggest that Sumire has a general problem with plural noun forms; in example T4/S4, we see that her original utterance in the presentation was target-like *five common ways* but this has been entered as *five common way* in her transcript. Example T5/S5 shows a similar error when she overlooks the target-like *choices* (referring to a list of options on a questionnaire) and enters the singular *choice* in the transcript.

I do not believe that these modifications are a sign of Sumire attending to forms of plural inflection while she was producing the transcript. On the contrary, there is evidence that she has failed to do so. The TTT corresponding to this extract produced two LREs on *ways* (LRE Oct.13:2) and *choices* (LRE Oct.13:1); interestingly, they were both initiated and resolved by Sumire herself. She repaired errors that she introduced at the transcription stage.

Clearly this is not the same phenomenon as Category 1 modifications. It seems unlikely, to say the least, that Sumire committed to memory plural inflections in her speech and failed to recall them later. Despite her later corrections of the forms under discussion, there was further evidence that plural inflections were a problem area for her, as they are for many Japanese students. Nouns are not routinely marked morphologically in Japanese to indicate plural number. The only other TTT she completed was the December solo version. There were no prior modifications of number forms in it, nor did she correct any number errors herself. When I made my own corrections of this transcript I found four noun number errors. This was the largest number of this kind of error by any student.

If a student has less control over a certain area of syntax, he or she may then fail to notice occurrences of it. It could be argued that Sumire failed to recognise correct inflections, as her internalised rules about this form were not yet stable. A correct plural inflection heard as input would not necessarily re-emerge as output. This is at the heart of Swain's theory of

pushed L2 production. It seems that Sumire needed time to reflect on this area, which she did successfully during the group negotiation stage.

Categories 1 and 2 are especially relevant to any discussion of attention and noticing. I would argue that modifications in these categories do not count as focus on form episodes, because it seems unlikely that students made Category 2 modifications consciously. These two categories, then, provide evidence that prior modifications are not necessarily face-saving corrections of slips in performance, and we will consider the important differences between slips and errors in the conclusion to the thesis. We now go on to look at modifications which may well be deliberate attempts to correct language forms.

### 6.1.3 Deliberate corrections

There is evidence that prior modifications were sometimes made deliberately to incorporate corrections into the transcript. The clearest evidence is shown in the following extracts:

(Toru, June)

T6 Teacher's transcript: The number of people **have has increased**

S6 Student's transcript: The number of people **has increased**

T7 Teacher's transcript: There are so many plastic goods **sell sold** in stores

S7 Student's transcript: There are so many plastic goods **sold** in stores

(Katsu July/Oct.)

T8 Teacher's transcript: And **it cause it causes** bright future for environment

S8 Student's transcript: And **it causes** bright future for environment

Sumire (Dec.)

T9 Teacher's transcript: **I research** uhmm **I researched** and will talk about the comparison between languages and music.

S9 Student's transcript: **I researched** and will talk about the comparison between languages and music.

These examples show that students clearly did make conscious decisions about language forms as they typed their transcripts. I do not count the above modifications as *corrections*. I take them to be *edits*, as they have simply edited out an incorrect form and retained another which was already present. I take corrections to be modifications which were not already present in the text, but have been determined during the transcribing process.

It is difficult to identify corrections unambiguously, because the category carries the sense of deliberate modification. Yet, as we have seen in Categories 1 and 2, modifications may look like deliberate corrections without actually resulting from a conscious attention to form. The

following examples of corrections are therefore presented with this caveat in mind, though my commentary will explain why they might be more likely to be instances of intentional correction.

Katsu (November/December)

T10 Teacher's transcript: We are going to discuss environmental problem caused by **garbages**.

S10 Student's transcript: We are going to discuss environmental problem caused by **garbage**.

The form of this non-count noun had been a continual focus for Katsu over the year. His group discussed this form during their first TTT in June, and decided that, as it was a non-count noun, it should appear in the singular. During their negotiation they compared it to the word *information*. In the second TTT in October Katsu corrected his partner's non-target-like use of *garbages*. In the post-presentation questionnaire in July he reported that he had managed to correct his own utterance of *garbages* to *garbage*. According to my transcript, this is the only occurrence in his rehearsal of *garbages*. There are four occurrences of *garbage*. Katsu would have been entirely capable of correcting this form and his previous focus on this form may well have prompted him to notice it here.

The difficulty of identifying deliberately corrected forms is apparent in this extract from Yoshi in July/October:

T11 Teacher's transcript: Tommy Smith and John John Carlos **show shows** their support for + black power.

S11 Student's transcript: Tommy Smith and John Carlos **showed...showed** their support for black power.

It seems that Yoshi was making a deliberate modification in the tense of *show*. The phonological difference between the present tense in the original and the past tense is quite marked, and so it might be expected that he was aware of needing to alter the tense. Yet, if we conclude that Yoshi is making a deliberate correction, his decision to type it out twice is hard to explain. So it may just be that the student was faithfully transcribing what he thought he was hearing and that he expected to hear a past tense. I believe the repetition casts sufficient doubt on the source of the modification to exclude it as an unambiguous correction.

In order to understand the discrepancies between the teacher and the student transcripts, we need to bear in mind the fairly stressful atmosphere of performing a presentation in class compared with the homework transcription task, which had no time-limit. This more relaxed setting may have enabled students to make modifications. It may also have helped them to



employ higher-order listening skills, as described by Rost (1990), which might have altered their interpretation of what they were hearing. Yoshi may have inferred from context that the form of *show* would be the past tense and so that is what he went on to report. Lisa may have been paying closer attention to clause structures as a listener than she did as a speaker, and such top-down processing may explain her interpretation of *white superiority* as *what's superiority*.

#### 6.1.4 Editing

We have already considered some examples of edits in Category 3, where students deleted a non-target-like form when it constituted a false start before a target-like one. Other problems relating to slips in performance were also subject to edits:

Lisa (July/October)

T12 Teacher's transcript: They hated the idea black people gain any right + um +++ like + voting in election or + **pre- um ++ um forgot the word u:hm ++** practising any right.

S12 Student's transcript: They hated the idea black people gaining any right like voting in election or practicing any rights.

Here, Lisa has edited out a section where she explained to the audience a hesitation due to her forgetting the verb *practising*. Other edits may not have been deliberate.

Sumire (July/October)

T13 Teacher's transcript: **In opposition** sound is not ruled or strict it is natural it is in natural condition.

S13 Student's transcript: **In hand**, sound is not ruled or strict, it is in natural condition.

The above modification is difficult to explain. Sumire had previously said and transcribed the phrase, *in the other hand* earlier on in this transcript. This phrase, despite it being non-target-like, would be quite close to her meaning. This might be the cause of this modification.

Alternatively, she may have been making a deliberate modification, which happened to be non-target-like.

Other edits which may have been unconscious were spelling or typographical errors:

Ken (July/October)

T14 Teacher's transcript: Music is artificial products made from individual **sounds + that** how-ever can the definition of mus- eh difference between sound and music be so simple or firm?



S14 Student's transcript: Music is products made from individual **sound shat** however can the definition of music, difference between sound and music be so simple or firm?

#### 6.1.5 Omissions

Students sometimes omitted parts of their recordings.

Miki (July/October)

T15 Teacher's transcript: E- ah Even sushi stand stand appear in the stadium. + **Ah + e- roll sushi called Ichiro is pop- popular menu**. A manager of sightseeing office said "Thanks to Ichiro's success every every hotels restaurants and souvenir shops and airline companies + gain sales".

S15 Student's transcript: Even sushi stand appear in the stadium. Manager of sightseeing office said "Thanks to Ichiro's success every hotels restaurants and souvenir shops and airline companies + gain sales".

Miki is talking about the effect on the city of Seattle of a successful Japanese baseball player who had signed to the local team. She omitted the sentence in bold. I do not believe that either tape quality or language difficulty could have been an issue here and assume that such omissions are simply oversights. It might be due to the tape over-running while she was transcribing. If she forgot to rewind the tape, she would miss parts of her recording.

#### 6.1.6 Task understanding

This category is found in only one student transcript. The TTT for the rehearsal in November was supposed to be done in the same way as the other two, with the students writing in their own corrections in red pen on their transcripts. The only difference was that there would be no group negotiations; each student would do this task alone.

Toru submitted a transcript with nothing at all marked in red pen. However, when I compared it to my own transcript I found 15 target-like modifications and 5 non-target-like modifications. This was the largest number of prior modifications in any transcript and it suggested to me that he had not understood the instructions and had inserted his corrections as he typed out his transcript.

#### 6.1.7 Implications for the study

A major part of the focus on form treatment in my study involved students scrutinising their oral output and discussing language problems in their groups. Nevertheless, it is clear from this section that some of their attention was already focused on form before the group work

and this resulted in a number of prior modifications. I therefore had to decide how to consider them in an evaluation of the results of the TTT process.

My evaluation of the TTT was to centre around the LRE: how many took place, how they were resolved, who resolved them and so forth. A crucial question therefore was whether the prior modifications could be counted in with the rest of the LREs. My analysis of the variety of LREs in the TTT data suggested that such a determination was possible. An archetypal LRE is probably one that involves contributions from more than one student. I say 'archetypal' as researchers illustrating 'pushed' interaction most commonly cite episodes where it takes two or more students to resolve a language problem (Donato, 1994, Antón and DiCamilla, 1998). Researchers adopting a sociocultural perspective might be keen to present what I will describe as *group-resolved* LREs as optimal for second language acquisition as they provide evidence that students interacting together can pool resources in order to gain new insights or knowledge about the L2.

LREs such as these are numerous in the TTT data, as we will see in Section 7.3.4.

Nevertheless, not every episode includes all of the features (collaboration, pooled linguistic resources, metatalk and so forth) deemed most useful for L2 development, as we considered in the section on Vygotskian approaches in the literature review. There are many episodes, also potentially useful for students, where language forms are questioned and resolved, not collaboratively, but at least interactively. *Dictated resolutions* (resolutions arrived at and described by just one of the students in the group) can still presumably help students to restructure hypotheses about the L2; these are, after all, what teachers commonly provide. I therefore feel justified in including single student-initiated / single student-resolved episodes amongst my count of LREs.

If we envisage a continuum of LREs based on how many contributions come from how many students, or on how collaborative they are, one end might be those LREs where resources are pooled to arrive at a solution. The other end of this continuum is where we would find single student-initiated / single student-resolved LREs. There may be no negotiation but they are nonetheless interactive. Because they are spoken aloud within a group, they are, in a real sense, 'up for negotiation': they are submitted by the initiator to group scrutiny. We may recall that Aljaafreh and Lantolf (1994) found that anticipated dialogue encouraged students to initiate the process of self-regulation (Section 3.2.3.1); in inserting prior modifications, the students in this study may have also been anticipating the group grammar discussion. The prior modifications could be interpreted as preliminary gambits or initiations of language form to which peers would have the chance to react.

It could also be argued that the modifications most clearly identifiable as deliberate corrections as they typed their transcript were not examples of gaps in the L2, but rather slips that the students were certain are wrong and therefore of less importance to their developing L2. Yet prior modifications were not only in a target-like direction. There were also numerous examples of non-target-like changes during the production of the transcript. Again we cannot assume that the students were certain that they were correct without acknowledging that language forms dealt with in this way really do represent an L2 problem. Applying this logic back to the target-like modifications, the assumption that the students knew these modifications to be target-like becomes weaker. They could be experimenting with these modifications as they did with the non-target-like ones. If we then regard such prior corrections as initiations intended for group scrutiny, we might include them amongst the (much) less collaborative LREs. Again, these will find themselves at the non-collaborative, and theoretically less valuable, end of the continuum of negotiation of form.

However, I have decided not to include these corrections amongst the LREs which surfaced during the taped sessions. This is due to the ambiguity of deliberate corrections. I am not always sure of the exact cause of each of these modifications so I cannot assume that they are a result of a focus on form involving noticing. This applies equally to the solo transcript task in December despite the fact that the solo task was never intended to be collaborative. Section 7.1.1 will describe the low number of corrections made in red on the sheets on the December task. Even so, we can assume that at least some of the prior modifications in this solo task were deliberate corrections, so there was arguably more attention to form during the task than the transcript sheets suggest, even if it cannot be exactly quantified.

The number of prior modifications is shown separately on Tables 14 and 15, as they are useful and relevant to an evaluation of the task as a whole. The numbers presented in the tables include all of the target-like and non-target-like prior modifications from *all of the categories* described above. Again, assuming that a good number of these will be deliberate corrections, the figures suggest that students do not require such a great push in order to focus on form. Although they were asked to type out the text with its errors intact, it seems that some of their attention focused spontaneously, perhaps instinctively, on the form of their L2.

**Table 14: Target-like (- / +) and non-target-like (+ / -) prior modifications made during students' initial transcribing.**

Student/ Prior modifications	Jun. -/+	Jun. +/-	Jun. total	Oct. -/+	Oct. +/-	Oct. total	Dec. -/+	Dec. +/-	Dec. total	- / + total	+ / - total	Mod total
Lisa	3	1	4	3	8	11	1	1	2	7	10	17
Midori	2	2	4	2	5	7	1	3	3	5	10	15
Yoko	1	3	4	1	6	7	0	7	7	2	16	18
Miki	5	3	8	7	2	9	-	-	-	12	5	17
Kaoru	2	0	2	4	0	4	-	-	-	6	0	6
Yoshi	11	0	11	13	3	16	-	-	-	24	3	27
Hideo	2	1	3	-	-	-	-	-	-	2	1	3
Hiro	2	0	2	1	4	5	-	-	-	3	4	7
Keiko	2	5	7	2	0	2	-	-	-	4	5	9
Katsu	4	1	5	2	2	4	2	1	3	8	4	12
Toru	4	7	11	1	1	2	15	5	20	20	13	33
Haruka	4	3	7	0	0	0	5	2	7	9	5	14
Sumire	-	-	-	3	3	6	4	0	4	7	3	10
Ken	8	4	12	1	1	2	5	2	7	14	7	21
Reina	4	5	9	1	0	1	2	3	5	7	8	15
Nina	4	0	4	2	1	3	0	3	0	6	4	10
Jun	0	11	11	1	0	1	2	2	4	3	13	16

**Table 15: Average numbers of prior modifications of the 10 students who completed all three tape transcript tasks.**

Non-target-like to target-like modifications (- / +)	8.1
Target-like to non-target-like modifications (+ / -)	8.9
Total modifications	17

The above table is included, as the number of zero entries in the main table due to student absences will have an effect on the average number. I will discuss the issue of target-like and non-target-like resolutions in Section 6.6.

## 6.2 Sense-recapturing: negotiation of meaning in LREs

In most of the LREs, students identified problems with language and tried to change what they saw in the transcript in order to render the grammar of their utterance more native-like.

But on some occasions they were unable to do this without first addressing another pressing problem - their inability to interpret the meaning of their own utterance, as can be seen here. The LRE code refers first of all to the month of the TTT, then to the number designated to the student, and finally to the number of the LRE produced on that student's transcript.

Keiko: "I don't can't understand me. What I want to say." (LRE Oct.8:19)

Although they were working on tapes and transcripts of their own output, it was clear that they did not always understand what they were hearing or seeing and that they were trying to recapture the sense of what was in the transcript. I have termed this category of LRE *recaptures*, and these deal with the students' attempts to make sense of unclear sections of the transcripts. These differ from the other LREs, as recapture LREs represent negotiation of meaning rather than negotiation of form. Nevertheless, a recapture LRE can be a first step towards a focus on form. That the students failed to understand their own output played back to them might seem odd or surprising, but a consideration of the context of the tape transcript task (TTT) might offer some explanations for this.

All of the instances of recapture LREs, where students did not recognise their own output, were in the October data. The June data contained only examples of a peer asking for an explanation of a student's output, who was able to explain, or try to explain, what he or she had meant. This difference might be explained by considering when the TTTs took place. The June TTT was based on the introductory presentations, and took place only one week later. Therefore the content of their presentations was presumably still fresh in their minds. The October TTT was based on presentations which took place in July. The reason for this long delay between presentation and TTT was the long summer vacation, which began straight after the presentations were performed. It is not surprising that students might have forgotten the content and ideas of their presentations after two months' holiday. Most of the examples here are of those recapture LREs that show students trying to recapture their own meaning. One example of a student explaining to a peer what he or she meant will also be considered below.

### 6.2.1 Four triggers of 'self-recapture' LREs

From my analysis of the data, I suggest four possible 'triggers':

- (i) The first trigger of this type of LRE was the students' occasional failure to transcribe accurately what they heard on the tapes, possibly due to the quality of the recordings.

(ii) This might have been compounded by a second trigger - the students' unfamiliarity with some of the forms used or their having memorised forms relevant to their presentations holistically as chunks. These would not necessarily have stayed in their memory, and on subsequent exposure, they may not have recognised such forms, possibly beyond their current level of interlanguage development. This, and the trigger above, are similar to the first two triggers for prior modifications, discussed in Sections 6.1.1 and 6.1.2.

(iii) A third trigger of recapture LREs was that the students' output during the presentation showed some features of spontaneous speech, such as hesitations, false starts and incomplete sentences or clauses, which may have impaired comprehension during the TTT. Nerves in the semi-formal setting of a class presentation were a further factor which could have resulted in more of these features, rendering students' L2 output less comprehensible as they reviewed it.

(iv) Finally, a student's incomplete knowledge of English could result in unclear output if he or she were to forget sections of the script and be forced into prolonged ab-libbing in the presentation. This could result in unclear paraphrasing.

### 6.2.2 Examples of self-recapture LREs

All transcript conventions are presented in Appendix 5.

Oct.8:19

Transcript: SO OUR NEXT IS CONCLUSION HE WILL ... I WILL...TOGETHER.

1. Keiko: I don't can't understand me. What I want to say. What is 'I will'? (laughs) I'm sorry. NEXT so 'the the next'?
2. Hiro: It says uh the uh +++ final presentation
3. Keiko: for the final conclusion of Naruse. Next ++ next
4. Hiro: is
5. Keiko: is conclusion. Conclusion.
6. Hiro: next is the [conclusion of Naruse.
7. Keiko: [conclusion 'the'? (laughs) of Naruse? Hmm the conclusion uh Naruse will
8. Hiro: So Next Naruse will conclude
9. Keiko: this presentation
10. Hiro: okay
11. Keiko: okay. So + Next Naruse? Hideo? Okay? Naruse will conclude this presentation.
12. Hiro: End.

Here in the first line Keiko admits that she does not understand her own words, leading to the LRE. I would suggest that the trigger of this LRE comes under points 3 and 4 above. The meaning is recaptured over the first five turns and results in a basic description of the



meaning of the utterance: "next is conclusion". Thereafter, the negotiation turns to focus on form. The problematic sentence is resolved, but it is interesting to note that although the students arrive at a target-like sentence "So next Naruse will conclude this presentation", it fails to include the idea of Keiko and Hideo (Naruse) completing the conclusion *together*, which was conveyed in the original.

Oct.14:1

1. Sumire: I find some spelling mistake there. What do you mean (laughs) by 'beauty of phone'?
2. Ken: I don't know.
3. Sumire: telephone? I think 'form' f - f - .o. - .r - m
4. Ken: form?
5. Sumire: I think. 'Beauty of form'.

Here the students are working on Ken's transcript. Sumire finds the expression *beauty of phone* strange and asks Ken what he meant by this, but he is just as confused as her. Sumire suggests that he really meant to say *form*. In fact Ken's own transcription was at fault here and he did indeed say 'beauty of form' in the presentation. The trigger for this LRE is point 1 above. His lack of understanding may also be influenced by point 2 if we assume that he was not very familiar with the word *form* when he used it in the presentation; he questions it in his second turn here. It is the only occurrence of this word in his group's presentations up to that point. Although the LRE is triggered by a peer's request, I consider this a self-recapture LRE as Ken fails to recall his intended message.

Although I mentioned above that a recapturing LRE (of meaning) could be a first step before a form focused LRE, this was not always the case. Clearly the recapture LRE must be successful if a subsequent negotiation of form is to occur. Some students were more successful than others in this respect. In the following case, a misreading of a transcript leads students down a rather tortuous garden path of negotiation of meaning.

Oct.8:5

Transcript: Jun: THEY CONSIDERED THAT IT (Starbucks) WILL BE GROW. BUT WHILE HE DIDN'T WISH TO CHANGE THE STYLE. HOWARD DIDN'T GIVE UP AND SO TO MANAGEMENT POLICIES

1. Reina: 'so to' is it koubun? (*is it a grammar construction?*) SO TO MANAGEMENT
2. Jun: don't give up and didn't give up management policies
3. Reina: do you need a 'to'?
4. Jun: so to ma- + so management (laughter) so ++ mazu (*first of all?*)
5. Reina: ah kore mo ?? (*this too ??*) didn't give up hmm change the styles didn't give up change the style toka tte kotoka? (*that kind of thing?*). He did ?? he gave up neither toka nan ka sou nan ja nakattakke (*It should be something like this, shouldn't it?*)
6. Jun: that that's right but 'so to'

7. Reina: I don't know 'so to' *dakedo (but)*. So eh
8. Jun: so as?
9. Reina: 'so as'. Can we use ah negative words?
10. Nina: What did you want to say?
11. Reina: 'so as to' you mean? +++
12. Jun: so as to +++ hmm?
13. Reina: What did you wanted to say?
14. Jun: I want um ++ I think 'didn't give up the style change the style and management policy.'
15. Reina: *dakara (so then)* so
16. Jun: Ah!
17. Reina: So
18. Jun: He don't wish to change the style.
19. Reina: So Howard didn't give up changing the style to change the style to ch- which was it? Give up changing the- He didn't give up changing the style or management policies.
20. Jun: changing?
21. Reina: style
22. Jun: the?
23. Reina: yep
24. Jun: the style
25. Reina: or or management policies.

According to my transcript, Jun was using the phrase "And so to management policy" as a simple bridge in order to change topics, introducing the next section on management policy. But the students have failed to interpret the phrase as a bridge and believe it to be somehow connected to the meaning of the previous clause. In vain they go on to try and link management policies with the unconnected idea of the style or branding of the Starbucks chain. Jun's transcription error here is one of punctuation. The misunderstanding might have been avoided had he punctuated the segment as follows: " but while he didn't wish to change the style, Howard didn't give up. And so to management policies."

### 6.2.3 Other-recapture LREs

These involved explanations of sense, not for the original speaker of the utterance, but for the other members of the group who were trying to help correct the transcript. The sense of the utterance was never lost; what was required was merely some explanation from the original speaker before the other members could proceed with their negotiation of form.

Jun.1:4

1. Hideo: WHY WE CHOSE THIS TOPIC IS DEPENDENT ON EACH OF US
2. Yoko: is that okay?
3. Hideo: ehh?
4. Yoko: (laughs) hmm?
5. Keiko: mmh? WHY WE CHOSE THIS TOPIC
6. Hideo: dependent
7. Keiko: depen- depends ah *chigau kankei (no, relates)* oh
8. Hiro: [dependent to
9. Keiko: [depen dependent

10. Hideo: how do you mean?
11. Yoko: I just wanted to say that three of us got different [reasons
12. Hideo: [hmm hmm different reasons  
hmm
13. Keiko: different diff-different
14. Yoko: How should I say?
15. Hideo: I'm choo- chose this topic from different reason. (some laughter from others)  
We we chose this topic ++ diffe-from different
16. Keiko: do you want to use 'dependent'?
17. Yoko: No, I just (laughs) so
18. Hideo: 'From different reason we chose this topic.' Hmm. 'Each of us has different reason'.
19. Yoko: Okay
20. Hideo: mmh
21. Yoko: Each of us has different reason (writing)
22. Hideo: reason okay *kakkoi jikaku ne* (you have nice handwriting eh)
23. Yoko: *kakkoku nai* (no it's not!)

Yoko herself initiates negotiation in turn 2 with "is that okay?" but the other members of the group are unable to respond with any substantial help until Hideo asks her what she meant in turn 10. Her explanation supplies most of the language for the final solution, and Hideo decides that this paraphrasing is more appropriate than trying to rework Yoko's original words. Keiko in turn 16 is perhaps worried that Yoko is dissatisfied with the paraphrase, though Yoko seems happy to accept it.

### 6.3 Edits and reformulations

It could be claimed that all LREs represent editing, as they result in changes to language forms. Clearly, though, not all modifications will correspond to distinct corrections of L2 grammar and lexis, as other aspects of L2 performance will also attract the students' attention. This section seeks to clarify differences between the various kinds of edits and reformulations that appear in the data, and to explain my reasons for including or excluding them from my count of LREs.

The important distinction I make regarding the modifications described here is that between *edits* and *reformulations*. *Edits* are changes I regard as less relevant to this particular study, as they do not clearly represent changes in the students' developing interlanguage. For example, the first edits to be discussed here focus on slips in performance such as hesitations and false starts. A second aspect of editing relates to style. The students, justifiably, given the task of transferring oral output into writing, sometimes tried to make their spoken output more appropriate to written language. Although this is an interesting area in itself, it is not dealt with in this study except for the comments below about the stylistic nature of edits. Another type of edit inserted words and short phrases into the text, which made no difference to the

accuracy of the original utterance. It is in this way that edits are *non-form-focused* and for this reason they are not counted amongst the LRE statistics in Chapter 7.

*Reformulations* occurred when students made changes to original output in order to express more accurately the idea of the original utterance. They differed from the majority of LREs, as the focus on form was much less distinct, so much so, that it was not possible to speak of students modifying any particular language form. The nature of the reformulation was a much more wide-ranging change to the language being used. The resolutions were similar to the other LRE resolutions in that they could be target-like or non-target-like. Therefore they were counted amongst the final number of LREs.

### 6.3.1 Edits

#### 6.3.1.1 Hesitations and false starts

Jun.1:13

AND I'VE BEEN INTERESTING IN **GETTING MORE GETTING UHM BETTER UNDERSTANDING** ABOUT THE DISCRIMINATION BECAUSE I GOT SOME CONFUSION ABOUT THE DOING THE PREJUDICE AND GOOD IMAGE(?) AH IMAGE.

Hideo: AND I'VE seen interesting uh IV'E BEEN INTERESTING IN **GETTING better?**

Yoko: ah in getting

Keiko: better?

Yoko: better understand-

Hideo: **in getting better understanding about**

This extract shows this group editing out both a hesitation *uhm* and a false start *in getting more*.

#### 6.3.1.2 Writing-oriented edits

Sometimes students changed the structure of sentences by altering punctuation. Students were sometimes keen to shorten sentences even if this meant changing target-like coordinated clauses. The opening remarks of this group are one of three sets of specific complaints about long sentences voiced in the TTT data.

Jun.9:3

FOR EXAMPLE THE CURSADE IN EUROPE WAS VERY AFFECTED BY CHRISTIANITY **AND** SOME PEOPLE WHO JOINED THE CURSADE WERE ONLY FIGHTING JUST BECAUSE OF GOD'S FAITH, THE FAITH TO GOD.

Hideo: shorten sentence please! (laughter)

Keiko: But your sentences are very long. (laughter)

Hideo: FOR EXAMPLE THE CUR-

Keiko: Cu

Hiro: cu- Crusade

Hideo: crusade IN EUROPE WAS VERY AFFECTED BY CHRISTIANITY AND SOME PEOPLE WHO JOINED THE CURSADE crusade WERE ONLY FIGHTING JUST BECAUSE OF GOD'S FAITH **long sentence!** (laughter)

Keiko: **AFFECTED BY CHRISTIANITY boom! (laughs, indicating a full stop)**

Hideo: Crusades IN EUROPE WAS VERY AFFECTED BY CHRISTIANITY + (**stops to indicate new full stop**) AND SOME PEOPLE WHO JOINED THE crusade WERE ONLY FIGHTING JUST BECAUSE OF GOD'S FAITH, THE FAITH TO GOD.

Given that the sentences in question do not appear excessively long, it is interesting that students see this as a problem. They may have had in mind a lack of variety of coordinating conjunctions. Nina complains in June "I'm using too much *and*" (LRE Jun.16:7). Also in June Midori says, "I have too much *ands*" (LRE Jun.3:3), to which her partner replies "Oh yeah, and the sentence is so long". Despite the alternative solution of using other coordinating conjunctions, the solution the students adopted in these three cases was to split coordinated clauses into a series of main clauses.

Perhaps they were employing a strategy to avoid longer or complex sentences in order to increase the likelihood of syntactic accuracy. On the other hand, these edits may simply have been addressing issues of style, with the students making their output more appropriate to a written mode. If this was the case, they were voicing common concerns. Crystal (1988) discusses the differences between spoken and written English:

"We make great use of *and* and *but* to join sentences together - a feature of style which is often criticized when it appears in writing, but which is extremely widespread in speech." (p. 22)

### 6.3.1.3 Edited additions

These arose when students inserted words or phrases into the text that did not aim to make the original utterance more target-like. They are related to style in that they could result in more polished or sophisticated output; alternatively they could add to the content of the utterance.

Oct.11:5

1. Toru: AND WE SAW IN THE LAST PRESENTATION THAT IN THE WORLD EVERY COUNTRY HAS DIFFERENT AWARENESS ABOUT **the ENVIRONMENT**
2. Katsu: I think 'every country has different awareness about environment in the world'.
3. --- ---
4. Toru: countries? Each country. So each country has different awareness about '**the the environment**' or '**environmental problems**'?
5. Katsu: mm hmm ah environmental problem?

In turn 4, Toru suggests a modification, which lends a slightly different meaning to his sentence. Instead of referring to awareness of just the environment, he suggests a new

complement, namely, environmental problems. I view this LRE as an edit of content. The next example is similar.

Oct.10:13

1. Katsu: **EUROPEAN IDEOLOGY IS THAT NATURE IS FOR US AND SO THAT WE CAN USE IT.**
2. Toru: '**is simply said**' European ideology is simply said *kantan iu to (simply said)*
3. Katsu: **okay simply said that**

Toru, in inserting *simply said* is modifying his utterance, not in terms of correctness, but in terms of content. The modification signals an idea of generality that the original does not have. Other examples of this kind of edit include students inserting *for example, especially*, or other adjuncts.

The following addition is slightly different.

Jun.2:13

SECONDLY WE WANT TO KNOW HOW THEY ESTABLISHED THE MOVEMENTS. AND I THINK WE CAN SEARCH **FOR THESE** SOCIALLY AND CULTURALLY

1. Lisa: these those ah these
2. Midori: These. **I think we need like one word after these.** Research for these [these
3. Lisa: [these
4. Midori: uh '**movements**'
5. Lisa: **these movements, yeah okay**

The students here are concerned that the omission of the direct object in the second sentence above is ambiguous. Their solution is to add the noun *movements* again, despite the sentence under discussion being perfectly acceptable in its context. At first sight, this seems like an edited addition: an insertion that does not alter the correctness of the original. However, there is some evidence that the students themselves believe that the repetition of the noun is necessary and not optional. In turn 2, Midori says that she thinks they *need* to insert one more word. I still count this episode as an edit, rather than a correction, as I cannot be sure that this latter interpretation is correct.

### 6.3.2 Reformulations

On reviewing their output, students sometimes decided that they needed to completely rethink their utterances in order to convey their intended meaning more effectively. This may have resulted from the perception that a language problem was so great that a re-editing was the only way out of a linguistic cul de sac. This was not always wholly successful, as can be seen in the second example below.



Jun.2:8

I THINK THEY CAN'T LIVE LIKE ONLY LIKE BLACKS AND JEWS. SO YEAH...

1. Lisa: How should we fix that?
2. Midori: Um
3. Lisa: **They can't [live**
4. Midori: **[live without**
5. Lisa: **without**
6. Midori: **depending on other races.**

Lisa decides in turn 1 that the sentence is in need of repair. The word *only* possibly does not sufficiently convey her intended sense of self-reliance. This leads to the addition of the non-finite clause "without depending on other races" which introduces the idea of interdependence. This is a major change to the sentence; "like only like Blacks and Jews" has been completely deleted and they have found an alternative way out of their language problem. I count this as a target-like reformulation.

Jun.8:33

BECAUSE RELIGION IS VERY WIDE RANGE TO SEE THE WORLD

1. Hideo: BECAUSE RELIGION IS VERY [WIDE RANGE
2. Keiko: [has has (replacing 'is')
3. Hideo: TO SEE THE WORLD (**sucks breath through teeth**)
4. Keiko: (**laughs**) **I don't know**
5. Hideo: wide wide range? **We need explanation.** Wide range? Wide range?
6. Keiko: wide
7. Hideo: **wide range aspects. How about this? 'Wide range' something.**
8. Keiko: Wide [range
9. Yoko : [range
10. Hideo: TO SEE THE WORLD. Hmm okay.
11. Keiko: Eh? Really? (Doubting it's okay) Religion has very wide range to study study to research to
12. Hiro: understand?
13. Hideo: wide range something to understand the world to study + wide range uh
14. Keiko: wide range for example + because religion has very wide range but
15. Hideo: range wide has various various. (6 seconds pause) **Religion is deep.**
16. Keiko: (laughs) deep deep
17. Hideo: **too deep to [study**
18. Hiro: **[study (echoing as if he agrees with Hideo)**

The group is trying to improve the phrase "very wide range to see the world". Hideo's comments and actions in turns 3 and 5 show that he is struggling with the meaning of this. Although it is Keiko's section, her contributions are minimal and do not throw any light on the meaning of the sentence (see turn 4). Perhaps she was trying to say that the study of religion can bring about a broad understanding of the world as a whole. Hideo seems to be trying his best to incorporate the phrase *wide range* into an appropriate statement, yet his

suggestion in turn 7 is not met with any positive response. The next seven turns make little progress, and, from turn 15, Hideo seems forced to develop an alternative wording in order to solve the problem. He and Hiro decide on "Religion is too deep to study" and this is what is written in red on the transcript. This does not seem to carry Keiko's original meaning and she seems unconvinced at points in the discussion, such as turns 4 and 11. Hideo senses this and comes back to the problem after a subsequent LRE, but they fail again to make progress and their alternative is left to stand. I count this as a reformulation, but because it seems to fail to encapsulate Keiko's original meaning, I regard it as an unresolved episode.

Dec.15:1

**THERE ARE SOME FACTORS TO WHICH ECONOMIC GLOBALIZATION PROGRESSED EARLY.**

There are some factors **that promote the economic globalization.**

Here, Jun, working alone during the December task, has reformulated this relative clause in a target-like direction.

**Table 16: Number of edits by type, including reformulations**

	June	October	Total
Hesitation / false start edits	8	3	11
Stylistic / written mode edits	9	3	12
Content / addition edits	1	6	7
Ambiguous edits	5	3	8
Reformulations	5	4	9
Total	28	19	47

It is interesting that the number of hesitation and stylistic edits fell between the June and October TTTs. This may be have been due to the fact that the students had a clearer understanding of the point of the task and therefore paid less attention to more peripheral aspects of their oral performance. A similar shift in attention towards language form was discussed in Chapter 5, where students' responses to the shorter tasks included more form-focused observations as the course progressed.

### 6.3.3 Implications for the study

I have described some of the modifications here in terms of stylistic changes and in terms of changes to content. These were contrasted with the form-focused modifications. This contrast

is important to the study. I do not consider the former as evidence of students making target-like changes to the original output. I believe that the students were showing the same kind of concerns that a native-speaker might have if involved in editing a text. The students were making stylistic changes to their output, sometimes making it more appropriate to the written mode, sometimes making their use of language more sophisticated, and sometimes adding content to the original utterance. A caveat attached to this reasoning relates to the possibility of instances where students appear to be making a stylistic modification, whereas they actually believe the modification to be responding to a form-related error (as discussed in Section 6.3.1.3 above). Nevertheless, such ambiguous examples are rare. Table 16 shows that they amount to eight of the 47 edits and reformulations. Most of the edits had a transparent source, such as the editing out of hesitations and false starts, and the addition of content. For the reasons outlined above, the only edits that I counted amongst the form-focused LREs were the nine that fall into the *reformulation* category above.

## 6.4 Categories of LRE initiation and resolution

### 6.4.1 Self- and other- initiated negotiation

#### (i) Self-initiated

The *self* in self-initiation refers to the fact that the student has spotted a problem with his or her own output, as shown on their transcript.

Oct.10:10

Katsu: TOPIC IS RESEARCH. I need + huh? + the?  
Toru: I need?  
Katsu: the  
Toru: is the research? Yeah hmm

Katsu is reading out his own transcript and brings to the group's attention the problem of whether or not to include the definite article.

#### (ii) Other-initiated

This means that a student initiates discussion about a form appearing in a peer's transcript.

Oct.1:8

Yoko: THEY USES GRAPHIC AND CHILD FRIENDLY LANGUAGE  
Lisa: they use  
Yoko: [okay  
Midori: [they use graphics  
Lisa: yeah graphics  
Yoko: graphics and child friendly language

Here Yoko has read out her transcript verbatim. It is Lisa and Midori who have noticed and corrected the verb agreement and the noun number forms. They have actually interrupted her reading to initiate an LRE based on the other student's output.

#### 6.4.2 Other-, self- and group-resolutions

The terms *resolve* and *resolution* are not connected to any idea of correctness or target-like language (*target-like* is defined below). Instead, the terms merely indicate that the students decided on a change in response to any LRE initiation from a student in the group, whether it was target-like or not.

I had to make certain decisions regarding the difference between these three types of resolution. Sometimes the 'ownership' of an LRE resolution was not clear-cut. For example, a student might have appeared to self-resolve by stating a resolution. Even so, these resolutions were sometimes stated in a questioning tone of voice, or even with the student explicitly asking if their resolution is correct. It was sometimes another student's response to this that seems to 'clinch' the LRE resolution. This is illustrated in the self-initiated episode above (LRE Oct.10:10). Katsu incorporated the article into his initiation, but this was not accepted as the resolution until his partner confirmed its acceptability. Nevertheless, if the original student's suggestion was the resolution that was finally adopted, I counted this student as the one who had provided the resolution.

I decided on this for two reasons. First of all, I felt that the first resolution more clearly suggested that a student had noticed a problem and had thought about its solution; this was in comparison to the second student's contribution. It may well have been the case that the second student 'knew the answer' and was therefore contributing expert knowledge. On the other hand, the response may just have been a passive response to a job that was already done. The true nature of the second response would not be clear from the data I collected. A post-task reflective interview might have supplied a fuller answer to this question. Secondly, if I did recognise the second student's contribution, I would therefore have to count such an LRE as group-resolved at the very least. Nevertheless, I wanted to define the category of 'group-resolved' more narrowly so as to better represent LREs, which, I considered, could be linked to certain aspects of sociocultural theory. I will now briefly exemplify these categories of resolution.

##### **(i) Self-resolved**

Jun.4:3

Kaoru: I'M ALSO INTERESTED IN WHY THIS WORLD CUP (HELD)  
Miki: be held? ah will be held?  
Kaoru: hmm

Here, Miki resolves a problem with a passive construction by herself. Kaoru has not said anything to indicate a problem. Miki's tone of voice suggests uncertainty and Kaoru does respond to this, but I take this to be a self-resolved episode, as Miki has done all the work.

### **(ii) Other-resolved**

Jun.14:6

Ken: WE CHOOSE THIS TOPIC BECAUSE WE ARE INTERESTED IN MUSIC...  
Haruka: we chose chose?  
Ken: we choose chose chose  
Haruka: we chose this topic  
Ken: chose this topic

Ken reads his transcript aloud without noticing his tense error, which Haruka highlights. She first provides the resolution with a rising tone though her subsequent turn seems more definite, where she emphasises the corrected form.

### **(iii) Group-resolved**

'Group resolved' episodes are those in which more than one student played a part in arriving at a resolution. In cases like this, there was evidence from the students' discussion suggesting that collaboration was the key to the resolution and that it was doubtful that one student could have resolved the episode alone. This kind of LRE exhibited what Donato (1994) termed 'collective scaffolding' and described in terms of Vygotskian sociocultural transfer and the pooling of linguistic resources. I will discuss this category of resolution in Chapter 7, where I interpret the TTT from a Vygotskian perspective.

## **6.5 Non-attributable modifications**

**Table 17: Non-attributable modifications made during TTTs.**

Student section/ Non-attributable modifications	June TTT	October TTT	TOTAL
Yoko	0	2	2
Lisa	1	1	2
Midori	0	2	2
Miki	1	1	2
Kaoru	0	0	0
Yoshi	0	0	0
Hideo	0	-	0
Keiko	0	0	0
Hiro	0	0	0
Katsu	-	0	0
Toru	-	2	2
Haruka	2	0	2
Sumire	-	0	0
Ken	0	1	1
Jun	-	1	1
Nina	5	6	11
Reina	14	1	15
<b>TOTAL</b>	<b>24</b>	<b>15</b>	<b>40</b>
Total excluding last 3 students (Group 6)	<b>5</b>	<b>8</b>	<b>13</b>

During the TTT, the students' modifications to their transcriptions were supposed to be made in red ink on each copy. As mentioned previously, the negotiations behind these changes were recorded, and it was expected that each of the changes marked in red on the page would correspond to an LRE in the recording transcripts. However, a comparison showed that this was not always the case. There were some modifications marked in red on the page for which there was no discussion. These were very few in number for most groups except one (see Section 6.5.3). I categorised these as *non-attributable* modifications, as it was not possible to tell why students decided to make these modifications or how they arrived at their resolution. It was equally unclear as to which student resolved such questions. I could not assume that the student whose section was being scrutinised was responsible for inserting the red corrections. I observed that some of the groups chose to have a designated writer who entered all of the modifications suggested by the group. What follows is a description of these modifications accompanied by an explanation of why they might have been made.

### 6.5.1 Spelling, punctuation and typographical modifications

Koria > Korea (Miki, June)

Civil Rights movement > Civil Rights Movement (Midori, June)

and **thy** also believed > and **they** also believed (Lisa, October)



too naïve to understand > too naive to understand (Yoko, October)  
lets > let's (Toru, June)

These modifications relate to the written mode and we have already discussed similar modifications that bring the students' oral output closer to a written standard in Section 6.3.1.2. Typographical modifications were sometimes discussed in LREs (see Jun.1:14, Oct.12:2). The modifications above relate to spelling (*Korea*) or to capitalisation (*Civil Rights Movement*) or punctuation (*let's*). The replacement of *thy* with *they* probably represents a typing error rather than a spelling error. Errors like these might have been corrected 'on the nod' without the need for discussion. Nevertheless, the deletion of the diacritic in *naïve* is interesting; although the students seemed to have been unfamiliar with it, its deletion was not preceded by any discussion. This category accounts for nearly half of the non-attributable modifications in all of the groups except the Globalisation group (Group 6). Table 18 excludes that group.

**Table 18: Number of typographical and total non-attributable modifications**

	June	October	Total
Typographical modifications	1	5	6
Total modifications	4	9	13

#### 6.5.2 Other non-attributable modifications

Amongst the non-typographical modifications, three involved the editing out of parts of three utterances: a false start, a phrase that was unnecessarily repeated during the oral performance and a very short ad lib to the audience.

There remained five other non-attributable modifications, which dealt with the kind of 'focus on form' episodes that were most common in the negotiations: clear-cut corrections of L2 grammar and lexis. The first was a change from one target-like form to another. In October, the Sound and Music group changed a determiner from *the* to *their*:

"We will collect **their** answers."

Also, in October, Group 3 inserted the preposition *to* into a sentence that had been already modified during the TTT. This was a non-target-like modification:

"How does it effect **to** the economy?"

In June, Miki's spelling of *Korea* was corrected. Finally, two punctuation modifications were made. A comma was added to Ken's transcript, and an apostrophe was added to Toru's.

### 6.5.3 Group 6's non-attributable modifications

**Table 19: Group 6's non-attributable modifications**

	June	October	Total
Reina	14	1	15
Nina	5	6	11
Jun	-	1	1

The non-attributable modifications of Group 6 (the Globalisation group) were markedly different from those of the other groups, both in terms of number and type. In two of the students' transcripts there was a higher number of such entries. Moreover, none of the modifications in Group 6's transcripts fell into the category of what I have described above as typographical changes (including spelling and punctuation), by far the most common category for the other groups. Their non-attributable modifications were very similar to the modifications that took place during the TTTs in that they addressed problems of syntax or lexical form. What follows is an analysis of two of the members' transcripts; the transcript of the third member contained just one non-attributable modification.

**Table 20: Grammar focus of Group 6's non-attributable modifications**

Grammar focus/Student	Reina's transcript	Nina's transcript
Article	6	0
Conjunction	2	2
Verb agreement	0	5
Noun number	0	1
Pronoun	2	0
Preposition	1	0
Verb copula	1	0
<b>Total</b>	<b>12</b>	<b>8</b>

So why were the transcripts of these two students so different from the others in terms of regarding non-attributable modifications? There is only one aspect of this question that can be answered with certainty. Unlike four of the other groups, Group 6 made no typographical modifications simply because they did not need to. Their only typographical error was minor; Nina wrote the name of the *Starbucks* coffee chain as *Star Bucks*. This small point was not addressed during the TTT and none of their recorded LREs discussed typographical forms.

It might be that the students were speaking too softly for the microphone to pick up their voices. Group 6 seemed to be shy of the microphone, especially during the first TTT in June. In fact the discussion of Jun's June section was lost because the group placed the microphone so far away that it was impossible to hear their voices. I noticed this and put the microphone beside them for the remainder of the task. The new proximity of the microphone may have resulted in them speaking more quietly.

When we look at the number of non-attributable modifications made by these students in October, we see that the only student with a relatively high number of these was Nina with six. But three of these related to three similar edits. As was the case in June, she deleted conjunctions in order to split coordinated clauses into two main clauses. Three of the non-attributable changes were examples of this. Unlike in June, when she stated aloud "I'm using too much *and*" (See section 6.3.1.2), she did not appear to say anything on this subject in the October TTT. There may have been a lasting perception of an overuse of co-ordinating conjunctions, and it is possible that these could have been spotted and changed without discussion. There were three further non-attributable modifications in her October transcript; all three were verb agreement endings.

We might then speculate that, in June, they discussed a number of modifications too quietly for the microphone to pick up. This resulted in 14 non-attributable modifications for Reina's section and 5 for Nina's. In October, perhaps with a little more confidence, they spoke with less inhibition and most of their discussion was caught on tape. Therefore the number of non-attributable modifications was more or less comparable with those of the other groups.

### 6.5.4 Implications for the study

Unlike the prior modifications, I could be confident that the non-attributable modifications represented deliberate corrections of the students' L2, as they were marked on the page in red ink. Nevertheless, I have already mentioned (Section 6.3.1.1) that modifications of oral output such as hesitations and false starts will not be included in my count of LREs. The rest of the focus on form (18 in June and 8 in October) non-attributable modifications will not appear in the main tables of LRE results as they cannot be allocated to individual students. They will therefore appear in a different table, which deals exclusively with the comparison of the number of teacher and student corrections.

## 6.6 Outcomes of LREs

Having discussed issues of LRE triggers and initiation in Sections 6.1 to 6.5, in this section I present five main categories of LRE outcome. These are as follows:

- Target-like (NTL-TL)
- Non-target-like (TL- NTL)
- Target-like to target-like (TL-TL)
- Non-target-like to non-target-like (NTL-NTL)
- Unresolved

### 6.6.1 Target-like changes

The term *target-like* needs definition. When I say that a change was target-like, I do not necessarily mean that it resulted in a correct or native-like rendering into English. I use the term to describe changes that moved the problem utterance into a *more* target-like direction. So instead of a correct / incorrect dichotomy, I have in mind a 'correctness continuum'. Here are two examples: one changed the language form into a truly native-like rendering. The other did not fully manage this but improved on the original utterance; the resolution, or outcome, was therefore more like the target language and showed a degree of success in negotiation of form.

Oct.16:2

VISITED SHOPS AND RESEARCHED THROUGH INTERNET

Nina: Do we need the internet? 'The internet' or just 'internet'?

Reina: the the internet

That episode results in a fully correct resolution.

Oct.8:18

SO...I THINK THESE EQUALITY...THREE IDEAS ARE IN CENTER CROSSED...IT MUST BE, I THINK...I THINK.

Keiko: Is this right? Ask ask the teacher. SO I THINK THESE THREE IDEAS ARE IN CENTRE CROSSED

Hiro: centre crossed?

Keiko: maybe I couldn't hear hear pick out my words in the tape. But maybe I said 'centre crossed' and 'centre crossed' eh means ah ah have same ++ basically have same thoughts in the bottom part huh hmm basically ah something is same (laughs) okay?

Hiro: Okay 'I think these three ideas are crossed in centre'

Keiko: hmm uh *toriaezu* (for the time being) mmh okay. Ah 'crossed in centre' IT MUST BE oh we don't need 'it must be'

Hiro: Ah yes.

That second LRE results in a more accurate preposition phrase: *In centre crossed* becomes *crossed in centre*. They are referring to the drawing of circles in a Venn diagram on the blackboard, which illustrates how seemingly disparate ideas actually have aspects in common

where the circles overlap. So although *crossed in centre* is an improvement on the original, it is still not native-like. Perhaps a better resolution would have been to use a phrase like *meet in the centre* or *overlap*. But despite its shortcomings, I would still say that the resolution has rendered the utterance more target-like.

### 6.6.2 Non-target-like changes

Non-target-like LREs involved a student initiating negotiation around a language form that was already correct, by which I mean 'absolutely correct' or 'native-like'. The LRE then resulted in a new non-target-like form. I use this word in the sense that the utterance became *less* target-like than before. I consider the ways in which the students arrived at non-target-like LREs to be important to the study, and so, in Section 6.7, exemplify and discuss this category in detail.

### 6.6.3 Target-like to target-like changes

This is a subcategory of target-like resolutions. This is when students initiated negotiation around a language form that was already correct and where the outcome was equally target-like. These were relatively frequent (June: 32 / 164 LREs; Oct.: 30 / 123 LREs). Many involved the initial questioning of a form, which the students went on to confirm as correct, as in the second example here.

Oct.4:1

AS WE SAW IN THE HISTORY SPORTS HAVE NO CONNECTION WITH MONEY  
Miki: as we have seen + seen

Oct.10:5

Katsu: WHERE DOES IT COME FROM, okay?  
Toru: okay

### 6.6.4 Non-target-like to non-target-like changes

The corollary of the above category, this is a subcategory of non-target-like resolutions. This arose when students initiated negotiation around a language form that was non-target-like, with an equally non-target-like outcome. These were roughly half as common than the corresponding category. (June: 11 LREs / 164; Oct.: 14 LREs / 123).

Oct.10:2

Katsu: AND THEN HE THOUGHT HE HAS SOME QUESTIONS  
Toru: he has got or he has got some questions or



Katsu: 'He has got' do I have to say? Okay.  
Toru: he has got

Here there is a need for Katsu to harmonise his verb tenses. The students make an attempt but fail to use the more target-like past perfect.

### 6.7 LREs and Non-target-like modifications

As I mentioned above, a number of LREs resulted in an original target-like form being changed to a non-target-like one. It might seem that changes of this type would require a considerable stimulus if even one student in the group correctly recognised the form under discussion as target-like. The image comes to mind of one particularly strong-minded student overruling the others in the group into incorporating an error. Lynch (2001) observed such a dynamic between one male Arabic and one female Mandarin speaking student working as a dyad on a transcript task. Yule (1994) observed a similar dynamic in student dyads. Certainly, conviction alone could sometimes decide the issue and there were many instances in the data of students dictating resolutions without backing them up. However, in this study, non-target-like modifications were more often agreed on by the whole group than dictated by a single student, as we shall see in this section, which shows examples of such modifications and considers why they might have come about.

The students seem to have made alterations to target-like forms with different degrees of deliberation and with different degrees of reliance on each other's opinions. Some of the factors potentially involved are described below. These factors apply equally to alterations which are non-target-like to target-like. Nevertheless, I concentrate on non-target-like modifications here, as it is important to consider why students might fail to arrive at correct resolutions in the context of a task like the TTT from which immediate teacher feedback is absent.

1. Grammatically justified modifications: They misapplied grammatical rules (sometimes employing metalanguage) or unsuccessfully deliberated about a form with reference to its surrounding forms.
2. Non-grammatically justified modifications: They agreed on modifications without the kind of deliberation above.
3. Dictated modifications: There was no overt agreement about a modification, possibly because the resolving student was perceived to have a superior proficiency in English, or was deferred to because of some other dynamic.



### 6.7.1 Grammatically justified modifications

There were occasions when students discussed target-like forms and were able to account for their resolution explicitly before entering a non-target-like solution.

Oct.3:6

WE WANT TO RESEARCH MORE ABOUT HOW PEOPLE COULD LIVE TOGETHER WITHOUT HAVING ANY PROBLEMS OF THEIR **SKIN COLOR**

1. Midori: WITHOUT HAVING ANY PROBLEMS OF by their by [their
2. Lisa: [by their **skin colours**
3. Midori: by their **skin colours**? (emphasising plural)
4. Lisa: their
5. Midori: **Because it's 'their'**
6. Lisa: yeah
7. Midori: skin colours

Although 'skin colour' appears in a target-like form in the original, Lisa first puts it into the plural in turn 2. It is not clear why she does this and she does not explain the change in any way. It might be that she was confirming Midori's change of preposition (*of* to *by*) and was not focusing on the noun number. The number change is picked up explicitly by Midori in turn 3. Lisa then justifies it by referring to the plural possessive pronoun, which may suggest to her that a plural noun should logically follow. In turn 5 Midori agrees and voices the same reasoning. They then go on to agree about this reasoning and confirm the non-target-like modification. This, then, is due to the students not knowing that the collocation 'skin colour' does not have a count interpretation. But it is influenced by their own interpretation of the syntax of the utterance - that plural nouns are likely to follow plural possessive pronouns.

Jun.16:1

**WHAT WE ALREADY KNOW IS FEW BUT RECENTLY JAPANESE COMPANIES ARE DEPRESSED AND THEREFORE...**

Reina: **is a few?**

Nina: is few

Reina: **'few' is like the negative you don't know anything [and 'a few' is you know a little bit**

Nina:

[ah oh few. Oh yeah.

Reina's description of the difference between 'few' and 'a few' is correct as far as it goes, but *few* can only occur with plural count nouns and its use here, as an adjective describing their amount of knowledge, is not appropriate.

### 6.7.2 Non-grammatically justified modifications

Jun.1:20

BECAUSE I GOT SOME CONFUSION ABOUT THE DOING THE PREJUDICE AND GOOD IMAGE AH IMAGE

"Because I got some confusion between the negative prejudice in the world and **my good image to the black and Jewish people.**"

1. Hideo: my good **image of**?
2. Keiko: **of**?
3. Hideo: **to**?
4. Yoko: **to to**

Again, the block capitals are the words that appear in the original transcript. The sentence in quotation marks is a reformulation that the students constructed and includes an addition: a clause acting as a complement to the word *image*. The LRE above occurs as they were forming this clause.

In turn 1 Hideo begins with the target-like preposition *of*. This is questioned by Keiko in turn 2. Hideo then goes on to suggest a non-target-like alternative, and this is repeated by Yoko in turn 4. She repeats it twice and stresses it as if to say that she has decided that this is the preposition to use. Again, the insertion of a non-target-like modification is not decided on by just one student.

Oct.3:3

- Midori: BUT AFTER HIS DEATH IN 1949 THEY **SPLIT -ted**. Is it?  
Lisa: **Mm hmm**.  
Midori: into smaller groups

Here it is Midori who suggests the modification but she specifically asks for her partner's agreement and receives it in the next turn.

Jun.2:21

WHETHER LIKE **THEIR DISCRIMINATION** IS REALLY OVER OR NOT.

1. Midori: **discriminations**
2. Lisa: [**discriminations**
3. Midori: [discriminations against [them
4. Lisa: [them
5. Midori: **is really**
6. Lisa: **Are**.
7. Midori: **Discriminations 'are' yeah**
8. Lisa: Are really over or not

It is Midori who puts this non-count noun incorrectly into the plural. However, Lisa immediately agrees and goes on to make the copula verb agree with the new plural noun.

Jun.7:13

1. Hideo: **SCIENTIFIC EYES?**
2. Hiro: **scientific-cal**
3. Keiko: **cal** [scientifical

4. Hideo: **[scientific okay**

Here Hiro comes forward with a non-target-like adjective form. This LRE could perhaps be counted amongst the dictated modifications (the next category), as there is no deliberation and a minimum of agreement. Later in the task the following exchange happens. Hideo needs to use the word *scientific* again but it is interesting that on the first occasion in turn 1 (below) he fails to add any morpheme at all to show an adjectival function. This may be because he was unconvinced about *scientific* but did not want to override Hiro's decision. He nevertheless repeats *scientific* in turn 4.

Jun.7:14

1. Hideo: eyes + different kind of + different from **scien-** eyes. Different is da da da strange?
2. Hiro: [hmm
3. Keiko: [hmm
4. Hideo: Different from **scientific** eyes? Different kind of outlook?

Hideo actually reverted to *scientific* in the July presentation, although this may have also been due to my correction of *scientific* on his June transcript.

### 6.7.3 Dictated modifications

Oct.12:5

FOR EXAMPLE THOSE SIGNALS AND SOUND WE HEAR LIKE **ALARM CLOCK AND TRAIN DEPARTURE BELL** DO NOT INTEREST US SO WE HEAR UNCONSCIOUSLY

1. Haruka: clocks s? **Does it need 's'?**
2. Sumire: uh
3. Haruka: **train departure bells s?**
4. Ken: **I think it doesn't matter**

This example is slightly different, as an originally non-target-like form remains so after the students discuss it. Haruka has a question about noun number when used generically. She may suspect that the singular use of the noun does not convey generality as the plural form would. But Ken in turn 4 seems to claim that either form, singular or plural, is appropriate in this case. It is interesting that there is no overt agreement voiced by Haruka in this LRE. Turn 4 marks the end of the LRE as they go on to a new point. This aspect of the LRE means that Ken has decided the issue without providing justification. For this reason it seems that the resolution is dictated rather than agreed upon.

Jun.1:2

MAINLY AGAINST BLACKS AND JEWISH PEOPLE

1. Keiko: eh? eh? What is that?
2. Hideo: **'the'**
3. Keiko: **'the'?**
4. Hideo: **the the White the Black**
5. Keiko: ah

Hideo incorrectly inserts the definite article. Although the definite article in the plural can help to show generic meaning, the original version did this in a more target-like way. Keiko questions the use of *the* but quickly agrees with him after turn 4. Perhaps because she recognises the collocations that he offers ("the White the Black"), she becomes convinced that the definite articles are also appropriate here. Meanwhile, Yoko, whose section he is correcting and is therefore responsible for the original, remains silent.

## 6.8 Unresolved episodes

There were 21 unresolved LREs in the taped negotiations. They had in common a failure to solve a language problem noticed and commented on by one of the students in the group. Sometimes the non-resolution was overtly signalled by one of the students after an attempt at negotiation:

Miki: wakkanai (*I don't know*)  
Kaoru: well we'll just skip it. (Jun.4:14)

In other cases it was not clear from the taped negotiations whether the students arrived at a resolution or not. It was from looking at the written transcript, where they were asked to write down their corrections, that it sometimes became clear that they had been either able or unable to resolve a language problem. In other cases, queries about language form initiated by one student were ignored by the others, and the problem form went unresolved. There were some occasions where students failed to address the particular language problem under discussion but managed a resolution by other means. For example:

Jun.12:3

Haruka: WE'LL HAVE TO READ MANY ENORMOUS NUM-BER **numbers?**  
**number?** OF BOOKS. Is it okay? Enormous numbers of books? Enormous number of books?  
Yoshi: (checking dictionary) There's not there's no +  
Haruka: information  
Yoshi: but ah great number is better + this meaning.  
Haruka: great number  
Yoshi: This is a 'a' (referring to need for article before 'great')  
Haruka: great number of books

The above episode revolves around noun number. The question, initiated by Haruka, is whether the word *number* should appear in the singular or plural. Their dictionary work might have directed them to the collocation *great number*, which Yoshi seems to prefer. The key to the resolution comes when he replaces the determiner *many* with *a*, which leads them to a

more obvious singular use of *number*. So although the students have failed to resolve the question of noun number after *many*, they have resolved the language problem in a different way; I do not count episodes such as these as unresolved. (There is an example below on page 155 where students have simply deleted an entire problem sentence. I *do* count this as an unresolved LRE.)

The number of unresolved episodes was not large: 10 out of 177 in June's tape transcript task and a further 11 out of 129 in October. I have selected the following 10 examples, as they illustrate various reasons behind unresolved episodes. These include some unresolved instances of 'recapturing', discussed in Section 6.2. Because these are not included in the final count of LREs, this list of unresolved episodes numbers five more than the 16 unresolved *focus on form* LREs. In each case, the non-resolution is highlighted in bold, and an attempt is made to suggest reasons why they may have eluded resolution. Following the extracts, I discuss possible reasons behind unresolved episodes and consider aspects of non-resolution relating to the evaluation of the tape transcript task as a whole.

1. Jun.4:14

Original: SINCE THEN OLYMPICS ARE **EVOLVED BY POLITICS**

1. **Kaoru: 'evolved' what's that?**
2. **Miki: are influenced**
3. **Kaoru: oh, what do you mean by evolved?**
4. **Miki: I forgot [(laughs)**
5. Kaoru: [(laughs) okay
6. Miki: are influenced okay?
7. Kaoru: since then Olympics are influenced by politics? (doubting in intonation)  
Olympics? ahh
8. Miki: (laughs) Olympics, the policy
9. Kaoru: po-policy? (laughs)
10. Miki: *wakkanai* (*I don't know*)
11. Kaoru: well we'll just skip it.

There seem to be two signals here that the students acknowledge that they cannot resolve this question of vocabulary selection. In a conversation that is being carried out in English, Miki resorts to Japanese in turn 10. This seems an emphatic signal that she feels unable, or even unwilling - given Kaoru's laughter (turn 9) - to resolve the problem (as he ignores Miki's suggested replacement in turn 2). Kaoru's response in the final turn makes it equally clear that he is willing to end the negotiation. The written transcript shows *evolved* with a red line through it but with no replacement. I suspect that Miki is reasonably clear about her meaning but is perhaps discouraged by Kaoru's reaction to her suggestion "influenced by politics". I find her resolution adequate, although *shaped* or *manipulated* might have been closer to what

she had in mind. Miki's English is much less proficient than Kaoru's and this may have had an influence on her discouragement and on her decision to end the negotiation at turn 10.

2. Jun.8:33

BECAUSE RELIGION IS **VERY WIDE RANGE TO SEE THE WORLD**

1. Hideo: BECAUSE RELIGION IS VERY [WIDE RANGE
2. Keiko: [has has (replacing 'is')
3. Hideo: TO SEE THE WORLD (**sucks breath through teeth**)
4. Keiko: (**laughs**) **I don't know**
5. Hideo: wide wide range? **We need explanation.** Wide range? Wide range?
6. Keiko: wide
7. Hideo: **wide range aspects. How about this? 'Wide range' something.**
8. Keiko: Wide [range
9. Yoko : [range
10. Hideo: TO SEE THE WORLD. Hmm okay.
11. **Keiko: Eh? Really? (Doubting it's okay) Religion has very wide range to study study to research to**
12. Hiro: understand?
13. Hideo: wide range something to understand the world to study + wide range uh
14. Keiko: wide range for example + because religion has very wide range but
15. Hideo: range wide has various various. (6 seconds pause) **Religion is deep.**
16. Keiko: (laughs) deep deep
17. Hideo: **too deep to [study**
18. Hiro: [**study (echoing as if he agrees with Hideo)**

A more detailed discussion of this LRE can be found in Section 6.3.2. Hideo's comments in turns 3 and 5 show that he is unsure of Keiko's original meaning. Turn 4 shows that Keiko cannot explain what she meant by "wide range to see the world". The students do not pay much attention to Keiko's own interpretation (see turn 11), so it is not surprising that their attempts at describing the intended meaning are fruitless. Between turns 15 and 18, Hideo and Hiro make up a sentence which seems to be at variance with what Keiko really wanted to say. Although they come back to this problem after a subsequent LRE, they fail to make further progress and the new sentence, "Religion is too deep to study" stands. Because it seems to fail to encapsulate Keiko's original meaning, I categorise this as an unresolved episode.

3. Jun.12:2

Original: SO WE WILL RESEARCH WITH READING MANY BOOKS. WE'LL HAVE TO READ MANY ENORMOUS NUMBER OF BOOKS.

**Haruka: research with?**

**Yoshi: I think 'by' 'by' is better. I think but we try we try** (checking dictionary)

Haruka: with? by?

Ken: research

Haruka: research with? research by? No?

**Ken: I don't know.**



In order to discover which preposition better conveys the means of an action, *by* or *with*, the students resort to the dictionary and look up *research* hoping, presumably, that the entry will include information that illuminates this particular question. (The discussions are audio taped only, but the students are using an electronic dictionary and the sound of its operation can be heard clearly.) The dictionary's entry for *research* appears to offer no help in this respect and the students give up. They indicate by a small question mark on the transcript that they cannot decide between the two prepositions.

4. Jun.17:6

BECAUSE LIKE AND THEY MIGHT NOT ALLOW US TO KNOW EVERYTHING ABOUT THEIR COMPANIES THOUGH WE WILL DEFINITELY KNOW LIKE THE REAL COMPANIES' THINGS WE DON'T KNOW **ABOUT IT**.

Nina: '**about them?**' Ah maybe '**we don't know**'.

Reina: Yeah, better.

Nina's problem here is the agreement between the pronoun *it* and its antecedent. Her solution, readily accepted by her partner, is simply to delete the whole prepositional phrase. This does not resolve the matter particularly deftly in this case, as it seems they have deleted too much. Had they left it to read "things we don't know about", this might have helped the final clause, although, admittedly, the utterance is not clear.

5. Oct.2:2

Lisa: THEY ADOPTED THE NAME KU KLUX KLAN FROM THE GREEK WORD that **KUKLOUS**. **I can't remember how to spell it. Just skip?**

Midori: Hmm. **Does it matter? When you speak?**

This spelling problem does not detain this group for very long. Lisa suggests passing on the problem almost immediately and her partner quickly agrees. Midori's comment is interesting as it shows that her interpretation of the task is very practical. She is judging the text as spoken output, so spelling is a minor concern for her. What is more, given the absence of any means of checking up on Greek spelling, there was little they could do to resolve this problem.

6. Oct.1:4

BUT EVENTUALLY THE ORGANISATION BECAME WEAKENED BY **DISAGREEMENTS** AMONG THE LEADERSHIP AND BECAUSE OF PUBLIC CRITICISM OF KLAN VIOLENCE.

Midori: among the leaderships

Lisa: yeah, I thought right

Yoko: (writing) by disagreements among the leadership

Midori: isn't it leaderships?  
Lisa: yeah  
Midori: because 'among' is like  
Lisa: yeah  
Midori: when you compare more than three  
Lisa: **disagreements**?  
Midori: **Not sure**  
Yoko: criticisms?  
Midori: uh-uh.(no) Because of the criticisms.  
Lisa: because of the ++ criticisms  
Midori: because of the

The question of noun number of *disagreements* is finally overlooked, falling, as it does, between two other examples of the same problem. Although it seems that they have passed over the problem, they change both *leadership* and *criticism* into plural forms. So it may be that their decisions here stem from an over-generalisation of plural forms, of which their retaining of *disagreements* is part.

7. Oct.14:4

MUSIC IS \_\_\_\_\_ (Ken drew a line to represent what he could not hear on his tape) PRODUCTS MADE FROM INDIVIDUAL SOUND SHAT HOWEVER CAN THE DEFINITION OF MUSIC, DIFFERENCE BETWEEN SOUND AND MUSIC BE SO SIMPLE OR FIRM.

Haruka: **I don't understand this sentence's grammar.** MUSIC IS + PRODUCT  
This is verb? noun? MADE FROM INDIVIDUAL SOUND THAT HOWEVER

Sumire: The sound?

Haruka: That however?

Sumire: Huh?

Haruka: **I don't understand.**

Sumire: MADE FROM INDIVIDUAL SOUND

Ken: **I don't understand. (draws in air between teeth)**

---

(15 turns later)

---

Ken: **I don't know**

Haruka: **So it's up to Mennim**

The full transcript of this episode is in Appendix 7 on page 426. The group in question is group 5 (see also example 3 above). Earlier, I mentioned evidence that, as they completed this task, this group in particular was aware that the teacher had promised to help them at a later stage, and this awareness is shown in this episode. Their problem is that Ken has been unable to hear or understand his original tape and so they are working on a fragment of his utterance. They spend a long time trying to recapture his meaning but eventually give up. The conclusion to their efforts is Haruka's comment that the teacher, who she mentions by name, will be able to adjudicate on the matter.

8. Oct.13:4

THERE ARE FIVE COMMON WAY OF RECOGNISING THE DIFFERENCE BETWEEN **SOUND AND MUSIC**. ONE DEFINES THAT MUSIC IS **GROUP OF SOUNDS**. SECONDARY SOME SAID THAT **SOUND AND GROUP OF SOUNDS** CAN BECOME MUSIC WHEN THERE IS SOME KIND OF TRANSFUSION OF FEELING OR WILL FROM THE POINT OF THE SENDER OF IT.

1. Haruka: **sound and music? sounds and music?**
2. Sumire: I don't know maybe
3. Ken: **Well that part SOUND AND GROUP OF SOUNDS. So I think doesn't matter.**
4. Sumire: Hmm. **I don't know whether I should say difference between 'a sound' or 'the sound' or 'sounds and music'. I don't know I have no idea what. +++ Or 'them'.** Because SOME SAID THAT SOUND AND GROUP OF SOUNDS CAN BECOME MUSIC WHEN THERE IS SOME KIND OF there are?
5. Haruka: Music is are group of sound? ??
6. Sumire: **I don't know because it is + or + are 'groups of sounds' or is 'a group of sounds'. I don't know. Which do you like?**
7. Haruka: **a groups?**
8. Sumire: a group of sounds. I mean just one group of sounds can become music or something like that.
9. Haruka: (sighs) hmm

Haruka wants to know whether her singular use of *sound* (the first in bold in the extract) is correct. In turn 3, Ken cites its later occurrence in order to help. Presumably he is confident that this later occurrence "sound and group of sounds" is correct, and his interpretation is that if *sound* can occur in the singular and plural here then the two forms must somehow be in free variation. He therefore believes that it does not matter which form is used in the part that Haruka is questioning. He seems unaware that *sound* can be both a mass (non-count) noun and a countable noun. The latter would indeed be appropriate to Sumire's meaning. In any case, he has not convinced the others; in turn 6 we see that Sumire does not even share Ken's confidence that "group of sounds" is correct and they continue to debate the matter. There is no audible end to this episode on the tape except for Haruka's apparently final sigh in turn 9. They have left the forms unchanged on the transcript. It seems that no resolution is reached because the group were unable to agree on one.

9. Oct.8:15

AND REINCARNATION IS DEEPLY RELATED WITH CONCEPT OF DEATH AND EQUALITY. AND EQUALITY IS **DEEPLY... RELATED WITH...** AND CONCEPT OF DEATH TOO.

1. Keiko: AND REICARNATION IS DEEPLY RELATED WITH CONCEPT OF DEATH AND EQUALITY. Something to add? Is there anything? Something? +++ EQUALITY IS how to say? Equality also? is also?
2. Hiro: Hmm
3. Keiko: **also dis-deeply we need? I need 'deeply' here? It is also related with? Deeply related with? Hmm. Yes IS DEEPLY RELATED WITH +++ with the rest rest two ideas. Rest? Eh, is it okay? [please say something (laughs)**
4. Hiro: **[uh (laughs) the two ideas**
5. Keiko: the two. Rest rest of? Huh. The +++ rest of. The rest the rest two ideas? The rest of two ideas?

This section of the Religion group's TTT will be described in detail in Section 7.4.1.2. I have suggested there that Hiro is staging a minor silent revolt as Keiko has perhaps become overly engrossed in the task. She puts six questions to Hiro in turn 1 and a further six in turn 3. She then addresses Hiro's silence and asks him to say something. Hiro's patience seems to remain largely unaffected, and he resumes his collaboration at turn 4. But although he offers his opinion regarding her use of "the rest two ideas", he does not address her enquiry about her use of the adverb *deeply*. This might be because Keiko has asked for too much too quickly, or because Hiro's goodwill is beginning to disappear and this is affecting his desire to collaborate.

10. Oct.17:2

**BECAUSE OF HIGH QUALITY SAME AS BEFORE. IT IS IMPORTANT TO DEEPEN OUR KNOWLEDGE OF COFFEE AND TEA.**

Reina: **I couldn't get the meaning** nan da kedo (*I have to admit*) (laughs). **I don't know what I wanted to say.** (laughs) I want to cut here. (laughs)

Jun: (laughs) Okay

Reina: I can know how I was + how nervous I was. (itte kanji da yo ne. nani ga iitakatta no tte) (*that feeling, what did I say?*)

Reina cannot recall what she meant by the phrase marked above in bold. After reviewing my own transcript, I discovered that she also said "pursuit of high quality *same as before*", though this was not included in the section she chose to transcribe. Perhaps if she had seen the phrase again it might have helped her to remember what she meant by it. Thinking that the phrase must be an anaphoric reference, I looked through her speech to see if this was the case. However, there was nothing to support this interpretation. Reina decides to clear up this problem by deleting the whole phrase, and I therefore judge the episode to be unresolved.

### 6.8.1 General discussion of unresolved episodes

Looking at the unresolved episodes as a whole, we see that examples 7 and 10 involved the students failing to recapture the original sense of their utterances. Out of five such unresolved LREs, all occurred in October, and in Section 6.2 I explained why recapture episodes might have been more common during that month's task. An important issue in that discussion is that more appropriate task scheduling might have reduced the number of recapture episodes, and the number of unresolved episodes would presumably have fallen in proportion.

A further four episodes in total involved the selection of appropriate lexical items (Examples 1 and 9 above). It is perhaps relevant that this represents a selection from an open class of

language forms. I will discuss below how it is difficult for language learners to carry out error identification tasks, as an extensive knowledge of the L2 is necessary in order to identify every error present in student output. Language learners might therefore face particular problems in choosing appropriate lexical items, as Shonerd (1994: 99) argues:

"This is because the number of free morphemes in a language is much greater than the inventory of sound segments, intonational contours, bound morphemes, or syntactic structures."

Two of the unresolved episodes were questions about spelling (see example 5 above). Admittedly, example 5 did not involve the target language, but had all of the students been equipped with dictionaries, spelling resolutions would have been more straightforward.

Four episodes resulted in students inserting two alternative resolutions that they could not quite decide on (see episode 3 above). It is encouraging that in each case, a target-like alternative was achieved, so it is clear that the students made some progress in resolving the problem.

Looking in more detail at the successful negotiation in the other six unresolved episodes, three revolved around forms that were already target-like (see example 6 above). So the failure to resolve these episodes is by no means an indication of inadequate negotiation. Two episodes went unresolved because the students failed to understand the meanings to be conveyed (see example 2 above). In example 8, the students failed to reach an agreement about the form in question, while example 10 showed the students agreeing to bypass the language problem by simply editing it out.

An understanding of why resolutions go unresolved is crucial to the evaluation of the tape transcript task. Students might become frustrated if they begin too many negotiations and fail to make any progress. They may begin to question why they are being asked to attempt the task at all. Not only does this study show that the number of unresolved episodes is already low, it also suggests that it could be further reduced, as mentioned above, through improved scheduling and dictionary provision. It is also encouraging that many of the unresolved episodes do not represent complete failure; as we have seen, unresolved LREs sometimes resulted in two alternative solutions, which represents some progress at least.

It is probably difficult for language learners to be completely successful in the kind of error identification that the tape transcript task represents. Hypothetically, in order for the task to be *fully* completed, the person doing the transcription correction task needs to be able to draw on



an extensive knowledge of the language. Because the students in this study did not have this extensive knowledge, it was not surprising that they failed to notice many errors and, what is more, chose to modify forms that were already target-like. It was because of the students' incomplete knowledge that everything in their output could become suspect. That is to say, they sometimes cast their nets too wide in their attempts to find errors and complete the task.

Chapter 7 will now build on the analysis of LREs in this chapter in order to evaluate the TTT in terms of the amount of noticing it encouraged. It will also discuss ways in which the LREs helped to further the students' knowledge of the L2.



## CHAPTER 7: Analysis and Discussion of the TTT

### Introduction

In this chapter, I analyse the LREs reported in Chapter 6 and discuss various aspects of the task as a whole. I first of all evaluate the effectiveness of the task on encouraging noticing by considering the number of LREs, the party who initiated and resolved them, and their language focus. I also compare how many language errors the students found to the number I subsequently corrected. I then look at the LREs in terms of quality, considering whether some might be more conducive to learning than others in terms of the accuracy of their resolution and the depth of noticing they exhibit. The effect of the students' discussion on learning leads on to the third section of the chapter, where I consider whether the TTT provided opportunities for collaboration and assisted performance in the ways that Vygotsky suggested promote learning. Finally, I discuss the task with regard to the various approaches that groups and individual students took while completing it.

### 7.1 LRE count and analysis

This section looks at the repairs that the students made to their output during the tape transcript task. It first of all shows how many LREs took place during each TTT in relation to both the time spent on the task and the length of the extract under discussion. I analyse the LREs in terms of how they were resolved, who resolved them and the kinds of forms that the students focused on. Finally, I make a comparison between the number of repairs made by the students and those that I added during the feedback phase of the task, and consider briefly the non-focus on form LREs.

I have already described the LREs *not* included in the following count (but analysed in other sections). The reasons for not including them were explained in the relevant sections. Most of these modifications did not involve the kind of focus on form relevant to the study.

Subtracting these LREs from the total leaves the following number of what I term *focus on form* LREs, which are the focus of this section:

June	164
October	123
Total	287

#### 7.1.1 Attention to form: number of LREs

The four tables below show the number of focus on form LREs that occurred during the TTTs. Average numbers of LREs relate both to the length of the transcripts and to the duration, in minutes, of the discussions. This is because an analysis of the number of LREs per minute of the discussions revealed a constant rate of LRE occurrences over June and October, which was not evident from the average number of LREs per 100 words of the individual transcripts. The December TTT was not timed and so is only comparable in terms of word length. A comparison between the number of student repairs and the number of repairs I subsequently made is also important and is presented and discussed later in this section.

**Table 21: June TTT LREs / extract length and discussion time**

Student's section	Length of extract corrected (words)	Time discussed (minutes)	No. of focus on form LREs (Total: 164)	Average no. of focus on form LREs per 100 words	Average no. of focus on form LREs per minute
Yoko	100	12	14	14	1.2
Lisa	195	6	21	10.8	3.5
Midori	87	3	3	3.4	1
Miki	194	9	13	6.7	1.4
Kaoru	114	1	0	0	0
Yoshi	177	5	6	3.4	1.2
Hideo	82	10	12	14.6	1.2
Keiko	199	23	28	14	1.2
Hiro	99	9	6	6	0.7
Katsu	-	-	-	-	-
Toru	-	-	-	-	-
Haruka	209	10	20	9.6	2
Sumire	-	-	-	-	-
Ken	234	10	17	7.3	1.7
Jun	-	-	-	-	-
Nina	253	12	15	5.9	1.2
Reina	312	13	9	2.9	0.7
<b>Average</b>	<b>173.5</b>	<b>9.5</b>	<b>12.6</b>	<b>7.6</b>	<b>1.3</b>

**Table 22: October TTT LREs / extract length and discussion time**

Student's section	Length of extract corrected (words)	Time discussed (minutes)	No. of focus on form LREs (Total: 123)	Average no. of focus on form LREs per 100 words	Average no. of focus on form LREs per minute
Yoko	196	6	9	4.1	1.3
Lisa	188	5	10	5.3	2
Midori	183	2	4	2.2	2
Miki	282	12	15	5.3	1.2
Kaoru	506	0	0	0	0
Yoshi	-	-	-	-	-
Hideo	-	-	-	-	-
Keiko	119	15	18	15.1	1.2
Hiro	98	5	8	8.2	1.6
Katsu	155	8	15	9.7	1.9
Toru	177	12	14	7.9	1.2
Haruka	163	5	6	3.7	1.2
Sumire	243	7	7	2.9	1
Ken	165	7	4	2.4	0.6
Jun	132	10	4	3	0.4
Nina	156	8	7	4.5	0.9
Reina	129	5	2	1.6	0.4
<b>Average</b>	<b>170.4</b>	<b>7.6</b>	<b>8.8</b>	<b>5.4</b>	<b>1.2</b>

**Table 23: December solo TTT LREs / extract length**

Student's section	Length of extract corrected (words)	No. of focus on form corrections Total (49)	Average number of focus on form corrections per 100 words
Yoko	232	7	3
Lisa	269	6	2.2
Midori	325	2	0.6
Miki	434	1	0.2
Kaoru	-	-	-
Yoshi	297	6	2
Hideo	-	-	-
Keiko	-	-	-
Hiro	129	7	5.4
Katsu	238	0	0
Toru	471	0	0
Haruka	118	9	7.6
Sumire	172	2	1.2
Ken	83	0	0
Jun	186	5	2.7
Nina	231	2	0.9
Reina	181	2	1.1
<b>Average</b>	<b>240.4</b>	<b>3.3</b>	<b>1.9</b>

**Table 24: TTT Comparison: average number of LREs per 100 words**

Student's section	Average number of focus on form corrections per 100 words JUNE	Average number of focus on form corrections per 100 words OCTOBER	Average number of focus on form corrections per 100 words DECEMBER SOLO
Yoko	14	4.1	3
Lisa	10.8	5.3	2.2
Midori	3.4	2.2	0.6
Miki	6.7	5.3	0.2
Kaoru	0	0	-
Yoshi	3.4	-	2
Hideo	14.6	-	-
Keiko	14	15.1	-
Hiro	6	8.2	5.4
Katsu	-	9.7	0
Toru	-	7.9	0
Haruka	9.6	3.7	7.6
Sumire	-	2.9	1.2
Ken	7.3	2.4	0
Jun	-	3	2.7
Nina	5.9	4.5	0.9
Reina	2.9	1.6	1.1
<b>Average</b>	<b>7.6</b>	<b>5.4</b>	<b>1.9</b>

Tables 21 - 24 show a reduction in the number of focus on form LREs from June to October. Although the average number of LREs per 100 words decreased from 7.6 in June to 5.4 in October, the average rate of LREs per minute shows a much smaller decrease. Rates of 1.3 LREs per minute in June and 1.2 LREs per minute in October suggest that the students' effectiveness in finding language problems remained roughly constant in both months. However, there was an average decrease in the time that they spent on the task and this was accompanied by a reduction in the overall number of LREs.

In most cases, the December solo TTT produced a substantially smaller number of LREs. The students averaged just 1.9 focus on form LREs per 100 words of transcript when they did the task alone. The number of minutes the students spent on the December homework TTT was not recorded, but we can speculate that the low number of LREs was due to a reduction in time on task. The December transcripts were also much longer in terms of their average number of words (June: 173.5; October: 170.4; December: 240.4), so the students would have required *more* time to scrutinise them to a similar degree as the other months. Storch (1999), studying ESL university students, compared the time they spent working on similar tasks both individually and in a dyad and reported that, in dyads, the amount of time they spent on the

task was almost double that of the individual task work. This finding lends some support to my speculation that the students spent less time on the solo TTT. There may also have been a dynamic present in the group-orientated nature of the June and October tasks that encouraged the noticing of forms, which was absent during the solo task. Concrete instances of this encouragement will be discussed in Section 7.3 in relation to Vygotskian ideas about disinhibition, recruiting interest and pursuing goals.

It is interesting to note that two students' noticing did not seem to be affected by the solo nature of the December TTT. Hiro (see Table 24) noticed 5.4 focus on form problems per 100 words in his December transcript compared to his group noticing 6 in June and 8.2 in October. Haruka noticed 7.6 in December compared to her group's total of 9.6 in June and just 3.7 in October. Both students' proficiency was relatively high, though not all students with such proficiency produced a high number of LREs in December. Section 7.4 discusses how Hiro may not have benefited from the kind of dialogic interaction proposed by Vygotsky due to the particular make up of his group. The result might have been that he had developed self-reliance in the task, and this could explain why his rate of LREs did not fall as much as that of other students during the solo December task.

The average numbers of LREs per minute of discussion reported here is higher than in Swain and Lapkin's (2000) study of LREs resulting from a jigsaw task. The high school students in that study spent an average 10.2 minutes on task, which resulted in an average number of 8.8 LREs over that time. Perhaps my students produced more LREs because their L2 proficiency was higher.

In terms of time spent on the discussions, my main study group cannot be compared to my pilot study group, where the amount of time spent making the corrections was not recorded. However, in terms of corrections per number of words, the pilot group made an average of 5.4 focus on form corrections per 100 words of transcript (excluding edits etc.). This is comparable to the study groups' whole class average of 7.6 in June and 5.4 in October. One of the primary aims of the study was to investigate whether or not the transcription task would direct the students' attention towards the language forms that they had used during the presentations. Storch (1998) suggests that success in pushing students to reflect on their language use is the most important aspect of this kind of collaborative task, though Donato (1994) enters the important caveat that students will not spontaneously attend to form "when left to their own devices" (p.43). The high number of LREs arising from the group TTTs suggests that the task did indeed succeed in focusing attention on form and that the students worked autonomously on the task with a good degree of success.

## 7.1.2 LRE initiation and resolution

The LREs are analysed in the following table in terms of who initiated them, who resolved them (if resolved) and whether or not the resolution was target-like.

The abbreviations on the table are as follows:

SI	Self-Initiated
OI	Other-Initiated
SR	Self-Resolved
OR	Other-Resolved
GR	Group-Resolved
UNRES	Unresolved
TL (- / +)	Target-like
TL - TL (+ / +)	Target-like to target-like
NTL (+ / -)	Non-target-like
NTL - NTL (- / -)	Non-target-like to non-target-like

Each of the sections in the table shows a different aspect of the same set of LREs. In order to highlight this repetition in the data, totals at the foot of each section show that each section's entries add up to the same total amount of focus on form LREs.

The December TTT is dealt with separately as it was not done collaboratively, and therefore most of the categories in Table 25 do not apply.

The group-resolved LREs shown in the table are especially important to the study, as the collaborative nature of these resolutions supply evidence of the beneficial effect of Vygotskian dialogic interaction, which is discussed in detail in Section 7.3.



**Table 25: Initiation, resolution and outcome of LREs**

	June	Oct.	Total
Self-initiated	71	57	128
Other-initiated	93	66	159
<b>(total)</b>	<b>164</b>	<b>123</b>	<b>287</b>
Self-resolved	55	48	103
Other-resolved	93	64	157
Group-resolved	6	5	11
Unresolved	10	6	16
<b>(total)</b>	<b>164</b>	<b>123</b>	<b>287</b>
Target-like (- / +)	108	69	177
Target-like / target-like (+ / +)	32	30	62
Non-target-like (+ / -)	11	14	25
Non-target-like / non-target-like (- / -)	3	4	7
Unresolved	10	6	16
<b>(total)</b>	<b>164</b>	<b>123</b>	<b>287</b>
Self-initiated Self-resolved	37	34	71
Other-initiated Other-resolved	66	47	113
Self-initiated Other-resolved	27	17	44
Other-initiated Self-resolved	18	14	32
Self-initiated Unresolved	4	3	7
Other-initiated Unresolved	6	3	9
Self-initiated Group-resolved	3	3	6
Other-initiated Group-resolved	3	2	5
<b>(total)</b>	<b>164</b>	<b>123</b>	<b>287</b>
Self-resolved target-like SR (- / +)	40	24	64
Self-resolved non-target-like SR (+ / -)	3	8	11
Other-resolved target-like OR (- / +)	64	39	103
Other-resolved non-target-like OR (+ / -)	7	6	13
Group-resolved target-like GR (- / +)	4	5	9
Group-resolved non-target-like GR (+ / -)	1	0	1
Self-resolved target-like / target-like SR TL-TL (+ / +)	11	14	25
Other-resolved target-like / target-like OR TL-TL (+ / +)	20	17	37
Group-resolved target-like / target-like GR TL-TL (+ / +)	1	0	1
Self-resolved non-target-like / non-target-like SR (- / -)	1	2	3
Other resolved: non-target-like / non-target-like OR (- / -)	2	2	4
Group-resolved non-target-like / non-target-like GR (- / -)	0	0	0
Unresolved	10	6	16
<b>(total)</b>	<b>164</b>	<b>123</b>	<b>287</b>

### 7.1.2.1 Self- and other- initiated negotiation

The first category I consider is the party who initiated the LRE. I was interested in this as it was uncertain how students would react when asked to judge another student's output.

Generally speaking it might have been predicted that these Japanese students would be unwilling to initiate corrections, in case this would be perceived as a criticism of their peer's

L2; the first time the students performed this task they had known each other for only two months. For similar reasons, it might have been predicted that students would more often initiate corrections to their own output. They might do this to show that they are aware of gaps in their L2 and therefore welcome peer advice. This might also help dilute the perception of criticism and encourage the other students to 'wade in'.

In fact, other-initiated LREs were more common than self-initiated in both TTTs. The percentages of each were similar on both occasions of the task.

In June: 93 to 71 (57% to 43%) In October: 66 to 57 (54% to 46%)

In total: 159 to 128 (55% to 45%)

It may be that the groups who had been working together knew each other well enough not be embarrassed to come forward with suggestions. They may also have understood the reasoning behind the task well enough and recognised that peers can be a good a source of help. In addition, if we assume that students were not inclined to hold back their advice, the greater number of other-initiated LREs reflects the fact that 'self' tended to be outnumbered by 'other' in the groups. The average group size was three.

#### 7.1.2.2 Sources of resolution

As with the initiations, self-resolved LREs were outnumbered by other-resolved episodes:

In June:	55 to 93 (33% to 57%)
In October:	48 to 64 (39% to 52%)
In total:	103 to 157 (36% to 55%)

(The percentage figures do not add up to 100% as they exclude group-resolved and unresolved LREs.)

Again, the fact that there was an average group size of three would explain why other-resolved episodes should be more common than self-resolved ones. However, there are some anomalies when we look at individual groups.

Miki was less successful in resolving the LREs that came up in her transcripts. In June she resolved 3 out of 13, and in October 3 out of 14. This follows on from a similar imbalance in the group's initiations, due, perhaps, to the higher proficiency and 'expert status' (in Vygotskian terms) of her partner. Section 7.3 discusses this in detail.

The Religion group's TTT in October exhibited an imbalance in student contributions. In October, Hiro was responsible for the majority of the resolutions that his group made. Section 7.4 will describe how this may have been due to his partner's lack of confidence in providing resolutions.

The group-resolved episodes numbered just 11 out of 287 (4%). In these episodes students pooled their linguistic resources in order to arrive at a resolution. Collaboration was an important aspect of the study, and these episodes are discussed in detail in Section 7.3.4.

### 7.1.2.3. Accuracy of resolutions

As the students were working on the TTT in groups without the help of the teacher, it is important to address the extent of their success in order to evaluate the task.

The tables show that the students had a high rate of accuracy in modifying non-target-like features of their oral output. Out of a total 287 LREs, 177 (62%) were resolved in a target-like direction. If we include those LREs about items that were already target-like and were modified into other target-like forms (TL-TL), we arrive at a total number of 239 target-like resolutions (83%). This is a higher success rate than Swain's study of high school students working on a dictogloss task (1998), who resolved 140 out of 256 LREs (54.7%) in a target-like direction. Non-target-like resolutions in my study numbered just 25 (9%). Including the seven non-target-like to non-target-like (NTL-NTL) resolutions, this rises to 32 non-target-like resolutions (11%).

16 LREs (6%) remained unresolved. Possible reasons behind the students' inability to resolve LREs were discussed in Section 6.8. Unresolved episodes are important when evaluating the task, as too many unresolved episodes might have led to a sense of frustration on the part of the students. They might have questioned why they, rather than the teacher, were correcting their output.

Although few in number, non-target-like resolutions were another marker with which the students' ability to provide feedback could be evaluated. I was interested in how students arrived at non-target-like resolutions. The different factors that led to these were discussed in Section 6.7.

### 7.1.3 Specific grammatical focus of LREs

The table below shows the linguistic categories of the forms the students focused on. There is one separation in the table; syntactic forms are listed above and separate from lexical and orthographical ones. This facilitates a comparison of the results with the results of other studies. One category is designated *other*. This category consists of more complex forms such as passive constructions, question forms, cleft constructions and so forth. A detailed list of the grammatical items is found in Table 27.

**Table 26: LRE grammar focus overview**

Form	June	Oct.	Dec.	Total
Verb	31	26	10	67
Noun	25	18	5	48
Preposition	23	12	8	43
Article	16	12	6	34
Other	10	8	3	21
Reformulation	5	4	8	17
Pronoun	5	11	0	16
Determiner	8	4	2	14
Conjunction	8	4	0	12
Adverb	5	1	1	7
Adjective	3	2	0	5
Vocabulary	20	15	2	37
Spelling	2	5	2	9
Punctuation	3	1	2	6
<b>Total</b>	<b>164</b>	<b>123</b>	<b>49</b>	<b>336</b>

It is immediately clear from the table above that the students focused more on syntactic forms than lexical ones. Similar studies have shown different results. Kowal and Swain (1997) and Swain and Lapkin (2001) recorded and analysed student LREs during a dictogloss task. Both studies reported that the LREs were more concerned with lexical than syntactic forms. Kowal and Swain (1997) reported that most of the LREs involved discussions about the meaning of lexical items. Williams (1999) analysed 252 LREs recorded from a range of classroom tasks by adult students and found that the overwhelming majority (80%) were lexically oriented. Swain and Lapkin (2001) reported on another group of younger students involved in a dictogloss task and found that an average of 40% of their LREs were lexis-based. This compares with 11% in my study.

Shonerd (1994) transcribed and analysed 1000 self-repairs in spontaneous speech by English learners of different nationalities. He found that the Japanese students were more likely than the others to attend to syntax and morphology in their output. He suggests that Japanese students' attention to morpho-syntactic items might be influenced by differences between the

L1 and L2, and by learning styles. The same background reasons may have applied to my students.

However, there are other key differences between my study and the dictogloss studies mentioned above. In the TTT, the students were encouraged to focus on both grammar and vocabulary. With regard to vocabulary, the students were responsible for the content of the presentations that provided the task input. Students doing a dictogloss task need to deal with new and unknown vocabulary, whereas in the TTT the students had been researching the same topic and had presumably been encountering similar vocabulary. This may explain the relative lack of lexis-based LREs in my study and also explain why the number of these LREs fell even further during the solo December task. Whereas in both June and October they accounted for 12% of the LREs, the percentage fell to 4% in December. Students may have encountered some new vocabulary in their peers' transcripts but would not have needed the same kind of clarification when scrutinising their own.

The effect of task design on focus on form was also demonstrated by Storch (1998), who gave students a 'propositional cluster' task (ibid.: 292). In this type of task, students are given a reduced text from which all function words (articles, prepositions etc.) have been removed. The text the students work with contains just the content words, resembling a set of newspaper headlines. The task is particularly relevant to the present discussion, as it gives students almost all of the vocabulary they will need to reconstruct the original text. Storch analysed the LREs that 30 university students from various L1 backgrounds produced as they completed the task in groups of two or three. Just 13 of 156 LREs involved problems with vocabulary. The three most common LRE topics were verb tense and aspect, prepositions and articles - forms that also commonly came under focus in my study.

Table 27 also shows that the students focused on a wide range of language forms. The question of linguistic 'hobbyhorses' will be raised in Section 8.2.2.1. There is further evidence of individual students' recurring interest in particular items in the way that certain grammar forms came up in just one group's discussions or tended to be initiated by one particular student. For example, Nina's July transcript was the only one from which conjunctions were deleted. All four instances in the data came from here. One was suggested by Nina herself, while the other three were suggested by Reina. Perhaps the first instance prompted her to notice further instances (cf. Section 8.1.2 and 8.2.3). This recalls Lightbown's (1998) concept of *priming* - when a focus on form is thought to 'equip' learners to notice form again whereas before they only focused on meaning. Unlike Lightbown's priming, though, which applies to form in general, the hobbyhorses described here are specific forms.

Similar cases in which a single student was responsible for initiating noticing of specific forms included Haruka attending to cleft constructions, ditransitive clause structures, and forms associated with generic reference, and Nina attending to missing copulative verbs.

**Table 27: Language focus of LREs**

	June	Oct.	Dec.	Total		June	Oct.	Dec.	Total
Insert article	11	9	4	24	Verb tense	18	7	2	27
Delete article	5	2	2	9	Verb/subject agreement	8	7	5	20
Select article	0	1	0	1	Insert copulative verb	4	1	0	5
					Verb mode	0	5	1	6
Insert determiner	2	0	0	2	Verb aspect	0	1	0	1
Delete determiner	0	0	0	0	Delete auxiliary	1	1	1	3
Select determiner	6	4	2	12	Insert auxiliary	0	4	1	5
Insert preposition	4	5	4	13	Adverb form	3	0	0	3
Delete preposition	1	1	1	3	Select adverb	2	1	1	4
Select preposition	18	6	3	27					
					Adjective form	3	2	0	5
Noun number	14	7	1	22	Select adjective	0	0	0	0
Count/non-count noun	6	1	0	7					
Generic reference	5	10	4	19					
					Insert conjunction	1	1	0	2
Insert possessive pronoun	1	1	0	2	Delete conjunction	4	0	0	4
Select possessive pronoun	0	1	0	1	Select conjunction	2	2	0	4
Insert relative pronoun	1	0	0	1	Add adjunct	1	1	0	2
Delete relative pronoun	0	1	0	1	Ditransitive clause	2	0	1	3
Pronoun number agreement	2	6	0	8	Cleft clauses	4	1	0	5
Demonstrative pronoun	0	1	0	1					
Insert pronoun	0	1	0	1					
Select pronoun	1	0	0	1	Word order	2	2	1	5
					Passive	2	4	1	7
					Question form	0	1	0	1
					Reformulation	5	4	8	17
Vocabulary	20	15	2	37					
Spelling	2	5	1	8					
Punctuation	3	1	3	7					

#### 7.1.4 Comparison of student and teacher modifications

In order to compare the *total* number of focus on form corrections made by the students with those I provided, this section includes the non-attributable modifications, which were discussed in Section 6.5. There were 18 non-attributable focus on form corrections in June and 8 non-attributable focus on form corrections in October. We may recall that the totals for the students excluding the non-attributable modifications were 164 in June and 123 in



October. Non-attributable modifications do not apply to the December TTT total of 49. Some of my modifications are not included in this count; these are the corrections I made to the non-target-like modifications (marked in the student's own red pen), so the following includes only the modifications I made to the original transcript and not 'corrections of corrections'.

**Table 28: Student and teacher focus on form modifications**

	June	October	December	Total
Student	182	131	49	362
Teacher	148	193	333	674
Total	330	324	382	1036

In June, the students provided more modifications than I did (55% to 45%). This was reversed in October (40% to 60%). In December, the difference in the number of contributions widened considerably. I provided 87% of the modifications compared to the students' 13%. In the pilot study, I made more corrections than the Malaysia group, who corrected just over 40% of their own errors during their single TTT. The modifications which were not considered focus on form episodes (and are therefore not included in this count) numbered 27 in December. Although this represents an increase of some 50% in student modifications, I still provided by far the larger share of modifications. Taking the full year's transcripts, the students noticed 35% of the transcripts' errors while I pointed out 65%. I suggested reasons for the decreasing number of student modifications while discussing the total number of LREs. In order to 'clean up' the transcripts and fulfil my promise to correct any errors that the students overlooked, my modifications increased as the students' decreased.

This was dramatically evident in the December solo task. The students responded to the December task in different ways. We have already discussed the two students who made a similar number of focus on form modifications to their December transcript to that added during the group TTs. In contrast, two other students submitted their December transcripts without making any changes at all. Perhaps they did not have time to do this but still wanted to benefit from my feedback, or perhaps they had not fully understood that the December TTT also required them to scrutinise their output. Four further students made modifications mostly of the type that I did not classify as focus on form.

The students did the group TTT just twice, so it is unlikely that the decrease in LREs was due to them tiring of the task. The students' course evaluations (Appendix 10) suggested that the group TTT was one of the noticing tasks they rated most useful. Other factors may have had

an influence on the students' performance of the December task. It is possible that, faced with an imminent final presentation, which represented a large part of their final assessment for the course, the students were more concerned with honing the presentation skills that the course taught them, such as using note-cards, making eye contact with the audience, and so forth. They may also have been busy organising the content of their presentations and dividing up task responsibilities amongst the group. At this particular time, these aspects of preparation might have been more of a priority for the students than focusing on linguistic accuracy. There is evidence that Katsu was paying more attention to presentation skills at this time. He made nine changes to his December transcript, all of which were hesitation edits. At the end of the transcript he wrote, "Basically there were many pauses", which suggests that, with a public performance coming up, he was more concerned with fluency, or with the general flow of the talk, than accuracy.

In addition, December is the last complete month of the Japanese academic calendar. As a result, students are busy with exam revision, end-of-year essays, and other assignments, so their heavy workload may have allowed them less time to spend on this homework TTT.

**Table 29: Comparison of student (S) and teacher (T) grammar modifications**

TTT	June		October		December		Total	
	S	T	S	T	S	T	S	T
Verb	34	10	29	17	10	33	73	60
Noun	26	11	18	21	5	36	49	68
Preposition	24	19	13	23	8	45	45	87
Article	21	38	13	57	6	82	40	177
Other	10	5	8	4	3	3	21	12
Reformulation	5	12	4	17	8	58	17	87
Pronoun	7	4	12	5	0	5	19	14
Determiner	9	7	4	3	2	5	15	15
Conjunction	12	0	4	3	0	2	16	5
Adverb	5	5	1	0	1	3	7	8
Adjective	3	5	2	7	0	9	5	21
Vocabulary	20	24	15	25	2	41	37	90
Spelling	3	8	5	9	2	10	10	27
Punctuation	3	0	3	2	2	1	8	3
<b>Total</b>	<b>182</b>	<b>148</b>	<b>131</b>	<b>193</b>	<b>49</b>	<b>333</b>	<b>362</b>	<b>674</b>

In June, the students' modifications outnumbered my own in each category except reformulations, adjectives, vocabulary, spelling and articles. Perhaps as a native speaker I had more confidence than the students to make the kind of complete reworking that the reformulations represented. The number of my reformulations increased greatly in December and this may have been due to the lower number of student modifications. As I did not have

to model my corrections around those that the students had already inserted, I had the freedom to make greater changes to sections of the texts.

For example, in Lisa's June transcript, her original utterance was:

Whether like their discrimination is really over or not.

During the June TTT, her group changed this to:

Whether the discriminations against them are really over or not.

I wanted to retain the students' own reworking as much as I could, as their own corrections would be more likely to represent a structure within the ZPD and therefore available for learning. I knew that the use of the phrase *discrimination against* was one that they had already noticed. I therefore changed the correction to:

Whether the discrimination against them is really over or not.

Had the students not begun the correction process and not introduced the preposition phrase *against them*, I would have been more inclined to rework the original noun phrase into "the discrimination they face".

By contrast, in her December transcript, Miki made no correction to the following sentence:

"Besides, fundamental eating habit lost balance than before."

My corrected version read as follows:

"Besides, fundamental eating habits have got worse."

Unlike the correction above, I did not feel as though I had to work around the student's correction, as there was none. However, my version does not carry the important idea of a balanced diet, which Miki might have tried to retain if she had worked on the sentence herself.

With regard to other language categories, the difference in number between my adjective and vocabulary modifications was not particularly large. As for spelling, there was evidence in the transcripts that the students were aware that they were correcting spoken output and that they were not always particularly concerned with spelling (see LREs Oct.2:2 and Oct.12:6).

The difference in the number of articles corrected is the most marked, not just in June but in all three tasks, and this was also the case in my pilot study. Articles attracted little attention from the pilot group; they corrected just two such errors, whereas I went on to find a further 42. The pilot group therefore repaired 4.5% of article errors. Taken as a whole, the students in this study noticed more article errors: 40 out of 217 or 18% of those present in the transcripts. The figure for June is relatively high at 21 out of 59, or 36%. This is especially encouraging, as this represents a difficult grammar point for Japanese students, whose L1 does not have articles.

### 7.1.5 Non-focus on form LREs

**Table 30: Non-form-focused LREs (not in count)**

	June	Oct.	Dec.	Total
Content edit	1	6	12	19
Hesitation edit	6	3	12	21
Style edit	9	3	2	14
Recaptures	7	9	0	16
Ambiguous edit	5	3	1	9
<b>Total</b>	<b>28</b>	<b>24</b>	<b>27</b>	<b>79</b>

The table shows a slight decline in the number of non-focus on form LREs between June and October. Although the number of hesitation edits increased again in December, it should be noted that a single student was responsible for nine of the 12 edits in December. In Section 6.2, I suggested that the number of recapture LREs in October may have been due to the delay between the presentations and the TTT; in fact, all of the recapture edits in October involved students being unsure of their own output rather than that of a peer. The decline in non-focus on form LREs suggests that the students' attention was more likely to be attracted to problems of grammatical and lexical form, rather than hesitations, aspects of style and so forth.

A more constant feature of the non-focus on form episodes is the increase in the number of content edits. In an analysis of my pilot study (Mennim, 2003), I suggested that an exclusive focus on language problems in the TTT might have been a sign of a lack of linguistic confidence. Morita (2000) found that non-native-speakers' perceptions of the difficulties of making an oral presentation were more determined by linguistic factors compared to the perceptions of native-speakers. Similarly, Shonerd (1994: 90) claims that,

"For fluent speakers, lower level units are so well entrenched that they can focus more of their attention on higher-level units in construction of coherent discourse than is true for learners."

The increase in content edits may therefore have reflected the students' linguistic development. Two of the students with higher proficiency were responsible for 8 of the 12 content edits in December.

## 7.2 Extent of deliberation in LRE resolutions

### 7.2.1 Deliberated and non-deliberated LREs

**Table 31: Deliberated and non-deliberated LRE resolutions**

	Deliberated resolutions	Non-deliberated resolutions	Total
June	80	84	<b>164</b>
October	72	51	<b>123</b>
<b>Total</b>	<b>152</b>	<b>135</b>	<b>287</b>

When students identified language problems in the transcripts, they offered resolutions in different ways. One common type of resolution was simply to read out what was in the transcript and offer a 'simultaneous correction'. This type of resolution is shown in these examples:

Jun.6:2

**THE SALES OF HOUSEHOLD ELE...ELECTRICAL APPLIANCES AT MAJOR DOMESTIC DETAIL STORES WAS TOTALED ABOUT 182 BILLION YEN IN JAPAN.**

Yoshi: **were were sales were**  
 Haruka: **hmm. Agree with you.**  
 Ken: **were**

Yoshi has spotted an error of subject / verb agreement and corrects it aloud. Haruka and then Ken signal their agreement.

The other students often acknowledged such corrections, either by specifically agreeing (as Haruka does) or by repeating the corrected form (like Ken). In some cases there was no audible agreement from other students:

Jun.4:9

**FIRST IS THAT WORLD CUP BECOME WILL HELD NEXT YEAR**  
 Kaoru: **FIRST IS first of all, World Cup**

Here Kaoru corrects the conjunct but does not seem to receive any agreement from Miki, whose section they are working on. Of course, her agreement may have been signalled non-verbally.

I consider both of these resolutions to be *non-deliberated*. The student offering the resolution seems to be confident in his or her judgment. No support is offered in order to justify that judgment, and the resolution goes unchallenged by the other students. There are two interpretations of these resolutions, both of which are relevant to the study of LREs.

First, it may be that non-deliberated resolutions are corrections of slips rather than systematic errors, and this is why they are dealt with quickly and without discussion. If this is so, non-deliberated LREs may not be so relevant to the study, as they do not represent attention to gaps in the L2. There may, of course, be deliberation in the mind of the students as they make these resolutions, but it remains unobservable, and more importantly, it is not communicated to the other students. A second interpretation is that, because the data does not indicate clearly whether non-deliberated resolutions deal with just slips, we cannot assume this to be the case. If so, we are left with a set of resolutions which would not have been so useful to a student who had difficulties with the forms in question. If a focus on form is thought to be useful to students' L2 development because it facilitates the testing and confirmation of hypotheses and offers new insights into the structure of the L2, we might assume that non-deliberated LREs are not particularly helpful in this respect. The simple presentation of a correct form will not necessarily offer other students any insight or tell them anything new about the form under negotiation. Nor would such a simple presentation give students much opportunity to notice and discuss language forms.

*Deliberated resolutions*, the other main category discussed here, are characterised by some kind of justification for or, alternatively, doubts about the resolution. They are two sides of the same coin as far as negotiation of form is concerned, as the former can offer help to other students while the latter can be a request for help.

We will see in the examples that follow that students sometimes justified their resolutions by referring to specific grammatical rules or using metalanguage. It is easy to see how this kind of deliberation could help other students who have a problem with that particular language form. By contrast, sometimes students hedged their suggested resolution, inviting deliberation or confirmation from the other students. Both types of resolution, I would argue, are more likely to encourage noticing, and possibly a greater depth of noticing, on the part of all the students in a group compared to non-deliberated resolutions.

### 7.2.2 Categories of deliberation



The rest of this section deals with the deliberated resolutions in the TTT transcripts. I have divided these into the four categories below. Categories 1 and 2 show a certain degree of confidence about the suggested resolutions. Here, students justify their suggestions with reference to their knowledge of grammar rules or to external authorities such as dictionaries. This kind of resolution might be helpful to other students in the group who need an extended explanation of a certain language problem. Categories 3 and 4 often represent a request for help on behalf of the student suggesting the resolution. This is sometimes done by offering alternative resolutions and asking the others to decide which is correct. Alternatively, a student might simply ask the group for their assessment of the resolution.

Apart from the difference in confidence by which solutions are suggested, these categories also reflect ideas about the potential value of negotiation. There is a suggestion in Swain's work that some manifestations of metatalk may be more beneficial to learning processes than others. Swain recognises that there are several levels of noticing (1998: 66). Her 1998 study aimed, in part, to encourage the use of metalinguistic terminology and of the explicit statement of rules in the students' LREs.

"Because the theoretical argument being developed here is that metatalk may engage language learning processes, increased use of metatalk would be seen as positive" (1998: 77).

The "increased use of metatalk" might be interpreted both in terms of quantity or quality. Because language learning processes can presumably be engaged either to a greater or lesser extent, then, logically, metatalk can also be considered in terms of quality. So, all four categories below represent metatalk as defined by Swain, but in describing these four categories, I am following Swain in acknowledging that metatalk can be evaluated by its potential to make students notice, or consider, a form more deeply. In Vygotskian terms, there is less engagement on the inter-psychological plane, or less transfer of learning, if there is less dialogic interaction, for example, if students merely agree a solution on the nod as compared to those episodes where students explain or justify solutions in the ways outlined in categories 1 and 2. The implication is that Category 1 metatalk may engage learning processes to a greater extent than Category 4 metatalk. Again, metalanguage is used here to refer to metalinguistic terminology, as opposed to metatalk, which refers to students referring to language in a variety of ways.

### **Categories of metatalk in resolutions**

1. Use of metatalk with metalanguage.

2. Reference to forms without metalinguage. (Reference to surrounding forms, dictionaries or L1).
3. Reference to alternative resolutions.
4. Asking other students to confirm a resolution.

### 7.2.2.1 Use of metalinguage

Although students did not use metalinguage very often during the task, examples came up in 17 LREs. The students did not always have a firm grasp of the metalinguage that they used, and metalinguage did not always clarify their resolutions. The first extract here represents a successful example.

Jun.14:8

1. Ken: **THERE ARE SO MANY SOUND AROUND US FOR EXAMPLE WE WAKE UP WITH ALARM CLOCK RINGING**
2. Haruka: there are so many sounds around us
3. Ken: sounds
4. Yoshi: uh **so-sounds is cou-[sounds**
5. Haruka: [not countable]
6. Yoshi: **not not countable? mu-much?**
7. Haruka: much sound. **Dictionary dictionary.**
8. Yoshi: dictionary sound (consulting dictionary)
9. Haruka: **countable uncountable? So so countable. So [sounds**
10. Ken: [sounds
11. Yoshi: Sorry
12. Haruka: that's okay
13. Ken: that's okay

From turn 2 the students develop their hypothesis that *sound* should be in the plural. Yoshi first brings up the question of whether *sound* is a countable noun in turn 4. Haruka suggests the dictionary to see if it will tell them if it is or not. In turn 9 they discover that it is countable and agree on the plural form. Yoshi apologises in turn 11, perhaps for suggesting non-count in turn 6, though this was first suggested by Haruka in turn 5. It is clear from the transcript that none of the students has a problem with the grammatical categories of count and non-count.

Oct.15:4

THEY CONSIDERED THAT IT WILL BE GROW **BUT WHILE** HE DIDN'T WISH TO CHANGE THE STYLE. HOWARD DIDN'T GIVE UP AND SO TO MANAGEMENT POLICIES.

1. Nina: **Jun I don't think you can say 'while' here. You can't have two sets of *fukushi* (adverbs)** What what did you want to say?
2. Jun: they considered it would
3. Nina: 'But on the other hand'?
4. Jun: Uhm he he know the company would grow but growing means change change the style sometimes.
5. Nina: Okay.

6. Jun: So he know the company would grow up but he didn't change the style. He don't wish to change the style ++ and management policies.
7. Reina: **So however?**
8. Jun: Okay thank you.

In this LRE, Nina sees a problem with Jun's use of *but while*, arguing that they are adverbs and citing a rule that two sets of adverbs cannot be used together. She has failed to identify these forms as coordinators. The students change the two coordinators to *however*. It is difficult to say whether this represents an improvement, as the original sense of this utterance has been lost (Section 6.2.2 discussed this LRE in greater detail).

The novelty of the task itself may have led to some of these imperfect hypotheses. Students are not usually asked to justify their usage by stating grammatical rules, although Ellis argues for consciousness-raising tasks that do this (1994: 643-5). Nina's confusing of adverbs with coordinators is particularly interesting in this respect, as it suggests that the knowledge on which her rule was based was not extensive, and that the task was *pushing* her to formulate hypotheses. This is part of Swain's theory of pushed output, but the TTT encouraged students, not just to notice gaps, but to go on to verbalise what they noticed to the group.

This verbalisation will not always be successful, and this aspect of the TTT might even force some errors from time to time. As Storch (1999: 371) suggests, "coercing metatalk on certain complex items, such as articles, may indeed lead to incorrect choices." This may have been the case in Nina's discussion of 'adverbs'. Perhaps it is not surprising that the students sometimes failed to formulate precise rules to justify their judgements. Van Patten (1994) describes how students will not necessarily be able to formulate declarative rules, even about forms they are able to produce accurately.

So although the TTT did not specifically require the kind of rule formulation used in Ellis's consciousness-raising tasks, the students sometimes did this spontaneously. Those episodes where the hypotheses were imperfect suggest that the students' learning was at an earlier stage compared to those hypotheses about other forms that were already well formed. The latter suggest that they already had some accurate declarative knowledge about the forms, while imperfect hypotheses suggest that the students may have been attending to forms for the first time.

7.2.2.2 Reference to forms without metalanguage. (Reference to surrounding forms, dictionaries or L1)

We have already considered some evidence that some students were not fully familiar with English metalanguage. In order to justify their decisions without using metalanguage, students adopted different strategies. The most common was to refer to other forms in the utterance that had a bearing on their particular questions. Another was to use an outside authority such as a dictionary. They also used the L1 to highlight or explain problem forms. All these still constitute metatalk according to Swain's definition (1998).

Oct.1:3

BUT EVENTUALLY THE ORGANISATION BECAME WEAKENED BY DISAGREEMENTS AMONG THE LEADERSHIP AND BECAUSE OF PUBLIC CRITICISM OF KLAN VIOLENCE.

1. Midori: among the leaderships
2. Lisa: yeah, I thought right
3. Yoko: (writing) by disagreements among the leadership
4. Midori: isn't it leaderships?
5. Lisa: yeah
6. Midori: **because 'among' is like**
7. Lisa: yeah
8. Midori: **when you compare more than three**

Although *leadership* need not take the plural form in this particular case, the students decide to use the plural form because of the appearance of the preposition *among*. In turns 6 and 8, Midori explains that it signals that the complement of the preposition must number more than three.

Oct.3:6

WE WANT TO RESEARCH MORE ABOUT HOW PEOPLE COULD LIVE TOGETHER WITHOUT HAVING ANY PROBLEMS OF **THEIR SKIN COLOR**

- Midori: WITHOUT HAVING ANY PROBLEMS OF by their by [their  
Lisa: **[by their skin colours**  
Midori: **by their skin colours?** (emphasising plural)  
Lisa: **their**  
Midori: **Because it's 'their'**  
Lisa: yeah  
Midori: skin colours

This LRE is discussed at length in Section 6.7.1. The students seem to be influenced by an over-generalisation about the syntax of the utterance: that plural nouns are more likely to follow plural possessive pronouns.

Jun.8:14

1. THE WORSHIP OF NATURE
2. Keiko: **to?** Worship admire **Worship to?**
3. Hideo: (**reads from dictionary**) **the worship of wealth**
4. Keiko: **worship of nature**
5. Hideo: okay

In this example, the students refer to the dictionary for help with their choice of preposition. The use of the electronic dictionary is audible on the tape and it happens to offer them the collocation "the worship of wealth". In turn 4, the students apply this collocation to their own noun phrase.

The use of the L1 during these tasks was rare. Students sometimes slipped into Japanese when making exclamations such as *nani* (what?) and *are* (eh?). One or two jokes and lighter comments were also made in Japanese:

*kakkoi jikaku ne* (you have nice handwriting eh!)

*muzukashii* (this is difficult)

Students rarely made use of the L1 in order to help explain problem L2 forms (with the exception of Reina in October). The following are examples.

Jun.12:10

1. Haruka: AND WE WANT TO HELP EVERYONE tatsukete hoshii wo kudasai. tatsukete nancha? (*Please help us. How do you say that?*)
2. Ken: we want
3. Haruka: everyone to help
4. Ken: we want you to help
5. Haruka: we want everyone to help [us
6. Ken: [us us

Haruka recognises here that her transcript shows the opposite of her intended meaning. She was trying to say that her group needed everybody's help, as they were going to distribute a questionnaire amongst the class about their research topic. The structure of such a sentence seems to elude her and she simply says it in the L1.

Jun.17:2

Original: WE WILL ASK THE COMPANIES TO UHM SEND US **THE DATES** LIKE THE UHM HOW TO IMPROVE THEIR COMPANIES

1. Nina: **what do you mean? Data?**
2. Reina: **date**
3. Nina: mm? what kind of de:
4. Reina: like da-date ah like like the [global strategy I wanted to say
5. Nina: [ah okay
6. Jun: mm? sort of strategy?
7. Reina: Not strategy *ne* (eh)
8. Nina: Send send us
9. Jun: **information?**
10. Nina: Ah
11. Reina: **Material?**

12. Nina: You don't mean just data? No?
13. Reina: Ah. I will I will ?? **'stuff' is better?**
14. Nina: **Mmh. Stuff? Genryou (raw data) (laughter)**

Reina has used *dates* in her presentation, and the students take 14 turns to find an alternative, although Nina suggested an appropriate resolution in turn 1. Judging by Reina's reaction in turn 2, it seems she is not satisfied with *data*. *Information*, *material* and even *stuff* (the eventual resolution) are suggested before Nina elucidates in the L1, to the amusement of the rest of the group. It is easy to understand the students' frustration, which seems to have eventually led to the use of the L1. We have mentioned elsewhere (Section 6.8.1) the difficulty of selecting appropriate vocabulary, as this is an open set of forms.

### 7.2.2.3 Reference to alternative resolutions.

Students often offered two different resolutions to the rest of the group. This was mostly done with the apparent confidence that they knew that at least one of them was correct.

Jun.6:3

THE SALES OF HOUSEHOLD ELE... ELECTRICAL APPLIANCES AT MAJOR DOMESTIC DETAIL STORES WAS TOTALED ABOUT **182 BILLION YEN** IN JAPAN.

Haruka: **182 billion yens? Yen?**

Ken: Yen + yen.

In this case there are really only two possible choices that Haruka could have offered.

Oct.2:11

THEY BELIEVED THAT WHITE AMERICAN **SHOULD ALWAYS BE FIRST** BEFORE **ANY ALIEN INFLUENCE OR INTEREST**.

1. Lisa: **'should always be first' or 'should be always first'?**
2. Midori: **that white Americans should be always the first. 'Always the first'.**
3. Lisa: **Alright. Should be always the first before any alien influence or interests or interest?**
4. Midori: first before any
5. Lisa: **any interest**

Here we have two examples of students presenting two alternative resolutions. In turn 1, Lisa offers two different positions for the adjunct *always*. Then in turn 3 she presents two alternative forms of *interest*, one singular and one plural. She answers the question herself in turn 5, citing a preceding form in order to justify her decision. In an earlier LRE, the group judged that the determiner *any* was used only with singular nouns.



Oct.11:1

1. Toru: I'M SURE ALL OF YOU HAVE UNDERSTOOD **THIS VIEWPOINT OF THIS PRIMITIVE MAN this this** (pointing out repetition)
2. Katsu: **This viewpoint of this this viewpoint of [the primitive man yeah.**
3. Toru: **[the the or or 'the viewpoint of this primitive man'**
4. Katsu: ah yeah hmm
5. Toru: **which one is better?**
6. Katsu: ahh UNDERSTOOD
7. Toru: **'the viewpoint of this primitive man' or 'this viewpoint of this'**
8. Katsu: **ah this viewpoint of the**
9. Toru: **ah I think (agreeing)**

In turn 1, Toru is dissatisfied with the repetition of the determiner *this*. Katsu suggests an alternative in turn 2, but this leaves Toru with a choice which he articulates in turns 5 and 7. They eventually agree on "this viewpoint of the primitive man", which is probably not as target-like as "the viewpoint of this primitive man". Perhaps the students felt that the stronger determiner should go before the topic of the sentence.

#### 7.2.2.4 Asking other students to confirm a resolution.

This was the most common type of deliberation connected to suggested resolutions, and occurred when a student suggested a resolution but expressed doubt about it. Such doubts could be signalled by a specific question, as in this first example:

Jun.2:16

AND MAYBE WE CAN RESEARCH WHAT KIND OF MUSIC AND ART THEY MADE  
FOR CULTURAL ASPECT

1. Lisa: **I think I should say 'what kind of music are they made as a cultural aspect?'**
2. Midori: mmh (agreeing on 'as') got it, right?
3. Lisa: **Is it good? Okay.**
4. Midori: Okay.

This is not a non-deliberated resolution; for reasons of length, some negotiation has been edited from the beginning (but can be seen in the Appendices, page 376). Apart from this negotiation, in turn 3, Lisa specifically asks if her modified version is acceptable. This alone is enough for us to count this resolution as deliberated.

Jun.2:9

1. Lisa: They can't [live
2. Midori: [live without

3. Lisa: without
4. Midori: **depending on other races.**
5. Lisa: [without
6. Midori: [**without depending. Is 'depending' the right word?**
7. Lisa: hmm?
8. Midori: **depending tayoru (depending/relying) is that right?**
9. Midori: yeah

The students here are adding to a fragment in order to make it convey the original sense. Again, a student is searching for an appropriate lexical item. Midori suggests *depending* but is clearly unsure, as she asks whether it is appropriate in turn 6. To make sure that her partner understands what she means, she also gives a Japanese translation. Two categories of deliberation are therefore evident in this extract.

The most common way of hedging a resolution was not through specific questions, but involved students suggesting their resolution with a questioning intonation.

Oct.3:4

TODAY WE TALKED MAINLY ABOUT THE KU KLUX KLAN AND **I HOPE YOU GOT IDEAS** OF WHAT THEY ARE LIKE

Midori: AND **I HOPE YOU:ye?**

Lisa: Yeah

Midori: you've got ideas of what they're like

Midori hedges her suggestion with final high rising tone, and Lisa agrees. This gives Midori the confidence in the final turn to incorporate this change fully into the original utterance.

Jun.8:14

THE WORSHIP OF NATURE

1. **Keiko: to? Worship + admire Worship to?**
2. Hideo: (reads from dictionary) 'the worship of wealth'
3. Keiko: worship of nature
4. Hideo: okay
5. **Keiko: ah the the nature nature. The nature?**
6. Hideo: we don't need 'the' maybe
7. Keiko: okay
8. Hideo: how about? (addressing Hiro)
9. Hiro: nature [only nature
10. Hideo: [nature mm hmm
11. Keiko: okay, the worship of nature

Keiko hedges two different modifications above with high final rising tone. In turn 1, she questions a new choice of preposition, and, in turn 5, the insertion of the definite article.

While the above examples show students hedging suggested modifications, hedging could also act as a confirmation request for the original form:

Jun.7:13

Hideo: **SCIENTIFIC EYES?**

Hiro: scientific-cal

Keiko: cal [scientific]

Hideo: [scientific] okay

Hideo's first turn refers to the form in the original utterance. Hiro responds to this hedging by providing an alternative, though non-target-like, adjective form.

In this extract, the students use *all* of the above types of deliberation in order to arrive at their resolution.

Jun.16:8

Original: AND BY THE WAY **THAT'S THE ONE OF THE REASONS** WHY WE'D BETTER STUDY ENGLISH.

1. Nina: **THAT'S THE ONE OF THE REASONS.** That's the one. Do do I need 'the'? That's a one? That's one of the reasons?
2. Reina: that is [the one
3. Nina: [that is one of the reasons
4. Reina: So? It's? I guess ah I don't know. 'one' ne (eh) (consulting dictionary)
5. Nina: one (laughs)
6. Reina: Ah mukanshi (*without article*) so you don't need 'the'

The group is discussing the use of the article before *one*. In turn 1, Nina suggests alternative resolutions (Category 3). The presentation of alternatives necessitates asking her peers whether or not they agree, so this also puts her deliberation into Category 4. Their consultation of the dictionary in turn 4 represents Category 2 deliberation. The dictionary offers them the metalanguage item *mukanshi* (without article) and this is an example of Category 1 deliberation. When there was multiple deliberation like this, I used the highest category present in the LRE to determine its category between 1 and 4. So the above LRE would be recorded as Category 1 metatalk. I did this because, as explained earlier, higher categories may be more useful for the noticing of language form. It was therefore important to the study not to miss or disregard any instances of deliberation that might have this potential effect.

It was hypothesised above that these four categories of deliberation would differ in their helpfulness to students in terms of noticing language form. The tables below show the kinds of resolution arrived at according to the type of deliberation involved in the negotiation.

## 7.2.3 Types of deliberation and success of resolution

**Table 32: Resolution outcomes of non-deliberated LREs**

	TL	TL-TL	NTL	NTL-NTL	UNRES	Total
June	66	13	4	-	1	<b>84</b>
October	38	7	2	3	1	<b>51</b>
<b>Total</b>	<b>104</b>	<b>20</b>	<b>6</b>	<b>3</b>	<b>2</b>	<b>135</b>

**Table 33: Resolution outcomes of deliberated LREs: June**

	TL	TL-TL	NTL	NTL-NTL	UNRES	Total
1. Metalanguage	9	1	1	-	-	11
2. Other grammar reference	9	5	3	1	1	19
3. Alternative resolutions	7	6	1	-	4	18
4. Simple question	20	4	2	2	4	32

**Table 34: Resolution outcomes of deliberated LREs: October**

	TL	TL-TL	NTL	NTL-NTL	UNRES	Total
1. Metalanguage	4	2	-	-	-	6
2. Other grammar reference	9	6	3	-	-	18
3. Alternative resolutions	5	3	2	1	1	12
4. Simple question	13	12	7	-	4	36

**Table 35: Resolution outcomes for total June and October deliberated LREs**

	TL	TL-TL	NTL	NTL-NTL	UNRES	Total
1. Metalanguage	13	3	1	0	0	<b>17</b>
2. Other grammar reference	18	11	6	1	1	<b>37</b>
3. Alternative resolutions	12	9	3	1	5	<b>30</b>
4. Simple question	33	16	9	2	8	<b>68</b>
<b>Total</b>	<b>76</b>	<b>39</b>	<b>19</b>	<b>4</b>	<b>14</b>	<b>152</b>

**Table 36: Resolution outcomes of non-deliberated LREs as percentages (approx.)**

	TL	TL-TL	NTL	NTL-NTL	UNRES
June	79%	15%	5%	0	1%
October	75%	14%	4%	6%	2%

**Table 37: June and October outcomes of deliberated LREs as percentages (approx.)**

	TL	TL-TL	NTL	NTL-NTL	UNRES
1 Metalanguage	76%	18%	6%	0%	0%
2 Other grammar reference	49%	30%	16%	3%	3%
3. Alternative resolutions	40%	30%	10%	3%	17%
4. Simple question	49%	24%	13%	3%	12%

The results shown here do not justify a uniform assertion that certain forms of deliberation are more effective than others in producing target-like repairs. It seems that there are complex relationships between types of resolution and types of language problem.

First, non-deliberated resolutions were among those most likely to be target-like. Of course, it is unlikely that non-deliberation *per se* is an effective strategy in problem solving. Rather, the absence of deliberation seemed to signal a mark of confidence on the part of the students that a suggested resolution was target-like. 94% of non-deliberated LREs in June and 89% in October resulted in target-like resolutions. We recall from p.70 that Storch (1998) reported that the advanced group of her study showed a 90% success rate in solving problems through intuition, a category of justification similar to the kind of non-deliberation described here.

Looking at the outcomes of the deliberated LREs, we recall that Category 4 deliberation was considered to be the least extensive. Students proposed a resolution with intonation that implied uncertainty. Despite this possible lack of confidence, these, too, were quite effective in resulting in target-like repairs (73% target-like), though less so than those with no deliberation. So such episodes could be viewed as closely related to non-deliberated LREs, except that here students are less confident about their suggestions. This fact might account for the lower accuracy rate.



Alternative resolutions (Category 3) were less effective than the other categories at producing target-like resolutions. Alternative resolutions clearly show a lack of confidence about a repair. Although most of these involved students offering two different suggestions, repairs were non-target-like in just 13% of cases.

Finally, those LREs exhibiting metalanguage were 94% target-like. Those in Category 2 also resulted in a high proportion of target-like resolutions: 79%. Merging these two similar categories results in an average rate of 83% target-like resolutions. Metalanguage and other forms of grammatical justification can therefore be a sign of confidence. This might apply to Nina's rule against using two sets of adverbs together. Nevertheless, Category 1 deliberation did not always signal confidence. In many instances, the students' deliberation took the form of references to outside sources such as dictionaries. Use of the L1 also allowed students to test their hypotheses about language forms, such as Reina's justification for tense harmonisation. In this way, extensive deliberation helped students to arrive at a resolution in those instances where there was a real language problem, involving the kind of dialogic interaction that generates a resolution rather than simply justifying a resolution that has been arrived at outside of a dialogue.

Some of the deliberation outlined in this section is similar to *exploratory talk* (Tan, 2003) described on page 67: a kind of interaction believed to help students build upon each other's ideas and pool resources in order to complete a task. It is categorised by statements and suggestions that are challenged constructively through justification or with reference to alternative hypotheses. Exploratory talk is important to Vygotskian ideas of learning as interaction of this kind of is thought to indicate students operating within their ZPD.

It seems that deliberation varied according to the language problem. Categories of deliberation may have been related to the amount of confidence that students had about particular parts of the L2 that came under discussion. Simple problems may have required little deliberation while larger gaps required more. The more extensive types of deliberation might be viewed as more beneficial to students, as they could be the instrument by which a repair was constructed, according to Vygotskian principles of dialogic interaction. Extensive deliberation could have helped students to justify a repair. In this way, the student concerned assumed an expert role and the justification provided scaffolding that helped their peers achieve a better understanding of a problem form. The data presented here also suggests that, in comparison to alternative resolutions and simple questioning, extensive deliberation was more likely to result in target-like repairs to output. Some of the discussion in this section has alluded to Vygotsky, whose ideas on the co-construction of knowledge and its relevance to



second language acquisition we discussed in Chapter 3. The next section relates the TTT to his ideas in greater detail.

### 7.3 A Vygotskian interpretation of the tape transcript task

This interpretation of the TTT aims to show the ways in which the task provided opportunities for collaboration and assisted performance. The transcripts are examined for evidence that cognitive development is observable in social interaction, in accordance with Vygotskian theory.

The section draws on a study by Donato (1994), who analysed transcripts of students completing a similar task to the TTT in order to "observe directly how students help each other during the overt planning of utterances and the outcome of these multiple forces of help as they come into contact, and interact, with each other" (p.42). Although Donato refers to just some of the following multiple forces in his study, each one is discussed in this section in the order below.

7.3.1 Expert roles

7.3.2 Novice roles

7.3.3 Alternating expert and novice roles

7.3.4 Collective scaffolding

7.3.5 Recruiting interest and pursuing goals

7.3.6 Disinhibition

7.3.7 Private speech

7.3.8 Zone of proximal development

#### 7.3.1 Expert roles

During the TTTs, it was often the case that one particular student in the group had the knowledge necessary to resolve a language problem. The student's presentation of this knowledge was often consistent with the role of expert in Vygotskian mediated dialogue. The credentials presented by students to claim a role as a 'knowledgeable person' varied in form. The following extract shows two instances of students playing an expert role by citing grammatical rules.

Oct.8:4

THEY CONSIDERED THAT IT WILL BE GROW BUT WHILE HE DIDN'T WISH TO CHANGE THE STYLE. HOWARD DIDN'T GIVE UP AND SO TO MANAGEMENT POLICIES.

1. Reina: Hmm it would be grow? It would be growed toka ja nai yo ne. (*what I've said isn't right is it?*). It would grow. Grow is world wide?
2. Jun: Tenkaisurutte (*develop*)+ IT WILL it it would be grow

3. Reina: kore past ja nakatta kara. Ittemo. past ja nakatta.  
(Because it's not in the past tense. Even if the speaker said something like that) It would grow.
4. Jun: eh? 'It would'?
5. Reina: mae ga kako dattara ushiro mo kako ni narun ja  
nakattakke?(I think that the former part of the passage is in the past tense so the latter part should also be in the past tense,no?)
6. Jun: do you need 'be'?
7. Reina: no
8. Jun: no?  
--- ---
9. Nina: Jun I don't think you can say 'while' here. You can't have two sets of fukushi  
(adverbs) What what did you want to say?
10. Jun: they considered it would

In the first instance, Reina refers to a preceding verb tense in order to suggest tense harmonisation (turn 3). In the second (from turn 9), Nina refers to a grammatical rule to explain what she believes to be an error in a peer's transcript. The extract shows how different students could assume the role of expert within one TTT. This was, in fact, a regular feature of the mediated dialogue arising from that task. In the next extract, the dialogue between Kaoru and Miki is reminiscent of teacher-student interaction. Kaoru did not submit his transcript for Miki's scrutiny. His correction of Miki's script here is representative of how he alone provided the corrections to her output; his dominance within this dyad will be discussed later in this section. The group dynamic may have been such that, instead of Kaoru providing an expert *role* in some LREs, he had a permanent expert *status*. It may be because his expert status was so well established that he did not invite suggestions from Miki and she did not provide any.

Jun.4:7

AS I FIRST WANTED TO SEARCH ABOUT NATIONAL CHARACTER SPORTS IS MY SECOND CHOICE AND THERE ARE TWO REASONS WHY I CHOOSE IT.

Kaoru: So first you wanted to research about national character.

Miki: Yes

Kaoru: But?

Miki: But

Kaoru: your che-second choice was sports [right?

Miki: [yes

Kaoru: Okay, ah at first I wanted to research about national character and sports was my second choice. (speaking while he rewrites this corrected version onto the transcript sheet).

Correction is not necessarily the same thing as mediation, and although Kaoru was often able to point out errors in Miki's output, there were instances where he did not always provide appropriate scaffolding to help Miki participate in the learning process, as we see in the following extract.

Jun.4:14

SINCE THEN OLYMPICS ARE EVOLVED BY POLITICS

1. Kaoru: 'evolved' what's that?
2. Miki: are influenced
3. Kaoru: oh, what do you mean by 'evolved'? SINCE THEN OLYMPICS ARE
4. Miki: I forgot [laughs
5. Kaoru: [laughs okay
6. Miki: 'are influenced' okay?
7. Kaoru: since then Olympics are influenced by politics? (doubting in intonation) Olympics? ahh
8. Miki: (laughs) Olympics + the policy
9. Kaoru: po-policy? (laughs)
10. Miki: *wakkanai* (*I don't know*)
11. Kaoru: well we'll just skip it. (15 second pause) Alright I think we're finished.

Although Miki is making an effort to modify her output (turns 2, 6 and 8), Kaoru's responses are not supportive. In turn 9, he laughs at Miki's suggested modification and this seems to inhibit her from making further attempts (see the discussion of disinhibition in Section 7.3.6). Kaoru is showing behaviour similar to that observed by Yule (1994), in a study of a student dyad completing a communicative map task. One student was more proficient in English and was consequently insensitive to his partner's perspective, placing little importance on the partner's contributions to the task. Although Miki defers to Kaoru as an expert (turn 6), he does not provide the scaffolding associated with that role. Perhaps it was not a role that he wanted to assume, as evidenced by this extract,

Jun.4:12

1. Kaoru: I thought it was easy (changes tense)
2. Miki: Ah, it was easy.
3. Kaoru: I don't know. I hate grammar. [laughs
4. Miki: [laughs

In turn 2, Miki is confirming Kaoru's change of verb tense. His reaction is interesting; he seems to backtrack from the resolution by casting doubt on its accuracy. This suggests that he is retreating from the expert status, with its implicit responsibility, that Miki has attributed to him.

Alternatively, perhaps his interpretation of the task did not include the kind of mediation that it was supposed to encourage. He may have seen the task simply as an exercise in correction and decided that this could be done most efficiently by himself, without protracted discussion. Coughlan and Duff (1994) show how 'the same task' can be interpreted differently by different students, or even by the same student at different times. Lantolf (2000:11) talks of "the unstable nature of activities", while Gillette (1994) describes how a student's personal motivation will have an effect on the way a task is carried out. Miki may have been more

motivated to concentrate on form during the task, because she felt she needed it, while Kaoru's did not and therefore did not submit his transcript to scrutiny.

In other groups, temporary expert roles sometimes stemmed from the use of dictionaries. Like language, dictionaries are an example of a *psychological tool*, which "serve as mediators for the individual's mental activity" (Lantolf and Appel, 1994: 8). This mediating role can be seen in the following extracts.

Jun.16:8

1. Nina: THAT'S THE ONE OF THE REASONS. That's the one. Do do I need 'the'?  
That's a one? That's one of the reasons?
2. Reina: that is [the one
3. Nina: [that is one of the reasons
4. Reina: So? It's? I guess ah I don't know. 'one' ne (*eh*) (consulting dictionary)
5. Nina: one (laughs)
6. Reina: Ah mukanshi (*without article*) so you don't need 'the'

In order to find out information about the grammatical behaviour of *one*, Reina looks the form up in the dictionary, where she finds a grammatical note that says the form is used without the article. This finding is reported to the group in turn 6. The dictionary is therefore used to direct the mental activity that the student is involved in.

### 7.3.2 Novice roles

Novice roles were apparent in the calls for help and admissions of uncertainty exhibited by the students during the TTTs, for example,

"I didn't know how to express" Jun.1:16

"This is okay?" Jun.7:15

"I didn't know how to change uh the the contents contents ...So but now I don't know how to change" Jun.8:26

"tatsukete hoshii wo kudasai.tatsukete nancha? (*Please help us. How do you say that?*)" Jun.12:10

They were also apparent from the thanks that students sometimes gave to their partner, which suggests that the partner had done something they could not have done themselves,

"Black and hmm. Okay thank you." Jun.1:20

Reina: So however? (changed to this).

Jun: Okay thank you. Oct.8:6

I have already discussed Kaoru's almost permanent expert *status*, which suggests a corresponding novice *status* for Miki. A similar longer-term novice status was apparent in other groups. Keiko seemed to have a distinct awareness of expert status and novice status in

the TTT she completed with Hiro in October, regarding him as having greater expertise than herself. This was indicated by such comments as "very poor English" when she described her own output and "you are very good, I think for English" to Hiro. Keiko corrected only one of Hiro's errors during the October TTT. This may have further reflected her feeling that Hiro was more able than herself to do so. Nevertheless, she was more likely to correct her own errors. I will describe this grouping in greater detail in the next section.

One more student who participated little in the initiation and resolution of LREs was Jun. Unfortunately, we cannot tell how he participated in the discussion of his own section in June, as the recording of that section was inaudible. However, his silence during the discussion of his partners' sections was striking. Out of 26 LREs, he contributed to just two. None of his contributions was incorporated as a correction to the transcript. In October, again during the discussion of his partners' sections, he contributed to just three out of 11 LREs, and only one contribution was a suggested resolution. He played a bigger part in the discussion of his own section, contributing to all six of the LREs, but he initiated and resolved only two of these. As with the groupings mentioned above, there was a marked difference in English proficiency between Jun and his two partners, and this may have influenced his feelings about contributing.

The roles of expert and novice switched regularly within the groups. Before we go on to look at this in detail, the following extracts show how it was not always possible to clearly attribute expert or novice roles in some of the LREs.

Oct.2:8

SPREADED RAPIDLY

1. Lisa: Is it- Do you say 'spreaded' or 'spread'? Coz I looked up dictionary and they didn't have 'spreaded'. Just had 'spread'.
2. Midori: they spread
3. Lisa: You don't need e - d?
4. Midori: I think spread. They spreaded
5. Yoko: I don't know
6. Lisa: Hmm. Spread.

Lisa's consultation of the dictionary has not helped her solve her problem with the appropriate past tense of *spread*, as it did not include the form that she had used herself. This example differs from the previous ones, as although Lisa seems to be signalling her novice role by asking for help, her remarks about her having consulted the dictionary show that she has already been working on the problem and that she is already aware of the target-like *spread*. In addition, turn 1 actually shows signs of the type of scaffolding typically supplied by an

expert. Lisa's explanation, in effect, takes the others in the group through the steps necessary to solve the problem, including the evidence that she has already uncovered. It seems that despite what the dictionary said, she still feels that there is a chance that her use of *spreaded* is target-like. The rest of the group are being asked to help her draw appropriate conclusions from the knowledge she has discovered. Therefore we might say that Lisa is talking to them as 'fellow experts', and appealing to their expertise.

An interesting comparison to the above is the following extract from the Sound and Music group during the October TTT. It is edited for reasons of space but a complete version can be found in Appendix 7 on page 426.

Oct.14:4

MUSIC IS \_\_\_\_\_ (Ken drew a line to represent what he could not hear on his tape) PRODUCTS MADE FROM INDIVIDUAL SOUND SHAT HOWEVER CAN THE DEFINITION OF MUSIC, DIFFERENCE BETWEEN SOUND AND MUSIC BE SO SIMPLE OR FIRM.

1. Haruka: I don't understand this sentence's grammar. MUSIC IS + PRODUCT This is verb? noun? MADE FROM INDIVIDUAL SOUND THAT HOWEVER
2. Sumire: The sound?
3. Haruka: That however?
4. Sumire: Huh?
5. Haruka: I don't understand.
6. Sumire: MADE FROM INDIVIDUAL SOUND
7. Ken: I don't understand. (draws in air between teeth)  
--- ----
8. Ken: I don't know
9. Haruka: So it's up to Mennim

The students are trying to make sense of an incomplete section of Ken's transcript but become increasingly frustrated in their efforts. Haruka's final statement, which concludes the discussion, alludes to the teacher as the ultimate expert. She is suggesting that the group can rely on me for a correct resolution. So, unlike Lisa above, Haruka assumes the group to be, in this particular instance, 'fellow novices', in contrast to the 'expert' teacher.

### 7.3.3 Alternating expert and novice roles

A regular feature of the LREs was the students' switching of roles between that of novice and expert. As an example, the following LREs from the Globalism group occurred in the October TTT within seconds of each other.

Oct.16:1

NOW WE'D LIKE TO START OUR PRESENTATION ABOUT STRATEGY OF GLOBAL COMPANIES  
Reina: do we need 'the'?



Jun: I think [hm

Nina: [no

Oct.16:2

VISITED SHOPS AND RESEARCHED THROUGH INTERNET

Nina: Do we need the internet? 'The internet' or just 'internet'?

Reina: the the internet

Both LREs are concerned with the use of the definite article. The first is initiated by Reina and resolved by Nina. The second is initiated by Nina and resolved by Reina. The occurrence of two LREs within such proximity, concentrating on the same form but resolved by different students, clearly shows the alternating roles associated with mediation. We will return to the issue of alternating expert and novice roles when we discuss other characteristics of mediated dialogue. Students who might be attributed a novice role regarding their source of linguistic knowledge, might nonetheless play a more important role in the construction of scaffolds pertaining to the recruitment of interest in a task, or in the continuing pursuit of the task's goal.

#### 7.3.4 Collective scaffolding

Collective scaffolding is a form of mediation that contrasts with the unidirectional help from expert to novice that was most generally present in the LREs above. Donato (1994: 42) argues, in the context of SLA, that non-native-speakers working together can "*mutually construct* a scaffold out of the discursive process of negotiating contexts of shared understanding" (original italics). He describes students as individually novices, but collectively experts, as, although individual students might be able to control only specific aspects of a target construction, the group can synthesise these parts to arrive at a complete and target-like resolution (p. 45).

Oct.4:12

1. Kaoru: ONE HUNDRED THOUSAND JAPANESE WHO ARE WANTING TO SEE ICHIRO VISIT SEATTLE AND THREE THOUSAND ONE HUNDRED AUDIENCE IN THE STADIUM uh?
2. Miki: uh stadium there was three thousand and one hundred
3. Kaoru: Seattle and three thousand one hundred thousand audience of the stadium stadium
4. Miki: Three thousand and one hundred increase
5. Kaoru: hmm? No + the audience of the stadium increased
6. Miki: Oh + the audience of the stadium increased by three thousand and one hundred per one game.

Kaoru is reading the original text in turn 1, but stops when his comprehension of the sentence breaks down. Miki responds to this by trying to explain the ambiguity of the noun phrase "3,100 audience". Kaoru seems confused, perhaps as an audience of 3,100 for a major baseball match seems small. In turn 4, Miki clears up the confusion when she states that the

figure refers to an *increase* in spectators rather than a total number of spectators. This allows Kaoru to change the phrase to "the audience of the stadium increased" in turn 5. Miki then contributes the correct preposition *by* in turn 6, to introduce the size of the increase. In this way, both students have contributed distinct parts of the resolution.

Oct.10:18

AND IT IS TRUE THAT HUMAN BEINGS COULD DEVELOP BY EUROPEAN IDEOLOGY BUT NOW IT CAUSES ENVIRONMENTAL PROBLEM.

1. Toru: could huh? beings ++ were were developed by
2. Katsu: what do you mean?
3. Toru: human beings developed because of European ideology, you want to say.
4. Katsu: hmm
5. Toru: right? So if you use 'by' here it should be *ukemi* (*passive*)?
6. Katsu: uh huh oh?
7. Toru: isn't it? I don't know. Ah AND IT IS TRUE THAT HUMAN BEINGS COULD DEVELOP themselves by European ideology.
8. Katsu: uh hu hu
9. Toru: could develop themselves
10. Katsu: could could be
11. Toru: or 'could - could be developed by' is also good I think. 'Could be developed by' or 'could developed themselves'
12. Katsu: ah ah I like 'Could be developed by'
13. Toru: ah 'could be developed by' okay

The students are seeking an appropriate passive structure to describe how society achieved development through mass industrialisation, which they refer to as a European ideology. Toru changes the auxiliary verb in turn 1, as well as altering the tense. This change of tense now remains throughout the LRE and in the final resolution. After checking Katsu's meaning, Toru refers to the need for the passive in turn 5. He seems to reach this conclusion due to the appearance of the preposition *by*. Between turns 7 and 9, Toru substitutes the passive construction for a reflexive one, but Katsu seems to prefer the passive as evidenced in turn 10 by his recalling of *could be*. This is the first time that *be* has been introduced to the passive construction. Again, the final resolution "could be developed by" is a synthesis of the different parts that the students contributed.

### 7.3.5 Recruiting interest and pursuing goals

The mediation that we have considered so far related to the actual construction of sentences. This was often achieved by the use of scaffolding. Two further characteristics of scaffolding (Donato, 1994: 41) are the recruitment of interest in the task and the maintaining of the pursuit of the task's goal. These are clearly important to a task such as the TTT, where students are working by themselves without the direct guidance of the teacher. This section considers ways in which the students helped each other in the minute-by-minute management

of the TTT. The value of their contributions in this regard seem clear when we recall the difference in the number of student-initiated LREs between the June and October TTTs, when this kind of dialogic interaction was present, and the solo December TTT, when it was not.

(i) Recruiting interest

The recruitment of interest in a task can be achieved by asking for assistance or, as was often the case during the TTT, pointing out problems in the transcript. In the data, there are many examples of this kind of request, which directed students' attention towards particular parts of the transcripts.

"How should we fix that?" Jun.2:8 (Lisa)  
"I think we need like one word after 'these'" Jun.2:13 (Midori)  
"Is it strange?" Jun.7:5 (Hideo)  
"Do you say 'very related'?" Jun.9:2 (Hiro)  
"Is it okay?" Oct.8:13 (Keiko)  
"I don't understand this sentence's grammar" Oct.14:4 (Haruka)  
"Do you think I should cut this part?" Oct.16:5 (Nina)

Although the students often recruited interest in the task by asking questions, not all of the examples are question forms. Midori and Haruka sought responses by making statements about their own judgements of problem sentences. This form of scaffolding was not always initiated by the students who were more expert in resolving language problems. Keiko had a tendency to initiate LREs, which was not necessarily matched by an ability to resolve them, as I shall discuss in the next section. We might therefore interpret this tendency positively in the way that she provided more recruitment of interest in the task. However, as will be discussed in Section 7.4, there is a danger that the students might feel that one of their peers is domineering their group.

(ii) Pursuing goals

After the initiation of a language problem, mediating dialogue still needs to be managed. This will not represent a great problem if the students remain mutually oriented to the task. Donato, discussing this, points to affective markers such as "Yea", "Oh" and "Ah" that signify points at which "joint focus of the attention has been achieved" (1994: 46). Such markers are also abundant in my data, and the following extracts show parts of the students' dialogue (highlighted in bold) that maintain a joint focus on specific forms or general aspects of the TTT. Most of these take the form of short affective markers such as *ah* or *hmm*, but longer parts of dialogue also helped maintain a focus on parts of the task.

Jun.3:3

Midori: I have too much 'ands'  
Lisa: **oh yeah. And the sentence is so long.**

Midori: **yeah I know.**  
Lisa: **okay**  
Midori: **[Oh! okay**  
Lisa: **[Oh!**  
Midori: **Okay let's let's start from the beginning.**  
Lisa: **okay**

Jun.9:6

Hiro: (pointing out duplication) This is, we don't need this.  
Hideo: eh? Wait, BECAUSE OF GOD'S FAITH THE FAITH TO GOD. Which do you like? Same meanings.  
Hiro: **yeah yeah yeah**

Oct.10:11

Toru: uh especially focused on Japan and Germany  
Katsu: focused to?  
Toru: focused on  
Katsu: focused on  
Toru: focused to or focused on  
Katsu: **ah okay okay**

Oct.14:3

Sumire: and not 'seories' theories  
Ken: how do you spell?  
Sumire: t - h  
Ken: **ah! What else?**

The first examples help maintain a focus on individual forms, while the last involves a focus on the task in general, as Ken is asking for more suggestions about his entire transcript.

Of course, the students' mutual focus can break down. The next set of extracts shows examples of such instances. Students initiating such dialogue aimed to regulate the behaviour of their peers in order to shift their focus and pursue the task in a specific direction.

"Something to add? Is there anything? Something?...Please say something" (Keiko)

Oct.8:14

Here, Keiko is addressing her partner's silence. She is not referring to a specific form (for a complete transcript and fuller discussion, see pages 213-4), but a sentence from her transcript that she has just read out verbatim. Although most LREs were initiated by specific reference to a problem form, Keiko is making a non-specific initiation here (see also section 7.4.1.2). Perhaps this conflicted with her partner's expectations of the task, and he did not know how to respond to a general enquiry. Keiko's words had the effect of focusing his mind on her output, as he gave a response in the next turn.

Oct.10:19

Toru: I think we've done enough because we should only correct [uh two third of this paper.

Katsu: ah okay okay

Toru is referring to the instructions to the TTT as I described them. As a guide to the amount of time the students should spend on the task, I had suggested that two thirds of a page of transcript would be an adequate amount to correct. Here, Toru seems to concentrate on time management and calls a halt to the correcting of his partner's transcript.

Jun.1:16

1. Yoko: Yes
2. Hideo: Confusion between
3. Keiko: Did you did you hear my opinion? (laughter) I was talk with her about this sentence but you but you cut in and (laughter)
4. Hideo: I'm sorry. (laughter) Go on. Please please explain.
5. Keiko: No

Although this extract seems to show a charged atmosphere (Keiko is complaining about being ignored), the tone of the exchange is actually good-humoured, as evidenced by the sets of laughter in turns 3 and 4. Keiko feels that her previous contribution has been ignored by Hideo, so she interrupts him in order to remonstrate with him. This relates to the pursuit of the goal of the task, as, presumably, Keiko feels that this is best achieved if everyone has the chance to contribute.

### 7.3.6 Disinhibition

Donato describes *disinhibition* as another way of scaffolding a novice's linguistic performance. Disinhibition is

"clearly in line with the function of scaffolding, since it is one way of allowing a novice to begin or maintain pursuit of the task goal and control frustration during problem solving." (1994: 50)

Disinhibition is a term with affective overtones, but it does not simply relate to the nurturing of self-confidence. It applies equally to the way in which dialogue can act as a catalyst to encourage contributions from others, and can reduce the possibility of task abandonment. It can address apathy, confusion and other factors that might get in the way of task engagement. This section looks at ways in which student dialogue had a disinhibiting role, and encouraged either linguistic processing or a general engagement in the task. Disinhibition is therefore illustrated in terms of both scaffolding and task pursuit, as will be seen in the following examples.

One common feature of the students' dialogue that facilitated engagement in the task was the offering of two alternative resolutions. These were discussed in detail in Section 7.2.2.3.

Toru: 'focused to' or 'focused on?' Oct.10:11

Nina: Do we need the internet? 'The internet' or just 'internet'? Oct.16:2

Alternative resolutions were not the only means by which students disinhibited their peers. The various other forms of initiation, discussed in Section 7.2 (direct questioning, hedged suggestions), have the same aim, that is, to encourage the pursuit of the goal of the task by explicitly inviting responses.

Jun.9:2

1. Hiro: Do you say 'very' related?
2. Hideo: very? Hmm?
3. Keiko: I think it's okay. Very related. 'Strongly'?
4. Hideo: 'closely'?
5. Keiko: ah
6. Hiro: closely okay.

Initially, there is a limited response to Hiro's query about his choice of adverb. In turn 2, Hideo reflects on the question but offers no answer. In turn 2, Keiko initially agrees with his choice but then suggests the alternative *strongly*. Until this point, the task of considering a replacement adverb could have been abandoned. It seems that it is this alternative suggestion, rather than Hiro's initial query, that prompts Hideo to think of *closely*, a more appropriate adverb, which they then agree on. Keiko's suggestion might then be viewed as the catalyst that disinhibited, or stimulated, Hideo's processes of vocabulary selection.

Oct.8:6

THEY CONSIDERED THAT IT WILL BE GROW BUT WHILE HE DIDN'T WISH TO CHANGE THE STYLE. HOWARD DIDN'T GIVE UP AND SO TO MANAGEMENT POLICIES.

1. Nina: Jun I don't think you can say 'while' here. You can't have two sets of *fukushi* (*adverbs*) What what did you want to say?
2. Jun: they considered it would
3. Nina: 'But on the other hand'?
4. Jun: Uhm he he know the company would grow but growing means change change the style sometimes.
5. Nina: Okay.
6. Jun: So he know the company would grow up but he didn't change the style. He don't wish to change the style ++ and management policies.
7. Reina: So however? (changed to this).
8. Jun: Okay thank you.



This unresolved episode is discussed at length in Section 6.2.2. This extract is just part of the discussion the group had while trying to recover the original sense of the utterance. A marked feature of this group's discussions, mentioned above, was Jun's background role. The key contribution is in turn 1 when Nina asks Jun "what did you want to say?" The question has a marked effect on his engagement in the task. Turns 4 and 6 are the longest contributions he gives in any of the TTTs. It seems that the question helped Jun in terms of his confidence to take part in the task generally.

Oct.12:2

THEIR OWN RINGING MELODY IS A MUSIC BUT NOT OTHERS

1. Ken: comma
2. Sumire: apostrophe (others')
3. Ken: apostrophe

In this example, Ken has noticed the absence of possessive punctuation in *others*, but he makes a mistake in selecting the correct metalanguage, suggesting *comma*. Sumire is able to supply the correct form in the next turn. There were very few LREs about punctuation (4 out of 287), so it seems that punctuation was not something that the students were likely to focus on. Ken's initial contribution can therefore be seen as an instance of disinhibition if we speculate that, had he not contributed, Sumire would have failed to notice it herself.

### 7.3.7 Private speech

We recall that private and inner speech is involved in the transition of other-regulated, or intermental, to self-regulated, or intramental, activity. That is to say, although a child might first be assisted in a task by a parent, the child will soon begin to develop its own capabilities:

"The primary means of carrying out other-regulatory functions is through dialogic speech. Eventually, the child begins to take over a larger portion of the responsibility for strategic functions, until self-regulation, or independent strategic functioning is achieved" (Lantolf and Appel, 1994:12).

Private and inner speech is a transitional tool that allows this gradual taking over of responsibility. It allows novices to 'talk themselves through a problem', just as they were previously taken through the problem by an expert. Eventually there will be no need for any mediating behaviour and private speech will no longer be necessary.

During the TTTs, private speech was often heard as students wrote down suggestions from other students. This may have been either to keep the utterance in their head until they had it

down on paper, or alternatively, to confirm with their partner whether they were writing down the correct version. If the latter were the case, then this would represent *group* speech.

In the following examples, private speech seems to be used for self-regulatory purposes.

Oct.2:7

THEY HATED THE IDEA BLACK PEOPLE GAINING ANY RIGHT LIKE VOTING IN ELECTION OR PRACTICING ANY RIGHTS.

1. Lisa: GAINING ANY RIGHTs? (emphasising plural)
2. Midori: gaining any rights. Any rights?
3. Lisa: any rights? + **any right anybody**
4. Midori: so is it anybody?
5. Lisa: yeah anybody. IN ELECTION OR PRACTICING ANY RIGHT any right .
6. Midori: Hmm

In this example, Lisa is using private speech in turn 3 (text in bold). She is comparing the form *any right* with *anybody* in order to determine whether *right* should appear in the singular or plural. In this way, she is drawing on her prior knowledge and exploring analogies to see if the form 'sounds right'. It is noteworthy that the form *anybody* appears unexpectedly in turn 3; she has not mentioned any kind of analogy to the group, and so the word is clearly not addressed to anyone but herself. Nevertheless, it seems from her comment in turn 4 that Midori immediately understands Lisa's tactic.

Oct.11:12

1. Toru: I SAW A MAN DO LIKE THIS DID LIKE THIS (laughs) I said twice.
2. Katsu: yeah ah okay. Did like this?
3. Toru: I saw a man do. Grammatically isn't maybe false to say do like this.
4. Katsu: Mm hmm
5. Toru: **I saw a man for example 'I saw a man enter the room'. 'I saw a man enter the room'. That means it was past.**
6. Katsu: Oh okay mm hmm
7. Toru: **but 'entered' 'I saw a man entered the room'. Ah ja nakute (not that) +++ I think both are okay.** [hmm.
8. Katsu: [mm hmm

In this extract, Toru is considering the verb tense of the non-finite verb phrase "a man do like this". In turn 3, he seems to know that the present tense is target-like. In turn 5, it seems that he is explaining this to his partner. However, turn 7 suggests that his pronouncements are as much for his own benefit. His repeating of "I saw a man entered the room" seems to take him by surprise, as the utterance does not sound as non-target-like as he initially thought. He eventually concludes that it, too, is acceptable. So it seems that he was not entirely sure of the tense and that he was exploring, through private speech, possible solutions. In turn 7, the private speech is similar to the examples above, as he is listening to see what sounds correct, but in turn 5, he also refers to metalanguage: "that means it was past", drawing more explicitly on his grammatical knowledge.

### 7.3.8 Zone of proximal development (ZPD)

We may recall from the literature review that it is a tenet of socio-cultural theory that only knowledge and skills at a level within the ZPD can be made accessible through mediated help. Anything too complex will remain beyond the learner's reach. As regards the TTT, it would be useful to know whether the assistance offered to students by their peers falls within this theoretical zone, and is therefore effective and useful to them.

It is not necessarily the case that the students' similar level of English proficiency will ensure that assistance will be appropriate to their potential level of development; although the students were in the same streamed class and of a similar age, we have already observed the difference in proficiency between some student pairings. This section therefore considers what sense students made of the assistance they received.

Of course, it is difficult to tell from merely examining the TTT discussions whether the assistance offered is appropriate or not. Nevertheless, we can observe some student responses to assistance that give some insight into the students' ZPD.

There are many affective markers in the transcripts, which indicate that students have understood their peer's assistance.

Jun.4:12

Kaoru: I thought it was easy (changes tense)

Miki: Ah, it was easy.

Jun.4:10

Kaoru: I'm interested in how it WILL affect

Miki: Ah, will affect

Both of these extracts come from the Sports group in June. Miki's use of *ah* seems to indicate her recognition that Kaoru's suggestion is acceptable, and her repetition of the resolution seems to confirm this. His assistance therefore seems to be pitched at an appropriate level for Miki. The following extract provides an interesting contrast.

Jun.9:1

1. Hideo: WHY I CHOSE THIS TOPIC IS THAT I AM INTERESTED IN WORLD HISTORY AND RELIGIONS ARE VERY RELATED
2. Hiro: It's strange
3. Hideo: It's strange because you you you say the reason of why you choo-chose this topic. Is it strange?
4. Hiro: yeah and they are
5. Keiko: history and eh
6. Hideo: 'very related' means history relate
7. Hiro: religions [are related
8. Keiko: [religions

9. Hideo: mm? ah you mean which which are very related
10. Keiko: ah
11. Hiro: **Ah Yeah yeah yeah okay**
12. Hideo: okay?
13. Hiro: which
14. Hideo: how do you think?
15. Yoko: **I don't understand (laughs) What the? I**
16. Keiko: History + and related relations + which are very related
17. Hiro: Do you say 'very' related?

The students are trying to make sense of Hiro's utterance, which is ambiguous to them until Hideo realises, at turn 9, that the insertion of the relative pronoun *which* helps clarify the sentence. Again, the interjection *ah* is heard from both Keiko (turn 10) and Hiro (turn 11), signalling that they have understood this resolution. Hideo then turns his attention (turn 14) to the fourth member of the group, Yoko, who has remained silent. She has not been able to follow the assistance Hideo offered and she admits this to the group. This prompts Keiko to offer further scaffolding at turn 16. The assistance she offers is not particularly clear and is interrupted by Hiro, who introduces a new, and unrelated, language problem. Therefore, this LRE may not have been beneficial to Yoko; her lack of understanding suggests that the guidance offered was beyond her ZPD, while the subsequent scaffolding could well have been insufficient.

Oct.17:1

SINCE IT WAS ESTABLISHED IT'S GOT OWN PHILOSOPHY WHICH MADE STARBUCKS SO POPULAR NOWADAYS.

1. Nina: it's got its own philosophy
2. Reina: uh it's got is it eh?
3. Nina: it's got its own philosophy
4. Reina: it's got its own

Here, the Globalism group is discussing Reina's transcript. Nina has noticed that Reina has omitted the personal pronoun before *own*. She offers her resolution in turn 1, but Reina does not signal confirmation or agreement; instead, her reaction seems unsure. She tries to repeat what she has heard in turn 2, but does not manage to reproduce the form. Nina provides further scaffolding in turn 3, and Reina succeeds in noticing the missing form and repeating it in turn 4. The extent to which Nina's assistance was useful to Reina nevertheless remains unclear. Her repetition at turn 4 is spoken as though it is private speech, enabling her to transcribe the phrase onto her transcript. This could suggest she was unable to make sense of Nina's assistance, but felt that she could rely on her suggested correction for the purposes of the task. Tracking 8.1.11 will show that Reina made little subsequent progress in her use of this form.

### 7.4 Individual students' performance during the TTT

From the analysis of the transcript task, it became clear that individual's approaches to the task varied. For reasons of space, I will describe just one student's performance on the task in detail, considering how she approached it, her reactions to it, and the possible effects of this on the rest of the group. I focus here on Keiko, chosen firstly because her sections were consistently subject to the longest discussions amongst all six of the groups. Secondly, while listening to the tapes of these discussions, I realised that she was going about the task in a slightly different way to the other students and was keen to examine the data to see if this was the case, and, if so, to identify those aspects of the discussions that stood out. The features of her performance are contrasted here with those of other students. The following discussion therefore draws from a wider range of the TTT recorded data than just Keiko's contributions, and the end of the section summarises some interesting features of other groups' discussions, which also cast light on the effect of social dynamics on task performance.

#### 7.4.1 Group 3 on task

The first striking aspect of Keiko's TTT sessions was that her group spent much more time considering her transcript than any other. In June her group spent 23 minutes discussing her section, and in October they took 15 minutes. These were by far the two longest discussions for each of the months. In June the students averaged 8 minutes and 18 seconds of discussion per section, while in October they averaged 7 minutes.

**Table 38: Minutes spent discussing Keiko's section compared with other students' sections**

Keiko June	Average June	Keiko October	Average October
23 minutes	8.3 minutes	15 minutes	7 minutes

I was interested in why there was so much more time spent on her transcript than the others. If students are left on their own to perform a task, teachers might want to ensure that the task is being done in an appropriately collaborative way. If one student somehow manages to dominate the task, perhaps taking an unfair share of the time available, then this might have a detrimental effect on the other students' appreciation of the value of the task.

My initial suspicion was that this student must have been exerting some kind of domineering influence. I thought that this might have been due to insecurity about her English, or to the fact that she valued grammatical accuracy, or enjoyed grammatical discussion more than the

other students. An examination of the two sessions in detail showed that Keiko's own behaviour was not the only reason for the apparent disparity.

In June, Keiko was in a group of four discussing tape transcripts. (An extra student who had arrived in class late joined Keiko's group of three). The first aspect of the discussion I considered was the amount of time taken to discuss each student's section in relation to the length of each section.

**Table 39: Details of June TTT discussion for Group 3**

Student	Length of discussion (minutes)	Length of extract (words)	Average discussion per 100 words (minutes)
Hideo	10	82	12.2
Hiro	9	99	9
Keiko	23	199	11.6
Yoko	12	100	12

So the disparity in June could be traced, to a great extent, to the length of the extracts under consideration. Looking at the average number of minutes' discussion per 100 words we find a strikingly similar figure for three of the students: around 12 minutes per hundred words. The other student is not so far behind having 9 minutes' discussion for the same length of text. It therefore appears as though the students have been diligent in going over each extract with the same level of scrutiny. If there was any unfairness here it was that Keiko had submitted a much longer extract for examination. But this did not seem to have had a detrimental effect on the students' subsequent work. Yoko's text was the last to be discussed (straight after Keiko's) and the level of scrutiny seems to have remained consistent with the others at 12 minutes per hundred words.

However, when we look at the corresponding figures for the October TTT, a different picture emerges. In October, due to student absences, Keiko and Hiro worked together on the task as a dyad.

**Table 40: Details of October TTT discussion for Group 3**

Student	Length of discussion (minutes)	Length of extract (words)	Average discussion per 100 words (minutes)
Hiro	5	98	5.1
Keiko	15	119	12.6



Here is evidence of a much less equal focus on each of the sections. Clearly there was more discussion of Keiko's transcript in October: three times as much in terms of minutes. One explanation might be that Hiro's transcript was almost error-free and so they sailed through his section in five minutes. They certainly found more errors in Keiko's section; it triggered 18 LREs compared to 8 for Hiro. But they overlooked some errors, which I discovered as I carried out the next stage of correcting.

Teacher's corrections following October TTT

Keiko: 11

Hiro: 10

The point here is that Hiro was still making errors; they just seemed less able, as a group, to identify them. There seemed to be a better clear-up rate for Keiko's sections than for Hiro's. In order to find out why this was the case, I looked at the October LREs in terms of who initiated and resolved them.

In October, 18 LREs were triggered by Keiko's text and 8 by Hiro's.

<u>Keiko</u> (Oct.)		<u>Hiro</u> (Oct.)	
18 LREs		8 LREs	
Self initiated:	12	Self initiated:	4
Other initiated:	6	Other initiated:	4
Self resolved:	7	Self resolved:	6
Other resolved:	9	Other resolved:	1
Group resolved:	1	Group resolved:	1
Unresolved:	1	Unresolved:	0

So from these figures we see that Keiko was more likely to spot a language problem in discussing her own section, though the resolutions they provided were roughly equal in number. Hiro's section was different. Although there were equal contributions when spotting problems with language forms, Hiro was much more likely to go on and repair them. There is one group-resolved episode and one other-resolved episode, though this episode involved Natusko questioning a target-like form Hiro had used and then 'solving' the problem herself by confirming her understanding of it (LRE: Oct.9:2).

So there is evidence that some students solved more language problems than others on this task. This is not surprising if we consider that some students' English will be more proficient than others. In addition, some students might have reasonable English proficiency but be less inclined to point out errors or correct errors. This could be due to confidence; the task may have sapped Keiko's confidence in this respect, as she seemed disappointed at the level of English that she saw in her transcript. Remarking on her own language she said during the October TTT "very poor English" (LRE: Oct.8:9) while remarking to Hiro, "you are very good, I think for English" (LRE: Oct.9:9). So in Vygotskian terms, Keiko seemed to have an awareness of expert status and novice status, and this might have made her more inclined to rely on Hiro. Although, as we have seen, such status can shift from student to student in the course of one TTT, expert status may have been permanently attributed to Hiro when discussing his section. This does not entirely explain why Keiko was prepared to take a fuller part in the discussion of her own section, although we might speculate that self-criticism may require less confidence than criticising others.

Some of the LREs that Keiko initiated were also interesting and offered more clues as to why it might have taken groups that much longer to discuss her sections. The initiation of LREs is discussed below in two parts: *target-like to target-like LREs* and *non-specific initiation*.

### 7.4.1.1 Target-like to target-like LREs

This kind of LRE was discussed earlier in Section 6.6.3. This was when students had doubts about part of an utterance that was already target-like and went on to change it to an equally target-like alternative. In the June and October TTTs, there were more of these in the discussions of Keiko's sections. In June there were seven and in October six. In June, Keiko initiated six of these herself and in October she initiated three. Nina's section had four target-like to target-like LREs - the second highest number after Keiko. However, Nina initiated just one of these herself. It is not obvious why one student might be more likely than another to point out target-like language. Perhaps a student might value grammatical accuracy more than another and would therefore be more meticulous in questioning a transcript. Nor do we know whether Keiko was simply double-checking or whether she genuinely believed she was pointing out errors. In any case, this highlighting of target-like language would have kept the group on task for a longer time.

### 7.4.1.2 Non-specific initiation

A very common form of LRE initiation involved a student reading out a transcript extract while highlighting the point where they thought the problem was. Below are examples of the opening line of some LREs illustrating this.

Lisa: Is it- Do you say spreaded or spread? 'Cause I looked up dictionary and they didn't have 'spreaded'. Just had 'spread'. Oct.2:8

Reina: Can you use 'and' and 'therefore' together? Not sure. Jun.16:4

Keiko: 'should not be' or 'must not be'? Oct.8:3

All of these LREs were self-initiated and went on to be other-resolved fairly quickly. Looking at the opening lines it is easy to see why their resolution would have been straightforward. In each case the problem was clearly highlighted. Sometimes the student even offered a straight choice between two possibilities. However, other initiating opening lines were much less focused and even presented no specific language form. Here, the other students were presented with a possibly problematic segment but they still needed to identify the language forms that might be the key to the problem.

Jun.9:1

Hideo: WHY I CHOSE THIS TOPIC IS THAT I AM INTERESTED IN WORLD HISTORY AND RELIGIONS ARE VERY RELATED

Hiro: It's strange

Hideo: It's strange because you you you say the reason of why you choo-chose this topic. Is it strange?

...

...

Hideo: mm? ah you mean which which are very related

Hideo is reading Hiro's section. As Hiro listens, he is unhappy with it and he signals his dissatisfaction with *it's strange*. This, of course, offers no clue as to which aspect of the language that Hiro is finding strange. Fortunately, Hideo is able to offer a resolution - that the inclusion of a relative pronoun will make the sentence easier to understand. Here is another example:

Jun.1:3

1. Hideo: WHY WE CHOSE THIS TOPIC IS DEPENDENT ON EACH OF US
2. Yoko: is that okay?
3. Hideo: ehh?
4. Yoko: (laughs) hmm?
5. Keiko: mmh? WHY WE CHOSE THIS TOPIC
6. Hideo: dependent
7. Keiko: depen- depends ah *chigau kankei* (no, relates) oh
8. Hiro: [dependent to
9. Keiko: [depen dependent
10. Hideo: how do you mean?
11. Yoko: I just wanted to say that three of us got different [reasons
12. Hideo: [hmm hmm different reasons

Here, it is Yoko's section that is being discussed. She tries to initiate negotiation for form, simply by asking whether the segment that Hideo has just read is acceptable or not. The initiation is hedged in two ways; firstly regarding where the error might lie and secondly regarding whether any error exists at all. Her question at turn 2 *is that okay?* results in a further question from Hideo in turn 3 as he does not seem to know how to respond to this general question. Yoko seems to sense his confusion in turn 4 and laughs, but perseveres with her enquiry. This negotiation eventually results in resolution by Hideo (after the above extract) but the general nature of the initiation first of all leads to a 'sense explanation' or negotiation of meaning which is initiated by Hideo in turn 10. Once this is cleared up, he is able to attend to form.

Turning to the LREs initiated by Keiko, we see that she often initiated discussion of her output with this kind of non-specific enquiry.

Oct.8:7

Keiko: EQUALITY IDEA it sounds strange  
Hiro: the idea of equality

Although her enquiry about her own transcript is a general one, the focus is obvious because the extract she quotes is so short. Hiro is able to quickly identify and resolve the problem.

Oct.8:19

SO OUR NEXT IS CONCLUSION HE WILL ... I WILL... TOGETHER.

Keiko: I don't can't understand me. What I want to say. What is 'I will'? (laughs) I'm sorry. NEXT so 'the the next'?

Keiko is unclear about what this utterance is supposed to mean. Possible reasons for this have been discussed in the section on recapture LREs. What is interesting here is that one of her first reactions is to ask Hiro what *I will* refers to. She quickly realises the obvious futility of this question, laughs, and even apologises for it. She goes on to address a specific form that might clarify the utterance.

Jun.8:2

Hideo: MY HIGH SCHOOL WAS HIGH SCHOOL WAS [BUILT IN MIND OF  
BUDDHISM  
Keiko: [BUILT IN MIND OF  
BUDDHISM I don't know how to say. Hmm.

Again the focus of the problem is clear from the conciseness of the quote, but Keiko offers no base from which to start any negotiation of form.

Jun.8:8

Keiko: AND SHE DOESN'T TRY TO ACCEPT THE OTHER THOUGHTS OF RELIGION. I think this part is wrong.

Here again her enquiry is general. In the transcripts relating to Keiko's sections there are four examples of non-specific self-initiated LREs in June and a further four in October. A lack of confidence in the L2 may be the reason behind this kind of non-specific initiation. She may be deferring to students who she believes have a higher English proficiency and are better able to correct errors. Nevertheless, she is clearly not so lacking in confidence that she does not speak up when she sees language problems. For her own section she initiates 15 LREs in June and 12 in October. But outside of discussions of her own sections she makes no non-specific initiations. This might be evidence that she does indeed value grammatical accuracy more than the students she is working with and is keen to be meticulous in correcting her own transcript.

A question raised at the start of this section concerned the possible effect on other students if there were a perceived inequality of contributions or of time allocation during this task. During Keiko's discussions with Hiro in October there was very little evidence of tension despite Keiko's sometimes intense questioning.

Oct.8:13

Keiko: Like big circle of life. **Did you understand? Did you understand? Could you? Could you? Did you? No? Is it okay?**  
Hiro: Okay (laughs) probably.

Here Keiko is questioning her own use of the phrase *big circle of life*, which she is using as a metaphor for reincarnation. Keiko asks seven quick-fire questions but Hiro laughs and offers a minimum of assurance. This may be in response to what might be perceived as exaggerated concern about the task. Some seconds later the following exchange occurs, which offers more evidence that Hiro is unwilling to match Keiko's enthusiasm for correction.

Oct.8:14

1. Keiko: AND REICARNATION IS DEEPLY RELATED WITH CONCEPT OF DEATH AND EQUALITY. Something to add? Is there anything? Something? +++ EQUALITY IS how to say? Equality also? is also?
2. Hiro: Hmm
3. Keiko: also dis-deeply we need? I need 'deeply' here? It is also related with? Deeply related with? Hmm. Yes IS DEEPLY RELATED WITH +++ with the rest rest two ideas. Rest? Eh, is it okay? [please say something (laughs)]
4. Hiro: [uh (laugh) the two ideas]
5. Keiko: the two. Rest rest of? Huh. The +++ rest of. The rest the rest two ideas? The rest of two ideas?
6. Hiro: The rest two ideas.
7. Keiko: The rest two ideas. AND CONCEPT OF DEATH TOO.
8. Hiro: 'Also'. Also the concept of death.

9. Keiko: Ah. Eh? Eh? And also concept
10. Hiro: 'even'
11. Keiko: even? +++ And also concept of death + concept of death. Hmm hmm hmm. Okay.

In turn 1, Keiko asks three questions which amount to a non-specific LRE initiation. There is no response from Hiro and after a short pause she continues and introduces a more specific point about the inclusion *also*. This is answered in turn 2 by a minimum response. In turn 3 Keiko asks six questions about the inclusion of the adverb *deeply* but Hiro, again, is unresponsive. At the end of the turn she overtly asks him to "please say something". He laughs and proves that he has in fact been paying attention by providing an appropriate suggestion. This brief lack of co-operation is the only evidence of tension in the whole discussion, and the fact that the pair go on to resolve the LRE shows that their collaboration has by no means broken down.

So, apart from the number of words in the transcripts, we can point to features of the negotiations which extended the students' discussion of Keiko's output. The way that problems were highlighted was probably a factor; it was harder for other students to get a handle on general observations in order to commence a negotiation of form. In addition, Keiko tended to highlight forms that were already target-like more than other students. This over-correction would have been a factor in extending the discussion. Whether or not these negotiation features had a detrimental effect on the task is difficult to tell. There is some evidence that Hiro may have staged a minor silent revolt against excessive questioning but no antagonism is perceptible in the recordings.

### 7.4.2 Differences in task performance between other groups

Section 6.8 showed that student groupings achieved different degrees of success in terms of collaboration and language problem solving. The Sports group, in particular, behaved differently from the other groups; Kaoru and Miki showed little in the way of dialogic interaction. Kaoru did not submit his own transcripts for scrutiny and corrected Miki's transcript largely by himself. There were also breakdowns in negotiation, when Kaoru failed to offer the kind of scaffolding that might have facilitated the task. Reasons for this were suggested in that section and we will return to this in the conclusion.

The Sports group differed from all of the other groups in one other significant way. The other groups' research was itself the result of close collaboration; the whole group investigated the same specifically defined topic, and their presentations showed cohesion across each participant's contributions. The three students in the Sports group were, in effect, researching



separate topics: in the course of their presentations Kaoru spoke about the Olympics, Miki about sport and health, and Yoshi about the economics of sport. This may have been due to personal group dynamics that were not observable in this study, which nevertheless prevented them from working closely together. This might also affected their performances during the TTTs. Yoshi never completed a TTT with the other members of his group. In June he was absent and had to complete the task with another group; in October he was absent again and did not complete that month's TTT at all. The remaining two members' TTT collaboration may have suffered, as they were not disposed to collaborate with each other in general. Donato (1994) and Nyikos and Hashimoto (1997) make the reasonable point that groups who know each other well and enjoy working with each other are more likely to give each other scaffolded support. More detached groupings like the Sports group might therefore have fewer opportunities for 'cognitive apprenticeship' (Nyikos and Hashimoto 1997:513).

In contrast, a group who did seem to get on particularly well together was the Discrimination group. The three members showed close collaboration in their research; their presentation contributions had cohesion and the members made great use of the rhetorical device of inter-group dialogue and interviews to convey their ideas.

Moreover, we saw in Section 7.3 that students can regard peers as fellow experts or fellow novices. Lisa, in the Discrimination group, regarded her group partners as fellow experts at least at times, and this could have resulted in a particularly promising context for interaction. Such a relationship might have a rich potential for positive criticism, alternative hypotheses and expert knowledge - the requirements for exploratory talk, which Tan (2003), has recently argued is beneficial for learning. Bearing in mind the benefit of a good working relationship, this might help explain why Lisa's transcript contained by far the highest number of LREs per minute in June. The class average was 1.3 LREs per minute whereas Lisa's section contained 3.5. In October, Lisa and Midori (working as a dyad) produced an average of 2 LREs per minute compared to the October class average of 1.2.

Having considered in this chapter the effects of the TTT that were observable almost immediately, the study now moves on to longer-term effects of the TTT and of the other noticing tasks described in Chapter 5. The analysis of these tasks thus far has shown that they resulted in short-term language gains, as students came across aspects of the L2 for the first time, gained new insights into the L2, or reformulated their hypotheses about the L2. Chapter 8 explores longer-term language gains that were observed in the students' oral output - as represented by their classroom presentations over the year - and considers whether, and to what extent, the noticing tasks might have helped the students make these gains.

## CHAPTER 8: Tracking longer-term changes

### Introduction

This chapter considers some examples of the students' language development over the academic year. Occurrences of the noticing of forms from all of the noticing tasks are taken as the starting point for possible language gains. The students' oral output, represented by their three presentations and one rehearsal, is examined to see if any of the forms the students noticed re-emerge in later output. All such re-emergences are then grouped together to see if any improvements can be observed.

Out of the 13 sequences, seven relate to individual students, while the other six relate to more than one student's use of a particular form. The majority (11 sequences) deal with grammar problems, while two deal with lexical items. The sequences are presented according to group number, starting with Group 1, the Discrimination group.

**Table 41: List of tracking sequences**

Tracking number	Page	Form	Students
1	217	Noun number: <i>any</i>	Yoko - Lisa - Midori
2	220	Preposition use: <i>discriminate against</i>	Yoko - Lisa - Midori
3	224	Noun number: <i>skin colour</i>	Midori
4	227	Article use: <i>the discrimination</i>	Yoko
5	230	Noun form: <i>effect</i>	Miki
6	233	Passive structure: <i>will be held</i>	Miki
7	234	Verb agreement / noun number: <i>The Olympics</i>	Kaoru
8	238	Non-count nouns and articles: <i>garbage</i>	Katsu - Ken
9	244	Generic reference and noun number	Haruka -Ken
10	249	Noun number: <i>for example</i>	Haruka
11	251	Possessive pronoun: <i>its own</i>	Jun - Nina - Reina
12	253	Verb agreement: <i>companies are</i>	Nina
13	256	Noun form: <i>research</i>	Toru - Miki - Lisa

The chapter is divided into two sections. Section 8.1 reports each tracking, while Section 8.2 discusses the findings, considering the possible sources behind the students' noticing in terms of the task in which the noticing took place and the party who initiated the noticing. I go on to consider whether any of these factors might have had an effect on language development.

## 8.1 Tracking sequences and language gains

The following sequences describe the gains the students made during the year. Ellis (1994) shows how acquisition can be defined in different ways, and this is relevant to the different gains described in this study. First of all, Chapter 7 has already shown how students involved in negotiation of form gained insights about L2 forms through their deliberation and were able, within minutes, to self-correct errors involving the same or similar forms. This kind of short-term gain was also described by Ajaafreh and Lantolf (1994); in that study, microgenetic development was observed over the course of a single tutorial. This chapter will also describe longer-term gains, based on the production data of the presentation transcripts. As I mentioned in Chapter 4, re-emergence of forms was not frequent, so it was not appropriate to apply strict statistical criteria to levels of accuracy over time. My claims about language gains will therefore be made with caution.

Ellis also cites *emergence* (contrasted with *accurate use*) as an example of acquisition (1994: 14). Language gains need not involve error eradication; if a student reported newly noticed language in the noticing data and this subsequently turned up in the recordings, this would also be counted as a language gain, although, again, the strength of claims will be dependent on the number of re-emergences I observe.

### 8.1.1 Noun number: *any*

This tracking follows the Discrimination group's noticing of singular and plural nouns following the determiner *any*. The LREs during the October TTT show how attending to their output helped them to form and then reform their hypotheses.

#### 8.1.1.1 Noticing data: *any*

#### **October TTT: Lisa's section**

Oct.2:7

THEY HATED THE IDEA BLACK PEOPLE GAINING ANY RIGHT LIKE VOTING IN ELECTION OR PRACTICING ANY RIGHTS.

Lisa: GAINING ANY RIGHTs? (emphasising plural)

Midori: gaining any rights. Any rights?

Lisa: any rights? + any right anybody

Midori: so is it anybody?

Lisa: yeah anybody. IN ELECTION OR PRACTICING ANY RIGHT any right .

Midori: Hmm

The students' deliberation shows an interesting use of analogy to arrive at a resolution. They are wondering whether the noun *right* should be in the singular or plural. Lisa, drawing on the form *anybody* as a comparison, hypothesises that the appearance of *any* before the noun necessitates singular number, as *body* is singular in *anybody*. She therefore suggests *any right* and Midori concurs.

Oct.2:11

THEY BELIEVED THAT WHITE AMERICAN SHOULD ALWAYS BE FIRST BEFORE ANY ALIEN INFLUENCE OR INTEREST.

1. Lisa: Alright. Should be always the first before any alien influence or interests or interest?
2. Midori: first before any
3. Lisa: any interest

This LRE occurs some moments after the one above. Lisa questions the noun number of *interest* and Midori immediately points out the occurrence of *any*. Drawing on the hypothesis formed in the previous LRE, they agree that it should be singular.

### October TTT: Yoko's section

Oct.1:1

THE NEW KLAN DIRECTED ITS ACTIVITY AGAINST NOT JUST BLACKS BUT ANY OTHER GROUP IT CONSIDERED NON-AMERICAN

1. Yoko: any other group [groups
2. Midori: [groups any other groups
3. Lisa: yeah
4. Yoko: so
5. Midori: wait wait wait other groups
6. Lisa: yeah maybe that's right
7. Yoko: any other groups
8. Midori: Yeah that sounds right 'any other groups'
9. Lisa: yeah
10. Midori: ah but it has 'other'
11. Lisa: oh yeah right
12. Midori: anybody anyone any
13. Lisa: idea? Do you have any idea?
14. Midori: Do- Does teachers like do teachers other teachers ask you 'does anybody have ideas?'
15. Yoko: huh?
16. Lisa: I think they say [ideas
17. Midori: ['do you have any idea' ' do you have any ideas'
18. Yoko: I have no idea
19. Midori: Wait 'any' what does it mean Japanese?
20. matsuku? ikanaru Is 'any' singular or plural? 'any' we say 'anybody' or 'anyone' and that's similar. 'Any other' 'any other ideas'. In this case it might be special because it's 'other' [after 'any'
21. Lisa: [yeah
22. Yoko: Is it incorrect to use this?
23. Midori: No, that's right.

24. Lisa: That's right.  
 25. Midori: any other groups. But we're not sure about like others. Oh well, let's go.

Up until turn 8, the phrase "any other groups" seems to fit well with the students' intuitions about what sounds right in English. However, the phrase is not consistent with their previous hypothesis about *any* as a good predictor of singular forms, which Midori recalls in turn 12. The discussion from turns 13 to 17 shows the students revising that hypothesis as they question whether a plural form might indeed be possible after *any*. They then go on to draw on the L1 to see whether that might help. Finally, the use of *other* suggests to the students an exception that allows the plural form and it is the plural form "any other groups" that appears in the corrected transcript. Although they reached a resolution, one student did not seem entirely satisfied; just as they were about to end the task, Lisa reminded them of the difficulties they encountered while discussing *any* and suggested that they should make an effort to explore the point further.

Lisa: We have to talk about 'any'  
 Midori: Ah yeah. Ah that's all. Okay.

In fact, before they left the room they called me over and asked me about the form. I later noted their query in my field notes.

In their group they wanted to know about any difference between the sentences:

'Do you have any idea?'  
 'Do you have any ideas?'

Explained that the first might correspond to asking about a factual cause or reason while the second is asking for opinions or personal or subjective thoughts.

At the time of answering their query I had not listened in on their LREs and I did not realise that they were particularly concerned with the issue of noun number following this determiner. Although my advice indicated that both singular and plural forms could follow the form, it did not deal specifically with the question of noun number and may not have been particularly helpful.

#### 8.1.1.2 Output tracking: *any*

**Table 42: Tracking noun number *any* - Midori**

	MIDORI	Accuracy	Month
1	live together without having <b>any problems</b> of their skin colour. Thank	OK	July
2	Midori Do you know <b>any other groups</b> still working for the d	OK	November
3	? Midori Do you know <b>any other groups</b> still discriminating ag	OK	December

**Table 43: Tracking noun number *any* - Yoko**

	YOKO	Accuracy	Month
1	against not just blacks but <b>any other group</b> it considered non-American	OK	July
2	rights act was published it made any ille- <b>any discrimination</b> illegal	OK	December
3	races but + against not uh + <b>against any other reasons.</b>	OK	December
4	ht discrimin- discriminate them without <b>any notion.</b> Because all kinds	OK	December
5	ghts act was published it made any ille- <b>any discrimination</b> illegal +	OK	December

**Table 44: Tracking noun number *any* - Lisa**

	Lisa	Accuracy	Month
1	Americans should always be first before <b>any + alien influence</b> or	OK	July
2	+ um forgot the word u:hm ++ practising <b>any right.</b> (laughter)	OK	July
3	+ They hated the idea black people gain <b>any right</b> + um	OK	July
4	++ We cannot ignore-ignorant + with <b>any information</b> about	OK	December

In presentations after the October TTT, each occurrence of *any* seems to fit in with their latter hypothesis: *any* is followed by singular nouns except after the use of *other* which permits plural forms. This applies to all three students' output, as can be seen in the table. However, the occurrences are not frequent enough to ascertain whether they really are following this rule. So despite the fact that the students' deliberation about the use of *any* was extensive, the data does not provide clear evidence that these discussions have had an effect on their output. What does seem clear is that the TTT encouraged active hypothesis making and provided considerable engagement with grammatical form. The end of the task showed the students making plans for further investigation into the questions that had arisen in the LREs.

### 8.1.2 Preposition use: *discriminate against*

This tracking follows the Discrimination group's noticing of the preposition *against*, when its use was required after *discrimination* or *discriminate*. My own feedback first brought their attention to the form in May, as can be seen in the following entry in my field notes.

Classroom conversation about their research.  
Noticed that the group were saying things like 'they discriminate black people'. Told them that 'against' is needed here. She noted this.

The group members were talking amongst themselves about their topic in English, while I walked around the class, listening in. The identity of the *she* referred to in the field notes is unclear. However, I was addressing the whole group at the time and the subsequent records of noticing produced by the group shows that all the group members had an awareness of the grammar point.

#### 8.1.2.1 Noticing data: *discriminate against*



Although I made just one remark to the group in May about the form in question (and another comment on one of the students' transcript sheets), it seems from the data that the students' attention remained on the form throughout the year. This is summarised in the table below. Each cross represents one instance of the students' attention being drawn to the form.

**Table 45: Summary of group's noticing of *discriminate/tion against* throughout year**

	Yoko	Lisa	Midori
June LDA	X	X	
June PPQ	X	X	
June TTT		X	X
July PPQ	X		
December TTT			X

### June LDA sheets

The first evidence of noticing in the data was at the start of June when Yoko and Lisa made the following notes in their weekly language development awareness sheets. These sheets were handed in on June 1st, so the students must have reflected on this form on or before that date.

Yoko: "Discrimination AGAINST"

Noted in Question 2 (Did you pick up any new expressions or grammar?)

Lisa: "You have to say 'discriminate against...'"

Noted in Section 2 (New things about old things)

### June PPQs

Lisa: Recent phrases: "discrimination against..."

Yoko: Recent phrases: "discrimination against..."

### July PPQs

Yoko: Recent vocabulary: "(discrimi...) against"

The next two reports of noticing *discriminate against* relate to the students' own use of the form, as they were reported in the post presentation questionnaires. Lisa and Yoko did this in the June PPQ, and Yoko made an additional entry in the July PPQ after her second presentation. At first glance, all three entries seem to represent 'positive noticing' as they were listed in the section headed 'good points' under the question "Did you use any new (recently learned) phrases?" and, for Yoko in July, in the section for new or recently learned vocabulary. Therefore they do not so much represent instances of 'noticing a gap' as noticing that a gap has been filled.

However, an analysis of the transcripts of the June and July rehearsals showed that it was necessary to re-evaluate the students' notes slightly. Yoko did indeed remember the preposition *against* during the June presentation. However, Lisa actually said "discrimination *about* black people" (both students' use of these forms are presented in the table below). It is possible that she recalled using a preposition after *discrimination* but failed to notice which one she used. More puzzling is Yoko's entry about *discriminate against* in her July PPQ, as she had not used the form *discrimination* at all in that presentation. She may have noticed Midori say "the discrimination against black people" during the presentation and noted this down. Nevertheless the PPQs were intended to apply to the student's own output, asking "Did you use any new...?".

### June TTT

Yoko was absent on the day of the Discrimination group's June TTT. Lisa and Midori therefore did the task as a dyad. Three sections of their negotiations are relevant to our discussion of this form.

#### (i) Lisa's section:

Jun.2:1

Text: WE ARE GOING TO LOOK FOR MUCH INFORMATION ABOUT DISCRIMINATION ABOUT BLACK PEOPLE AND JEWS

Midori : [WE ARE GOING TO LOOK FOR MUCH INFORMATION ABOUT DISCRIMINATION

Lisa: [WE ARE GOING TO LOOK FOR MUCH INFORMATION ABOUT DISCRIMINATION

Lisa: against

Midori: against

Here, the students quickly and correctly replace the non-target-like *about* with *against*. There is no discussion, suggesting that the students are drawing from the knowledge that they already have about this form.

#### (ii) Jun.2:22

Text: WHETHER LIKE THEIR DISCRIMINATION IS REALLY OVER OR NOT.

Lisa: okay [whether the discrimination

Midori: [whether discrimination is uh whether the discrimination against them

Lisa: Okay. The the

This LRE takes place just minutes after the one above. In order to incorporate the preposition they have made a slight reformulation of their sentence, replacing the original possessive pronoun *their* with the preposition phrase complement *against them*.

**(iii) Midori's section:**

Jun.3:2

Midori: WHAT LISA KNEW ABOUT OUR TOPIC was THAT THE BLACK PEOPLE WERE DISCRIMINATED BECAUSE OF THEIR SKIN COLOR

Lisa: colours? Colour yeah colour

Midori: skin colour yeah

In the above extract they overlook the missing preposition, possibly because they are distracted by their discussion of the countability of *colour*. As I checked the transcripts after the TTT for any missed errors, I wrote in the missing preposition on this (Midori's) transcript sheet. Although it is probable that she read my comments and noticed this, I cannot be absolutely sure.

**December TTT: Midori's section**

The final references to this form in the noticing data occurred in December in Midori's solo TTT based on her November rehearsal.

Dec.3:2

DO YOU KNOW ANY OTHER GROUPS STILL WORKING FOR THE DISCRIMINATION AGAINST THE RACES?

...working for the discrimination against by the races

The text in capitals above represents her original transcript. The text below shows the modification she made in red pen. It is unclear why she decided to incorporate the preposition *by* into her sentence without removing *against*. She may have been supplying two resolutions if she was unsure which preposition was correct, as members of Group 5, the Sound and Music group, did a number of times (cf. Section 7.2.2.3).

Midori left out this preposition once more in her solo December transcript, and I inserted the correction when the transcript was passed to me.

"Japanese people eh being discriminated abroad"

> "Japanese people eh being discriminated against abroad."

8.1.2.2 Output tracking: *discriminate against*

**Table 46: Tracking preposition *against* - Midori**

	Midori	Accuracy	Month
1	um ++ black people were <b>discriminated</b> because of their skin color	X	June
2	we narrow it down to the <b>discrimination</b> against black people + an	OK	July
3	Japanese people eh being <b>discriminated</b> abroad. I'll share some of	X	November
4	other groups still working for the <b>discrimination</b> against the race?	OK	November
5	aims at the world is done not to <b>discriminate</b> against by the colour	OK	November
6	Do you know any other groups still <b>discriminating</b> against race?	OK	December
7	written about Japanese people being <b>discriminated</b> abro- in abroad.	X	December
8	black people were <b>discriminated</b> because of their skin color	X	December

**Table 47: Tracking preposition *against* - Yoko**

	Yoko	Accuracy	Month
1	the racial <b>discrimination</b> uh m-mainly ba-against blacks and Jew-Jewish people	OK	June
2	possible to say that they got not to be <b>discriminated</b> against race any more?	OK	November
3	civil rights movement. He wanted <b>discrimination</b> against races to be aboli	OK	December
4	might discriminate we might descrimin- <b>discriminate</b> them without any notion.	X	December
5	the both sides of + um which are being <b>discriminated</b> and actually doing	X	December

**Table 48: Tracking preposition *against* - Lisa**

	Lisa	Accuracy	Month
1	look for much information about discri- <b>discrimination</b> about black people	X	June
2	hihiro Have you ever experienced being <b>discriminated</b> ? Lisa Um I'm not	X	November
3	f course I do. KKK whose purpose was to <b>discriminate</b> against blacks + was	OK	November
4	d? Lisa Um I'm not sure that I was <b>discriminated</b> or not but one time at	X	November
5	rimination? Lisa Hmm I'm not I was <b>discriminated</b> against or not but one	OK	December
6	u-Ku Klux Klan who-whose purpose was to <b>discriminate</b> against the blacks was	OK	December

Although none of the students succeeded in eradicating the problem entirely, all three incorporated the preposition *against* to some extent. In fact, Lisa and Midori's incorporated it 50% of the time, while Yoko used *against* in three out of five cases of *discriminate/tion*.

This sequence of noticing began with teacher feedback. We cannot be sure whether this acted as a prompt for the numerous instances of the students' noticing of the form in the tasks, or whether they would have started to notice the form by themselves anyway. It is arguable that this might not have happened without the group first having negative evidence that their use of the form was non-target-like. Given that their whole topic was discrimination, perhaps it was only a matter of time before that negative evidence came up in their research reading (in a sufficiently salient manner for them to notice). Although explicit and face-to-face correction from a teacher is certainly one effective way of attracting attention towards form, other tracking sequences in this study have shown that students are capable of noticing forms on their own.

### 8.1.3 Noun number noticing: *skin colour*

This tracking follows Midori's use of the phrase *skin colour* as it relates to the number of the noun phrase. Only Midori's use is tracked here as she was the only group member to use the phrase during the presentations. Although Midori's use of the form in her presentations was in fact always target-like, the students' discussion of this form during the TTTs nevertheless showed that the students had inconsistent ideas about the grammaticality of the form, as can be seen in the following extracts. I was therefore interested to look for evidence of either of these LREs influencing Midori's subsequent output.

### 8.1.3.1 Noticing data: *skin colour*

#### June TTT

Jun.3:2

Midori: WHAT LISA KNEW ABOUT OUR TOPIC was THAT THE BLACK PEOPLE WERE DISCRIMINATED BECAUSE OF THEIR SKIN COLOR

Lisa: colours? Colour yeah colour

Midori: skin colour yeah

#### October TTT

Oct.3:6

WE WANT TO RESEARCH MORE ABOUT HOW PEOPLE COULD LIVE TOGETHER WITHOUT HAVING ANY PROBLEMS OF THEIR SKIN COLOR

Midori: WITHOUT HAVING ANY PROBLEMS OF by their by [their

Lisa: [by their skin colours

Midori: by their skin colours? (emphasising plural)

Lisa: their

Midori: Because it's 'their'

Lisa: yeah

Midori: skin colours

The striking point here is that the students negotiated about this form on two separate occasions and came to a different solution each time. The June LRE is short and shows little deliberation, the measure of which was described in Section 7.2. Lisa suggested the alternative *skin colours* to Midori's use of *skin colour* but immediately over-ruled herself and the target-like form was retained on the transcript.

In contrast, the October LRE is longer and exhibits what I have termed Category 2 deliberation (again, described in Section 7.2; the students discuss a language problem with reference to its surrounding forms without the use of metalinguistic terminology). It is Lisa, again, who suggests the non-target-like *skin colours*, but this time Midori agrees. This may be because Lisa justifies her suggestion by pointing out the earlier use of *their*, suggesting that plural nouns are likely to follow plural possessive pronouns.



The LREs represent all Midori's noticing of *skin colour* in the data, as she did not report on this form in any of her LDA sheets or in any of her PPQs.

### 8.1.3.2 Output tracking: *skin colour*

**Table 49: Tracking noun number *skin colour* - Midori**

		Accuracy	Month
1	ple were discriminated because of their <b>skin colour</b> and she thinks	OK	June
2	er without having any problems of their <b>skin colour</b> . Thank you	OK	July
3	iscriminate against by the <b>colour of the skin</b> . But let's look at another	OK	November
4	ll not be judged by the <b>colour of their skin</b> + but by the contents	OK	November
5	ll not be judged by the <b>colour of their skin</b> (coughs) but the	OK	December

Looking at Midori's use of *skin colour* over the year, we see that the alternative *skin colours* was never used despite her agreement about its accuracy in October.

So although the October LRE might have been arguably more salient or noticeable because of its more extensive deliberation, it does not seem to have had an effect on Midori's use of the form. This is unlike Swain's (1998) study, where students who solved a language problem in a non-target-like way during LREs were observed to retain their non-target-like solutions in subsequent posttests. Other factors may have influenced Midori's output in November and December.

The two final occurrences of *skin colour* are slightly different as they appear as part of a quotation from Martin Luther King: one in the rehearsal and one in the final presentation.

**November Rehearsal** Midori: It says that he said "I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin + but by the contents of their character".

It is conceivable that in studying the King quotation Midori noticed that *colour* should be used in the singular in this particular noun phrase. Her only original use of the form in the November rehearsal: "Surely effort which aims at the world is done not to discriminate against by the *colour of the skin*" takes the same form as the King quotation rather than her earlier *skin colour*. She may therefore have been influenced in her output by her noticing of King's language. However, trying to learn a quotation does not guarantee subsequent accuracy of output. Midori misquoted King in referring to the *contents* of one's character, as King used the form *content* in the singular. This misquote occurred both in the November rehearsal and the December presentation. There was evidence that Midori, when not having to cope with the pressures of a classroom presentation, knew that the form should be "content", as she



made a prior modification in her November rehearsal transcript, reporting her use of *contents* as *content*.

Because the form *skin colour* did not occur often in Midori's output, any claims about the influence of her noticing on her subsequent language use must be made with caution. Nevertheless, this tracking suggests that declarative knowledge exhibited in a single LRE does not necessarily represent fixed knowledge, even when two students reach agreement about particular forms. In this regard, it is revealing that Midori and Lisa changed their hypothesis about the appropriate noun number in *skin colour*. There is also (weaker) evidence from this tracking that even LREs that involve deliberation will not always result in modifications to later L2 output.

### 8.1.4 Article use: *the discrimination*

This tracking sequence follows Yoko's use of the form *discrimination* and, in particular, whether it is used with the definite article. Only Yoko's use is tracked here, as her improved use of the form is especially salient (see Table 50 below). In the first presentation in June, Yoko invariably used the article with this abstract noun in a non-target-like way, while the later presentations showed a marked improvement.

#### 8.1.4.1 Noticing data: *the discrimination*

##### **June prior modification**

The first time that Yoko seemed to notice the form was while transcribing her presentation recording for the TTT. She made the following modification:

"Our topic for the presentation is the racial discrimination."  
> "Our topic for the presentation is racial discrimination."

Nevertheless, we have already discussed how prior modifications may be unreliable as evidence of conscious attention (Section 6.1). There is some evidence that this particular change was unconscious, as Yoko failed to correct three similar errors during the actual TTT, as we shall see.

##### **June TTT**

Yoko was absent on the day of the tape transcript task in June. The other two members of her group did the task without her. Yoko eventually joined up with Group 3, the Religion group, who went over her transcript with her so that she could complete the task. This group failed to spot any of the three non-target-like occurrences of *the discrimination* in Yoko's transcript. It

may be that they did not think it represented an error, as members of the group used *the discrimination* in a non-target-like manner as they discussed other forms, as we see here:

Jun.1:13

AND I'VE BEEN INTERESTING IN GETTING MORE GETTING UMMM BETTER UNDERSTANDING ABOUT **THE DISCRIMINATION**

Hideo: **the discrimination** + becau- period? (suggesting a full stop after 'discrimination'.) because

Jun.1:10

HOW THEY COULD ACCEPT ABOUT **THE DISCRIMINATION** +++ AND HOW THEY FEEL AND THINK ABOUT IT.

Hiro: 'and'

Keiko: Lisa has been wondering how they could accept

Yoko: do I need 'about'?

Keiko: accept **the [discrimination** hmm?

Hideo: [mm no we don't need + maybe

AND MIDORI, THE REASON WHY SHE CHOSE IS SHE IS THINKING THAT MMM...IS...THOUGH YOU CAN'T SEE IT **THE DISCRIMINATION** IS STILL PROBLEM

Yoko: Okay? (laughs) I don't know +++ 'thinking that **the discrimination** is still problem problem [though you can't see it'

The group discussed none of the three non-target-like occurrences of the discrimination appearing in the transcript.

### June TTT Teacher's corrections

This stage of the task could have been a good opportunity to bring Yoko's attention to the three non-target-like occurrences of *the discrimination*. I made the following correction to her transcript:

"And I've been interesting in getting better understanding about the discrimination."  
> "And I've been interested in getting a better understanding about discrimination."

Nevertheless, I missed the two further non-target-like occurrences, which went unmarked on the transcript sheet. This was unfortunate, as a series of corrections might have been more noticeable than a single one.

In fact, this brief correction is the only negative evidence that she received about her use of the form. Even so, from November onwards, improvements to the form were observed. In the November rehearsal, there was one target-like occurrence:

"As you know he was the leader of the civil rights movement. He wanted discrimination abolished."

But when we look at her transcription of this extract, we see that she made a prior modification and added in the article.

"HE WANTED THE DISCRIMINATION ABOLISHED."

It therefore seems that Yoko was still unsure about the use of this form at this stage.

### December TTT Teacher's corrections

I modified the prior modification mentioned above back to the original when I reviewed the corrected transcript, providing her with further negative evidence about her use of the article.

"He wanted the discrimination abolished"  
 > "He wanted discrimination abolished."

So, up until the solo TTT in December, there was no clear evidence that Yoko had made much of an improvement with this particular form. Although she used the form correctly in November, she did not seem to go on to recognise this as correct usage when she reviewed the transcript (again, bearing in mind the caveats attached to prior modifications).

Nevertheless, when we look at her use of the form in the final December presentation, we see five target-like occurrences of the form and none that is non-target-like.

#### 8.1.4.2 Output tracking: *the discrimination*

**Table 50: Tracking article use *the discrimination* - Yoko**

	Yoko Discrimination	Accuracy	Month
1	ow + how they could accept ++ about the <b>discrimination</b> and how they feel	X	June
2	opic for the presentation is the racial <b>discrimination</b> uh m-mainly ba-against	X	June
3	h under- better understanding about the <b>discrimin-ation</b> because ++ I got	X	June
4	+++ it + mmh + though you can't see it the <b>discrimination</b> is still problem	X	June
5	of the civil rights movement. He wanted <b>discrimination</b> abolished. He	OK	November
6	ny notion. Because all kinds of discrim- <b>discrimination</b> are started from	OK	December
7	being discriminated and actually doing <b>discrimination</b> . There are more	OK	December
8	of the civil rights movement. He wanted <b>discrimination</b> against races to be	OK	December
9	act was published it made any ille-any <b>discrimination</b> illegal + and against	OK	December
10	I see. Can we say that there is no more <b>discrimination</b> ? Yoko Yes.	OK	December

It is interesting to speculate as to whether Yoko noticed any of the feedback that was offered to her about the form. Her output in December suggests that something had happened to bring her attention to it. Nevertheless, her own noticing of the form so far had not been extensive, amounting to two prior modifications. Meanwhile, the feedback she received from me was brief, consisting of two corrections on her transcript sheets, and inconsistent, as I had failed to correct every instance of her non-target-like output.

The final PPQ in December, filled in immediately after her final presentation, shows that she had noticed the form at some point and that she was conscious of her use of it.

### December PPQ

She made the following observation beside the question that asked whether she noticed any improvements regarding recently learned grammar:

"don't put 'the' in front of 'discrimination'"

We cannot be sure what attracted her attention to the use of this form, or how she had come to realise that her use of the definite article, in particular, was inappropriate. One possible source of negative evidence might have been through reading about discrimination in the L2, as the group was required to do.

#### 8.1.5 Noun form: *effect*

This tracking follows Miki's use and noticing of the noun form *effect*. It first occurred in the July presentation where it appeared four times as *effection*. The sequence described here shows how Miki's attention was first drawn to the form by her partner during the October TTT (based on July's transcription) and how this negative evidence was repeated in the teacher's own corrections of the July presentation transcript sheet.

##### 8.1.5.1 Noticing data: *effect*

### October TTT

Oct.4:4

BUT AFTER THE WORLD WAR TWO, COMPANIES BECAME SPONCER OF THE TEAM AND MADE SOME LEAGUES SUCH AS BASEBALL TEAM AND SOCCER LEAGUES AND NOW SPORTS HAVE BIG EFFECTION IN ECONOMY.

Kaoru: AND NOW SPORTS HAVE BIG effects on economy.

Kaoru corrects both the morphological form of *effect* and the preposition that follows it. Although this modification was suggested, it was not noted down on the transcript sheet. We shall discuss this presently.

Oct.4:10

THE COMPANY ESTIMATED THAT THERE WAS TWO HUNDRED BILLION YEN VALUE OF AD EFFECT.

1. Kaoru: THE COMPANY ESTIMATED THAT THERE was going to be TWO HUNDRED...hmm?
2. Miki: billion huh?

3. Kaoru: two hundred billion yen of
4. Miki: of value
5. Kaoru: huh?
6. Miki: of value of ad effecttion. I forgot to say it in presentation.
7. Kaoru: Ah okay. There was going to be two hundred billion yen value of ad effecttion.

This LRE actually concerns verb tense, but the form *effect* comes up in an interesting way, which requires some explanation. The block capitals above the LRE refer to the original text as represented in the transcript submitted to the teacher. That transcript contains the target-like *effect*. Yet both Miki and her partner use the form *effecttion* in turns 6 and 7. I suspect that Kaoru is reading a different draft of Miki's transcript from the one she submitted to me and that *effecttion* was the form written on the original draft. This might explain both students' use of *effecttion* if we imagine them mining the form from the transcript to use in the LRE.

There is good evidence for this explanation. The words Kaoru reads do not coincide completely with the words on the submitted transcript, as can be seen in the following extracts from the same TTT.

Oct.4:12

Kaoru: ONE HUNDRED THOUSAND JAPANESE WHO ARE WANTING TO SEE ICHIRO VISIT SEATTLE AND THREE THOUSAND ONE HUNDRED AUDIENCE IN THE STADIUM uh?

Miki's submitted transcript:

ONE HUNDRED THOUSAND JAPANESE WHO ARE WANTING TO SEE ICHIRO VISIT SEATTLE AND AUDIENCE OF THE STADIUM INCREASED BY THREE THOUSAND AND ONE HUNDRED PER GAME

What is more, the submitted transcript is different from my own transcript of Miki's presentation. When we compare the two regarding this particular occurrence of *effect* we see that Miki did indeed make a 'prior modification' to the transcript. I use scare quotes here, as it was not so much the prior modifications of the type discussed in Section 6.1, but rather a post-modification made after the TTT.

Teacher's transcript:

COMPANY ESTIMATED THAT THERE WAS TWO TWO HUNDRED TWO HUNDRED BILLION YEN OF AD EFFECTTION

Miki's submitted transcript:

THE COMPANY ESTIMATED THAT THERE WAS TWO HUNDRED BILLION YEN VALUE OF AD EFFECT.

This results in a rather complex picture of the noticing of this form. The first LRE modification of the form was not noted on the transcript, but that is not to say that Miki did not notice the correction. She later incorporated the modification into the next occurrence of *effection* in the second extract. Perhaps she remembered the modification but simply applied it to a different occurrence of *effection* when she made the second draft of her transcript.

The error which Kaoru identified in the TTT, but which Miki overlooked in her second draft, was subsequently seen and highlighted by myself, as shown below.

### October TTT Teacher's corrections

"Sports have big *effection* in economy" > "Sports have a big effect on the economy".

So, again presuming that Miki looked closely at the teacher's corrections, this would have provided her with another occasion to notice that her use of *effection* was non-target-like. When we go on to look at her use of the form throughout the year, we see that there was a single target-like instance of the form in December.

#### 8.1.5.2 Output tracking: *effect*

**Table 51: Tracking noun form effect - Miki**

	Miki	Accuracy	Month
1	and now sports have big <b>effection</b> in economy. How it effect?	X	July
2	two hundred billion yen value of ad <b>effection</b> . + Kirin used the	X	July
3	+ predict eh the economy <b>effection</b> . What is more the	X	July
4	What is more the economy <b>effections</b> all reposes on whether	X	July
5	and second part I will explain sport's <b>effects</b> on the human body.	OK	December

Four occurrences of the non-target-like form suggest that it was well established in Miki's IL system. One use of the target-like form in December does not represent strong evidence of a long-term language gain. Again, the study's lack of control over student output means that there was no guarantee that forms would re-emerge often enough to make judgements about L2 development. Nevertheless, we at least have evidence that Miki's attention was focused on the form because of the nature of the tape transcript task and that she edited her transcript accordingly.

Although the way that Miki went about noting down modifications and producing her transcript made it difficult for me to track her noticing of *effect*, this should not have impaired the noticing process as far as the student was concerned. The tasks provided her with negative evidence from two sources that *effection* was non-target-like.



### 8.1.6 Passive structure: *will be held*

This tracking follows Miki's use of passive structures. Because one non-target-like passive structure in the June presentation was repeated and improved in the July presentation, I was interested to see whether there was any evidence of attention to other passive structures as she carried out the noticing tasks. As with the previous tracking of her noticing (Example 8.1.5), evidence of her attention to this form was also difficult to piece together due to her use of prior modifications.

#### 8.1.6.1 Noticing data: *will be held*

##### **June TTT**

The first evidence of Miki focusing her attention on passive structures is in a prior modification that she made while preparing her transcript.

"Coubertin established the + established + the Olympics in great effort with great effort"  
> "In 1894 Olympic was established by Coubertin with great effort"

Unlike the case of the post-modification in Tracking 8.1.5, this is a straightforward prior modification. Kaoru is heard in the TTT recording to read the transcript as it appears above. Clearly, she is not adhering very strictly to the instructions for the task, which asked her to transcribe her extract verbatim. I have already suggested some reasons why students might make prior modifications, in Section 6.1. Her editing out of hesitations is a very common prior modification; what is more interesting is her decision to rework a clause that is already target-like ("Coubertin established the Olympics"). We cannot be sure why she introduced the passive here. Stylistic considerations aside, Miki may have prepared a fairly complete script before her presentation, which of course she was not allowed to use. The passive structure may have been what she had originally intended to say.

She made a further prior modification concerning the passive in the June transcript:

"since then Olympics + evolved by policy"  
> "since then Olympics are evolved by politics"

Miki's attention was drawn to the passive again during the TTT discussion.

Jun.4:2

FIRST IS THAT WORLD CUP BECOME WILL HELD NEXT YEAR  
Miki: FIRST IS THAT WORLD CUP BECO- COME I said 'become' but...(deletes this).

The students miss the first occurrence of a non-target-like passive. Although there is no discussion about the passive specifically, there is a non-attributable correction of the form in red pen:

"First is that world cup become will held next year"  
> "First of all world cup will be held next year"

Perhaps their subsequent modification of the following very similar form led them back to correcting this error.

Jun.4:3

Kaoru: I'M ALSO INTERESTED IN WHY THIS WORLD CUP HELD IN TWO COUNTRYS JAPAN AND KOREA.

Miki: be held? ah will be held?

Kaoru: hmm

Miki initiated and corrected the above passive form herself.

#### 8.1.6.2 Output tracking: *will be held*

**Table 52: Tracking passive structure will be held - Miki**

	Miki	Accuracy	Month
1	Cup is ah World Cup will come+ uh <b>will held</b> + in next year	X	June
2	why this world cup <b>held</b> in two countries Japan and Korea. +	X	June
3	since then Olympics + <b>evolved</b> by policy evolved by policy	X	June
4	Now World Cup <b>will be + will be held</b> in Japan + Japan and Kore	OK	July
5	How much profit <b>ah make make</b> to Japanese economy?	X	July
6	economic growth <b>will be limited because</b> of the + decrease	OK	December

A very similar occurrence of the passive form that was subject to an LRE in June is found in Miki's July presentation (see row 4). This time it is target-like, although there is evidence of a slight hesitation as she produces it. Lynch and Maclean (2003), in a study of the effect of feedback on oral performance, suggest that such hesitations may be evidence of attention and additional processing of unfamiliar forms. Miki is seen to hesitate in her production of four of the six passive forms used during her year's presentations (rows 1, 3, 4 and 5). This may be a further indication of her efforts to improve the accuracy of her use of the passive.

#### 8.1.7 Verb agreement / noun number: *The Olympics*

This tracking follows Kaoru's use of verb agreement with the lexical items *Olympics* and *Olympic games*. In the June presentation he always selected a singular verb form after *Olympics*. This feature of his output was especially salient, as his output was generally target-like. His transcripts required less 'cleaning up' than the other students' transcripts, as can be seen by this comparison of the number of my own corrections to his transcripts with the class

average. There were fewer teacher corrections despite the fact that his transcript had not benefited from scrutiny by himself or his peers during the TTT.

**Table 53: Number of teacher corrections per 100 words: Kaoru and class average**

	Kaoru	AVERAGE
June	5.6	6.7
October	5.9	7.8

Of course, *the Olympics* might be interpreted as a collective noun, which would justify the use of the singular verb (cf. the government, the United States, etc.) However, Kaoru had other problems with noun number (explained below), which suggested that his use of *Olympics* revealed a language gap.

Kaoru seemed less inclined than the other students to scrutinize his output for errors. In the first TTT in June, he simply read out his transcript. There was no discussion of his output and he and his partner immediately went on to the next student's transcript. During the October TTT, he did not even read out his transcript, and the group addressed only Miki's output. Kaoru did not submit a transcript for the solo December TTT. Nevertheless, the TTTs still offered him some opportunity to focus on the form of his L2; he prepared the transcripts in June and October and received my corrections of those transcripts.

#### 8.1.7.1 Noticing data: *the Olympics*

Comparing my transcripts with the ones he produced himself, I found that Kaoru did not make many prior modifications. He made two in June (both insertions of articles) and four in October (3 article insertions and one change to an adjective form). So there was no evidence that he noticed anything about his use of verb agreement during the TTTs. Nor did the form come up in any of his LDA sheets or PPQs. Therefore, the only source of negative evidence about his use of verb inflections was my corrections.

#### **June TTT Teacher's corrections**

There were two occurrences of singular verb forms following *Olympics* in Kaoru's June transcript. I provided corrections for these and I also changed one occurrence of the possessive pronoun *its* to *their* as this also referred to *Olympics*.

#### **October TTT Teacher's corrections**

At 506 words, Kaoru's October transcript was the longest submitted. There were six occurrences of errors associated with the countability of *Olympics* and I provided corrections for each of them.

### 8.1.7.2 Output tracking: *the Olympics*

**Table 54: Tracking verb agreement and noun number *Olympics* - Kaoru**

	Kaoru	Accuracy	Month
1	century B.C. Um the modern <b>Olympics was</b> a ceremony of sports	X	June
2	But the ancient <b>Olympics was</b> like a reli-religious event	X	June
3	+ the original <b>Olympic games is</b> said to have started in	X	July
4	+ The modern <b>Olympics were</b> a ceremony of sports which	OK	July
5	The last Ancient <b>Olympics was</b> the two hundred ninety thir	X	July
6	But the ancient <b>Olympics were</b> a religious event of the H	OK	July
7	city is chosen seven years before the <b>Olympics is</b> held. This is	X	November
8	Last year the summer <b>Olympics was</b> held in Sydney Australia.	X	November
9	In nineteen seventy six <b>Olympics that was</b> held in Montreal Cana	X	November
10	As you know the <b>Olympics are</b> held once in four years so	OK	November
11	In the nineteen seventy six <b>Olympics that was</b> held in Montreal	X	December
12	Last year the summer <b>Olympics was</b> held in Sydney, Australia.	X	December
13	city is chosen seven years + before the <b>Olympics is</b> held.	X	December
14	As you know the <b>Olympics are</b> held once in four years so	OK	December

There are numerous non-target-like occurrences of the form and we can conclude that Kaoru did not make much progress in inflecting verbs associated with *Olympics*. Out of 14 occurrences just four are target-like.

I mentioned above the possible interpretation of *the Olympics* or even *the Olympic games* as collective nouns. Most collective nouns are grammatically singular with a possible plural interpretation; however, there are some examples of grammatically plural forms with a singular interpretation (the United States, the United Nations). In American English (the standard in EFL in Japan and also the English of this particular student, who was one of the 'returnee' students described in Section 4.4.), collective noun subjects appear more often with a singular verb predicate than in British English (Quirk et al, 1972: 361). So perhaps the student thought of the Olympics as one generic event and inflected the verbs accordingly. If this is true, the question remains as to why he incorporated some of my (British English) corrections into his output; after my initial corrections in June four occurrences of plural inflection occurred. Perhaps my corrections merely caused confusion. Alternatively, there is evidence that his verb agreement actually indicated a gap in his L2. The table below shows his use of *game* regarding its numerical count during the July presentation, the only presentation in which the form appeared. (P = plural; S= singular)

**Table 55: Tracking verb agreement and noun number *games* - Kaoru**

		Number	Accuracy
1	In <b>the games</b> today there are more than ten thousand athletes	P	OK
2	the Ancient Olympics and this was known as <b>Ceremonial Game</b>	S	OK
3	name Olympic came from and <b>the game</b> was a way to show their	S	X
4	there were <b>other games</b> like	P	OK
5	like <b>the Isthmian Games</b> in the Clint region,	P	OK
6	<b>Nemaeen games</b> in the Nemea region	P	OK
7	and <b>Piscean games</b> in the Delphoi region.	P	OK
8	<b>The games</b> became more importance as time went on	P	OK
9	was stopped during <b>the game</b> and this was called the sacred truce	S	X
10	the common people were crazy about <b>the game</b>	S	X
11	and they came a long way to see <b>the game</b> .	S	X
12	women could not even see <b>the game</b> because the athletes +++	S	X
13	who were not Greek to participate in <b>the game</b> .	S	X
14	But <b>the game</b> started to change +	S	X
15	last Ancient Olympics was the two hundred ninety <b>third game</b>	S	X

Kaoru's use of *game* was mostly non-target-like in the July presentation. This form cannot be interpreted as a collective noun, even if most of the occurrences above are anaphoric references to the Olympics. In any case, he did not use the singular form consistently (see rows 1,4 and 8 for target-like plural use). I believe that he had a general problem with noun number in English. As I mentioned in Section 6.1.2, this is a common problem for Japanese speakers. I provided corrections for all of the non-target-like uses of *game* listed above. In the October TTT, I made a further four corrections to noun number errors other than those associated with *Olympics* or *game*.

- It has been one of the most greatest **culture human** has created
- 3000 years ago the **Greek** told stories about the competition
- most of them became very rich and famous and the city where **the winner** came from became famous too

Although I started the tracking sequence in order to investigate the student's use of verb inflections associated with *Olympics*, the tracking uncovered more general problems with his interpretation of noun number. Using the verb inflections associated with *Olympics* as an indicator of progress, I have already mentioned that there was little evidence of a language gain, despite 20 teacher corrections associated with the problem. The teacher corrections were simple written recasts and did not give any guidance as to the underlying grammatical problem they addressed. This might have reduced their efficacy in that they were too implicit







### June TTT

As they made corrections to Katsu's first presentation transcript in June, the two students reflected for the first time on the grammatical behaviour of the form. The question mark in turn 5 indicates one short inaudible section.

Transcript: ONE DAY, HE VISITED TO JAPAN AND HE SAID, "OH THERE ARE MANY GARBAGES IN JAPAN"

1. Katsu: ONE DAY, HE VISITED TO JAPAN AND HE SAID, "OH THERE ARE MANY GARBAGES garbages?
2. Toru: IN JAPAN you don't need to say that. Japan because he is
3. Katsu: Ah okay he is in Japan. 'Garbages' or 'garbage'?
4. Toru: garbage?
5. Katsu: I looked into the dictionary? garbages
6. Toru: you can't say that
7. Katsu: yeah you can't say that [garbage
8. Toru: [garbage + like 'informations' it's like information not informations
9. Katsu: yeah yeah
10. Toru: garbage.

Katsu first questions his use of *garbages* in turn 1. Toru's attention is taken up with another point in turn 2, but Katsu repeats his query in turn 3. Toru's answer seems unsure as it is given with a questioning high rising terminal intonation. In turn 5 Katsu mentions looking up this form in the dictionary. This particular recording is of poor quality and not all of his statement is inaudible. It is likely that the lost comment is to do with the countability of *garbage*, as he immediately agrees with his partner when he judges *garbages* unacceptable in turn 6. It is interesting that Toru seems to lack the grammatical terminology to describe this point, and instead uses the analogy with *information* in order to make the point clear. This is nevertheless a clear example of metatalk.

It seems from the above negotiation that the students had some insight or suspicion that *garbage* does not behave in the same way as countable nouns. It is not possible from my data to determine where this insight might have come from. As I mentioned above, the teacher did not offer any instruction or advice on this form. It is conceivable that, during their reading about the topic in the L2 (as the course required them to do), they noticed the form *garbage* when they would have expected to read *garbages*, and this might have provided the negative evidence behind the doubts voiced in this LRE.

### July PPQ

The next reference the students made to this form was in July. In the post-performance questionnaire after his second presentation, Katsu made the following short note in the section: 'Did you use any new (recently learned) grammar?'

garbages → garbage

In the recording of the presentation there were no instances of Katsu ever saying *garbages*. We can therefore interpret this note to mean that he had realised that he managed to overcome this error in the July presentation. This is interesting as it suggests that he had been conscious even of his target-like use of *garbage*. Whereas noticing is often illustrated in terms of negative evidence and noticing the gap, Katsu, consciously reflecting on his target-like performance, seemed to demonstrate a positive form of noticing.

### October TTT

The form was next noticed during the second TTT in October when the students were correcting a transcript based on the second presentation in July. In the following segment, they are discussing Toru's script.

Oct.11:14

Transcript: MANY GARBAGES THAT REPLACE OUR LIVING SPACE AND ENDANGER OUR LIFE

1. Katsu: garbage. Not 's'
2. Toru: ah no. garbage
3. Katsu: yeah
4. Toru: that replace our living space
5. Katsu: many garbage?
6. Toru: amount of amount of amounts of
7. Katsu: a lot of
8. Toru: hmm
9. Katsu: hmm because
10. Toru: it's not uh
11. Katsu: We cannot we cannot say 'many?' 'Many' is not good in this sentence
12. Toru: 'amounts of' maybe
13. Katsu: mm hmm
14. Toru: amounts of garbage that replace

This LRE is markedly different from the corresponding one in June. It seems clear that both students are now aware of the countability of *garbage*. No discussion or justification of Katsu's correction seems to be necessary; he simply states that no *s* is needed and Toru immediately agrees. It is confirmed that they realise they are dealing with the same grammatical form from turn 4, when they go on to change their choice of determiner to one that co-occurs with non-count nouns.

The form attracted attention for the last time in the data in November after the rehearsal of their final presentation, which was to take place in December. The rehearsals were recorded so that the students could perform a final TTT around their oral output. Katsu made one alteration in his script from *garbages* to *garbage*: the only occurrence of the error during the November rehearsal. Meanwhile, there was no evidence that Toru noticed this form during the rehearsal TTT. His use of the form was always target-like during the rehearsal, so no attention to the form was necessary as far as the TTT treatment was concerned. Neither student made reference to the form in the post-presentation questionnaire after the final presentation in December.

#### 8.1.8.2 Output tracking: *garbage*

We can now consider the students' developing use of this form over the academic year from June to December. Table 57 charts the students' performance in terms of the number of times *garbage* was used in a target-like or non-target-like way.

**Table 57: Occurrences of *garbage* from June to December**

<b>Toru</b>	June	July	November	December
target-like	1	2	2	5
non-target-like	1	2	0	0

<b>Katsu</b>	June	July	November	December
target-like	2	3	4	6
non-target-like	7	0	1	2

For Toru, the figures do not suggest any progress at all between June and July. In both months, he is as likely to use the form incorrectly as correctly. However, his TTT negotiation shows there was progress in terms of his declarative knowledge of the form. In June, we saw from his use of an analogy with *information* that he was aware that *garbage* behaved as a non-count noun. In July, he confirmed Katsu's correction of one of his own non-target-like utterances of *garbage*. Looking at the figures for the end of the year, with his attention having been drawn to non-target-like occurrences of *garbage* twice in the two tape transcript tasks, his subsequent use of this form is always target-like.

For Katsu, progress seems to have been less consistent. The next two recordings showed three examples of the non-target-like *garbages*. This is interesting as Katsu was more inclined to notice this form than Toru; Katsu initiated both of the LREs about *garbage* in June and July.

He also positively reported his own progress with this form in the post-presentation questionnaire in July. It might therefore have been thought more likely that Katsu would have eradicated the error. However, a non-linear pattern in grammatical acquisition has long been observed in second language acquisition studies, as discussed in Section 2.1.3, so it does not follow that increased declarative knowledge of a form will guarantee target-like use during real time communication. But in any case, Katsu clearly made progress in his target-like use of *garbage* over the year. Tables 58 and 59 shows more clearly how the mostly non-target-like occurrences at the beginning of the course became mostly target-like towards the end. This applies to both of the students.

**Table 58: Tracking non-count noun *garbage* - Toru**

	Toru	Accuracy	Month
1	high consciousness about + <b>garbage</b> problems	OK	June
2	people threw their <b>garbages</b> away	X	June
3	+ if there are many <b>garbages</b> that replace	X	July
4	there are too much <b>garbages</b> that	X	July
5	wait for the <b>garbage</b> we've already made	OK	July
6	throw it into + the <b>garbage</b> can!"	OK	July
7	environmental distress caused by <b>garbage</b> and other	OK	November
8	Japanese consciousness about <b>garbage</b> + is low	OK	November
9	through the <b>garbage</b> and economy research.	OK	December
10	the future for <b>garbage</b> problem.	OK	December
11	we are interested in <b>garbage</b> problem +	OK	December
12	space for <b>garbage</b> disposal	OK	December
13	to throw <b>garbage</b> away as much as we want	OK	December

Table 59: Tracking non-count noun *garbage* - Katsu

	Katsu	Accuracy	Month
1	reduce the quantities of <b>garbages</b> + we think	X	June
2	hardly as much as + <b>garbage</b> in Japan.	OK	June
3	"There are many <b>garbages</b> in Japan."	X	June
4	his country has <b>garbage garbages</b> but +	X	June
5	environmental problem caused by <b>garbages</b> .	X	June
6	thoughts about <b>garbages</b> equal to + our visions	X	June
7	Why is full of <b>garbages</b> in Japan? Where does it come	X	June
8	in the world forever uh + <b>garbage</b> will be produced	OK	June
9	especially eh about <b>garbages</b> . And so our topic	X	June
10	+ this man's vision and thoughts about <b>garbage</b> resembl	OK	July
11	"oh, there is a lot of <b>garbage</b> in Japan." And then,	OK	July
12	Why is it full of <b>garbage</b> in Japan? Eh where does it co	OK	July
13	he was so amazed at the quantity of <b>garbage</b> . Then	OK	November
14	environmental problem caused by <b>garbages</b> .	X	November
15	in which we throw away <b>garbage</b> . Uh because of	OK	November
16	this man's vision and thoughts about <b>garbage</b> equal to	OK	November
17	Why is Japan full of <b>garbage</b> ? Where does + it come fro	OK	November
18	he was so amazed at the quantity of <b>garbage</b> . Then he	OK	December
19	environmental problems caused by <b>garbage</b> .	OK	December
20	declamation in which we throw away <b>garbage</b> .	OK	December
21	this man's vision and thoughts about <b>garbage</b> equal our	OK	December
22	damage caused by <b>garbages</b> ++ and other poisonous w	X	December
23	the technology of <b>garbage</b> disposal developed and the	OK	December
24	when we throw away these <b>garbages</b> ah + we must pay	X	December
25	why is Japan full of <b>garbage</b> ? Eh-where does it come from?	OK	December

There was evidence that the students had limited knowledge of the word *garbage* at the start of their presentation course but that they were unable to use the form in a grammatically target-like way. However, by the end of the year, their increased accuracy in its use suggests a long-term gain in language learning.

The long-term nature of this study is important to the evaluation of the noticing tasks employed in the course, as it took time for the students' progress to become apparent. Had the analysis of the students' use of *garbage* ended in July, Toru's eventual improvements would have gone unobserved. Although it was already clear in June that Toru possessed the declarative knowledge necessary to solve the problem with this form, consistent proceduralisation of this knowledge was only observable towards the end of the year. His use of the form was target-like just 50% of the time in the July presentation, yet the November rehearsal and December presentations show a 100% accuracy rate. This was despite the fact that the only evidence of his attention returning to that form was a very brief correction during the October TTT; this correction may have been a sufficient reminder of his use of *garbage* to get him 'back on the right track'. The fact that Katsu reverted to *garbages* twice in



the December presentation suggests that language problems can take a considerable time to be fully eradicated.

### 8.1.9 Generic reference and noun number

This sequence of tracking follows two students' use of generic plural forms. This is a difficult form for Japanese students; generic reference can be expressed in several ways and can involve definite or indefinite articles, which do not exist in Japanese. The need for the most common form of generic reference, generic plurals, was observed frequently in these students' output, and the tracking described here reports a total of nearly 50 such instances. The students' attention was focused on generic reference at the points in the year shown in Table 60.

#### 8.1.9.1 Noticing data: generic reference

**Table 60: Summary of Group 5's noticing of generic reference throughout year**

	Haruka	Ken
June TTT	X	X
June teacher corrections		X
October TTT	X	
October teacher corrections	X	X
December solo TTT	X	
Dec.TTT teacher corrections	X	X

#### June TTT: Haruka's section

Jun.12:13

Haruka: BECAUSE YOU KNOW SOUND<sub>s</sub> (adding the s) AND MUSIC IS NOT ONLY THREE OF US BUT ALSO EVERYONE.

Yoshi: is not – 'are'

Haruka: are?

Yoshi: sounds and music

Haruka: ah are not only three of us

#### June TTT: Ken's section

Jun.14:16

Ken: CONSCIOUSLY OR UNCONSCIOUSLY WE CANNOT LIVE WITHOUT SOUND AND MUSIC. Sound<sub>s</sub>? (writes in 's'. No reaction audible)

Because sound is a non-count noun, both of the above LREs resulted in target-like to target-like repairs.

Jun.14:14

Original: ON THE ROAD CAR HORN IS BLOWING

Haruka: A car horn? It will to have a car horns are blowing



Ken: a  
Yoshi: a  
Haruka: *iranai?* (*We don't need it?*)  
Ken: the?  
Haruka: the? (laughs)  
(consulting dictionary)  
Yoshi: the the car  
Ken: horn the car horn  
Yoshi: the car horn  
Ken: [the  
Haruka: [the  
Yoshi: [the  
(laughter)

The repair entered on the transcript sheet was the non-target-like *the car horn*. Even so, the repair seems to address the problem of generic reference.

### June TTT Teacher's corrections

I made the following corrections to Ken's June transcript:

cell phone ringing anywhere	the car horn is blowing
>cell phones are ringing	>car horns are sounding

### October TTT: Haruka's section

Oct.12:3

OTHERS' RINGING MELODY ARE JUST NOISE OR SOUND

Ken: 'noises or sounds' I think  
Haruka: 'noises or sounds' with 's'

This was the second time during the TTTs that Ken initiated or corrected a generic form. Although his repair was target-like, the singular form was already acceptable. His lack of deliberation means that we cannot tell whether he based his repair on any clear hypothesis (though it is very similar to the other LRE he initiated about his own output above). The next LRE, which happened just minutes later, contrasts with this one.

Oct.12:5

FOR EXAMPLE THOSE SIGNALS AND SOUND WE HEAR LIKE ALARM CLOCK AND TRAIN DEPARTURE BELL DO NOT INTEREST US SO WE HEAR UNCONSCIOUSLY

1. Haruka: clocks s? Does it need 's'?
2. Sumire: uh
3. Haruka: train departure bells s?
4. Ken: I think it doesn't matter
5. Haruka: okay.

Although the grammatical point under discussion is the same in as the previous LRE, Ken's advice in turn 4 is that both plural and singular forms are acceptable.

### October TTT Teacher's corrections

Those signs and signals we hear like **alarm clock** and **train departure bell** do not interest us

> Those signs and signals we hear like **alarm clocks** and **train departure bells** do not interest us

The above instances of non-target-like generic reference were two out of the four that appeared in Haruka's July presentation (see Table 61). I did not provide corrections for the other two as the section where they appeared was not transcribed.

### December TTT

In the solo TTT Haruka made four repairs to forms associated with generic reference. All of these involved the lexical item *language* used in a non-count sense and were therefore target-like to target-like repairs. Even so, Haruka may have had in mind the link between plural form and generic reference. There is a case for describing the third example as a non-target-like repair, as she is describing the acquisition of a singular L1.

Dec.12:1

I READ THE BOOK AND FOUND THERE WAS SIMILARITY AND DIFFERENCE IN **LANGUAGE** AND MUSIC.

> there was similarity and difference in **languages**

Dec.12:2

**LANGUAGE** AND MUSIC IS SIMILAR IN THAT...

> **languages** and music is similar

Dec.12:4

WE LEARN **LANGUAGE** AFTER WE WERE BORN SO ITS ACQUIRED SENSE.

> We learn **languages** after...

Dec.12:7

4.I MADE A LIST WHICH TELL **LANGUAGE** AND MUSIC.

> I made a list which told **languages** and music.

### December TTT Teacher's corrections: Haruka's section

I read the book and found there was **similarity** and **difference** in language and music.

> I read a book and found there were **similarities** and **differences** in language and music.

And **the difference** is apparent.

> And **differences** are apparent too.

These were the three non-target-like instances of generic reference left in the transcript after Haruka had made her own repairs.

### December TTT Teacher's corrections: Ken's section

In the process of developing **recording system**, the genre of music increase.  
 >As we have developed **recording systems**, the genre of music has increased.

This was the only generic reference in Ken's December transcript. He had made no repairs to his transcript himself (Section 7.1.1 discusses the low number of repairs in the December TTT).

#### 8.1.9.2 Output tracking: *generic reference*

**Table 61: Tracking generic reference - Haruka**

	Haruka	Accuracy	Month
1	from when did <b>we human beings</b> get a sense of music	OK	June
2	<b>people</b> regard their ringing melody as their favourite	OK	July
3	<b>People</b> regard + what they're interested in and what are	OK	July
4	for example those signals and sign we hear + like <b>alarm clock</b>	X	July
5	and <b>train departure bell</b> +++ do not interest us so we hear unconscio	X	July
6	the recognition of <b>Japanese</b> and European about	OK	July
7	the recognition of Japanese and <b>European</b> about sound and music is	X	July
8	the book said Japanese + <b>Japanese</b> hear natural sounds +	OK	July
9	On the contrast <b>Europeans</b> + hear natural sounds with left brain	OK	July
10	but I could I could know + if <b>cultures</b> were different.	OK	July
11	we try to get information about <b>brain waves</b> .	OK	July
12	<b>brain waves</b> are important to explain about sounds and music.	OK	July
13	what we wanna do + investigation into <b>alpha wave</b> and beta wave	X	July
14	what we wanna do + investigation into alpha wave and <b>beta wave</b>	X	July
15	+ Including <b>silent movies</b> and movies with no music.	OK	July
16	Including silent movies and <b>movies</b> with no music.	OK	July
17	found that there is <b>similarity</b> and difference in language and music.	X	November
18	found that there is similarity and <b>difference</b> in language and music.	X	November
19	he is + award winning composer of music <b>piece</b> .	X	December
20	matter where it happens like in <b>concert hall</b> or in private place	X	December
21	like in concert hall or in <b>private place</b> there must be the form of	X	December
22	we are not <b>time existing person</b> but momentary existence persons.	X	December
23	we are not time existing person but <b>momentary existence persons</b> .	OK	December
24	If we were momentary <b>existence persons</b> + please listen.	OK	December
25	Ah <b>higher animals</b> have their feelings or emotions.	OK	December
26	And especially <b>we human beings</b> ah ++	OK	December
27	Among many higher animals especially <b>we human beings</b> are superior.	OK	December

**Table 62: Tracking generic reference - Ken**

	Ken	Accuracy	Month
1	some are talking each other and <b>cellular phone</b> ringing anywhere.	X	June
2	At school the bell tells us beginning and end of <b>classes</b> .	OK	June
3	On the road + uh + <b>car horn</b> is blowing	X	June
4	and <b>traffic lights</b> ++ uh gives us tunes when it turns blue.	OK	June
5	we want to know is uh how <b>people</b> catrise catrise the sound and music	OK	July
6	In process of developing <b>decoding system</b> the genre of music increase	X	November
7	here were few opportunities for poor <b>middle class</b> to go to concert hall	X	December
8	In nineteen twenties + <b>radio broadcast</b> started	X	December
9	and by this time <b>record</b> came a popular + for many people.	X	December
10	Radio and <b>record</b> brought a new kind of music to the other societies.	X	December
11	+ they can't do they could do nothing on the <b>music products</b> .	OK	December
12	In nineteen eighty two <b>compact disk</b> was invented.	X	December
13	<b>Compact disk</b> is much smaller than any kind of record	X	December
14	wider and quicker because of <b>record</b> and radio and magnetic tape a	X	December
15	because of record and radio and magnetic tape and <b>CD</b> uh +	X	December
16	<b>men's voice</b> and women's voice is uh different from each other.	X	December
17	men's voice and <b>women's voice</b> is uh different from each other.	X	December
18	Usually <b>men's voice</b> is low and women's voice is high.	X	December
19	Usually men's voice is low and <b>women's voice</b> is high.	X	December
20	<b>Individual person</b> has different kind of voices not only tone but also	X	December

The table does not include all of the instances of generic reference in the group's presentations. We have already seen that forms such as *language* and *sound* were discussed during the LREs. Nevertheless, I have not included non-count nouns here, as each occurrence would necessarily be target-like and would give a skewed picture of accuracy. In particular, there were a great many occurrences of the form *sound*, as *Sound and music* was the title of their research topic.

It is clear from the tables that Ken showed no sign of progress in the language he used to describe generic reference. Over the whole year, 16 out of 20 occurrences of generic plurals were non-target-like, while only one occurrence out of 14 in December was target-like. This is despite the fact that the group maintained a focus on this form throughout the course. They questioned and repaired their own use of these forms during the TTTs and received negative evidence from me.

Although the students engaged in LREs around problem generic forms, they did not clearly identify the problem as such. In fact, there is no unambiguous evidence that they realised they were trying to find an appropriate grammatical way of expressing generic reference. It might have been the case that the students were noticing different things as they discussed these forms. Ken's attention may have simply been on noun number; his contradictory suggestions in the October TTT and his comment that "I think it doesn't matter" suggest that he was not working from any definite hypothesis about generic reference. Meanwhile Haruka may have

been hypothesising more specifically that noun number could be associated with a generic interpretation. If this is true, it might explain why she made more progress than Ken in her use of the forms, particularly during the December presentation. Haruka was more likely to question generic forms herself. She did this seven times in the course of the year (including the solo December TTT). This contrasts with two such repairs by Ken. As Haruka was more likely to notice the form, she may have been more likely to learn about its use.

Sheen argues against the idea that forms will integrate themselves into learners' interlanguage systems as long as they come into contact with them often enough,

"The value of practice depends upon the learners' understanding of the underlying grammar of what they practice." (2002: 523)

If Sheen is right, it may have benefited the students if I had given them specific instruction about this form, especially as it was not sufficiently salient for them to work out by themselves. Ken did not seem to notice the connection between generic meaning and the plural form, and although Haruka seemed to have some success in testing her own hypotheses about generic plurals, there was no evidence from the LREs, or from elsewhere in the data, that she achieved declarative knowledge about the underlying grammar of generic reference.

### 8.1.10 Noun number: for example

This tracking follows Haruka's use of *for example*. There was little evidence in the recorded presentation data that she had a problem with this form; there was just one occurrence of her saying the non-target-like *for examples*. Nevertheless, there is some evidence from the noticing tasks that she was not completely sure that *example* could not be marked for plural number, and the tracking looks at this aspect of her interlanguage. The sections here are reversed from the usual order, beginning with the tracking of output, in order to show how the output better revealed the language problem.

#### 8.1.10.1 Output tracking: *for example*

In Haruka's June presentation output included the following:

"For examples em philosophically scientifically historically and so on."

There are two possible explanations for this error. Firstly, the utterance was a slip of the tongue and the student had no real problem with this form. On the other hand, her IL system might have included the hypothesis that *for example* can be marked in the plural if followed by a list of items. If we look at the occurrences of the form in the table below, we see little



evidence for this second interpretation. There is only one instance of *for examples* in row 3 following a list of items (in full: "For examples em philosophically scientifically historically and so on"). What is more, there is actually an occurrence of the target-like *for example* preceding a similar list of items in row 2 (in full: "for example my friend our friends our teachers our families").

**Table 63: Tracking noun number for example - Haruka**

		Accuracy	Month
1	+ for example we will make a question papers +	OK	June
2	- + help everyone for example my friend our friends our teache	OK	June
3	four categories. For examples em philosophically scientific	X	June
4	normal condition for example we breathe, we eat, we walk on t	OK	July
5	. Umm for example those signals and sign we hear +	OK	July
6	natural sounds + for example insect chirp, patter of rain and	OK	July
7	organisation. For example he refuse the to-tonality. He in	OK	December

So working just from the data of the student's oral output from the presentations, speculation about the form in relation to Haruka's IL seems unnecessary. However, an analysis of the other task data reveals that there may be more variation in her use of the form than her presentation output suggests.

#### 8.1.10.2 Noticing data: *for example*

##### June TTT

Jun.12:5

SO WE WILL RESEARCH BY PARTING THREE OR FOUR CATEGORIES, FOR EXAMPLES, PHILOSOPHICALLY, SCIENTIFICALLY, HISTORICALLY AND SO ON.

Haruka: FOR EXAMPLES for example

Ken: for example

Yoshi: for example

Haruka is reading out her transcript and pauses when she comes to the form *for example*. She says the word twice, once in the plural and once in the singular, emphasising the ending of each. The tone she uses is not a rise and does not suggest a question. But the other students' reaction is to select the second form, and their perception appears to be that she is implicitly asking them to judge between two proposed solutions.

There was a second LRE about this form in the June TTT also relating to Haruka's output.

Jun.12:11

FOR EXAMPLES MY FRIENDS, OUR FRIENDS, OUR TEACHERS, OUR FAMILIES

Haruka: For example



The interesting point here is that the original utterance in the presentation was the target-like *for example*, so Haruka must have imported this error into the transcript as she typed it. The error therefore represents a prior modification. This LRE followed the previous one and Haruka simply corrected the form herself; no contribution from the other students can be heard.

If it is the case that Haruka was unsure about the countability of the form, then there is evidence from the July presentation transcripts that she had some success in overcoming the problem. There are two occurrences of *for example* preceding lists of items which are target-like (rows 4 and 6 above). Nevertheless, evidence of this form causing her problems is weak; her discussion of the form during the June TTT is difficult to interpret. In addition, the only other evidence of a problem is the prior modification made to the July presentation transcript. The discussion of prior modifications in Section 6.1 concluded that these could not always be relied upon to represent deliberate correction or conscious attention to form. So although this sequence of tracking uncovered circumstantial evidence of a gap in the L2, the discussion here regarding Haruka's use of *for example* remains speculative.

### 8.1.11 Possessive pronoun: *its own*

This tracking follows the noticing of the Globalisation group (Group 6) regarding the use of the possessive pronoun as it occurs with the adjective *own*. This unaccompanied use of *own* is a common error amongst Japanese learners of English, perhaps because the idea can be expressed in Japanese without the possessive pronoun. We consider the output of each member of the group, as the form came up at least three times in each student's speech throughout the year.

#### 8.1.11.1 Noticing data: *its own*

##### **October TTT: Reina's section**

Oct.17:1

SINCE IT WAS ESTABLISHED IT'S GOT OWN PHILOSOPHY WHICH MADE STARBUCKS SO POPULAR NOWADAYS.

1. Nina: it's got its own philosophy
2. Reina: uh it's got is it eh?
3. Nina: it's got its own philosophy
4. Reina: it's got its own

Nina corrects the non-target-like "it's got own" with a recast. It seems that Reina is unaware of the grammar behind Nina's repair as she does not seem to recognise what Nina is saying. She tries to repeat it but cannot and in turn 2 she signals her confusion to her partner. Nina's response is simply to repeat the recast. Reina is then able to repeat the repair.

**October TTT Teacher's corrections**

I corrected the one remaining non-target-like occurrence of this form found in the groups' transcripts. This was in Nina's transcript.

**Nina's section**

Whoever want to success has to have a big dream, change own style

>Whoever want to success has to have a big dream, change their own style

8.1.11.2 Output tracking: *its own***Table 64: Tracking possessive pronoun *its own* - Nina**

N	Nina	Accuracy	Month
1	companies has to find out their own + ways to survive	OK	June
2	to have a big dream + change own style and not to be	X	July
3	you need to + um make your own company's own culture	OK	July
5	better about the companies in their own countries + than in	OK	December
6	most of them name the company of their own con-country.	OK	December

**Table 65: Tracking possessive pronoun *its own* - Reina**

N	Reina	Accuracy	Month
1	Since it was established its got own philosophy which made	X	July
2	workers have rights to have own company stocks which is	X	July
3	Japan formed own style. Although this style was + use	X	November
4	Japanese formed own style. Although this style was usefu	X	December

**Table 66: Tracking possessive pronoun *its own* - Jun**

N	Jun	Accuracy	Month
1	Nal + regarded customers need and own style + as most im	X	July
2	and established his own company called Hughes	OK	July
3	lise for the + economic growth of their own country.	OK	November

For Nina, this form did not seem problematic. It was Nina who repaired Reina's error during the October TTT and she herself missed out the possessive pronoun just once (see row 2).

This may have been due to the fact that *own* refers to a generalised subject, *whoever*.

Full sentence: "Whoever want to success has to have a big dream + change own style and not to be satisfied with this present situation."

The selection of *their* as the appropriate possessive pronoun may not have been obvious to Nina.

Reina seemed to have a greater problem with this form. In four occurrences in her presentation output, none was target-like. Nor did she seem easily to comprehend the error that was pointed out to her during the TTT. It may have been that the LRE in question was

too brief and lacked information. Nina did not justify or explain the necessity of including the possessive pronoun. Perhaps she was unable to. Reina lacked any further negative evidence about her use of the form. Although other errors occurred, the teacher could not point them out, as they did not occur during the sections transcribed by the student for the TTTs. This lack of opportunity to notice the form might explain her continuing non-target-like usage.

As for Jun, we can observe how his use of the form is target-like after July. He was of course present during the relevant LRE in October, and so would have received the same negative evidence as Reina. Of course, three occurrences of the form do not provide any reliable evidence of the development of the form as far as his interlanguage system is concerned. As a final note, we do not have a tape of the TTT discussion of Jun's June transcript. However, we can be confident that the form *own* was not discussed, as it did not occur during his June presentation. So for all three students, the only evidence of their having noticed the form comes from the instances presented above.

#### 8.1.12 Verb agreement: *companies are*

This tracking follows Nina's noticing and output regarding verb agreement. We concentrate here particularly on verbs acting as a predicate to the form *company*, as particular problems in producing a target-like inflection were observed in her use of that form. Out of a total of 12 verb agreement errors in her presentation output, seven related to *company*. Verb agreement, like the third person singular -s inflection, is a good example of a grammatical rule which is difficult to acquire by learners as it is not salient. Allwright and Bailey (1991:102) go as far as to say that forms like these may be impermeable to instruction. We shall see in this tracking that Nina clearly knew the rule but found it difficult to apply it in spontaneous speech.

##### 8.1.12.1 Noticing data: *companies are*

The only examples of Nina's attention being drawn to verb agreement were in the TTT data. She did not mention it in any of her LDA sheets or PPQs. The first instance was during the June TTT.

#### **June TTT**

Jun.16:3

Reina: AND THEREFORE MANY COMPANIES HAS GONE BANKCRUPT have  
Nina: Oh yeah.

Jun.16:14

Reina: AND SOME GLOBAL COMPANIES have EMBARKED ON ASIA RECENTLY  
TO CUT OFF THE COST

### June TTT non-attributable corrections

Companies has to find their own way to survive  
>Companies have to find their own way to survive

Many companies has become worldwide  
>Many companies have become worldwide

There were four verb agreement errors in the transcript of her introduction presentation, and all of them were corrected during the TTT. Two were spotted by Reina, but it is not clear who corrected the two remaining occurrences. This point of grammar was unlikely to have required explanation and the only response audible in the recordings is in the first example; after Reina's repair there was a brief agreement from Nina.

### October TTT

In the July presentation, Nina did not use the phrase *global companies* as a subject, so the only relevant negotiation in the October TTT related to Jun's output.

Oct.17:3

HIGH QUALITY OF CUSTOMER SERVICE MAKE GOOD RELATIONSHIP  
BETWEEN MANAGERS AND EMPLOYEES

Nina: makes

This LRE is relevant as it is the only LRE in any of the group TTTs where Nina initiated and repaired a verb agreement error.

### October TTT non-attributable corrections

These come from Nina's own section. All three are non-attributable.

Find someone who have experienced  
>Find someone who has experienced

He also tell  
>He also tells

Whoever want to success has to have a big dream  
>Whoever wants to success has to have a big dream

As mentioned above, there were no instances of *company* as a grammatical subject in the July presentation.

### December TTT

Nina made these two target-like modifications by herself. These represent the only two non-target-like instances of verb agreement in her rehearsal transcript.

Dec.16:3

ON THE OTHER HAND, GLOBAL COMPANIES HAS UNIFIED MANAGEMENT STRATEGY BY...

>On the other hand, global companies have unified management strategy by...

Dec.16:5

THEREFORE WE CAN SAY THAT THE MEANING OF MULTINATIONAL COMPANY AND THAT OF GLOBAL COMPANY DEFINED BY MICHAEL PORTER IS QUITE SIMILAR.

>...are quite similar.

### 8.1.12.2 Output tracking: *companies are*

**Table 67: Tracking verb agreement *companies are* - Nina**

	Nina [company]	Accuracy	Month
1	therefore uh <b>companies</b> has to find out	X	June
2	++ and + also some <b>companies</b> are using um internet	OK	June
3	many many <b>company</b> has become world wide.	X	June
4	therefore many <b>companies</b> has ah gone + bankrupt	X	June
5	there are <b>companies</b> which are only using internet	OK	June
6	recently Japanese <b>companies</b> + um ++ are + depressed	OK	June
7	and some global <b>companies</b> has um embarked on Asia	X	June
8	furthermore <b>companies</b> that are trying to practise so	OK	November
9	Many <b>companies</b> emphasise and give high priori	OK	November
10	On the other hand global <b>companies</b> has unified management	X	November
11	the + uh following <b>companies</b> are familiar to people and the	OK	November
12	the points that successful global <b>companies</b> have in common is	OK	November
13	the <b>companies</b> on the booklet page five to eight ++ are familiar to	OK	December
14	But there are many <b>company</b> that have already + included uh	OK	December
15	we assume that if <b>companies</b> adapt the ++ strategy that Mas	OK	December
16	multinational <b>company</b> is a company which owns 'assets in more	OK	December
17	activities of multinational <b>companies</b> are spread over some	OK	December
18	Thirdly, Asia <b>company</b> have to change its policy from belongism	OK	December
19	There are even now <b>company</b> which is trying to get business	X	December
20	Now how and why do <b>companies</b> globalise?	OK	December
21	On the other hand global <b>companies</b> has unified management	X	December
22	can name many global <b>company</b> that have al-already expanded	OK	December
23	Secondly all the <b>companies</b> are facing the crisis that the	OK	December

The table above requires some commentary. I have recorded three occurrences as accurate (rows 14, 18 and 22) and two occurrences as inaccurate (rows 3 and 19) although the verb agreement in these sentences is technically appropriate. However, the plural form would be more appropriate for all of these occurrences. Examples 3, 14 and 22 all take the determiner *many*, while examples 18 and 19 describe companies generically and should also appear in the plural. I would argue that the use of *are* following the occurrences of the singular *company* actually makes the utterance as a whole more target-like, while the opposite is true



for examples 3 and 17. This does not apply to example 16, which reads in full: "According to the World Investment Report of the United Nations multinational company is a company which owns assets in more than two countries".

Nina was clearly aware of the correct way to inflect verbs; she agreed with Reina's correction in June and she made her own repairs to verb inflections during the solo TTT in December. She may even have been responsible for some or all of the five non-attributable repairs described above. If she was responsible for any of the non-attributable corrections in June, this would be evidence of Vygotskian microgenetic development: Reina's other-regulation, apparent in her first two corrections, leading to Nina's subsequent self-regulation, correcting the inaccurate verb forms herself.

Although verb agreement relating to *company* appeared accurately approximately 43% of the time in June (3 out of 7 occurrences), accuracy went up to some 82% in December (9 out of 11 occurrences). If we exclude from the December data those occurrences where accuracy is obscured by the unclear count interpretation of *company*, we arrive at an accuracy rate of roughly 86% (6 out of 7 occurrences).

### 8.1.13 Lexical item: *research*

This tracking looks at Toru, Miki and Lisa's use of the lexical item *research*. Each of them confused it with *search* but had their attention drawn to the correct form later. The form came up most often in the presentations in June, when the students were involved in introducing their research. It occurred much less frequently in subsequent presentations and this means that longer-term tracking in this section is restricted to Toru, who was the only one to use the form in each of his presentations. Unlike the previous trackings, this section deals with the noticing data and output tracking of each student in turn.

Toru and Miki confused *search* and *research* in the first presentation in June. Lisa, on the other hand, used the form accurately during the June presentation, as can be seen here.

#### 8.1.13.1 Lisa's output and noticing: *research*

**Table 68: Tracking lexical item *research* - Lisa**

	Lisa	Accuracy	Month
1	aspect and maybe we can + <b>research</b> mu- ah what kind of music	OK	June
2	culturally. And ++ we can <b>research</b> the uh ++ what kind of speeches	OK	June
3	You know I think we can um <b>research</b> for these um socially and cultu	OK	June



**June TTT**

But in the June TTT she imported the non-target-like *search* into her transcript as a prior modification. She noticed this error herself during the TTT and corrected it.

Jun.2:11

AND I THINK WE CAN SEARCH FOR THESE SOCIALLY AND CULTURALLY

1. Midori: AND I THINK WE CAN SEARCH FOR THESE SOCIAL-
2. Lisa: research, search search [uh
3. Midori: [uh and I think we can research
4. Lisa: research
5. Midori: search sawasu (*search*)
6. Lisa: [research
7. Midori: [research
8. Lisa: these those ah these
9. Midori: These. I think we need like one word after these. Research for these [these
10. Lisa: [these
11. Midori: uh 'movements'
12. Lisa: these movements, yeah okay

In turn 2, Lisa does not make an unambiguous or confident repair. Instead she repeats two alternatives, perhaps to try to get a feel for which one sounds correct, or as a subtle request for help. She receives confirmation of *research* in turn 3 from her partner. This suggests that her error did represent a L2 gap. This next LRE is about the definite article, and although she reads it out from the transcript, it shows a further occurrence (again in June) of her using the form *research*.

Jun.2:14

AND WE CAN RESEARCH THE WHAT KIND OF SPEECHES AND ASSEMBLIES  
THEY HAD AS A SOCIAL ASPECT.

Lisa: [AND WE CAN RESEARCH THE  
Midori: [AND WE CAN RESEARCH  
Lisa: the (deleting the word 'the')

The first LRE suggests that *research* was a problem for Lisa, but because of its absence from her output after June, we cannot tell whether her noticing of it had any beneficial effect.

Looking at Miki's output, there is stronger evidence that *research* represented a gap in her L2. The only two occurrences in June were non-target-like, and both were corrected by her partner during the June TTT, as we see below the table.

### 8.1.13.2 Miki's output and noticing: *research*

**Table 69: Tracking lexical item *research* - Miki**

	Miki	Accuracy	Month
1	Eto As I wanted to <b>search</b> about national national country f	X	June
2	When I was in Junior High School I <b>searched</b> about Olympics and +	X	June

**June TTT: Miki's section**

Jun.4:5

Kaoru: WHEN I WAS IN JUNIOR HIGH SCHOOL I SEARCHED re-searched

Jun.4:7

AS I FIRST WANTED TO SEARCH ABOUT NATIONAL CHARACTER SPORTS' IS MY SECOND CHOICE AND THERE ARE TWO REASONS WHY I CHOOSE IT.

Kaoru: So first you wanted to research about national character.

Miki: Yes

Kaoru: But?

Miki: But

Kaoru: your che-second choice was sports [right?

Miki: [yes

Kaoru: Okay, ah at first I wanted to research about national character and sports was my second choice. (speaking while he rewrites this corrected version onto the transcript sheet).

Both corrections are other-repaired with no deliberation. In both examples Kaoru recasts the non-target-like *searched* with the repaired version. Again, we cannot comment on the effect of this noticing, as the form does not re-emerge in Miki's presentations again.

**8.1.13.3 Toru's output and noticing: *research***

The last student to have used the non-target-like *search* was Toru. He said *search* once in his June presentation. Unfortunately, the recording of his June TTT was largely inaudible and there is no recorded LRE about the error. Nevertheless, it is likely that one took place as a repair was made on the page in red ink:

we would like to search about it

> we would like to research about it

**October TTT**

His use of the form in the July presentation was target-like, but he was heard to use the correct form once more during the October TTT as his group was questioning the need for an article before *research* in Katsu's section.

Oct.10:10

Katsu: TOPIC IS RESEARCH. I need + huh? + the?

Toru: I need?

Katsu: the  
Toru: is the research? Yeah hmm

**Table 70: Tracking lexical item *research* - Toru**

	Toru	Accuracy	Month
1	nature protection and we would like to <b>search</b> about it.	X	June
2	review our topic uh we we <b>research</b> + today the role of environment	OK	July
3	Toru Through our <b>research</b> after the second presentation w	OK	November
4	industrial ++ ecology <b>research</b> centre in nineteen ninety three	OK	November
5	last presentation + we have <b>searched</b> the birth of our common sense.	X	December
6	this was this was what we have <b>researched</b> in the last presentation.	OK	December
7	Toru Through our <b>research</b> we have identified the most	OK	December
8	it through the garbage and economy <b>research</b> . +++ I hope all of	OK	December

As we can see in the table of Toru's use of *research* throughout the year, two occurrences of *search* suggest that this represented an L2 gap. After the repair made during the June TTT, only one further non-target-like use came up amongst seven further uses of the form. In addition to the TTT, Toru would have had considerable exposure to the target-like form as it was used approximately 20 times in all six of the June presentations.

Although the three students noticed this form, for two of them, we have no evidence that attention had an effect on subsequent output. Even so, in Lisa's case, there was quite extensive deliberation during the LRE about *research*. She compared it with the alternative *search* and her partner drew on the L1, possibly in order to better clarify the distinction between the two forms. This is in contrast to Miki and Kaoru's LRE, which consisting of just two recasts, and may not have been as salient a form of noticing.

## 8.2 Discussion

This section discusses the tracking sequences, and identifies the tasks in which the noticing related to these sequences occurred. It also considers possible relationships between noticing and language gains, particularly in connection with frequency of noticing and self-initiation in noticing episodes.

### 8.2.1 Tasks as opportunities for noticing

Table 71 below shows the source of noticing by task for the forms tracked in the last section. In all, there were 76 instances of the students' attention being drawn to these forms. It is clear from Table 71, that, as far as the tracked items are concerned, the TTT provided more opportunities for noticing than the shorter tasks. Out of these 76 instances, just 9 came from a

task other than the TTT. There were three other instances of noticing of the tracked forms; these came from teacher feedback in the classroom, but, because these do not represent task work, they are not included in this table.

**Table 71: Instances of noticing in each task for tracked forms**

Task	LDA sheet	Audience evaluation	PPQ	TTT (student)	TTT (teacher)	Total
Number instances	3	0	6	46	21	76

Perhaps this predominance arose because the tape transcript task was more extensive and prolonged than the other noticing tasks. Each TTT required time to transcribe and an average of approximately 10 minutes to discuss each student's transcript. The students would have spent further time reading the corrections I subsequently made to their transcripts as the last stage of the task, although the amount of attention the students paid to my corrections would doubtless have varied.

By contrast, lower figures for the LDA sheets may be explained by the fact that it was a homework task, which the students did not always complete in its entirety. On average, out of a possible total of 12 sheets over the year, each student filled out eight. Many of the sections of the sheets were left blank, as was reported in Section 5.5.1, the students concentrating mostly on vocabulary in their entries.

Like the LDA sheets, the PPQs were not filled out completely, as was reported in Section 5.5.3. Perhaps this is not surprising considering the circumstances in which the students worked on them. They were just 'getting their breath back' after a presentation that may have been stressful. In addition, time was also a constraint; although most groups had until the end of the class to fill out the questionnaires, some students may have tried to finish before the next presentation started, while the students who presented last in each class would not have had as much time to fill out the questionnaire.

It is possible that the group-orientated nature of the TTT, a dynamic absent from the other tasks, resulted in a deeper engagement in the task. We saw in Section 7.1.1 that the solo TTT in December was not as effective as the group TTTs in encouraging a focus on form. Whereas the average number of LREs per 100 words for the June and October TTTs was 9.6 and 6.5, respectively, the average number of corrections made by the students on the solo task was just 2.8 per hundred words.

## 8.2.2 Frequency and initiation of noticing and language gains

Table 72 below concentrates on the seven tracking sequences in which the forms under discussion re-emerged more than 10 times in the students' presentation output. This number of re-emergences is high enough to make some determination about whether the student's use of the form became more target-like. The table summarises the language gains and noticing associated with each form and aims to show any potential relationship between the frequency of noticing, the initiation of noticing episodes, and the student's use of the form over the year. In Appendix 8, I include a set of tables which present more information about the language gains and the initiation of the noticing episodes relating to these seven forms, but, for reasons of space, the overview is presented below.

**Table 72: Overview of language gains and noticing history**

	Student and form	Language gain	Noticing episodes	Self-initiated episodes
1	Yoko: <i>the discrimination</i>	YES	4	3
2	Kaoru: <i>Olympics are</i>	NO	4	0
3	Katsu: <i>garbage</i>	YES	5	5
4	Toru: <i>garbage</i>	YES	3	1
5	Haruka: <i>generic reference</i>	NO	14	7
6	Ken: <i>generic reference</i>	NO	8	2
7	Nina: <i>companies are</i>	YES	11	3

## 8.2.2.1 Repeated noticing

Table 72, above, illustrates again (cf. Section 7.1.3) how students seemed to have their own linguistic 'hobby horses'. For example, it shows how Katsu was responsible for highlighting all of the instances of *garbage* that his group discussed in the TTTs. In the October TTT, Katsu highlighted the non-target-like use of *garbages* on Toru's transcript. Toru initiated reflection on the form just once during the year.

Lightbown (1998) suggests that one benefit of form-focused instruction is that it can prime students to notice those forms in subsequent input. I have already mentioned in Tracking 8.1.2 that my correction of the Discrimination group's omission of the preposition *against* after *discrimination* may have prompted, or primed, them to notice this point later. Peers, too, may have primed students to notice particular forms. This might apply to the noticing of verb agreement errors by Nina in the case of *companies are*. We may recall from Tracking 8.1.12 that the first two instances of attention being focused on verb agreement involved Reina pointing out errors in Nina's output. Nina initiated no LREs about verb agreement errors in that TTT, but in the next TTT in October she initiated two.



It is equally possible that students could have primed *themselves* to notice forms over time. The act of noticing a form once may sometimes have made them more likely to notice further instances of the same form. A similar priming effect was reported in Schmidt and Frota (1986: 279). The subject in that study was drilled in the Portuguese imperfect tense and went on to report that he subsequently recognised the imperfect, which he had previously not understood or heard before. I mentioned in Tracking 8.1.9 that Haruka seemed more aware of forms associated with generic reference compared to the others in her group. This focus re-emerged throughout the year, and Table 72 shows how she initiated noticing of this form much more than Ken, who was in the same group. What is more, in the solo TTT in December, out of nine forms that caught her attention, four involved changes to generic forms. None of the other students in the class noticed forms related to generic reference in the solo TTT; this too supports the claim that Haruka was primed to notice this form.

Bolitho, Carter, Hughes, Ivanic, Masuhara and Tomlinson (2003) suggest that priming might contribute to the learner's psychological readiness to acquire. In the same vein, Lightbown (1998) suggests that the success of a particular instruction treatment - regarding question forms - might have been attributable to the priming effect it had on the students to notice question forms that they might not have noticed previously.

### 8.2.2.2 Repeated noticing and language development

There is some evidence that language development of a form might sometimes be linked to the way in which it was noticed. In Tracking 8.1.8, we saw that a large number of re-emergences of *garbage* showed a language gain concerning non-count nouns. Table 72 above shows that Katsu initiated each LRE about *garbage* and that he focused his attention on the form during other tasks too. Although Toru did not initiate as many episodes, we may recall that his deliberation about the form was extensive during the June TTT. Of course, he might also have benefited from the occasions when Katsu highlighted the form. Whatever the cause, both students seemed to make language gains regarding non-count nouns.

By contrast, Table 72 also shows that Kaoru did not highlight his own use of verb agreement with *Olympics* at all during the year, although I flagged it four times, as Table 74 in Appendix 8 shows. This demonstrates that it is not always possible to prime students to notice specific language forms, and is similar to the findings of Slimani (1989) (cf. p. 9) in regard to student uptake. We recall that she found that over a third of the language forms initiated by the teacher went unnoticed by the students in her study, according to questionnaires they filled



out after their classes. Tracking 8.1.7 also showed that Kaoru made no observable progress in his use of this form.

These two examples - one positive, one negative - regarding language gains, suggest a relationship between the noticing of language forms and language development: if students noticed language forms by themselves, they were more likely to make progress with the form. We now go on to consider further evidence of such a relationship amongst the tracking data.

Where there was no language gain, there were few instances of self-initiated noticing. Ken's attention was drawn towards generic reference eight times over the year, yet he did not show any signs of progress regarding such forms. In Section 8.1.9.2, I suggested that one factor might have been the inexplicit nature of the noticing episodes. Kaoru's lack of progress in his use of verb agreement with *Olympic* may well have stemmed from his lack of attention to it. All four instances of teacher feedback were written recasts and these may have been a relatively ineffective way of focusing the student's attention on the form. Anderson, Benson and Lynch (2001), reporting on *feedback tutorials* found error correction to be more effective if it was accompanied by discussion, rather than simply taking the form of written feedback.

As regards the instances of language gains, these tend to coincide with several instances of noticing, including at least some self-initiation. Katsu and Haruka noticed the forms that they improved on five and seven times respectively. We have already considered (Section 8.1.8) Toru's improved use of non-count nouns despite his single initiation of the form during the noticing tasks. Yoko's noticing of *the discrimination* is more limited. One instance is a non-target-like prior modification. Nevertheless, Tracking 8.1.4 suggested that the data may have missed some instances of her noticing of this form.

Although these samples are too few in number to allow general conclusions about the kind and amount of noticing necessary to benefit language development, the seven examples discussed here are nevertheless suggestive of a relationship between repeated and self-initiated noticing and long-term language gains. Further research to explore this possible relationship seems called for.

## CHAPTER 9: Conclusion

### 9.1 Main purpose of study and hypotheses

The Academic Presentation course was not primarily a language course, but used pedagogical interventions to help students focus on the language that they needed in order to complete a series of presentations. In Chapter 4, I presented the rationale behind the focus on form tasks I introduced into the course, describing their pedagogical value to the students and their potential to shed light on questions arising from previous research. Below, I restate the study's main objectives in a list mirroring the research questions presented in Chapter 4.

1. To provide a focus on form in a process-oriented L2 syllabus, to provide students with opportunities to scrutinise their L2 output, and to notice the gap between IL and L2
2. To provide students with the opportunity to collaborate in order to correct language errors and to gain new insights into the L2
3. To show evidence of short- and long-term language gains
4. To connect the act of noticing with language gains

The study had both pedagogical and research aims. With regard to the pedagogical aims, a focus on form was promoted by each of the five noticing tasks already described. The students were also given the chance to focus on their own L2 output, by means of the transcriptions of their presentation recordings, and by the post-presentation questionnaires. The students focused on their peers' output through the Audience Evaluation sheets, and, more extensively, through the TTT, which was applied to the output of the whole group. All of the noticing tasks aimed to help students notice the gap between the L2 and their own developing interlanguage. The TTT gave them the chance to discuss language problems with their peers, while the shorter noticing tasks allowed them to record their own reflections on their L2, or to question me about it.

As regards the aims of the research, I hoped that the students would be able to make explicit and extensive observations about the forms they used, similar to those found in Schmidt's learning journal (Schmidt and Frota, 1986). I also hoped that the TTT would result in a comparable number of LREs to those observed in other studies (Swain and Lapkin 1998; Lynch 2001), and that the LREs might lead to language gains. I looked for gains amongst the relatively spontaneous output of the class presentations. Whereas other studies of focus on form in classroom contexts have described relatively short-term gains, this study looked at

gains over the full academic year. In order to identify links between the students' language gains and their noticing, re-emergences of noticed forms were analysed in order to see if they became more target-like over time. I expected that students who initiated noticing about particular forms might be more likely to show improvements in their use of these forms, as suggested by Slimani's study of topicalisation and uptake (1989), and more specifically by Swain's research on the effect of focus on form in language related episodes (1998).

### 9.2 Findings

This section summarises the outcomes of the noticing tasks and the tracking sequences. I review my main findings and offer some initial speculation about them, which I continue in Section 9.3.

#### 9.2.1 The success of the tasks in encouraging noticing

The shorter noticing tasks are described here in terms of how they succeeded in encouraging the students' noticing of form. The largest number of items in the LDA sheets concerned new vocabulary, possibly because vocabulary building was something the students felt they needed; it might also be true that they found vocabulary an easier form to record, as I discussed in Section 5.5.1. The next most common category of entry dealt with grammar; there were lists of holistic and idiomatic phrases and a smaller number of explicit observations that sometimes included metalanguage. Next, the 'new about old' category resulted in a much lower number of entries than the above two categories. Four students who responded especially well in this category were of relatively high L2 proficiency, so perhaps advanced students are better able to notice form in this way, describing specific changes to their hypotheses about the L2.

Regarding pronunciation, the students made few entries in the LDA sheets. They sometimes registered general pronunciation difficulties they had become aware of, or noted specific words they found hard to pronounce. Finally, the category that asked students to note words and phrases in the L1 that they needed in the L2 resulted in the smallest number of entries. Moreover, there was no evidence from the subsequent LDA sheets that they had gone on to discover the L2 equivalents. The EFL context of my classes may have been relevant in this respect, and I will consider this in Section 9.4.

The Audience Evaluation Sheets allowed students to note down anything they noticed about the language of their peers' presentations. This task was done twice and an increase was

observed between the July and December tasks in the number of form-focused entries (from an average of 1.8 focus on form entries per sheet in July to 2.9 in December). This may have been due to the students' realisation that such observations were useful to their language learning. Most of the form-focused entries were items of vocabulary new to the student. There were few lengthy or detailed entries that addressed syntax (though pronunciation points were sometimes noted). Amongst all of the noticing tasks that I set during the year, the audience evaluation sheets were the least successful in encouraging the noticing of language forms, in terms of number of entries.

The Post-Presentation Questionnaires involved students noting down anything they noticed about their language immediately after their presentations. A number of instances of positive noticing showed that the students did not use the task solely for self-criticism. 'Positive' instances of noticing were also evident in the way that the students reported using recently learnt vocabulary, phrases and grammar during their presentations. Positive entries actually outnumbered negative ones by 171 to 104. The 104 entries describing negative points about their performance represent instances of *noticing the gap*. Despite limitations of time, some students managed to make extensive observations about their output. As with the Audience Evaluation sheets, the number of focus on form entries in the PPQs increased over the course of the year, and, in fact almost doubled, suggesting that the students became more proficient in making notes about form.

The TTT resulted in an average of 1.3 focus on form corrections per minute of speech in June and 1.2 in October - a larger average number of LREs per minute of discussion than in Swain and Lapkin's (1998) study, as described in Section 7.1.1. The number of LREs per 100 words of transcript was comparable to that achieved by my pilot study group. There is further evidence that the students performed the task well when we compare student- and teacher-initiated modifications. In the first task in June, they actually resolved more problems than I did (55% to 45%), though I made more corrections in October (40% to 60%), and again in the solo December task (13% to 87%).

The students noticed a wide variety of language forms: morphosyntactic features were most commonly focused on during the TTTs, but the students also attended to vocabulary and phonetic features. Students in other studies have not shown this tendency, concentrating much more on lexical items. This will be discussed in Section 9.5. The grammatical features noticed by the students during the TTTs were also varied; some of the most common related to verb tenses (27 instances out of 287 LREs), verb-subject agreement (20), article use (34), and preposition selection (27).

As regards the resolution of the LREs, the majority (62%) resulted in target-like modifications. A further 22% of the LREs resulted in an already target-like form being retained or being changed to an alternative target-like form. This is a higher success rate than Swain's study of high school students working on a dictogloss task (1998), who resolved 140 out of 256 LREs (54.7%) in a target-like direction.

The analysis of the TTTs suggested complex relationships between the extent of deliberation during the LREs and their outcome. In fact, those LREs most likely to be resolved in a target-like direction were those with no deliberation (76% of non-deliberated LREs were -/+). In terms of comparison, we recall that, on average, 62% of the *total* number of LREs resulted in -/+ resolutions. Presumably, lack of deliberation was a sign of confidence about the resolution put forward by the student. Amongst the LREs *with* deliberation, the kind of deliberation most likely to result in target-like resolutions was that involving metalanguage (56% -/+). The category of deliberation which I defined as having least depth - when students offered a resolution accompanied either by a rise in tone or a short call for confirmation of its correctness - also resulted in a reasonable rate of target-like resolution (49% -/+). If such minimal deliberation represented 'wild guesses', we would expect to see a higher number of -/- non-target-like resolutions. The least successful form of resolution amongst the deliberated LREs was when students offered two or more alternative resolutions (31% -/+). The alternative resolutions perhaps resulted in the lowest success rate, because the students did not discuss the alternatives *enough* and made too quick a choice between them. If the students had gone on to deliberate the merits of each alternative, their interaction may have included collective scaffolding or other types of collaborative dialogue, which could have led to a more successful resolution.

Finally, the number of *non-form-focused* LREs decreased slightly between the July and October TTTs. This was also observed in the analysis of the PPQs and the audience evaluation sheets over the year. Again, this may indicate that the students became more practised in paying attention to language form as the course went on. A further factor may have been the decrease in recapture episodes, discussed in Section 6.2.

### 9.2.2. Long-term effects of the noticing tasks

I tracked students' noticing of certain forms throughout the year. I then analysed the presentation transcripts to see if any of the forms from the noticing tasks re-emerged, and, if so, whether there was any improvement in their use.



Because of the low number of re-emergences, I have only made claims about language gains for those forms which re-emerged at least 10 times in the students' output over the year, and which the student had paid attention to at least once, as evidenced by the noticing task data. In total, seven tracking sequences fulfilled these criteria. Amongst these seven tracking sequences, four suggested that a language gain had been made, while three suggested none. The next question I addressed was whether there were links between the students' noticing and any possible improvements. The data suggested that three aspects of noticing might have had an effect on learning: *frequency*, *initiation* and *depth*.

Frequency of noticing seemed to be a factor in language gains. Katsu improved his use of *garbage* and noticed the form five times during the year. Haruka focused her attention on generic forms 14 times over the year, and this seemed to result in a slight improvement. In her case, frequency was a much more salient aspect of her noticing of the form than depth: Tracking 8.1.9 described how the group failed to identify clearly the language problem they were grappling with. This, and the commentary below, may help explain why Ken's made no progress with generic reference despite his attention focusing on such forms eight times over the year. Frequency of noticing alone was no guarantee of language gains.

There was some evidence that noticing was more likely to result in a language gain if students initiated instances of noticing themselves. For example, I drew Kaoru's attention four times to his verb agreement following the form *Olympics*, yet he showed no improvement with this form. Lack of self-initiation may also offer a clue to Ken's failure to improve in generic reference. While Haruka initiated seven instances of noticing these forms, Ken initiated only two. Self-initiation may also suggest readiness to learn and explain why initiating students may be more likely to make improvements with forms that they have chosen to focus on. Slimani's (1989) study, which described the effect of topicality on uptake, also highlighted the importance of self-initiation.

Depth of noticing in LREs may also have helped students to make language gains. For example, Toru's noticing of *garbage* was not particularly frequent (three instances), and there was just one self-initiated episode. Nevertheless, his use of the form became more accurate between June and December. His improvement may have been due to the extensive deliberation of his group when discussing the form during the TTTs; they metatalked about the form over 10 conversational turns in June, and over 14 turns in October.

The Sound and Music group's discussions about generic reference showed differing degrees of depth. Of five LREs about this form, the longest had 12 turns while the shortest had just



one. A 12-turn LRE might suggest potentially useful depth of noticing, but eight of these turns consisted of one-word utterances, where the students repeated *a* or *the* as they considered which article was appropriate to put their meaning across. Unlike Toru and Katsu's LREs about *garbage*, at no point did they specify their language problem either in terms of grammatical rules or of their intended meaning. In fact, the only time one of the students made any comment about grammatical rules was when Ken said, "I think it doesn't matter". So although the LRE was protracted, it showed little depth of understanding, and this might explain why Ken's use of the form did not improve.

Of course, if LREs are neither deep nor frequent and are solely other-initiated, we might be pessimistic about the likelihood of any subsequent positive effect on a student's use of the form. This is suggested in Tracking 8.1.11, where the only LRE about the use of possessive pronouns with *own* was brief and, as a simple recast, was not accompanied by any deliberation. Nina initiated the LRE as in response to Reina's transcript. Reina's subsequent output showed two more uses of the form, both non-target-like, though, given the small number of recurrences, this tracking offers no clear picture of Reina's mastery of the form.

### 9.3 Discussion of findings

Section 9.2 has already summarised some of the principal points of discussion made in Chapters 5-8 of the thesis, relating, in particular, to the quality of the LREs of the TTT and the long-term effects of the noticing tasks. This section continues this summary; it returns briefly to the shorter noticing tasks, reviews the aspects of the TTT relevant to sociocultural approaches to language learning, and briefly summarises the differences observed between the groups' TTT performances. The section goes on to introduce a new discussion point, the distinction between slips and errors, which is particularly relevant to the TTT.

#### 9.3.1 The shorter noticing tasks

A general finding from the analysis of the shorter noticing tasks was that the more experience the students gained in filling out these forms over the year, the more noticing they reported. Perhaps they gained greater expertise in noticing form with time. With regard to the PPQs, as they gained more confidence in giving presentations, a decrease in nerves may have allowed them to focus more effectively on form. Alternatively, the increase in form-focused entries may have been due to the students' realisation that such observations were useful to their language learning. Because the form-focused entries increased in all of the shorter tasks, we might speculate that this increase would have been sustained if students had continued using

the LDA sheets for a further year. Even so, the students recorded more entries in some of these tasks than others. The Audience Evaluation sheets contained the lowest number of entries. Section 5.5.2 suggested that this might have been due to the multi-tasking expected of the students during this task. They had to attend to the content of a group's presentation as well as consider a mark to award them. Moreover, some of the students would have been preparing to make their own presentation; it would not be surprising if all this limited their resources to attend to form.

When considering the amount of noticing resulting from the shorter tasks, it is also worth restating that both the Audience Evaluation sheets and the PPQs were completed in a matter of minutes. Although the students had a full week to fill out the LDA sheets, Section 5.5.1 reported that some students filled them out hurriedly on the morning they were to be handed in to me. The LDA sheets were nonetheless effective in focusing students' attention on language form. Many entries showed that they were able to make use of the sheets to register sophisticated hypotheses about the L2. This, at least, confirmed the task's potential; I was not sure that the students would respond well to this category, as it was inspired by Schmidt's learner diary (Schmidt and Frota, 1986) and it could not be presumed that my students, who are not linguists, would be able to make similarly sophisticated linguistic observations.

### 9.3.2 Sociocultural theory and the TTT

The analysis of the TTT showed how elements of Vygotskian dialogic interaction were present in the students' collaboration and that the presence of a more capable expert, collective scaffolding, and the achievement of intersubjectivity helped the students to complete the task and to further their knowledge of English. The TTT data also revealed some unexpected features of the students' collaboration. One of these was a flexibility in the novice and expert roles. Within one TTT session, a student could move from expert to novice depending on the L2 form under discussion. What is more, the role of expert or novice could sometimes be ascribed, not to one individual, but to the group as a whole, as we saw in Section 7.3.2. The analysis also suggested that some students had a perception of permanent expert *status*, in contrast to the shorter-term expert *role*, which any student could assume. The dialogues between Miki and Kaoru (Section 7.3.1) and between Keiko and Hiro (Section 7.3.2) illustrated this. It was interesting that the two students in question were not necessarily comfortable with their permanent expert status; Kaoru suggested that his partner should not defer to his knowledge (p. 193), while Hiro sometimes seemed hesitant to offer assistance (p.214).

The Vygotskian analysis also showed how a student did not need to contribute expert knowledge in order to help with the completion of the task; the ability to recruit interest in the task and to help maintain the pursuit of its goal were also relevant to the TTT. Section 7.3.5 reported how Keiko, although a novice in terms of her L2 knowledge, was particularly adept at this. As reported in the literature review, Nykos and Hashimoto's (1997) study described respective 'pay-offs' for experts and novices during collaboration (Section 3.2.3.2); a novice's ability to manage the task can be viewed as a pay-off for the rest of the group if it facilitates task completion, and as a pay-off in terms of the novice's positive feelings about his or her own contribution to the task. It is important for tasks such as the TTT, which are completed without direct teacher assistance, that the students feel capable of completing them and perceive that all group members contribute something to the process.

Keiko's contributions to the TTT were also relevant to Section 7.4, which described individual performances on the task. Her management of the task was exceptional in that she was more meticulous in her scrutiny of the transcript than her peers. This might have been due to her valuing grammatical accuracy more than the others in her group, but, in any case, her approach did not adversely affect her group's collaboration. Sections 7.3.1 and 7.4.2 described how the Sports group also performed the TTT slightly differently from the other groups; for example, Kaoru did not submit his own transcripts for scrutiny and corrected Miki's transcript largely by himself. Kaoru and Miki showed little in the way of dialogic interaction, and there were breakdowns in negotiation, when Kaoru failed to offer the kind of scaffolding that might have facilitated the task. Reasons for this were suggested in that section and we will return to this in Section 9.5.

### 9.3.3 Slips and errors

The study provided evidence substantiating Corder's comments (1967) on the problems associated with distinguishing *slips* in student's output (or *mistakes*, to use his 1967 terminology) from *errors* that are systematic in their interlanguage. Storch (1998) was also aware of this difficulty and for that reason did not count many self-initiated repairs in her data, as she was unsure whether they were slips or errors. The analysis of the noticing tasks in my study suggested that some inaccurate instances of language use appeared to be slips but may well have been more systematic errors and were therefore important to study. My analysis also cast doubt on the students' knowledge of some forms of which they seemed to be in good control.

Atusko's use of *for example* was target-like but for one instance (Section 8.1.10.1) and this could easily have been interpreted as a slip, which did not necessitate feedback or correction treatment. However, during the TTT she seemed to be unsure about the correction of this one non-target-like utterance. Moreover, her own transcript contained a prior modification, which she had imported at the transcription stage - the original utterance had been target-like.

Similarly, Lisa (Tracking 8.1.13) substituted the non-target-like *search* for the original target-like *research* at the transcription stage. This suggested that the form was a problem for her, although all of the instances of *research* in her presentations were target-like.

This was also the case for the Discrimination group's use of *any* during the year. Their presentation transcripts suggested no problem, as each use of the form was always target-like. Nevertheless, they discussed problems with this form four times during the TTTs, one LRE continuing for 25 turns. It is unlikely that a slip would merit this kind of attention. Furthermore, we may recall from Section 8.1.1.1 how Lisa suggested further research into this form at the end of the October TTT. So although there are no non-target-like occurrences of this form, it probably did represent a gap in their L2.

Midori's use of the form *skin colour* was also universally target-like in the presentations, yet the TTT analysis showed that the form represented a problem for her. We saw in Tracking 8.1.3 how she discussed the form twice, once in June and once in October, coming to a different solution each time. The October resolution, which resulted in a non-target-like direction, was even deliberated by the students, who linked noun number to a co-occurring possessive pronoun.

It is interesting that, in the last instance, the LRE did not seem to have an adverse effect on Midori's usage. Swain (1998) reported that, when a set of students was tested on forms they had discussed in an LRE, they tended to give the same non-target-like response as they had decided on during the LRE. After the October LRE, Midori went on to use the form correctly three times. Of course, the low number of re-emergences does not offer concrete evidence of permanent learning. The June LRE about *skin colour* lacked deliberation and was not initiated by Midori. However, she did initiate the October one and it was deliberated. In Section 8.1.3.2, I suggested that her attention might have returned to the form in the course of her research, and that her use of *skin colour* might have been influenced by the wording of a Martin Luther King quotation.



The Discrimination group's discussions about *any* were offered above as evidence that the form really did represent a gap in their L2. This was corroborated by Lisa's additional request to discuss the form later. Although protracted LREs seem to offer reliable evidence of gaps, the opposite is not always true, and short LREs do not correspond to superficial slips in performance. There are examples of both in the TTT data.

These findings are at variance with Lantolf's claims about errors and slips (1977). He also had students individually review tapes of their own output and edit the tape for mistakes. He contended (p.248) that any mistakes the students acknowledged were, in effect, slips, and problems of performance. Only those mistakes not recognised by the students were defined as errors. The Discrimination group's discussion of *any*, as well as the unresolved LREs, seem to contradict this claim. This finding is crucially relevant to the use of tasks such as the TTT. If the student discussions addressed only slips, it might be argued that instead of spending time and organisation on student discussions, the teacher should be the sole provider of feedback. This is not to say that the teacher does not have a special role to play in such tasks; Tracking 8.1.2 showed that my feedback was recalled by the Discrimination group. But my study suggests that the students succeeded in filling real gaps in their L2 without the teacher's direct assistance.

### 9.4 Limitations of the study

#### 9.4.1 The noticing data

As I discussed in Section 8.2.1, the activities associated with the TTT (the transcribing itself and the subsequent discussion) may have been more effective in making forms salient compared to the shorter noticing tasks. Perhaps this was because they involved a concrete record of student output that they could scrutinise. In completing the PPQs and the LDA sheets, there was a delay between the student noticing a form and recording it.

This applied particularly to the LDA sheets. The students could not be expected to record immediately every instance of their noticing. In fact, many of the entries may have been recalled days after they were first noticed. In Section 5.5.1, I described how some of the students seemed to be filling in the sheets on the morning of the class, suggesting either that they had not had the time to do this homework task, or that they had not developed the habit of regular noticing that the task was meant to encourage. Failure to note down instances of noticing did not indicate a failure to notice form outside the presentation class, but the LDA forms would not represent a complete record of such instances.

Even for students who were keen to use the LDA sheets frequently and had time to do so, it is very likely that a large amount of noticing would have gone unrecorded. Students would have noticed language form in a range of places where the taking of notes would not have been possible. We saw that some students noticed language form while in restaurants or while watching television (Section 5.2.6); many such instances would not necessarily be recalled by the time the students came to filling out the LDA sheet. Forms may have been noticed in conversation with other people or in other classes at times when it was inappropriate or impractical to write them down.

As I became aware of this problem during the course, I advised students that they should have their LDA sheets on hand during their other English classes, so that they could make a record of any aspect of the L2 that came up there. There is evidence that some students followed this advice; we saw in Section 5.2.6 that many students noted down the same uncommon items of vocabulary in the same week's sheet. However, it is certain that many occurrences of noticing would have gone unrecorded, and that this limited my tracking of the students' use of forms over the year.

### 9.4.2 The presentation data

I did not control the output of the students, which I was examining to determine whether any language gains were made. It was clear from the noticing tasks that the students had explicit declarative knowledge about certain problem forms; many of their LREs from the TTTs were lengthy and detailed in their hypotheses. The sections pertaining to the other noticing tasks such as the LDA sheets also show detailed deliberations about forms that the students noticed. Some students went as far as to draw diagrams illustrating their understanding of some grammatical constructs.

However, the limited number of times the forms subsequently appeared in the output meant that it was not always possible to gauge the effect of the students' deliberation on their output. For example, Tracking 8.1.1 showed the Discrimination group's use of the form *any* with regard to whether it was followed by a singular or plural noun. The group had discussed the form three times during the year in three separate LREs, one of which consisted of 25 conversational turns. This was a form that seemed to interest Lisa particularly, as she recalled her group's attention to it after one TTT was over by reminding them: " We have to talk about *any*". Nevertheless, the greatest number of times the form came up in the presentation output of any of these three students throughout the year was five. This meant that, although noticing of the form was extensive, evidence of its long-term effect was weak. Of the 13 tracking



sequences there were only seven instances where the form under consideration re-emerges more than ten times in the student's output.

In order to overcome this problem, the effect of the noticing tasks and the LREs could have been assessed differently. Swain (1998) administered tailored tests to students who had performed a series of dictogloss tasks. She analysed the students' LREs and tested them on the language points they had discussed during the task. Replication of this kind of post-test might have shed more light on the extent to which my students recalled the forms they had noticed throughout the year, but my study valued evidence of the use of the noticed forms during the communicative act of a class presentation over declarative knowledge revealed in the transcript discussions, language development awareness sheets and so forth. These noticing tasks revealed a snapshot of the students' knowledge at different points in the year, but the presentation output allowed a long-term evaluation of the students' learning. It is this kind of longer-term acquisition that is rarely investigated in task-based learning (Sheen 1994).

It might have been possible to administer tailored oral exams for the students, designed in a way that made the noticed forms 'useful' to the completion of the task, in the sense of Loschky and Bley-Vroman (1993). This could have taken the form of a question and answer session with me about their research. However, such a test would still not have guaranteed the re-emergence of specific forms and would have taken time away from the presentations, which were the primary focus of the course. There may have been other ways to encourage more repetition of previously used language. For example, at the start of each of their presentations, the Garbage group gave a summary of their previous presentation, and these summaries did in fact add to the tally of re-emergences of the form *garbage* in Tracking 8.1.8. If I had asked every group to give such a summary, this might have resulted in more re-emergences and perhaps in greater accuracy in the use of those forms, as was the case in other studies of task repetition reported by Bygate (1996) and Gass, Mackey, Alvarez-Torres and Fernandez-Garcia (1999).

A further point about the students' output is that it was produced under the stress of a classroom presentation. Lynch and Maclean (2003) suggest that communicative stress might reduce the amount of attentional capacity that might otherwise be available to pay attention to recently learnt forms or to self-monitor and correct forms used inaccurately during a presentation. In Section 8.1.6.2 Miki was observed to stumble in her speech just before she used passive structures, a form that she had discussed during the TTTs. This happened on four occasions and may well have been caused by the additional processing she required to produce a newly acquired form. The less public question-and-answer session mentioned

above might have been used as a less stressful forum and might have encouraged more favourable conditions for language processing and a corresponding increase in the target-like use of newly acquired forms.

The presentation transcripts cannot be expected to fully represent the students' knowledge or mastery of the language forms that they attended to during the year. Firstly, the transcripts do not reveal the students' declarative knowledge about forms they had noticed. The post-presentation questionnaires show that students realised that their procedural use of some forms sometimes lagged behind their declarative knowledge (Section 5.4). Secondly, despite the relative long-term tracking attempted by the study, the presentation transcripts do not provide unambiguous evidence of permanent language gains. This study evaluated gains in terms of the students' use of individual forms. Kellerman (1985) has shown that the development of single L2 forms can be characterised by 'u-shaped' behaviour, the three stages of which can develop over a number of years. It is possible that gains observed in the presentation output represent stage 1 of the U-shaped tripartite sequence, as discussed in the literature review.

### 9.4.3 The tape transcript task

One of the problems discussed in Section 6.8 in relation to the TTT was the fact that students sometimes failed to resolve language problems. This was not unexpected, hence my own contribution in checking the students' corrections. Although they often discussed specific language problems at length, they did not always achieve what Sheen (2002: 523) refers to as "an understanding of the underlying grammar" of those forms. We saw this in the Sound and Music group's discussion of generic plural forms and with the Discrimination group's discussion of the appropriate noun number following the determiner *any*. This kind of misunderstanding was also revealed by the flawed grammatical rules suggested by students during some of the LREs that involved metalinguistic deliberation, such as the Discrimination group's assumption that plural noun forms will follow the possessive pronoun *their*, or Reina's hypothesis that non-count nouns cannot take the definite article.

My corrections took the form of written recasts, a form of correction thought to be less effective than face-to-face tutorials that provide more specific feedback (Anderson, Benson and Lynch, 2001). Had I listened to the tapes of the grammar discussions immediately, I could have identified the problems they found especially important and brought these up in class. Of course, the study was of a real course with its inevitable constraints on time, and as a

teacher, I did not have time either to sit in on each of the TTT discussions or to listen to the tapes straight away.

The problem therefore remains as to how to identify and address these problems, which may be more likely to be within the ZPD of the students, as they have put them up for discussion themselves. Those forms that are deliberated and discussed in detail by the students may be more likely to fall within their ZPD. However, without being present as the students completed the task, I could not evaluate the amount of depth of noticing achieved in the students' discussions, the result of which were all presented in the same way, as red pen corrections, no matter how much discussion lay behind them. There were occasions where a form discussed during the TTT appeared on students' LDA sheets. Even so, this was rare and further illustrates the limitations of the LDA sheets as an instrument for noticing. These sheets were not on hand for the students to record language problems as they worked on the TTT, and consequently, some, though clearly not all, of the points discussed may have been forgotten after the TTT was over.

One solution might have been to add another intervention to help the students consolidate the knowledge they got from the LREs and at the same time signal the problems they were most interested in to me. At the end of each TTT, they could have been asked to write a short summary outlining the main forms that they had discussed together. If necessary, I could then have used this information to discuss the language problems in greater depth during class time. This may have led to a better understanding of problem language points; it may also have helped students address and reform some of the flawed hypotheses they had alluded to in some of the LREs. This may have resulted in the students' further noticing of the forms in question and to improvements during their output.

#### 9.4.4 Generalising from the student sample

The culture and the educational background of my students were mentioned in Chapter 1. It is possible to see positive and negative aspects of both in their reactions to the noticing tasks that I gave them. The following points are relevant when considering how other student populations might react to similar noticing tasks.

One positive feature of my students' noticing was mentioned in Section 7.1.3 in the discussion of the kinds of form focused on during the TTIs. Compared to other studies cited, the students in this study focused far more on syntactic forms than lexical ones. The task itself may have influenced this, as the students were working on their own output and would

already be familiar with the vocabulary in it. Other background reasons were mentioned, such as Shonerd's claim (1994) that Japanese students might in any case be more inclined to focus on syntactic features of the L2. Another striking point about the students' task performance, especially during the TTT, was their ability to discuss grammar, often employing metalanguage either in the L1 or L2. There are specific references in the TTT discussions to countable nouns, the passive, the use of articles and verb tenses.

The TTT was not the only task to show this kind of sophisticated grammatical deliberation. Section 5.4 reported sophisticated diagrams describing syntactic structures in the PPQs. In addition, many students made use of phonetic script when reporting on new vocabulary or on pronunciation in the shorter noticing tasks.

This level of sophistication is possibly attributable to Japanese high school education, where foreign language study is analytical and the grammar of English is closely compared to that of Japanese. It is ironic that although this kind approach to language teaching is criticised in Japan for its inability to help students communicate in English (Fotos, 1998; Hadley, 1999; Kobayashi, 2001), the grounding in grammatical metalanguage which it seems to have given these students was useful in this particular communicative task (the TTT). As I mentioned in Section 7.4.2, Tan (2003) makes the point that expert knowledge might trigger exploratory talk, which she suggests is necessary to construct knowledge and learning. Students need academic knowledge on which to base challenges and counter-challenges, which make up exploratory dialogue. With Tan's interpretation in mind, we might say that the students' previous experience of analytic linguistic study has given them a lot to talk about in the context of the TTT.

It may also be true that their experience of grammar-translation language syllabuses has resulted in some students' placing a high value on grammatical accuracy, which was a consideration in the discussion about Keiko's TTT performance in Section 7.4.1.1. It might be the case that students from different academic backgrounds would be less inclined to focus on form in general and be less well equipped to discuss form in the kind of autonomous groupings described in this study.

In Section 7.1.2., I mentioned certain concerns I had regarding the criticising of peers' output in the TTT discussions and whether the students would be forthcoming in initiating LREs about their peers' transcripts. These concerns proved unfounded, as they did not hold back their comments, and other-initiated LREs far outnumbered self-initiated ones. The fact that all of the students were in the same age range may have contributed to the acceptance of other-

initiated LREs. In other teaching situations in Japan this might not be the case; in classrooms with a wider age range, younger students may well be less willing to criticise the output of older peers.

English teaching in Japan is an EFL context, so contact with the English language is not guaranteed in everyday life. What is more, my students were not studying for a full degree in English and their English classes numbered just four per week. This may have had an effect on how much they were able to notice outside of the classroom. We might recall that only two students handed in the full possible complement of twelve LDA sheets over the year, while five students handed in six or less. The question most likely to be left blank in those sheets was about phrases in Japanese that the students were aware of needing to know in English. Ten students recorded three entries or fewer here throughout the year. This may be partially explained by the fact that their lives do not often involve needing to know English. It might be assumed that students studying in ESL contexts might have more to report on a task like the LDA sheets. The English that they came across in everyday life might more often get them thinking about certain L2 forms and recording their observations. Alternatively, students studying in an EFL context whose major degree was in English might have more opportunities in more numerous English classes to pick up on L2 forms.

### **9.5 Implications of the study**

#### **9.5.1 The potential of autonomous focus on form tasks**

Williams (1999) expresses some disappointment with the amount and range of students' noticing and questions whether the granting of autonomy to students to initiate their own attention to form is worthwhile. This idea of student autonomy is relevant to natural order hypotheses in SLA, as students' own decisions about which forms to focus on may be a sign that they are ready to acquire them. She describes how the students in her 1999 study did not spontaneously or consistently attend to form, and that the forms they did attend to were overwhelmingly lexical, concluding that "teachers cannot expect learners to consistently ferret out and notice morphosyntactic features" (1999: 620).

The results of this study are relevant to these concerns. Regarding the consistency with which students achieve what Williams terms "learner-generated attention to form" (*ibid.*), this study has presented evidence that the students did become more proficient at noticing form over the academic year as their experience of the noticing tasks developed. The analysis of each of the shorter noticing tasks showed that the number of form-focused entries increased over time,



while the group TTTs resulted in a consistently high number of LREs per minute of discussion in both the June and October tasks.

Williams' observations about the limited range of forms focused on by students working autonomously in groups were borne out in this study to some extent, but only in some of the noticing tasks. Lexical items were certainly much more likely to be noticed in the shorter tasks - lexical forms made up 44% of the PPQ entries, 62% of the audience evaluation sheet entries, and 68% of LDA sheet entries.

When it came to the TTT, a different picture emerged. The LREs that resulted from the transcript discussions were predominantly morphosyntactic. Only 37 out of the total 336 form focused LREs (11%) concerned lexical items. Possible reasons for this were explained in Section 7.1.3, and if the interpretations suggested there are correct, they might help guide teachers to create pedagogical interventions that are effective in directing students' attention, in an appropriately autonomous way, to morphosyntactic features of the L2. We have already commented on the high proportion of target-like resolutions during the TTT, which also helps support the autonomous focus on form task.

Task design remains crucial to the extent and range of noticing the students might achieve. The solo December TTT is a case in point; it did not seem to result in a great deal of noticing by the students, while the other two TTTs, essentially the same task, but performed in groups, resulted in many more LREs. Task design might also influence the range of forms noticed by students. The design of one of the jigsaw tasks in Swain and Kowal's 1998 study was more likely to result in a great many lexical LREs, as the task's sole input was a series of cartoon pictures, which the students had to make a story from. The students would be unable to mine any vocabulary from the task input, and the search for appropriate lexical items might therefore be one of their primary concerns. In contrast, input to the transcription task in my study was the students' own output, the vocabulary of which they were already familiar with. This may have allowed them to focus more on syntax. Storch's (1998) use of 'propositional cluster' (text reconstruction) tasks, which supplied students with all necessary vocabulary, also resulted in a high proportion of morphosyntactic, over lexical, LREs.

An even closer focus on form during the TTT might have been achieved by altering some aspects of the task. In Section 6.2 I described how the number of LREs relating to negotiation of meaning could have been reduced by shortening the interval between the TTT and the presentation on which it was based. This might have reduced the number of 'recapture' LREs, making more attention (and time) available to concentrate on form. The provision of



dictionaries to each group might also have helped them focus on form. Not all of the groups made use of dictionaries during the TTTs, though this could have acted as a further mediating tool in the task - and could have made the difference between resolved and unresolved LREs in some cases.

This suggests that attention to form is an activity that requires practice, and that pedagogical interventions such as the tasks used in this study can encourage students to be more spontaneous in their noticing of form. Different tasks can also be selected in order to focus students' attention on lexical or syntactic features of the L2.

### 9.5.2 Use of the L1

Swain and Lapkin (2000) describe their surprise at the amount of L1 used by their students while they completed L2 tasks. The surprise I experienced while first listening to the TTT recordings was a contrary one, as my students very rarely resorted to Japanese. This was a gratifying discovery in view of my own advice to the students that speaking in English to each other could greatly benefit their learning of the language and in view of the university's official policy on English-only classes. The task was 'policed' in the sense that the students' conversation was being tape-recorded and this may have influenced their choice of language. However, this would also have been the case with Swain and Lapkin's students, so the reasons behind my students' greater L2 use may lie elsewhere. One possible factor was the more advanced level already attained by my class. The French immersion program described by Swain and Lapkin involved younger learners, who may have more need of the L1, as the gaps in their L2 may be larger and more widespread than those experienced by eighteen to nineteen year-old university students. Perhaps my students also accepted my advice that using the L2 would benefit their language learning.

Nevertheless, the students in my study did sometimes use the L1. Reina was the greatest user of the L1, despite her L2 proficiency being relatively high. This is interesting as there were students in the class with lower proficiency who did not use as much Japanese as her. Perhaps students with lower English proficiency kept quiet rather than speak Japanese, and the group-oriented nature of the task allowed them to do this. Section 7.3.6 discussed Jun's lack of contributions to the TTT discussions compared to his more proficient partners, while Sections 7.3.1 and 7.3.2 discussed Miki and Keiko's reliance on more capable peers for focus on form corrections.

This raises the question whether some students might benefit more from the transcript task if they were allowed to discuss their output in the L1. Perhaps those students whose English was weaker would have taken a more active part in the discussion. Such participation might be important, given one of the findings of this study - that self-initiated instances of form noticing seemed more likely to result in the student's improved use of the form. Permitting the use of the L1 might allow weaker students to discuss aspects of their language use about which they would otherwise remain silent.

Although there is a general preference for L2 use in the classroom in communicative language teaching, an exclusive insistence on the L2 can be challenged. Antón and DiCamilla (1998) contend that L1 use of a group of adult learners of Spanish on a collaborative writing task played a role in scaffolding, establishing intersubjectivity and externalising their inner speech (a view shared by Wells, 1998). Similarly, Swain and Lapkin (2000) explain their acceptance of English L1 use in French immersion courses by pointing out that the L1 is "an effective tool for dealing with cognitively demanding content" (p.252). They report how their students used the L1 for task management, to focus attention on L2 forms and for interpersonal communication.

In my study, Reina, who made greatest use of the L1, also remained on-task when she used Japanese, discussing aspects of grammar in detail, and referring to metalanguage that she presumably did not know in the L2. This study also found evidence that more extensive deliberation about language problems would more likely result in target-like corrections. It could therefore be argued that if L1 use results in a greater depth of deliberation and noticing, it might lead to more successful problem solving.

Nevertheless, taken as a whole, the class did not depend on the L1 to achieve successful problem resolution and depth of noticing. The students managed this satisfactorily in the L2. In addition, there might be risks attached to allowing free use of the L1. Wells (1998) warns that one repercussion of the benefit of encouraging the L1 as a cognitive tool is the neglect of L2 use. Swain and Lapkin conclude (2000:268):

"The use of the L1 should not be prohibited in immersion classrooms, but neither should it be actively encouraged as it may substitute for, rather than support, second language learning."

The students in Antón and DiCamilla's study were beginners in Spanish and presumably had greater reliance on the L1 as they completed a collaborative task than my students, who all had an institutional TOEFL score of over 500. Discussion about grammar in the L2 has the

same benefit as L2 discussion in any other communicative task; it affords students more opportunities for pushed output, noticing the gap and hypothesis testing. Regarding those students who seemed to be less inclined to contribute to the discussions, it might be possible to increase their participation by addressing other aspects of the task, rather than the language in which it is completed. This point will be addressed in the next section.

### 9.5.3 Classroom management

The analysis of the TTTs showed that a much greater number of LREs (and therefore a greater focus on form) resulted from the group task compared to the solo task. The Vygotskian analysis of the group discussions highlighted those aspects of the interaction that helped groups to focus more effectively on the language of the transcripts and to maintain interest in the task. It also showed how some corrections were mutually constructed by the group and may not have been managed by a student working alone. Consequently, the group task was of greater value in focusing students' attention on form.

Nevertheless, we have also discussed instances where students failed to engage in the kind of dialogic interaction described by Vygotsky. This was seen particularly in the discussions between Kaoru and Miki. In Section 7.3.1, we discussed how Kaoru and Miki displayed similar characteristics to those found in Yule's 1994 study, where students of very different L2 proficiencies failed to communicate, as the stronger student was insensitive to the constraints of the weaker student's knowledge. Swain (1997) and Storch (1998) also observed more proficient students doing most of the work of in focus on form tasks, while groupings of students of more equal proficiency showed a more balanced number of contributions. Kaoru's interaction was also at times reminiscent of what Tan (2003:55) refers to as *disputational talk*, displaying disagreement and individualised decision making.

Yule (1994) recommends pairing students specifically to create better conditions for collaboration, and describes how this can be achieved, not simply in terms of the relative proficiency of students, but also in terms of their *authority*. That is to say, certain students can be encouraged to contribute more by being in sole possession of information crucial to the completion of the task. This idea of authority can be seen in Jun's contributions in the October TTT, as described in Section 7.3.6. He generally kept quiet during the TTTs, possibly because he felt he could rely on his more proficient group members to correct even his own transcripts. However, when it came to a 'recapture episode', he was called on specifically by his peers to contribute, as he was the only person who had the knowledge to explain the intended meaning behind his utterance (pages 202-3).

Although I could not designate student groupings for the academic presentation course in this study (the rationale behind the group selection was a joint interest in a research topic rather than their potential to achieve effective language focus), there was no real need for students from the same research group to do the TTTs together. In fact, due to student absences on the days of the TTT, students from different groups sometimes worked together on that task. It would therefore have been possible for me to organise specific groups to work together. This might have avoided the kind of dynamic thought to stifle collaboration and dialogic interaction. In the case of those students of lower proficiency, it might have been beneficial to avoid pairing them with students of a much higher proficiency. This might have prevented the designation of *permanent expert status*, which we discussed in Section 7.3.1, and encouraged the weaker student to voice his or her own hypotheses about language problems. This might also have reduced the likelihood of a weaker student relying on peers to make corrections, resulting in more self-initiated LREs, which may be more likely to lead to long-term language gains, as I suggested in Section 8.2.2.2.

### 9.5.4 LRE quality

Although a consideration of the circumstances in which collaboration and dialogic mediation are more likely to occur is certainly important, it is by the quality and outcome of student collaboration itself that we must ultimately judge the usefulness of the collaborative process. To begin with, we might say that a good LRE was one that resulted in a target-like resolution. This is certainly important given Swain's discovery (1998) of a student tendency to 'stick with' non-target-like resolutions in post-tests. If accuracy were the only criterion by which we judged the episodes, we could gain much satisfaction at the high success rate of LREs by students both in this study and others. However, there are other aspects of student deliberation that merit attention. In Section 3.3, we considered the possible qualities of 'good' LREs, and we saw that much store has been set by the capacity of collective scaffolding to further the L2 knowledge of the whole group (Donato, 1994; Anton and DiCamilla, 1998; Swain, 2000). Although this kind of LRE should certainly be described as useful to learning and therefore a mark of quality, my study did not establish that collective scaffolding was a particularly common feature of the LRE interaction analysed.

In fact, the 'other student' was the most likely party to resolve an LRE, as opposed to self-resolutions. This kind of resolution could certainly have resulted in learning for the other students, and would presumably be more likely to *if* the resolution was accompanied by deliberation or justification. Such deliberation (described in Section 7.2.2) was seen to consist

of metatalk of various types, and it was this that had the potential to pass on to students who did not yet have it, the information they needed about the L2 to fill the gap represented by the problem under discussion. This is 'routine' scaffolding between expert and novice (differences between scaffolding and collective scaffolding will also be discussed in Section 9.6). It may seem straightforward to conclude that this kind of LRE is inferior to those involving collective scaffolding, as the latter represents new knowledge attained by *all* of the group members. Nevertheless, Nyikos and Hashimoto (1997) suggest that the expert, too, makes gains from the mediation process. They show how the experts in their study liked to have their thinking challenged by being forced to provide logically coherent and clear thinking that was accessible to the novice: a process that presumably helped consolidate their own knowledge.

So, in order for information to be passed between students during collaborative tasks, such as the TTT, dictogloss or propositional cluster task, metatalk can be considered a key component of student interaction and a crucial attribute in establishing the quality of LREs. However, the expertise a more capable peer has in connection with language problems experienced by a fellow student will not always be transferred. We may recall the episode in which Reina had difficulties repeating the correction supplied by her partner:

Oct.17:1

Nina: it's got its own philosophy  
Reina: uh it's got is it eh?  
Nina: it's got its own philosophy  
Reina: it's got its own

In contrast, this extract shows Reina explaining her resolution in a way that clearly illustrates her point about tense harmonisation and would more likely lead a peer to an understanding of the language at issue.

Oct.8:4

Reina: mae ga kako dattara ushiro mo kako ni narun ja  
nakattakke? (*I think that the former part of the passage is in the past tense so the latter part should also be in the past tense, no?*)

It is the potential for metatalk to "engage language learning processes" (1998: 77) that Swain tried to encourage its use in that study (with limited success). There is a need for further research to see whether and how the use of metatalk can be encouraged, and we will return to this aspect of further research in the next section.

Although we have been discussing 'quality' here in terms of whether new knowledge was gained, less ambitious claims can also be made about the benefits of the TTT experience. If



an LRE results at least in the noticing of language, there may be a potential pay-off to the student's developing L2. The noticing may be a catalyst for subsequent noticing (in the sense of *priming* in Section 8.2.2.1), which may result in a later engagement with the form. A good LRE might therefore be one that results in a heightened curiosity about unfamiliar aspects of the L2. For this reason, perhaps one of the 'best' LREs in this study was the one that inspired Lisa to go and actively seek out more information about the use of *any* (Section 8.1.1.1). A record of the students' discussions might have helped them to follow up some of the questions of form that they attended to. This would represent a further use of the TTT summary, suggested in Section 9.4, originally intended as a diagnostic aid for the teacher.

### 9.6 Future research, recommendations and practical applications

#### 9.6.1 Future research

##### 9.6.1.1 Quality of noticing and metatalk

The study has described different forms and aspects of noticing. The students could initiate noticing themselves or have their attention drawn to language forms by a peer or by myself. Moreover, noticing of differing degrees of depth was observed; this was described in Section 7.2 in terms of the amount of deliberation involved in arriving at solutions during the TTTs, and also in Chapter 5 in terms of the length and content of entries in the other written noticing tasks.

The analysis of the TTTs suggested that different types of noticing resulted in varying success in solving language problems. Those LREs with extensive deliberation (categorised by the use of metalanguage, reference to grammatical rules or the use of the L1 to facilitate problem solving) were more likely to be solved in a target-like direction than LREs that involved less noticing (such as offering alternative resolutions or simple questioning). This seems to represent a case for encouraging depth of noticing for students who take part in similar focus on form tasks. Swain (1998) argues that metatalk should be encouraged as it might help students make use of second language acquisition processes, as it is language used for cognitive purposes. Although there is evidence from my study that the use of metatalk did have a positive effect on resolutions, the number of episodes was too few to be able to make strong general claims about the efficacy of metatalk in LREs. Moreover, Section 7.2.3 suggested that the extent of deliberation in LREs was affected by a number of variables, including the confidence students showed when suggesting resolutions. Strong confidence



may have resulted in little deliberation and a correspondingly limited opportunity for students to notice anything about the form under discussion.

Further research should reveal more about the use of metatalk in problem solving. If it becomes clear that metatalk helps students to solve problems, this would justify attempts to encourage its use, as Swain did in her 1998 study. It would also be interesting to know more about the purpose of metatalk during LREs. It may at times be a sign of linguistic confidence on the part of a student who is using it to explain a hypothesis. Equally, it might represent learning in progress; metatalk was also observed in this study as a cognitive tool when students were mutually constructing resolutions. This may be a sign that the learning is within the ZPD of the students and therefore within their reach.

### 9.6.1.2 Noticing and language development

The study also suggests that depth of noticing may be a factor in long-term acquisition. The tracking section looked at ways in which forms were noticed and looked for any effect on subsequent language development. There was some evidence that students retained knowledge about forms when they had discussed them extensively during the TTTs or when they noticed them themselves and on several occasions. This was the case with Haruka's use of the generic plural and Toru and Katsu's use of the form *garbage*. Nina's use of verb agreement with *company* was also illuminating; although the LREs associated with this form were not extensive, they were nevertheless frequent. Toru's noticing of the grammatical behaviour of *garbage* was not self-initiated but was extensive and frequent. In contrast, few instances of noticing resulted in no observable language gain; one example was Kaoru's use of the form *Olympics*.

Given the methodology adopted in this study, only seven tracking sequences afforded a number of re-emergences of tracked forms that gave a reasonable indication of language development. Out of these, four represented positive language gains. Although there was evidence that the improvement in the students' use of these forms was a result of the students' noticing and attention to the forms during the year, the study does not necessarily provide enough evidence for the effect of noticing on language development to convince all teachers of the efficacy of the tasks I used as a classroom activity. However, the limited progress that the study revealed is encouraging, and suggests that noticing tasks can have a long-term effect - in this case seven to eight months. If the methodological limitations discussed in Section 9.4 could be addressed, future studies might reveal more substantial evidence of language

gains and give a better insight into noticing tasks that encourage more effective language learning.

Moreover, with regard to long-term acquisition, this study considered only syntactic and lexical forms. My pilot study also found short-term improvements in pronunciation, possibly resulting from a focus on phonological form. The students in this study also focused their attention on pronunciation features, but constraints on time prevented me from investigating the effect of such noticing on subsequent output. Further research might investigate focus on form as it relates to pronunciation, which is most relevant in the language classroom.

### 9.6.1.3 Solo and group tasks

Another aspect of this study that would benefit from further investigation is the solo transcript task. The difference in the number of LREs resulting from the solo December task and the two other group tasks was striking. Section 7.1.4 suggested that reasons for this may have been that the students were more interested, at that particular time, in other aspects of their presentations than accuracy of language. It was also suggested that their general workload during that period could have resulted in less time available for the homework task. A study of solo transcript tasks would be useful to determine whether these circumstances really did reduce the number of LREs generated to the extent observed, or whether the solo task's lack of opportunities for collaboration and assisted performance might have resulted in less LREs anyway. A more detailed comparison between the solo and group tasks might help teachers make decisions about whether to spend limited class time on tasks like the group TTT and whether to temporarily give more control to students, given the autonomous nature of the activity. The solo task represents (in classroom terms) a more manageable homework task, though this study suggested that it was relatively inefficient in terms of the focus on form that it achieved. A more detailed investigation of the number of LREs arising in each kind of task would indicate their potential as regards how much noticing they each encouraged.

## 9.6.2 Recommendations and applications

### 9.6.2.1 TTT: Classroom considerations

The transcription task put various demands on the teacher's and students' time and on the institution's resources. In order to make the recordings of the presentation, only one tape recorder was strictly necessary (though I made a back-up recording), but each student needed access to a tape player in order to transcribe their part of the presentation. The actual

transcribing was set as a homework task in my study. The class took place just once a week and this was enough time for each group to access the tape to make the transcriptions. It should be borne in mind, however, that cassette recorders are a relatively old technology that not every Japanese eighteen-year-old has at home.

The language correction and feedback was not overly demanding for either party, as I told students that it was not necessary to transcribe the whole of their presentations. I advised them that one side of A4 paper would be sufficient to give them some indication of the kind of mistakes they were making. My own checking of the students' corrections was not too time-consuming, though it took more time in December when the submitted transcripts were longer. In many cases the December transcripts were considerably longer. Perhaps the students were more keen to receive teacher feedback because of the imminent public presentation and because they were aware that the transcript had not been subject to the same intense scrutiny as the transcripts discussed in the groups. Had my own time been more limited, I could have set a stricter limit on the length of extract to be submitted in December.

The November rehearsals were not full rehearsals, as the students had not completed their research at that time. They were therefore not suitable as a classroom task, and it was necessary to find extra time to meet up after class to do them. Nevertheless, before I made them an obligatory part of the course, I was aware that rehearsals were something that students often did in their own time anyway, so the transcription exercise was just an extension of this. Having completed the task once, students should be able to record and transcribe their rehearsals without teacher guidance. This could also be said of the next stage: the group discussions and corrections. Although it too could be set as homework once the students had been made familiar with the task, I had previously found group homework exercises difficult to arrange due to difficulties the students found in arranging a time to meet. In addition, if students were meeting up outside of the 'English-medium' classroom, they might be less likely to complete the task in the L2, and this might detract from the full potential of the task - a point considered in Section 9.5. In view of these considerations, I would continue to set the TTT as a classroom task.

### 9.6.2.2 The timing of focus on form

The timing of focus on form in the TTT is relevant to questions common in the second language acquisition literature about when students' attention should be directed towards language form (Lightbown, 1998; Seedhouse, 1997). In the literature review we considered Lightbown's concern that a separation of language instruction and language use might lead

students to disassociate declarative and procedural knowledge, so that their real-time output will not benefit from instruction. On the other hand, focus on form that is simultaneous with student output may be considered as intrusive or annoying if it disrupts communication. Schmidt valued explicit corrections while he was speaking Portuguese (Schmidt and Frota, 1986), although not all learners would necessarily appreciate or benefit from this kind of feedback, as we considered in the literature review (e.g. BBC Horizon, 1984). Seedhouse (1997) describes the difficulty teachers are faced with in trying to give immediate oral feedback with any subtlety and the rarity with which it is appropriately achieved. In any case, the class presentations of this study were not an appropriate forum for immediate correction or linguistic feedback; students were in control of their discourse and did not invite or expect any feedback until the presentation was complete.

The noticing tasks in this study addressed the 'problem' of separation between language use and language focus and at the same time tried to make use of potential advantages offered by separation. Regarding the former, the PPQs attempted to limit the amount of time between performance and language focus by asking students to report on their oral output *immediately* after the presentation. The Audience Evaluation sheets encouraged students to notice language form in real time. Similarly, the TTT aimed to link focus on form with instances of real language use by allowing students to 'relive' the communicative event by means of the transcript, so that the intended meaning of their language was at the forefront of their deliberations. The instances in the discussions of students discussing their intended meaning, sometimes at great length, suggests that form and language use were closely associated in the minds of the students during the TTT.

At times, some degree of separation between output and focus on form might be advantageous from a learning point of view. Fotos and Ellis (1991) argue that such separation can sometimes be beneficial to the development of explicit knowledge, and that such knowledge might result in students noticing forms focused on in this way again in the future. They also claim that explicit knowledge can play an important monitoring role in communicative language use. To take an example from the study, there was evidence of constraints on the students' attentional capacity while they were involved in giving a presentation, which meant they found it difficult to monitor their language while speaking in front of the class. The PPQs, especially at the beginning of the course, showed that the students found it difficult to recall any specific linguistic aspects of their performance (Section 5.4). Similarly, the discussion of the audience evaluation sheets (Section 5.5.2) suggested that they failed to notice language if they were involved in 'multi-tasking'. By contrast, the TTT gave them the opportunity to review their output without having to deal

with the other cognitive demands involved in the presentation. In view of the number of LREs generated by the TTT, it seemed to result in suitable conditions for the noticing of form. It also resulted in a great deal of peer feedback, which was unavailable during the original performance.

With regard to separation, perhaps the weakest link in the sequence of focus on form offered by the TTT was teacher feedback. Students received my feedback in the form of written recasts (Sections 8.1.7.2 and 8.2.2.2 mentioned possible limitations of this form of feedback), which were received one week after the students had made their own corrections. This feedback was therefore perhaps the most remote from communicative interaction. They may not have identified any real pay-off that justified close attention to my corrections. Unlike the case of feedback on a written text, my feedback could not be used for redrafting or some other such purpose. Teacher feedback could be made more interactive (and therefore more salient) if it were based partly on the kind of written summary of points that arose during the TTT that was mentioned in Section 9.4. This would take up more class time, but I did not use the TTT so often: only on three occasions during the year. As has been mentioned before, because the course was meant to concentrate on presentations, I was limited in the amount of time I could spend on focus on form in the classroom. If this kind of task were done as part of a specific language course, there would presumably be more class time available to address the forms that students noticed.

One further advantage which I, as a teacher, experienced from setting up a focus on form some time after the presentations was a decrease in the amount of multi-tasking that I was expected to do as the principal 'judge' of the students' performances. As I listened to each presentation, I was writing comments on the students' presentation skills, the ideas they presented, and the quality of their research. It is sometimes difficult to strike an appropriate balance between comments about content and comments about language while giving feedback on oral presentations; students who have spent many hours researching a topic and organising a talk might justifiably feel aggrieved if the teacher seems only interested in the accuracy of their language. Murphy (1986: 148) illustrates the tendency of teachers to value form over meaning at its worst:

T: How did your mother die?  
S: She died in a car crash.  
T: Good.

Although I made some notes on their language, I realised I had more freedom to comment on content, as the language could be addressed later from the recordings.



### 9.6.2.3 Teacher and student roles

The teacher feedback provided in the TTT addressed the fact that students would not always be able to identify or correct every error present in their transcripts. I concluded in Section 9.3.3 that teacher feedback is a valuable component in such a task and that it might have been beneficial to have provided more explicit feedback than I did during this course. This is not to devalue the students' own deliberations; on the contrary, the study also found evidence that form focus initiated by the students themselves was especially worthwhile, both in terms of accurate resolutions and its potential to lead to uptake and L2 gains. The students flagging of forms was pivotal, as it allowed for a fairly 'pure' focus on form: there was no laundry list of forms; rather, the focus on form here was a response to the students' own communicative needs.

Although they were given free rein to attend to forms of their choosing, there are nonetheless particular teacher and student roles in focus on form, which are relevant to the way in which forms are scrutinised and explained in the classroom. There will be *some* occasions where the teacher will be better able to address certain gaps in the students' L2 and to shed light on the grammar underlying them.

Group-resolved episodes represented students creating collective scaffolding, advancing their knowledge of the L2 and filling gaps in their IL *autonomously*. In such episodes, no one student held the knowledge to resolve the problem - the solution was arrived at collectively through the pooling of linguistic knowledge. The fact that the students managed this was encouraging and in line with other research that has found similar findings in work on sociocultural classroom approaches (Donato, 1994; Anton and DiCamilla, 1998; Swain, 2000). This suggests a strong student role in advancing their own L2 knowledge. The question remains as to whether students will be able to do this often or consistently. Group resolved LREs were certainly numerous in my data, but by no means in the majority. LREs resolved by pooled linguistic resources accounted for 11 out of 287 LREs (approximately 4%). This is not to say that the self and other-resolved LREs were of no benefit. The use of metalanguage when students deliberated and justified their resolutions was common; this aspect of the interaction may have helped students to come to a better understanding of the forms under discussion. Some of the tracking sequences showed examples of this, such as Tracking 8.1.1 and 8.1.8. We have already considered the potential benefit to learning of self-initiated noticing. Nyikos and Hashimoto (1997) pointed to other mutual benefits to both expert and novice during collaborative tasks and these were considered in Section 9.3.2 as 'pay-offs'.



Nevertheless, Wells (1998) points out that the use of the *scaffolding* metaphor as applied to NNS-NNS discussions of L2 is not the same thing as that suggested by Wood, Bruner and Ross in their original definition (1976). He cites three reasons for this: firstly, the difference in capability in the student groups is not as great as between the teacher - student relationship envisaged by Wood *et al.* Secondly, there is no designated teacher role in the student groupings (we recall from Section 7.3.1 that this role seemed to be rejected by Kaoru). Lastly, in student groupings, there is no deliberate *dismantling* of scaffolding or handing over of control to the novice. Wells does not object to the construct of ZPD being used to describe the mutual assistance shown by students working together, but prefers the term *collaborative problem solving* (p. 347). Seen in this light, Donato's *collective scaffolding* does not apply to the original definition of scaffolding; Wells finds it difficult to conceive of scaffolded assistance in group collaboration where no individual student is able to solve the problem alone.

These comments are relevant to a task such as the TTT. Although, in Section 9.3.3, I disagreed with Lantolf's contention that students can only correct slips in their own output as opposed to errors, students undoubtedly face some limitations in their ability to address problems in language form. We discussed the difficulties some students faced in the TTT discussions, possibly because they failed to gain an understanding of the underlying grammar of the forms they were discussing (Tracking 8.1.9). I concluded that the teacher has an irreplaceable role in identifying such instances and offering more explicit feedback and insights into these forms. In this way, error correction is the two-way process recommended by Han (2001) and becomes more salient in the way that other researchers have recommended (Schmidt and Frota, 1986; Chaudron, 1988; Lyster and Ranta, 1997).

The noticing data used in this study (the weekly LDAs, the students' TTT discussions and their corrected transcripts) represent an invaluable diagnostic aid for the teacher, without being overly complicated to collect. The TTT lets students flag problem forms to the teacher, who can then react by providing instruction on forms that are more likely to be receptive to this instruction (according to Pienemann's teachability hypothesis), as they have been noticed by the students themselves. In this way, the explicit teaching of language form need not be the top-down transmission of pre-set forms from teacher to student, which is thought to be so ineffective (Long and Crookes, 1993). Tasks of the kind described in this study point to the possibility of directing student and teacher roles to achieve a learner-initiated focus on form accompanied by explicit and well targeted teacher feedback.

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## APPENDIX 1: LDA Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Language Development Awareness Sheet:

Try to think about ways in which your knowledge of English is changing and developing. In future weeks, when you fill in these pages, you might want to look back over these pages and see whether you remember these points or whether anything has changed.

#### New things

1. This week did you pick up any new vocabulary?
  
  
  
  
  
  
  
  
  
  
2. Did you pick up any new expressions or grammar?
  
  
  
  
  
  
  
  
  
  
3. Did you notice anything about pronunciation?

#### New things about old things (vocabulary, grammar, pronunciation)

- Do you think you have made any improvements to your English this week?
- Is there anything you have learnt that helped to understand or notice something about English?
- Any surprises? Did you notice anything about English that was not what you thought?

#### What you still can't do

What expressions did you need in English this week? (Write the equivalent in Japanese!)

Presentation questionnaire

NAME:

**1. Bad points**

Do you remember having any **grammar** trouble? YES / NO

Please give examples:

Do you remember having any **vocabulary** trouble? YES / NO

Please give examples:

Do you remember having any **pronunciation** trouble? YES / NO

Please give examples:

Any other problems? (Did you forget anything? Organisation?) YES / NO

Please give examples:

**2. Good points**

Did you use any new (recently learned) **vocabulary**? YES / NO

Please give examples:

Did you use any new (recently learned) **phrases**? YES / NO

Please give examples:

Did you use any new (recently learned) **grammar**? YES / NO

Please give examples:

Did you manage to correct any mistakes *during* the presentation? YES / NO

Please give examples:

Anything else you were happy with? Please give examples:

## AUDIENCE EVALUATION

YOUR NAME:

TITLE OF PRESENTATION:

PRESENTERS:

Mark the presentation in the following categories. Write a number in each box and then add the numbers to find the grade you have given the presentation.

**Give a mark in each box between 0 (low) and 20 (high)**

**Organisation:**  marks

Did everybody know their roles and responsibilities?  
Did they seem professional in their presentation?  
Did they have everything prepared?

**Presentation:**  marks

Did they sound interested in their presentation?  
Did they look at the audience?  
Did they make sure the audience was following their presentation?

**Visual aids:**  marks

Did they use visual, audio or other aids?  
Did this help you understand their ideas?

**Language:**  marks

Did they speak clearly?  
Did they explain difficult vocabulary?  
Did they speak loud enough?

**Ideas:**  marks

Did their ideas make sense to you?  
Do you think they learnt a lot about their subject?  
Did they reply well to the audience's questions?

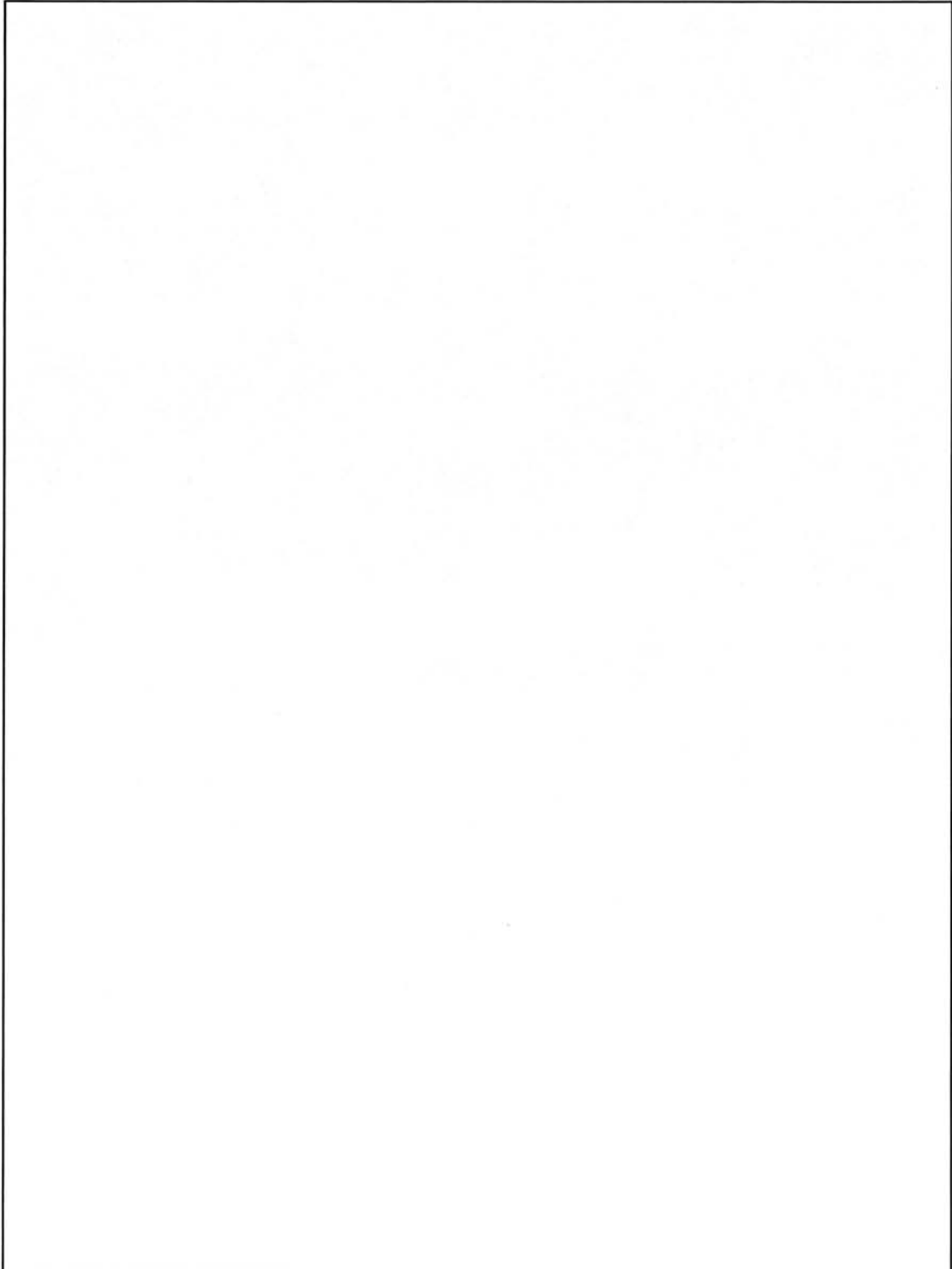
**Total:**



### APPENDIX 3: Audience Evaluation Sheet

Did you notice anything about their language?  
Any mistakes, or anything that was very good?

As you listen to the presentation, take notes of any language that they use that might be useful to you yourself later. Write your language notes in this box:

A large, empty rectangular box with a thin black border, intended for the user to write their language notes. The box is currently blank.

#### APPENDIX 4: TTT Transcript example

We are going to look for much information about discrimination about Black people and Jews. And we want to know the history of two discriminations.

First, we want to know how those ~~kind~~ kinds of discrimination start, started. We want to know how black people lived during 1950's. For example, what kind of jobs they had and where did they buy their groceries, I think it's hard to imagine that they were totally independent from other races, I think they can't live like only like Blacks and Jews. So yeah...

Secondly, we want to know how they established the movements. And I think we can search for these socially and culturally. And we can research the what kind of speeches and assemblies they had as a social aspect. And maybe we can research what kind of music and art they made for cultural aspect.

Finally, we will look at the how they live now. Whether they are totally ... Ah.... No, I'm sorry. They are really... ah.. no.. O.K. Whether like their discrimination is really over or not. And look for the way to make international relationship better.

It's gonna be our presentation for this year.

## APPENDIX 5: Transcript conventions

Only those parts of the students' dialogue representing LREs have been transcribed.

CAPITALS	-students reading verbatim what is written on their transcriptions, or extracts from the transcripts to indicate original output.
Arial Font	-student dialogue; in brackets, my comments or description of actions.
Courrier font	-words spoken in Japanese
<u>Underline</u>	-students consciously stress a word or a part of a word to make it clear to the other students
'Apostrophes'	-to help isolate the single forms that the students are discussing
(Brackets)	-stage directions, timings, and my comments
<i>(Brackets and italics)</i>	-translations of Japanese
<b>Bold</b>	-bold highlights the form under discussion for the benefit of the reader of this thesis
+	- pause of under a second
?/??/???	- inaudible sections of increasing lengths
[	- indicates simultaneous speech / overlapping turns

**June introductions****CD1: track 1****Group1: Discrimination**

Yoko

Okay our topic for the presentation is the racial discrimination uh m-mainly ba-against blacks and Jew-Jewish people + and the why we + chose this topic is dependent on + each of us and + Lisa + has been wondered wondering + why no how + how they could accept ++ about the discrimination and how they feel + and think about it. And + Midori-'s + the reason + why she chose is ++ she's thinking that the ++ uhh (laugh) +++ it + mmh + though you can't see it the discrimination is still problem + and + I'm being interesting in getting more getting ++ uh under- better understanding about the discrimin-ation because ++ I got some confusion about the -between the prejudice and the ++mm + good image image.

Midori

Ok what uhm do we know about our topic is that + uh +++ the um ++ black people were discriminated because of their skin colour and she thinks that it's not over yet + and um ++ when she went to the US + um the black people and the white people were toge- uh ha-hanging out together and she thought they weren't having a good relationship ++ and what I know about + the topic is that um they weren't treated well so they claimed their-their rights and there were um signs saying "No Coloured Allowed" but "No Coloured Allowed" + um in like the restaurants and like places +++ places.

Lisa

We'd like to look for much information about discri- discrimination about black people and Jews and um + we want to know + uh the history of two discriminations. First we want to: + know how does uh discrimination start started and we want to know how um black people lived um + during nineteen fifties + um for example + um what kind of jobs they had and + um where did they buy + their groceries. I think it's hard to imagine that um they were totally + independent from other rac(sh)es cause um when they have jobs or buy groceries I think they can't live + only like blacks and Jews so + And em and secondly we want to know um + how they established the movements + um + You know I think we can um research for these um socially and culturally. And ++ we can research the uh ++ what kind of speeches and uh: + assemblies they had + as a + social aspect and maybe we can + research mu- ah what kind of music and + uh arts they made for + cultural aspect. ++ And finally we we: will look for the + how they live now. Uh whether they are totally uh No I'm sorry. ++ Uh: +++ They are really uh you know uh (6 second pause) Okay whether like their discrimination is really over or not + And + look for + uh the way to make international relationship better. Yeah + it's gonna be it's gonna be our + presentation for this year.

**CD1: track 2****Group 2: Sports**

Kaoru

Ok our topic is on history of sports and its economical and political effects. Um I chose this topic because I was interested in how sports developed and how it affected + the relationship between different countries. And um today I just want to talk about what I already know. Um the modern Olympics started in eighteen ninety-six but its predecessor the ancient Olympics started in ninth century B.C. Um the modern Olympics was a ceremony of sports which put world peace as the ultimate goal. But the ancient Olympics was like a reli-religious event of the Hellenism culture. Um it was a + ceremony of the twelve gods of Olympus. Umm ++ That's it from me.

Miki

*Eto* As I wanted to search about national national country first so sports is my second choice. And + uh there are two reasons why I choose this topic. First is that um ah + World Cup is ah World Cup will come+ uh will held+ in next year ah-and I'm sure that soccer will be popular from now on. And I uh I'm interested in how it affects the country's economy + and + and I'm also interested in + mm +++ why this world cup held in two countries Japan and Korea. +++ *Eto* ah second is the second + When I was in Junior High School I searched about Olympics and +++ I high school (2 seconds) I thought it easy to start the topic. +++ Uh I want to know how sportsmanship developed in history. ++ What I already know is that +++ eh *nandake* in nineteen ++ fou- nineteen forty + uh nineteen + uh eighteen ninety four Coubertin established the + established + the Olympics in great eff-ah with great effort +++ and + the + since then Olympics + evolved by policy + people by policy and effect the gen- reflect the generation +++ generation. Uh In nineteen forty-four Paralymics started and many uh started and + it was Tokyo that + it named Paralympic. Many Asian and African countries coun-tries come ah tay- took part in these Tokyo Olympic in nineteen sixty four. ++ As we choose very abstract topic we can expand + we can expand the topic + in many directions + so ++ we have to talk more about topic.

Yoshi

Now I'm I'm going to talk about sports. Sport may be uh: very large and very ah difficult to research but I want to research it at any expense. It is because that + I love sports and I my dream is to be a general manager of sports team. And ab-above all + for me + ah very interesting is ah influence of sports on us. For example + according to nineteen ninety-eight + the Japan Times + the sale-sales of household ++ ah elect- electrical appliances at major domestic retail stores was total about + one hundred eighty-two billion yen + in Japan. The sales because uh s-because + the sales + has been stimulated by the World Cup Championship in France. In other words only one soccer ball + had make + about one one hundred eighty two billion yen. It is unbelievable. And very interesting right? (audience laughter) And ne-next next example ah + is the Olym-Olympics game in nineteen sixty-eight in Mexico City. Tom uh ++ *nandake* Tommy Smith and John John Calvers show shows their support for + black power. This is a scene. (holds up paper) And + he was he was uh they were- they were forced to + go back to home immediately. So in Mexico the Mexico police had big big fight with student. This is this is this was very very big influence on the race problem. Ah as mentioned above sports has big influence on us in many ways. This is I want to I wa- this is I want to research and + the result of all all research will lead + us and of course you to new viewpoint of things. Thank you for coming. (audience laughter)

CD1: track 3

**Group 5: Sound and Music**

Ken

Do you think melody of + cell phone is + music or just a sound? ++ Would you hands up if you think it's a m-melody? If just- you think + would you hands up if you think it's a + just a sound? No-one?

Teacher

Could you repeat the question?

Ken

If you think this uh cell phone uh the melody of cell phone is a melo- uh music

Sumire

Mobile phone.

Teacher: Mobile phone.

Ken

Cellular phone.

Sumire

Do you think it's melody? Hands up. Thank you. How about sound? Thank you very much.

Ken

The answer is ++ (for effect) we don't know yet. That's we are going to research. Our topic is gonna be + ah difference between sounds and music. (2 seconds) We chose this topic because we are interested in music very much and we have been related to different kind music. She plays piano and she was in brass band in her high school and I am in jazz band in college. Someone said "No music no life" (audience laughter) That means we cannot live without music. Music is very important for us. Uh: ++ there are so many sound around us + for example we will we wake up with ++ alarm clock ringing and once we + turn on TV we hear different of sound. And on the train + train conductor tells us + some information some are talking each other and cellular phone ringing anywhere. At school the bell tells us beginning and end of classes. On the road + uh + car horn is growing and traffic lights ++ uh gives us tunes when it turns blue. Like this we are surrounded by + many sounds. Consciously or unconsciously we cannot live without + sound and music. +++ The topic + of + about sound must be interesting to many people so we chose this topic.

Haruka

We know we choose we chose most difficult and hardest topic and our topic is very abstract and it has no evidence so if we we research + um if research is reading many books we have to read many enormous number of books so it has no line and it will be endless. So + we will be we will research + by parting three or four categories. For examples em philosophically scientifically historically and so on. And



(2 seconds) um and we ++ we are interested in when did from when did we human beings get a sense of music em a long time ago in ancient period + I think there was only sound so from when and where and who + um + when where who ++ um + first music has happened. So we wanna research we want to know history of music + and ++ and we wa- we want to + help + help everyone for example my friend our friends our teachers our families and we want everyone to help our researching because you know sound and music is not only three of us but also everyone + so + for example we will make a question papers + em give + give it to everyone and answer + the questions and we collect their answers and we make we'll make ah + statistik statistics or graphs. Um our topic is very abstract so we'll tend to be very + subjective subjectical so + we try to be + objective attitude.

Sumire

Ok now I would like to talk about our goal. Umm for future and + present. As she said before our topic is very abstract so we have to be very objective to the um documents and statictics we get + and our final goal is not established yet. Our present goal is to get evidence for our (2 seconds) for our research + and get piece of evidence which is proper documents. And there may be or may not be answer. + Because sound and music is continuum and + there may not be + mm definite boundary. However we would like to like to get rough idea for + music and sound and there and from there we would like to get + rough information about + uh + definite boundary. And that's it?

Ken

Thank you for coming. (audience laughter)

#### CD1: track 4

#### Group 6: Globalisation

Reina

Now we'd like to start our presentation. At first sorry about my voice maybe you can't understand what I say. And + there are method of the investigation. Mm We will use + method as many as possible. And firstly internet is the easiest way to get in-information however it might be hard to choose what we + + really want we really looking for so we have to be careful + about it. And secondly + we will exploit books ++ eh + it might not appropriate to know the specific examples like about companies however we can learn from there about like the history of economy or maybe strategy of it. And ++ thirdly we will ask the companies to em + send us the dates like + their ++ em the how to improve their companies or the where they open their new companies uh things like that. So we can know the present + information whether like the economic things. And + finally we will hopefully we will going we will go to the companies in order to get interviews with office workers because oh + and they might not allow us to know everything about their companies though we definitely know like the + real companies' thinks.

We don't know + about it. Hopefully we will book it. And + the reason why we have chosen this topic is obviously different + with each other so in my case em when I was in England I worked at travel agency as work ek-experience for a week so it interested me a lot. Especially I'm em management things interested me a lot so on this opportunity I like to investigate the method of the global companies. In addition

these days economy is getting + eh I mean the + it's get like the international-internationalisation so it might be better to research the global companies id in order to know the + for the future and present. So that's why I've chosen this topic with the global companies.

Jun

Um + there are ++ there are only one thing I choose I chosen I have chosen this topic + eh it is +++ I would like to know ha-what is the point of + the strategy + of + the companies how + how do they success and + how do they ++ how they get global. um +++ um (6 seconds) um I I have been using the computer for a long time + and I found that + it was + it was full of success stories + for example like + Microsoft IBM Intel Apple and lots of + those companies are + full of full of + success stories and (6 seconds) So (5 seconds) so I have to + research those development ++ and I'd like to + I'd like to ++ start some venture business so +++ business in the future so ++ it was good to learn ++ these + this + em strategy of companies.

Nina

For me why I chose this topic is because em I was interested in + how global companies succeeded and + which kind of business will succeed near in the future. Um when I was in high school I promised my friend to se- uh establish a company together so + um I hope to get any clues to em set up + successful business in this study +++ That's it. (Confers in Japanese 3 seconds) Em what we already know is few but em ++ em recently Japanese companies + um ++ are + depressed and em therefore many companies has ah gone + bankrupt or um combined and um because of that and because of the + internationalisation of economy um + there are + eh more and more um mul-em multinational corporations. And by the way this eh one of the reason why we better study English. And um + since + since people have get em already get enough things and or don't have enough money or um +++ *nandake* (looks to Reina for help).

Reina

what important too is really different on the depending on the people so ++

Nina

Yes uh because eh peoples' needs are + eh diversified + um ++ mass production is not the + effective way to sell things any more + and + em therefore uh companies has to find out their own + ways to survive in business like Uniqlo. And um ++ and some global companies has um embarked on Asia recently to + um cut off the cost and because they regard Asia as the next market ah + the market which ah will + popular which will be popular very soon + so um + probably + they will + s-stimulate Asian economy and uh ++ and + also some companies are using um internet very much. And for example like Amazon dot com ah there are companies which are only using internet and um that ++ that I think that is one of the reasons why global companies has ah many many company has become world wide.

Jun

uh what we will going to do in the + future is research + um ++ that companies are taking different way of the growth +++ so + we have to ++ um find out the similarities + of strategy + um + how ++ how do they get how do they get ++ how do they get bigger (2 seconds) um (confers 6 seconds) um + and what kind of + companies + are

going to + get success and find out ++ find out + find out those (confers 12 seconds)  
find out those success.

Nina

That's it.

Reina

That's it.

**CD1: track 5**

**Group 3: Religion**

Hideo

Our topic is the oldest human interests + religion. In ancient times + eh philosophy religion and art +++ are interdependent. (3 seconds) And why + I chose this topic is uh religion is ++ a prototype of + outlook to the world. (2 seconds) And (2 seconds) umm (3 seconds) uh I understand that + uh religion is a way of recognise the world. + And religion ++ gives + us + another + level of ++ thinking way + to the world. +++ And ++ we can + study +++ through this + through + this topic + we can study a way of looking the worl -another way of looking world different to scientific eyes. ++ Different kind of + outlook + this world.

Hiro

mm why I choose this topic is that + I am interested in world history and + I think history and religion are very + related and + that is the reason I chose it. Mm for example ++ the + Crusade in Europe was very + affected by Christianity and some people who join the Crusade + were just + only fighting + just because of + God's faith and faith to God. And + Crus- because of the Crusade + the trade system + in Europe ++ became very popular ++ and power- powerful kings appeared and + rich merchants appeared too. And that caused + the Renaissance in Italy and +++ because of the rich merchants +++ they began to + go oversea and ++ they discovered + the world. ++ And another reason + I chose this topic is + that ++ in Japan we + don't have + so many + religions and + we don't have so many beliefs in religion so + we can't understand the + problems that ++ broke out in Kosovo. And ++ learning this + topic I felt that + I could + learn about other countries and other cultures all over the world and ++ I think it will + make me + more world world-wide.

Keiko

Why I chose this topic is because my high school was ah + high school was built in mind of Buddhism so I learned some rough figures + of ++ teaching of Buddha. Or history original history of Buddhism. So + I I want-ed to know other religions of the world. And there's one more

reason + uh. It is + my mother has + a friend who is + come to J- + came came from USA as a missionary of Christianity and she + doesn't + try to accept the other + thoughts of religion and + she thought nature is great but um so the human beings must + conquer the- it. But Buddhism has a thought of worship of nature. So I want to know ++ um is there any ni-+ similarity or difference + between or among religions and what they are or where + where they come from+ I want to know + I wanted to

know mmh. But + now we told + you very different + side of + to + religion. We want to + not in + dis-ppoint now we are different side of same one religion because religion is very wide + range to + see the world so we have- I think we have to discuss and choose and form + the + topic religion + in detail. ++ This is that all.

**CD1: track 6**

**Group 4: Garbage**

Katsu

uh first of all before we get into the eh the short presentation please relax and feel comfortable and listen to and (2 seconds) There is a strange man ah came to Japan + uh which located to somewhere in the world uh + he's + he came from primitive + country.++ Uh he was born and grew there + and + uh but he doesn't know + anything about outside country. Uh + when he ++ one day he visited to Japan and he said "There are many garbages in Japan." ++ Of course his his village his country has garbage garbages but + it's + it is hardly as much as + garbage in Japan. +++ Then he he thought + uh he had a + war- he had some questions. Why is full of garbages in Japan? Where does it come from? Ah How does it it make? And who does it make who does + it make? +++ uh +++ This man's vision and thoughts about garbages equal to + our visions and thoughts. (2 seconds) We are interested in the environmental problem + in the world especially eh about garbages. And so our topic is environmental problem caused by garbages.

Toru

So now lets look at uh why we have choosen this topic. Uh As you know uh since the in-Industrial Revolution at the end of the Middle Age people have produced a lot and made a great development to the society + mm and + we thought the that the nature is infinite existence that eh +++ that the nature will accept all our industrial wastes (2 seconds) industrial wastes yeah. Em ++ but but as time passed eh as we see that nature slowly destroyed + eh we slowly became aware of the importance of thinking about protection of nature. And +++ but becau' because of the inz-Industrial revolution the number of people have has inc-increased and (3 seconds) and we could we could not do something concrete for for the ne-natural protection because of this enormous population. (3 seconds) Ah to choose this topic is a bit serious matter and ++ it it may become a + bit borings boring topic but we will try to + involve + funny and amusing elements in this presentation. (2 seconds) We are interested in this (5 seconds) envir-environmental protection and (3 seconds) and that that is why we have choosen this topic. So now +++ em (2 seconds) now I would like to tell about what we know already. (4 seconds) Uh ++ there are same same tendency all over the world that the people threw their garbages away to the nature but now recently it has become a bit different + differences between the nations. For example the German and Singaporean + have a high consciousness about + garbage problems but but the Japanese and other developing countries have l- very low consciousness. Let's look at the + present condition in Japan. There are so many plastic goods sell s-sold in +

in stores and ++ em + and the convenience stores it is they are very useful but ah (4 seconds) they uses also a lot plastic materials and that that is the proof of Japanese low consciousness about nature. So now we know that Japane-Japanese have + very low consciousness about ++ about nature protection and we would like to search about it.

Katsu

Uh in this presentation we want to learn the situation about environmental problem uh of the past uh present and the future. We can um + perhaps we can get hint to solve the environmental problem. Uh + if we human being will live in for live in the world forever uh + garbage will be produced forever. (2 seconds) Um But we can reduce the quantities of garbages + we think. Um we want to find the way. Thank you for listening.



**July presentations****CD 2: Track 1****Group 1: Discrimination**

Altogether

Se- no! (let's go)  
Good morning everyone!

Midori

Our topic (laughs) our topic's racial discrimination (laughter) our topic's racial discrimination but we narrow it down to the discrimination against black people + and today we would like to tell you about the group called Ku Klux Klan.

Lisa

First we will talk about how the Ku Klux Klan formed. The Ku Klux Klan was formed as a group of confederate army + in Tennessee uh confederate army veterans in Tennessee around eighteen sixty five. They adopted the name Ku Klux Klan from the + Greek word Kuklous. I'm not sure how that + pronunciation is but nay -uh it means + circle. And a English word um Klan. White superiority was their (2 seconds) their philosophy um and they often used + violence and terrorisation ++ against uh black people (6 seconds) from civil war to into rece- reconstruction. Um. + They hated the idea black people gain any right + um +++ like + voting in election or + pre- um ++ um forgot the word u:hm ++ practising any right. (laughter) (2 seconds) Blacks and white sympathisers were often threatened or beaten or even murdered by uh Klan members in the South. uhm They became known as invisible empire as +++ empire as um they're grown and rap- spreaded rapidly. ++ In eighteen seventy one the Force Bill was passed by Congress. The + presidents got a right + to use federal trohps against the Ku Klux Klan. Right after the bill was passed + all the + Klan was disappeared.

**CD 2: Track 2**

Yoko

In nineteen fifteen William J. Simons a former Methodist organi- eh preacher organised a new Klan in Georgia. The new Klan directed its activity + against not just blacks but any other group it considered non-American. The Ku Ku The Ku Klux Klan grew rapidly from here and had more than two million members throughout the country by the mid nineteen twenties. Although still + still Klan reverted +++ reverted ah (2 seconds) reverted (3 seconds) wakkanai (I don't know) (5 seconds) eh (laughs) +++ Ah OK, although the Klans still reverted ah (3 seconds) (laughter) eh +++ ah! at times to violence ah burning crosses + torturing and murdering those who they opposed most of the Klan acted + through peaceful ways. And the +++ the KKK instead became a more peaceful political force + as it elected many public officials throughout the nation. But eventually uhm the organisation became weakened by disagreements among the



leadership and because of public + criticism of Klan violence. By nineteen forty four the Ku Klux Klan had faded out again.

Midori

But the Klans revived in nineteen forty six by a man named Samuel Samuel Green who was an At-lanta physician. But after his death in nineteen forty nine they split into smaller groups. In nineteen sixties the Ci-during the Civil Rights Movement + uh three civil leaders in Mississippi and four black girls in Alabama were killed by the Klans. So the President Johnson used the Federal Bureau of Investigation to arrest them. Eh by + early in the nineteen seventies + the Klan membership fell into about five thousand. And we're gonna show the video to give you + an idea of what Klans are like. Um it's called "Fried Green Tomatoes".

(Plays short video extract) (Giving out printed copies of web sites)

### CD2: Track 3

Um we found this on the internet and + it says uh "Black may be beautiful, tan may be grand, but white is still the colour of the big boss man". And um and we found there are posters of the web site so we're gonna pass around so please look.

Lisa

Please pass around.

They believe that + white Americans should always be first before any + alien influence or interest. And they also believe that um death penalty should be given to all + um convicted drug dealers and smoooglers.

Yoko

Now the Ku Klux Klan and some other hate groups are stepping up their use + by using the internet to seek young recruits even children. And + for example one such site host a special children's section that uses graphics and child friendly language. They are being targeted because + because of two reasons. They are too naive to understand what the racist groups really stand for and they spend much time on line.

Lisa

Another trend is uh increasing anonymous on line communication among Klan members and other racist groups. Callers can hide in web's anonymity while reaching out + to the most vulnerable members of the society.

Midori

Uh we today we talked mainly about the Ku Klu- Ku Klux Klan and I hope you got ideas of what + um they are like and what they do. And for the final presentation uh ++ we'll get our um topic back to racial discrimination and we want to research more about how people could live together without having any problems of their skin colour. Thank you for listening.

### Group 2: Sports

#### CD3: track 1

Kaoru

Sports with its dream passion and excitement it has been one of the most greatest culture human has created in its history. (to teacher) Could you make it louder? No louder. Louder.

(Playing video of Olympic footage)

Today I would like to introduce you a brief history of the Olympics. (18 seconds pause to operate power point ) Every four years since eighteen ninety six the best athletes from all over the world meet together in one place for the Olympic games. The first modern Olympics held in eighteen ninety six had only two hundred athletes from fourteen countries to win medals in forty three events. +++ In the games today there are more than ten thousand athletes from nearly two hundred countries to battle in about three hundred events.

(5 seconds pause to operate power point) According to an archeological research + the original Olympic games is said to have started in the eighth century B.C. Today we call it the Ancient Olympics and this was known as Ceremonial Game of Olympia. + The modern Olympics were a ceremony of sports which had world peace as its ultimate goal. But the ancient Olympics were a religious event of the Hellenist culture. +++ The first Olympians were the twelve gods of Olympus. Three thousand years ago the Greek told stories about the competition between the gods on the mountains of Olympus. This is where the name Olympic came from and the game was a way to show their appreciation to the gods. In those days there were other games like the Isthmian Games in the Clint region, Nemeaan games in the Nemea region and Piscean games in the Delphoi region. + But the Olympic games became the most important one because it was held for the almighty god Zeus their most important god.

(7 seconds pause to operate power point ) The games became more importance as time went on. Even wars stopped during the game and this was called the sacred truce. The soldiers had to throw their weapons away and walk all the way to Olympia. Sometimes the sacred truce extended from a month to three monthiz because it took a lot of time just to get to Olympia. +++ uh at the same time the common people were crazy about the game and they came a long way to see the game. The competitors were often from rich families but foreigners could not compete and women could not even see the game because the athletes were naked. +++ Not like today

winner did not get medals. Instead they received a crown of leaves but most of them became very rich and famous and the city where the winner came from became famous too.

(5 seconds pause to operate power point ) In one forty six B.C. the Roman Empire rules Greece. At first the Ancient Olympics did not accept people who were not Greek to participate in the game. But the game started to change + after the athletes from the whole region of the Mediterranean countries starts to participate. ++ And in three ninety two A.D. Roman emperor Theodisius sets Christianity as the established religion + and this causes + uh it became very difficult to maintain the religion of Olympia. +++ The last Ancient Olympics was the two hundred ninety third game held in three ninety three AD. The tradition that got over many wars and succeeded for twelve hundred years finally came to an end.

**CD 3: track 2**

Miki

For second part I'd like to talk about sports and money. As we saw in history sports have no connection with money but- at first but after world war two companies became sponsor of the team and made some leagues like baseball team or soccer uh baseball league or soccer leagues and now + and now sports have big affection in economy. How it effect? I'll give you two example. One is about major sponsor companies of Japanese soccer team and the other is about Ichiro ah Ichiro phenomenon in America.

Kirin ah Kirin Beer became sponsor of the team in nineteen ninety eight. Although Kirin paid one ah one bi-billion one billion yen for becoming sponsor company estimated that there was two two hundred two hundred billion yen value of ad effect. + Kirin used the World Cup fully to sell their sell their + their + beer or sour drink.+ Ah For example they made beer can attached the world cup mark and did some campaigns. + A-Asahi Beer is the rival of Kirin. Asahi used world cup fully to sell their ah Asa- ah chigau. Asahi beer is the rival of Kirin. Asahi used soccer player Nakata for their T- ad for their TV commercial of soft drink O plus and it was really succeed. Many convenience stores began to sell them ah sell it.

The next example is what is called Ichiro Phenomenon. Ichiro is a Japanese baseball player who is now ah who is now playing at Seattle Mariners. One hundred thousand-thousand Japanese who are wanting to see Ichiro visit Seattle and + visit Seattle + and three thousand one hundred one hundred + ah and audience of the stadium increased by three thousand and one hundred per + per one game +++ game. + E- ah Even sushi stand stand appear in the stadium. + Ah + e- roll sushi called Ichiro is pop- popular menu. A manager of sightseeing office said "Thanks to Ichiro's success every every hotels restaurants and souvenir shops and airline companies + gain sales. Therefore + therefore + a + a large amount of money movements around + there are large amount of of money movements around the sports. +++ ah Sports event is profitable for the sponsor the sponsor the sites and even country. This is why countries try to attract ah try to bring bring Olympics to+ to Olympic or World Cup to their place. Now World Cup will be + will be held in Japan + Japan and Korea. How much profit + will it make?+++ How much profit ah make make to Japanese economy? According to World Cup ah according to World Cup integration? committees to our calculation ++ our calculation there are three thou- + ah one billion thirty billion yen money movement including investment investment + money to + to stadiums to sales of goods. But now dragging + but now dragging depression makes us difficult to predict + predict + predict eh the economy effect. What is more the

economy effections all reposes on whether the Japanese team win or not. For next presentation I am going to focus more on + more on management of management of sports + event.

### CD3: track 3

Yoshi

Now I'm going to talk about the dark- dark face of sports. (3 seconds) And number one money. Eh today sports is very popular and mo-most people + love it, and sports makes so-social success and economic effect. And I think eh sports is going to going to be economic field and will be more about selling about + more selling than ab-about spo-sports itself. Sports game is



very expensive. ++ Money come from + money come from selling tickets and + the ci- the city where where games are held also pay a lot. And sometimes money come from the government too. But all this is not enough. So the answer is + to sell games. And big company invest a lot of money and + and will will monopolise sports games (2 seconds) and sports wi-will be just about selling.

And second + the bro-broadcasting rights. The broadcasting right is+ is rising. Recently as you know sports is the worldwide very popular event and most people got to take notice of it. So (3 seconds) so + pay broadcast company pay broadcast pay broadcast + play pay broad + cast company become awa- a- awake to it and advanced on the right + to make profits. (4 seconds pause to operate power point)

They they they have invested unbelievable money to + in in the right to get it. And now pay broadcasting is ri- is increasing and in future pay broadcasting + company may monopolise all sports games + and make sports not open but very close. (6 seconds pause to operate power point ) Whe-in future when broadcasting righ-price rise is rising + what will happen? Maybe it is too too expensive for no pay broadcasting to get get the broad-broadcast right. So pay broadcast company will + will get the all all right of + all sports games. And they not they may monopolise sports game. It is a it is a sad fact that these prob these prob-problems exist in sports by by which the world is excited. +++ As mentioned above + sports has some big + big problems. (2 seconds) Today I show you two two problems. (5 seconds pause to operate power point) And and you may think + you may think people may lose interest in sports and + big co-big problems may kill sports and sports may die. +++ (pause to operate power point) But it is not. Sports will be never die. ++ Although + there are some some problem + the the feeling of + most people for sports are strong as strong + strong as strong + as strong as strong. +++ And sports is a special language of special language most people can understand and there is something special about sports. So we support sports. (laughs) +++ Thank you very much.

### Group 3: Religion

#### CD2 :Track 4

Keiko

Now we will + we will ++ um (laughs)++ we we will introduce you the ideas of native Americans. We have been examine + the + Native Americans' view of the world. You know that before Europeans + came to new continent there a lot of tribes of Native Americans and + we have the

example of Pueblo Indians. Pueblo Indian is + the + consists of many tribes of south west America New Mexico and Arizona. Please l- listen the short history of Pueblo Indian.

Hiro

The history of the Pueblo Indians. The Pueblo Indian + the word Pueblo means village in Spanish. In the si- in fifteen forty first Spanish explorer came to + America. In the sixteenth century there were many tribes which were + independent to each other in the south west of America. ++ In fifteen ninety eight Spanish came to the land of the Pueblo. (4 seconds) The tribes which were in the + south west of America were independent to each other + in religious

ceremonies and language and social systems. Spanish immigrants entered the land of the Pueblo and they didn't kick out the Pueblo but they exploited them. They had very different attitudes to each other but they didn't fight. It is because the Spanish did not have the power to rule the Indians. And also there were some advantages to trade with them. (2 seconds) Pueblo world became smaller and smaller while the Hispanic world got bigger and bigger. The Hispanic world and the Hispanic people were the people who speak Spanish and people who are Catholic. (3 seconds) The pressure of the Hispanic and the plague (plague) and because of the pressure of the Hispanic and the plague Native American tribes became six in twenty. There were sixty tribes before the American before the Spanish came to America. Describing it by population there were fifty thousand Pueblo Indians before the Spanish came but after they came ah in the top of the nineteenth century there were only eight thousand Pueblo Indians. (3 seconds) In sixteen eighty Pueblo Indians combined against Spanish and they recovered their own lands. (4 seconds pause to operate power point ) And twelve years later the Spanish occupied again the Pueblo lands. In eighteen twenty one the independent of Mexico Pueblo because of the independent of Mexico Pueblo lands became and became part of the Mexico. But soon in eighteen forty six the land became New Mexico as a state of America. The American government and the Pueblo Indians had a lot of problems and the biggest problem is the land problem. Pueblo Indians lived there before the American government came but they didn't have the right of the land so the government took away the land from the Indians and they made it their own land. But now but still now the Pueblo Indians live in live with nature and lead lives in nature. There are at least fifty thousand Pueblo Indians now.

Keiko

That -it was the history of Pueblo Indians and now we will go to the ideas of them um Native Americans.

Do you know the Disney films which which is Pocahontas? Do you know? There are some things that European character told Native Americans as barbaric people and maybe we think that Native Americans' idea was look em was looked like eh? looked like looked illogical to European people of the past and so they they may think they're the Native Americans' world as wild one we think. But but we think if it is different there are no superiority or inferiority among the view of the world. So let's take a little look of the their ideas. We picked up three major ideas of their ideas. One is the concept of the death. Um death is not fearful fearful thing for them. And two is equality. They think all all living things are equal and the human beings is not the top of the all living things. And the last one is reincarnation and it means life is like a circle and the end of one person's life is not the end

really end it is the start of another life. What they are What are they about? Hmm? We will introduce the three points with poems from now on. First is first is the concept of death. Please listen.

## CD2: track 5

Hideo

Some years ago to talk about death is a a.er? taboo but nowadays + people interest in + to talk about death or to think about death. Suddenly uh can we feel life as real without thinking of death? +++ Ok the- these poem says "Today is a very good day to die". Listen to me.

(recites poem from memory)

today is a very good day to die  
every living thing is in harmony with me  
every voice is + is- is a chorus within me  
all beauty has come to rest within my eyes  
all bad thoughts have departed from me

today is very good day to die  
my land is peaceful around me  
my fields have been churned churned for the last time  
my house is peeled with laughter  
my children have come home  
yes today is a very good day to die

I can say native- Native American dee- don't + afraid don't afraid they are die. And I can see the two main toh-points from this poem. One is +++ is a their consciousness + about their own nature their inside of nature. (He begins to draw on the board while speaking) (6 seconds pause to write) The half- the first half of this poem + every living things every voice all beauty all bad thoughts means the territory of nature. The te- from this province +++ (pause to operate power point) from this nature province the harmony +++ gives inside of human nature. And a last half uh second half of this poem my land my fields my house my children + are inside of human territory. And ++ harmony gives the outside of nature and +++ this inside of + ins- human side of nature and outside of nature + the big stream flows human and nature relationship + and it draws circle.

(drawing circle on board)

Why why + they don't afraid of nature is I can say this big process of uh this big stream of nature ++ Native American in this +++ Native American + hmm consist of ++ no + (pause to operate power point) this big stream consist of + a lot of creatures' life +++ and Native American's life + their children's life + other creature's life and if they + exist in this big stream + they are they don't afraid of die they don't afraid to die. Because + if I + if I die + and go to another world ++they remain this big circle.

(drawing an overlapping circle on board)

So they don't afraid their death. That is a + very usual nature process ++ for them.

Keiko

Next is equality.

Hiro

Um the second poem + says the equality of the world + and first I would like to read the poem.

(reads poem from script)

My people are a mul-multitude of one  
many voices are within them



many lives they have lived as various beings  
 they can have it in a bear, a lion, an eagle or even a rock  
 a river or a tree. Who knows?  
 all these beings are within them  
 they can use them any time they want  
 on some days it is good to be a tree  
 looking out in all directions at once  
 on some days it is better to be a rock  
 saying nothing and blind to everything  
 on some days the only thing to do is  
 fight fiercely like a lion  
 then too, there are reasons for being an eagle  
 when life becomes too hard here  
 then people can fly away and see  
 how small the earth really is  
 then they can laugh and come back home again

This poem says that all creatures are equal in the world. They can Pueblo Indians see the world + see the nature and human + are equal. In Europe there are many thoughts which says that human controls nature and nature must be controlled by human. That is called that is the thought of humanism. They have the opposite thinking. +++ Pueblo Indians + see the sun as their father and the moon and stars as their sisters and brothers and see the land as their mother. But the European people which are the whites see the land just as a tool of business and just as + money. The Indians + see the world as a mystic way + and they ++ they think that ++ they live together always and must not be controlled + to each other. ++ Uh + at last + part of the poem + it says that + we can be an eh-eagle and fly away and see how small the earth really is and that says that + seen from a + big world wide view human is + just a little existence + in the world. And that is why they think + the nature and the human ++ as equality.

## CD2: track 6

Keiko

The last is reincarnation. First I will read the poem please listen.

(reads poem from script)

You shall ask  
 What good are dead leaves?  
 And I will tell you  
 They nourish the sore earth  
 You shall ask  
 What reason is there for winter?  
 And I will tell you  
 To bring about new leaves  
 You shall ask  
 Why + are leaves so green?  
 And I will tell you  
 Because they are rich with they are ri-rich with life  
 You shall ask  
 Why must summer end?  
 And I will tell you  
 So that the leaves can die

I will explain that reincarnation means +++ like + uh re-in- reincarnation means life is like a circle. +++ But not just a circle + um if + one person + born at this point (she now speaks while indicating diagrams on board) + and then die at here + they think + it make that two point make a circle. But + (drawing) this end point is not the really + end the end. It + it is it is the start of the next life. Start at make the next circle. And the circle lasts forever. + And (laughs at her drawing) okay and this life will be + when it is hu- hu when he is human. Next maybe + (drawing) a tree + or maybe fish or + something ++ so + ah and each + like this life and death circle make a + get together many people's like this circle get together and +++ make big current ++ make your circles your circles and my circles ++ you +++ our world is ah ++ very with hmm very many circles with each person's circles. And +++ if + this circles is mine and if I die + my but my children live after my death + but I not disappear but + around them just changed figure to another thing.

So +++ so they think a nature things are resep-respectable and + not to be conquered + must not be conquered. Like equality equality idea is came from like that. ++ Mm. The rock must be uhm ehh the rock must be grandfather mm must be must + uhm if you see the rock it was someone's + grand-mother or the flower + was + the ancestor of someone. So they think + life is respectable. Yeah. So reincarnation + is + that big circles of life. ++ Did you + understand? Sorry. Explain yeah okay.

And reincarnation is deeply rela-related with concept of death or equality and equality is yeah deeply rere- related with + and concept of death too. So + mmh I think these + equality equality three ideas are +++ in + centre crosses. It must be + one thing I think. So + our+ next is conclusion Hiro + idea + put together.

Hideo

As conclusion ++ hmm + I-I-I hope you feel something from these poems. Um today's a lot of problems resulted from the incliniation + to scientific knowledge. (writing on board) (3 seconds) Of course we can't live without scientific knowledge but inclination to scientific knowledge resulted from a loss of today's big problems. ++ These poems was + is seems too illogical + for + for modern people but these poems has a deep thoughts about + primitive very primitive human thoughts creative thoughts (3 seconds) and ++ without without inclination to scientific knowledge without nostalgia + of primitive life we have t-look for look for the third way to life + in this Japan in Japan. We have to stare at the relationship to + relationship + human and nature + human and nature. +++ That's all. Thank you.

#### Group 4: Garbage

##### CD2: track 7

Toru

Today is our ah second presentation and we will make the best of us and please feel relaxed and comfortable and enjoy please enjoy our presentation.

Katsu

Now now let's begin. Ah do you remember there is a strange man + who came to Japan? But he came from a + primitive country.

Toru

Excuse me. Our topic uh to review our topic uh we we research + today the role of environmental awareness + of+ the world and +++ my partner will em + eh will review what we thought in the last presentation in May and please listen.

Katsu

Do you remember there is a strange man who came to Japan? He came from a primitive country. He was born and grew up there. And he doesn't know anything about the outside country. One day he visited Japan and he said "oh, there is a lot of garbage in Japan." And and then, he thought he had some questions. Why is it full of garbage in Japan? Eh where does it come from? And how is it made? And who makes it? And remember + this man's vision and thoughts about garbage resemble to our vision and thoughts. Uh as Toru said, today's topic is research of the birth of environmental awareness in my countries especially Japan and Germany.

Toru

I'm sure that all of you have understood this viewpoint of this primitive man, don't you? OK? All of you have understood this viewpoint of this primitive man --and we saw in the last presentation that-

(Lost 30 seconds of tape)

in in the world every country has different awareness about environment. And we saw that Japan had very low consciousness about + eh environmental protection and on the other hand, German had a very high ++high consciousness about this.

And I now I ++ now let's watch + let's watch the case + when ++ I let's watch the case I saw in the Germany and I saw in Japan. +++ I I saw in the Germany +++ I saw in the Germany one man

(performance - acts out a man challenging another for dropping litter)

"Hey stop! Please pick it up and throw it into + the garbage can!" I saw a man do like this ah did like this + and in Japan I saw + another case

(performance - acts out a man shyly ignoring another who has dropped litter)

I hope you understood this (audience laughter) Uh +++ so ah (4 seconds) Now I + uh + I like to ask you one question. Eh what will you do if + if there are many garbages that replace our living space and endanger our life? What is the most effective solution for this problem? What do you

think? What do you Jun think if there are too much garbages that replace replaces our living space and you can't live any more + what will you do?

## CD2: track 8

(inaudible answer from audience)

Recycle? Yes, it's one solution I think. But the most effective thing effective solution I + think is no production any more + no production comes ++ no production and wait for the garbage we've already made to decay naturally + is the most ++ em (2 seconds) is the most best solution. But we know also that there are many chemical

and artificial materials ++ we can't dispense with. (4 seconds) And if you think about no production any more then that means one one hand uh no production any more means on the other hand no existence of human beings . If you're living on this earth ah + we we can't avoid the destruction of nature. (12 seconds) Is all of are all of these + plastic materials really necessary for us? And (2 seconds) uh (4 seconds) as I told as I told you last time we can't if+ if we try we can't dispense with + uh vinyl cases that is that + that are given in the convenience stores and ++ to know that it is not + too difficult for us to dispense with them (11 seconds) and Ger-German people knew German people know that it is not too difficult that we dispense with uh + plastic material materials that + is +++ that is used in in convenience stores. (3 seconds) We saw that Japanese have that Japanese have low consciousness about environment but +++ but we think this this was caused in the ++ at the time when Eu'ropean ideologies came into Japan and ++ when Japan had to follow these ideologies to develop Japanese society. (3 seconds) We know also in the history that the Japanese used wara eh the dried rice plant for many purposes. For example they they made laces (mimes tying a laces) laces uh with them to bind something and + they used them as the roof of the house. And they they make with them also hats and ++ they used ah they made with them also their shoes and all of these + because + these are made of plants +++ it doesn't pollute the nature even if we throw many of them into the nature. So we we thought we think that recently the Japan has changed + that that we became really low in awareness awareness of + the environment. In the last uh in the nineteenth century the the iro ideology of Europe grew very bigger (2 seconds) and + got more and more power that influenced other countries. (9 seconds pause to operate power point ) The European ideologies grew very bigger in the nineteenth century that they got many got more and more power that influenced other countries (5 seconds pause to operate power point ) And Japan has to accept these ideologies of Europe because because Japan had to + compete with other countries with European countries not to be conquered by them. And they accepted many ideologies so that they forgot their Japanese own ideologies + in the wo- in the history. +++ And many of Japanese ideologies + disappeared in this time we we thought. (3 seconds) But the German Ge- but the German because these ideologies ++ are born in this country the German could eh maintain their + national characters that ++ that that they + just as they cared about nature + and + in the in the past. +++ So so we think + the uh low awareness of Japan is caused in in the modern and as- as Japan accepted many ideologies ++ and as Japan threw their ideologies threw their own ideologies away.

## CD2: track 9

Katsu

Eu-European ideology is um that nature is for us and so we can use it. (2 seconds)  
But it's caused na-nature destruction (4 seconds) Ah it is true that human beings could develop by

European ideology but now it causes environmental problem. Ah we don't think that its ideology is not good + for humans. Eh we insist + human changes its id-ology. We recommend oriental ideology. And it is that association of nature with human beings. +++ And it cause it causes bright future for environment and human beings. +++And it is better than + European one we think.

Toru

Okay that's all for our presentation.



**Group 5: Sound and Music****CD3: track 7**

Ken

I'd like to start my our presentation. Our topic is the different between sounds and musi- music. What is the music? What is a sound? According to + mmh Longman New + Universal Dictionary + music is the s-science or art of ordering tones or sounds in succession and combination to produce a + composition having unity and + continuity. And sound is the sensati- sensation proceeding proceed by the sense of hearing. Also by the Oxford English dictionary. Music is one of the fine arts which is concerned with the combination of sound with the view to beauty of form and the expression of emotion. Also the science of the law or principles by which this art is regulated. Sound is + the sensation produced in the + organs of hearing when the sound- surrounding air is set in + vibration in such a way + as to (?) also that which is + were may be rules. These theories + certainly discrim - ated music in general. Music is artificial products made from individual sounds + that how-ever can the definition of mus- eh difference between sound and music be so simple or firm? +++ Uh + these dictionary couldn't answer our question so well + I mean these are so +++ these theories too general to ++ satisfy our questions.

(5 seconds) What we want to know is + what we want to know is uh how people catrise catrise the sound and music so let us think some situation about + when people uh view the border + of this question. In order to get large image of this we made question papers and send it by email to all student in + who are in the Policy Studies Faculty in Chuo University. On question paper + we asked uh "Is mobile phone ringing tone + music or not? And "Have you ever been impressed by listening to any kind of music and if yes when? " We also asked + to choose + what they think it is music from some choices uh choices are alarm clock batric tower(?) karaoke people's chat train departure bell murmur of stream + recitation of a Chinese poem hand claps + performance of mewadenki + breeze rap music insects' chirp and patter of rain. You know mewadenki is one of the performers who use their instrument which they invented. Em final answer is eh what is it different sound or music.

Sumire

Tallying up the answers we found that there are five common ways of recognising the difference between sound and music. ++ One defines that music is sound of groups uh group of sounds. Secondly some said + that sound + and group of sounds can become music when there is some kind of transfusion of feeling + or will from its sender. ++ In the other hand thirdly some

said that when people enjoy the sounds it become music. This is from the receiver's point of view. Next for the fourth type of recognition is to demonstrate music as an artificial product. ++ In order to make it up as a product music have must must be ruled and there should be theorem and regulations. In opposition sound is not ruled or strict it is natural it is in natural condition. The last + fifth type of recognition explains that there is no boundary for + the music and sound because they are continuum. These results are quite interesting. Also there are some more interesting results came out as we looked through through the answers. In the question paper we asked + to choose what she or he thinks it is music from the choices.

**CD3: track 8**

We calculated the results and got the percentages out.

Please give out these handouts. (distributes handouts) Have everyone got these handouts? +++ OK. Please turn to and look at the last page. We can see that more than half people answered rap music, mobile phone's ringing melody recitation of a Chinese poem and karaoke accompaniment as music.

Please listen (plays phone) You can follow that this ringing tone has melody and rhythm can't you. All of those + which went over 50 per cent + have melody and rhythm. Let us give you another example. (plays irregular drum beat) That was just sound. That had no rhythm and no melody. And next. (plays rhythmic drum beats) This time he used same note + but it much sounded like music didn't it. (muted response and some laughter) Yes, thank you. Um if we combine sounds regularly it will come to be music. What we want to say is that music which has rhythm and melody tends to be thought as music + by many people. Mel- melody and rhythm are important key word in order to define the border of the music and sound. Let's go back to the statistics.+++ Nearly half people also supposed that insects' chirp + patter of rain + and performance of mewadenki are music. The reason why me- + the performance of mewadenki is considered as music is same as the reason why + rap music and mobile phones' ringing melody are music. Apart from mewadenki they're all natural and elegant sound. How about those less considered as music? (5 seconds) Less than thir-ty percent people chose breeze, hand claps, peoples' chat, train's departure bell and alarm clock + as music. Why are they not + much considered as music but sound? Quite a few people answered that music is a group of sounds ++ aren't they group of sounds? (sets off alarm clock) aren't they group of sounds? I think so. Hands claps + people's chat + breeze + and train's departure bell are also definitely group of sounds. Howev- however few people recognise them as music. Why not? ++ Why not?

That's probably because they're maybe demonstration of some kinds of + sai- sign or signal. The main purpose of them is to inform people. Therefore few people assume them to be music. In this case we can make one hypothesis that sounds are just for communication field so they cannot become music.

### CD3: track 9

Haruka

Then one contradiction comes out + uh basing on this hypothesis mobile phones ringing melody is a signal that tells us mail received or someone calling. So it must be considered as a s-sound.

But why do so many people answer it is music? ++ Some people said their ringing mel- their own ringing melody + is a music but not others other's ringing melody are + just noise or sound.

Um (2 seconds) people regard their ringing melody as their favourite songs or their favourite tunes. So they're interested in their own ringing melody but not in other's. Mmh + it means ++ they're inter-it means ++ uh from this we can make a statement. People regard + what they're interested in and what are impressed as music and what they feel indifferent as a sound. Umm for example those signals and sign we hear + like alarm clock and train departure bell +++ do not interest us so we hear unconsciously. We intend to and tend to + listen consciously to what we are interested in and what we like. Um + with this idea we can explain almost every statistics. + Uh + we can explain almost every statistics we got from question papers. And (5 seconds) insect chirp, patter of rain, the performance mewadenki, people's chat. Why did - why didn't they go over fifty percent? It is because ++ uh their + they heavily depends on + mmh on - depends on receivers' consciousness. It maybe



receive as conscious message or unconscious message according to receiver's feelings. Um + I'll give you an example. ++ So you got the picture easily what I'm saying so please imagine the situation + um you are at home and feel relaxed and well when it began to rain and you wanted to hear the patter of rain ++ uh you are listening to the patter consciously. But imagine another situation. You got up very late and late for school then it began to rain. Do you wanna feel do you wanna feel listening to the patter of rain? Are you happy to picture yourself to receive (2 seconds) receive the patter sound consciously? Maybe not.

Um + there is a problem we have to think about with this survey. ++ The this result of survey is based on only students who belong to ++ Policy Studies Faculty so it means + we just could get from we just could get information from the people who are in the same generations as ours. So we know this result is + not clear enough and too narrow to de- uh to +++ too narrow to + definite sound and music. And a book I read said the recognition of Japanese and European about sound and music is different was different + um + left left brain takes part of logical thinking right brain + responsible for sensibility and the book said Japanese + Japanese hear natural sounds + for example insect chirp, patter of rain and re- em insect chirp and patter of rain with right brains so we hear them as music. On the contrast Europeans + hear natural sounds with left brain so we're ah so they hear + natural sounds as a s- just sound. But the author of the book said this information of the book has not + ah certain evidence and is incredible + so ++ we can't all of we can't trust and believe all of the information in the book but I could I could know + if cultures were different. The recognition about sounds and music will be also different. So if we tried these question to people who were in other generations or who people who in the + other societies or cultures we would + we must have got another results. So that is what we have to regret. The answer we get from + the answers we got from this question papers is not real answer and it doesn't satisfy us.

And although we under research we try to get information about brain waves. We knew there were five brain waves but now especially two types of brain waves are important to explain about sounds and music. When we feel comfortable or relaxed our brains are full of alpha wave. And + when ++ we are in normal condition for example we breathe, we eat, we walk on the streets, we chat. Our brains are full of beta wave. So we wondered + when we + uh we wondered + when we hear we listen mh we listen to music our brains are + full of alpha wave or we wonder whether when ah + what we wonder when we hear a sound + whether our brains are full of beta wave. And we sent email to Japanese ta-Japanese music's institute which study music and sound + to ask it is ok whether + we visit them and to ask many questions about sound and music but we haven't got + their reply yet.

So +++ so this list is what we will do and what we wanna do + investigation into alpha wave and beta wave ++ study phenomenon waving the sound's hand (??) + study from the philosophical field of vision ++ the influence which movies give to concept of the music and sound. + Including silent movies and movies with no music. So this list is what we wanna do and we will do from now. So for + our final presentation in December we will talk about the topics these topics + in the list. +++ Thank you that's all

## Group 6: Globalisation

### CD3: track 4

Nina

Strategy of global companies. First before we start our presentation we have something for you.

(hands out Starbucks biscuits)

Teacher

Oh Goo-good start ! Good start!

Nina

Um. Please enjoy it as much as our presentation.

(continues handing out biscuits)

Now we'd like to start our presentation about strategy of global companies. This time we're just going to do about ah Starbucks + and ah we've read some books and magazines + and um visited shops and researched through internet + for this presentation. And um + Starbucks is the most remarkable company these days in Japan and that's why we chosen this company.

Jun

History of Starbucks. Beginning of Starbucks Coffee Tea Spices in nineteen seventy one. Starbucks is the coffee shop + which was + established in Seattle in nineteen seventy one. Tho- those who established it was Gordon, Jerry and Zebu who were classmates of university. At first the name of the Starbucks + was + different from now. It was Starbucks Coffee Tea Spices. The reason why + they made + they had made Starbucks + it was because + they loved tea and coffee + a lot and therefore they wanted to ++ share share the + best coffee in Seattle. + Howard joined Starbucks Coffee Tea Spices in nineteen eighty two +++ and Howard + who has made Starbucks + popular all over the world + joined Starbucks Coffee Tea Spices. Jerry considered that + it it will be grow + but + while he didn't wish to change the style. Howard didn't give up.

And so to management policies.

Ara-argument between Howard and Jerry + was management policy in nineteen eighty four. Then Howard suggested that + Starbucks should introduce genuine coffee culture introduce caffee latte + sell espresso and present + community space. Jerry objected to this idea. He he

would rather +++ he would rather purchase Pete's Coffee + and Tea Company than adopt Howard's suggestion. ++ Consequently Starbucks purchased Pete's Coffee and Tea Company

++ in in nineteen eighty four. At that time Howard was + admitting opening + Italian cafe as kind of + kind as +++ kind as experiment. It made great success but + Jerry + there was conflict between Jerry and Howard.

Hugh naru (?) in nineteen eighty five. Howard Howard become independent from Starbucks Coffee Tea Spices + and established his own company called Hughes Nal?. As Hughes Nal + regarded customers need and own style + as most important things it made great achievement. (3 seconds)

New beginning of Starbucks in nineteen eighty seven. Lastly Howard purchased Starbucks Coffee Tea Spices + changed + the name to Starbucks Coffee. ++ They didn't have + common vision good relationship regarded equally or have well

experienced managers. However in starting + in starting new new mail order system + which helped them ++ in fact all over the world. (2 seconds)  
Starbucks in the present. Customers want a third place which is neither the office nor the home. + And Starbucks was such a + suitable place for + it. And people to talk and be relaxed.

**CD3: track 5**

Reina

Philosophy of Starbucks. Since it was established its got own philosophy which made so which made Starbucks so popular nowadays. +++ When it just started + Because of of high quality same as before (confers 8 seconds) it is important to deepen knowledge of coffee and tea. Be particularity about well roasted beans and taking out saver? of coffee. While major companies are keen to cut the cost + they were keen about like these things: Don't like to expand shops too widely. ++ The +++ the beginners of Starbucks knew well about the more important things than sales. As long as they make as long as it makes effort it gets many customers than it expected

New Starbucks. Pursuit of high quality same as before + it is American culture and life which is like the communication space. High quality of customer service + make good relationship between managers and employees. In America many companies tend to postpone employees to stockholders that's what what was they treat employees as if they were feus? of companies and fire them with no holdingness? but on the other hand + Starbucks does opposite things. +++ The Starbucks got employees all employees including part time workers to carry helse-health insurance which takes a lot of.? It +++ it helps to +++ make good quality service for customers ++ and employees was engay eh eager to work harder.

Nina

The guiding precepts of Starbucks (reads these from script)

1. We respect each other and maintain our dignity so that we can work comfortably.
2. We accept various ideas aggressivley as this indispensable sources of business management.
3. We are always aiming for the highest level of coffee in each step especially when we provide make + and distribute coffee.
4. We provide service that customers will feel satisfactory.
5. We work for the good of the local community and + for the protection of the environment.
6. We recognise that improvement in profitability is necessary for prosperity in future.

These precepts were crafted in order + to use for reference when Starbucks has something to decide and are reflected all the employee's ideas. You can see that employee's happiness takes pr- priority over + getting profits of Starbucks.

Reina

The secret of success. Now we would like to find why Starbucks made such big success. The most important idea for success + the most important reason why it succeeded is introducing a stock option system. Which is called beanstock. Beanstock system is that all employees including + part time workers have rights to have own company stocks which is Starbucks's. It means that the harder they work the more Starbucks make profit. Therefore + stocks have values more that before. This system influence achievement profit and the 'morale of employees and so on.



Nina

Snapshot system. Snapshot system is a kind of secret system that Starbucks is adopting in order to keep on offering good service. + Em secret shoppers who are +++ who are + special employees of Starbucks + visit shops under pretence of customers. And + they check some i - items like cleanness of the + shop uh taste and the temperature of the drinks and quality of service. And then they make + a full and detailed data to the head office and the data will be used to improve its service.

Reina

The reason why companies make mistakes. Now we've got to know the reason why many companies make mistake in business as well as we know the successful stories of Starbucks.

Companies don't produce? enough capital for growing. Companies take part in franchise stores. Companies fail in stock control. Companies don't invest enough money in system nor facilities of

employees. Companies can't predict the future. And lastly companies don't make specific growth + policies.

**CD3: track 6**

Nina

What Howard emphasises as a manager. Howard emphasises that if you have + found some something what you want to do you should find someone who have experienced what you'd like to do. He also tells that you need to + um make your own company's own culture + to have employees + um to + have same + management policy and strategy. And lastly he says it's important to have + to regard products employees and customers equally. ++ Howard says that success is made by ability luck + and efforts. ++ Whoever want to success has to have a big dream + change own style and not to be satisfied with this present situation.

Embarking on Italy. Howard had the dream which is to make shops in Italy. Um (3 seconds) He said that the success it has made in the UK has given them confidence + to proceed to + more uh sophisticated and difficult market. And + he believe that it will success that it will be successful in Italy too.

Be ecological. Until a few years ago + Starbucks poured hot coffee into two-pile paper cup +++ because it's too hot. But then it realised that it's just waste of natural resource. So it's uh started to organise so-called "hot cup team" + to cope with the matter in nineteen ninety four. Um the team tried to many things to serve hot coffee without wasting natural resource. But um any trial didn't work out because the material of the cup could have influence on the taste of coffee. And some material was not suitable to recycle. +++ But finally in nineteen ninety five they decided to have a piece of paste board + and have it on the lower part of the cup. And this paste board is made by recycled paper.

Well um um let's take a little break and ah we will show you + em a part of video of Ally McBeal because in that eh series +++ that series uh ++ the heeroine Ally often drinks coffee of Starbucks and it is said that + um ++ it is said that Starbucks become so popular among young + women because of it that story.

(shows short video excerpt)

They are drinking the coffee of Starbucks + in there.

Reina

#### Achievement of Starbucks

How the number of shops have changed. As it shows like here the number of shops has been totally changing. It has kept increasing the number of shops. In nineteen ninety six Starbucks Coffee International loca- International opened locations in Japan Hawaii and Singapore as a start of embarkation on the world. In nineteen ninety nine it opened in China Kuwait Korea Lebanon and Canada. Then in twenty-two thousand in Hong Kong Dubai and Shanghai. And now it reaches three thousand three hundred shops all over the world. The number of Starbucks in the world + now the number of shops all over the world is shown. In Japan there are many

Starbucks as we will mark on. (They are illustrating figures as they speak) Starbucks is aiming to have twenty thousand shops all over the world in ten years. There are twenty eight thousand

shops of McDonalds at the moment. So if its aim is going to achieved Starbucks will make + Starbucks will come second in the food service industry.

Jun

As a conclusion we considered the reason why Starbucks has made big success. Because + it has experienced failure ++ once so it learned that how to overcome it. It has + it has kept good relationship with employees + and it is trying to provide good service and quality. What we are going to do next semester is to + investigate other companies + as well ++ and we will compare find compet and find similarity of their success.

Reina

That's all.

## APPENDIX 6: November rehearsals

### November rehearsals

#### Group 1: Discrimination

##### CD4: track 1

Midori

Oh we're gonna do a little skit.

Teacher

OK. Right-oh.

Yoko

Midori, (laughs) do you know what, do you know about Dr. Martin Luther King? He is famous for the speaker of I have a dream speech.

Midori

Yes, he was an African-American who played + an active part of the Civil Rights Movement in the in the United States.

Yoko

That's right. Yesterday I read an article about the speech. And + here's a copy. And I tried to research a little about him.

Midori

Okay, so what did you find?

Yoko

As you know he was the leader of the civil rights movement. He wanted discrimination abolished. He combined the non violence resistance and Christianity to guide the civil rights movement. He was strongly influenced by Gandhi.

Midori

It says that he said "I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin + but by the contents of their character.

Yoko

Ah-ha Don't you feel it is so nice? I thought that all of it + is thanks to him.

Midori



## APPENDIX 6: November rehearsals

What do you mean all?

Yoko

The present life of the improved black family.

Midori

That means you think racial discrimination has been driven away + from the world?

Yoko

Yes yes.

Lisa

After slavery was abolished in eighteen sixty three the race quarantine system was still taken to keep the predominant society of the white people. Specifically the black quarantine policy in the southern part reached all + the surfaces of the life. For example there were signs saying no coloured and the blacks could not share water fountain with the whites. Finally the blacks began resistance by organising the ni-national groups against the discrimination. On August twenty eighth of nineteen sixty three two hundred + thousand people did the big march which looks for the work and the liberty in Washington Commemoration Power Piazza. The Doc-Doctor King made his "I have I have a dream" speech at there. In the middle of the nineteen fifties the abolition of discrimination and security of the basic rights were secured by the constitution.

Yoko

Well the civil rights mo-movement changed a lot.

Midori

Exactly, and there is another way to bring up the blacks' status called Affirmative Action. Affirmative A- Affirmative Action is blah blah blah (laughs as she has not yet prepared this part).

Yoko

I see + isn't it possible to say that they got not to be discriminated against race any more?

Midori

I don't think so. Surely effort which aims at the world is done not to discriminate against by the colour of the skin. But let's look at another surface of the problem. ++ Do you remember about the Ku Klux Klan we studied for la- for the last presentation?

Lisa

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Of course I do. KKK whose purpose was to discriminate against blacks + was organised in eighteen sixty six. I think Yoko knows more about them.

Yoko

Yes (laughs) the act of burning a cross is still done in the United States. Even though it is banned by law in some states burning the cross is still done ah still the way their having + used for a long time to scare blacks.

Midori

Do you know any other groups still working for the discrimination against the race?

Lisa

Yeah I know a group called NAAWP. NAAWP stands for National Association for the + for the Advancement of White People. Their mission statement is voiced voice and represent the right of white people to the various levels of government agencies the Uni-mainly in in the United States, but + also the international + community.

Midori

Activities of all of those groups are uhh. However there is another type of discrimination that is hardly recognised + uhh and it is enlightened racism. ?? Have you been + ++ I found this one book written about Japanese people eh being discriminated abroad. I'll share some of the some of them with you. When this one person tried to get on a bus the white driver said "Coloured are after whites" so she waited. As she got on the bus there were ta- tacit rule + that black people sit in the back and white people sit in the front. So this person said he sat in the middle.

Lisa

Oh really?

Yoko

Here's another example. A Japanese woman went to New York. But she was treated rudely in everywhere she went for shopping. All the sales clerks seem to think that Japanese were Japanese were all too much spender of money.

Lisa

Have you ever experienced being discriminated?

Midori

Yes when I went over to my friend's house in in the Unite- in America her grandfather called me "Jap". And he said + to his granddaughter + eh he said to his granddaughter who was my friend that she should not hang out with the Japs. And that um I was very sad. What about you Lisa?

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Lisa

Um I'm not sure that I was discriminated or not but one time at the hairdresser um they said that they cannot do for Asian hair. And I didn't feel good about it. And my host mom got really mad and she complained. How about you Yoko?

Yoko

+It's secret now.

Midori

? So I guess everyone have experienced some kind of discrimination.

Yoko

Yeah it's not something that is unrela- it that is unrelated to us. Its could be happened to our daily lives too.

Midori

So the dream of dr-Dr King's hasn't come true yet has it?

Yoko

No it hasn't. It has been long time since he + he made the speech. But it ha-hasn't turned to a reality and it's a sad thing.

(To teacher) and we're gonna keep studying for the this and + we're gonna make a conclusion.

### Group 2: Sports

#### CD4: track 2

Kaoru

Today I am like to explain how the host city of the Olympics is chosen. Last year the summer Olympics was held in Sydney Australia. The IOC had already chosen Sydney as the host city in nineteen ninety three. As a rule the city is chosen seven years before the Olympics is held. This is because it takes time to make money that is necessary to manage the stadium and the

athlete town. As you know the Olympics are held once in four years so the next summer Olympics will be held in two thousand four. In nineteen ninety seven the IOC had chosen Aythens Greece + for its host city so this means the host city of the summer Olympics in two thousand eight was chosen this year. To hold the Olympics it takes a huge amount of money. In nineteen seventy six Olympics that was held in Montreal Canada the city made big deficits and lost a lot of money. Because of this many cities + hesitated to run for the host city and + for nineteen eighty four Olympics no city ran except for the Los- except for Los Angeles. But this Los Angeles Olympics made a profit of more than two hundred million dollars. It was a free way of making money. From then on the numbers of cities that + wanted to run increased

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immediately. The cities started to think that if they hold the Olympics the city will be known all over the world and could make a lot of money in the same way Los Angeles did. So for the Olympics in two thousand eight ten cities ran for the host city. In the IOC there are a-a hundred forty one committee members and they are going to choose one city from the ten-ten candidates. It would be easy if they just had to choose one city but unfortunately it is a bit more complicated. First of all after announcing candidacy every city will be given a questionnaire by the IOC. It asks questions like why do you want to hold the Olympics? What kind of facilities do you have? Do you have enough money? And so on. The answers for this questionnaire will be collected and marked by the IOC. As a result the boarder of directors of the IOC ++ the + announce that five cities have qualified. The five cities were Osaka, Beijing, Paris, Toronto and Istanbul and they became the official candidates. For the Olympics in two thousand four the way of selecting the host city was a bit different. After being selected as the official candidates the IOC committee members actually went to the five cities to inspect. But in two thousand eight inspecting cities by + the committee members were prohibited. This is because the candidates gave expensive presents to the committee members so that their city will be chosen. On the other hand even the committee members started to ask for luxurious receptions from the candidates. These kinds of affairs were revealed one after another and became a big problem. People who inspect the cities are going to be the sixty members of the City Designation Committee. It is composed of people like the representatives of athletes and paralympic specialists. These people will write reports on how the cities are doing with their preparations. The IOC will the IOC members will refer these reports to decide which city to vote. The vote took place on July thirteenth in Moscow, Russia and Toronto (factual error) was picked out as the host city for the two thousand eight Olympics.

### CD4: track 3

Miki

(LOST RECORDING)

### CD4: track 4

Yoshi

When you twist the switch of television Sometimes they always broadcast the sports relay or the sports news. Now sports developed as a common culture of the Global scale which is always the centre of attention.

Sports gets over the difference in language the co- the colour of the skin and the border. And people of the world look at the same sports and are impressed well. By the west-isation in Meiji

period, we Ja- we Japanese get the Western sports culture for the first time. And since then we have enjoyed sports over one hundred thir- thirty years. But because sports was ? an import culture for the Japanese they are not a little ? understanding. At this presentation I tell you about the understanding of sports of Japanese.

This is so wrong. To say to sorry to say that Ja-Ja panese may have failed in taking well in the culture called sports born in from the West. But I guess it can be said that it is coming to pay



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attention to sports as as the exercise to keep for our health and enjoy moving body if we think like that. in society the ....?...twenty first century .the important of sports is understood afresh. And it may be it may be able to de-declare declare it that that sports will increasingly sports is in

the position of [the festival] which can unite people all over the world as a global culture. Sports which needs no no words is a physical express-expression which anyone can understand has the power which can be symbol of the of the earth the. But there is still no evaluation in modern Japan.

Teacher

yeah just give us the main points yeah. Yoshi, what what's the next topic that you were thinking about, talking about?  
Don't worry about the script just just tell me...

Yoshi

Uh in this year we have done the presentation about sports. It is happy if everyone's thought of sports changed through our presentation. Although the curtain fall at the sports ah although the curtain falls at the presentation of sports sports is everlasting whatever happen.

### Group 3: Religion

#### CD4: track 6

Keiko

TAPE CUTS present the results of our research about Native Americans' religion. There are some reason why we chose the topic. Aah TAPE CUTS interest in religion we we choose the Native Americans' thought aah TAPE CUTS understand three main points of native Native Americans' religions. TAPE CUTS And two is equality and three is reincarnation. Through the research we found the hmm TAPE CUTS it is the attitude and thought towards death. TAPE CUTS topic and reserach other religion thought about death. TAPE CUTS Two re-religions to compare with Native Americans' thought of death. TAPE CUTS Please listen the first part. Review of Native Americans' thought.

#### CD4: track 7

Hiro

TAPE CUTS Native Americans do not regard death as special thing then TAPE CUTS Native American's religion it's a little different TAPE CUTS itself is their religion? for them religions show them how to live quietly? on the road of their own life. For that they have to harmony with

the nature TAPE CUTS this circle is a big life circle and the circle has no beginning and no end. And all TAPE CUTS has no end. It is just part of life. And they believe that the spirit will live for ever. TAPE CUTS



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Hideo

**TAPE CUTS** Here in Japan we guess that such a thought of death that's the Ain(u) outlook on the world. The Ainu think that death as a complete completion completion of their mission in this

world. The dead man becomes god after his death because he goes to the world where gods live. This world is not heaven but another world. This world is completely n completely reverse world to our world. After death person lives some period in another world and goes back human world. The new born baby is a reincarnation of their ancestor. The exist of soul give explanation to these thought. There are four characteristics Ainu's soul. One: the soul is never die. Two: The soul come and go between this world and another world. From another world the soul come this world with meat and fur. The soul exist very well?? because of soul they feel the death i-as a natural thing. And then they don't fear the death.

**TAPE CUTS**

Haruka

Part of death and the + uh and the world beyond is clearly different from + those of Native Americans and Ainus. In the thought of Islam there + there no concept of reincarnation and they think + the death and + the world beyond as + almost straight line line. And + if if a person is born here (laughs as she is pointing to imaginary visual aids) and then dies up here um + when he dies there is a minor judgement and Allah uh the god decides whether he goes to heaven or hell. And but it is the temporary place uh heaven and h-hell is temporary place. He spends days + there until the last judgment + comes. And when the day of the last judgment comes ++ huh when + ah the day he his lost body will revive + just like before his death and Allah judges him again and decide where to go. And this time he will be he will be there for ever for ever. And +++ they call + one person's + ah **TAPE CUTS** Islam people + this world and the Earth this world is ++ uhm + the begin-ning of uh + the world oh + Allah makes made the world and until last judgment day is + is this world and + next next world the world beyond is after the last judgment day. And + they though + it is the + after the last judgment day is the real true world for Muslim.

**TAPE CUTS**

Hideo

Conclusion. Native American and the Ain put d- importance on harmony + with a nature. They thought about death is a natural which means + death is the most natural thing + is the most natural thing. That's all.

### **Group 4: Garbage**

#### **CD4: track 8**

Katsu

Uh-do you remember this primitive man? When he came to Japan he was so amazed at the quantity of garbage. Then he had some questions. Why is Japan full of garbage? Where does +

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it come from? How does it make? And + who does it make? Remember this man's vision and thoughts about garbage equal to + our vision and thoughts. We are going to discuss environmental problem caused by garbages.

Toru

Also consciousness of + consciousness among German and Japanese was good example to doubt our common sense. Japanese do but German do not think it is normal to be han-handed handed a plastic bag when going shopping. Getting rid of this common sense in the last presentation we focussed on + the ideologies of Europe that came into Japan in the late nineteenth century. Ideologies of Europe was stronger than that of Japan and as a result Japanese had to accept + them and ++ forget Japanese ideologies. +++ Indee- in this process we saw many Japanese ideologie-ideologies disappearing and + as one rea- as one reason why Japanese consciousness about garbage + is low we + gave+ the effect of the European ideologies. And that's what we + have + observed in the last presentation. Today we will see what is possible for each of us to + get escape from this ++ enormous consumption society.

Katsu

And next I will show you ah present condition in Japan. Have you ever- have you ever heard the law of recycling for household electrical applian- appliances? This law was + implemented in April of this year. Ah TV, refrigerator, washing machine, and air condition air conditioner. These are the the-these are the object of + this law. These + these electrical law ah + these electrical + appliances have precious resources for recycling such as metal, plastic, glass et cetera. Ah + then why this- why did this law provide? There is one reason that we no longer makes room for reclamation in which we throw away garbage. Uh because of im-implementing this law when we throw away these + electrical appliances we must pay + money. It cost two thousand four hundred yen in minimum and + four thousand six + hu-six hundred in maximum. Ah + do we actually pay when we throw them away? This answer is no we think. Most of us + cast them off on the forest in the midnight. This result in deferred payment. We should change this + we should change this system into advance payment as soon as possible.

### CD4: track 9

Toru

Through our research after the second presentation we have discovered + the most crucial factor that has created the environment destruction in the system of our society. Our society has uh + strong emphasis on + economy. Development of economy has enriched our life and it is because + even- it is because economy has developed that we can + study at-here at university. + But on the other hand in contrary it may be said that environment destruction is also caused by this development of economy. As some of you may know + there is a concept of + external economy and external diseconomy. External econ-economy is the positive effect that works out of the economy. For example say one of you + will start a shop after graduating this university on the land in a small village where the population is so small. And you only want to make a good business there but this action+ will ++ eh but this + action attract the city people

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from the city to this land. And that helps vitalizing this small village + as well as + eh + good income of your own shop managing. But on the other hand there is external diseconomy that made a serious environmental destruction as a negative effect. If a highway is built across the country some of wild animals may + die for losing their homes. + Or they may be prevented their movement by cutting the country in-to two parts. Living in this economic society ++ and having enough money we u-usually don't care much about the environment. Because it is cheap we serve + disposable wooden chopsticks to the guests at home and because ++ and ++ and we put the car engines on if we wait + for somebody on the parking lot. Hm it is even normal for us.

To overcome this environment destruction as a external diseconomy we have found a new style of community + on the internet. This new community tries to put the external diseconomy into the economy itself so that the environment ++ is included + and considered in the economy.

This new style of community is called Eco-Industrial Park. This is a park but it is not a park + or a playground for children+ or a place with beautiful gardens. In this park there are industries + companies' homes for workers, gardens, parks and park maintenance offices that altogether create a small community. What is special in this community is + that these members work together to lessen the + environmental distress caused by garbage and other poisonous wastes. And ultimately this park aims to create a system + eh complete circulation + of energy that + never damage the nature and that enable the sustainability of the society. We saw there is a + strong possibility for these parks because they are under the control + and are not too big as normal society is. Each company will create the partnership towards the companies in the same Eco-Industrial Parks. +++ And these parks' activities are not only for environmental maintenance but also for the development of + success in the business.

The concept of Eco-Industrial Park EIP is introduced by Indigo Development international industrial ++ ecology research centre in nineteen ninety three. As soon as this concept is introduced it spread over the world. By the + f- + world and by the fall of two thousand one many communities in the US, Asia, Europa, ya-Europe, South America and Africa have initiated EIP or other indus-eco-indu- +++ initiated EIP or other eco-industrial development planning processes. This park is defined as follows + this park is defined as follows + an Eco-Industrial Park or estate is a community of manufacturing and service businesses located together in a common property. Member businesses seek enhanced environmental economic and social performance through collaboration in managing environmental and social issues. By working together the community + of businesses seeks a collective benefit that is greater than the sum of the + individual benefits + each company would realise by only optimising its individual +

performance. And the goal of this + and the goal of an EIP ++ is to improve the economic performance of the + participating companies while + minimising their environmental impacts.

### Group 5: Sound and Music

#### Sound and music

#### CD4: track 5

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Ken

From last presentation we could not find + specific answer of the different sound and music. We just could find general + views of uh student from this department by collecting opinions about this question. This time we'd like to approach different point of view. Before we start talk about

this question I'd like to explain why + sound and music came similar to the other and how and why the notion of music is so complicated. In process of developing decoding system the job? of music increase. That's the reason why we cannot very tell difference between sound and music

Haruka

Finish really? (laughs) My turn? OK. I res- (laughs) um I research uhm I researched and will talk about the comparison between languages and music + and ++ language uhm. I read a book and found that there is similarity and difference in language and music. Language and music is similar in that they are a way of communication and they are a one way of communication. And difference is acquired + uhm language is + uh we learn language after we were born so it's acquired sense. And music is um we have + we have music sense uh + when we + born so and + hah and em TAPE CUTS list of + ah I have a list ah which tell the difference of language and music so our for our presentation I will hand out the list and explain a bit and ++ so and + and + I will talk about the question papers which we used last semester mmh + and mmh + then uh + we will use use last semester from the good point of the comparison of the language and music. Laugh OK I finish.

Sumire

OK for presentation we have in about few weeks we are going to develop the statement ++ be defining the topic from the specialised fields. The specialised fields are philosophical field, medical field and critical field. From the philosoph-ical field we researched about the brain waves and the time theory + ah not brain waves just time theory. In proper presentation I am going to + talk about the clear details of this theory by quoting everyone eh some examples. The representative person of this theory is John Cage and Edmund Husserl I am going to talk about their ways of recognition + recognising the time as the essential requirement of music. Next for the medical field I pick an example of musical therapy. Also I am going to debate about the similarity of the medication and music as they can be placebo. I'm explaining about this meaning at the presentation + as well. Finally from the point of view I would like to talk about the calac-characteristic of the poiltic and music and there are some similarities as well. Please look forward to the presentation.

Haruka

At last we'll tell our answer for what is difference between sounds and music but this today this is rehearsal so I don't want to tell you.

Teacher: Keep your secrets!



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Yeah, I am sorry (laughs) but (laughs) uhm ++ but our answer will be + summary of our researching since this month and TAPE CUTS something that which + we have to more discussion. So everyone + we our conclusion will be good and meaningful.

### Group 6: Globalisation

#### CD4: track 10

Nina

Ah first of all we thought it would be important to make the definition of multinational company and global company clear. According to the World Investment Report of the United Nations + a multinational company is a company which owns assets in more than two countries. And + um + another book defines the meaning of multinational company as a company which gets chances to run a business overseas + aggressively and is at the stage of setting up bases for

production and marketing there. Then what is the difference between multinational company and global company? Well actually there is no exact difference. However the difference defined by an eminent + em management scholar Michael Porter is often quoted when it comes to that subject. By his definition enterprises activities of multinational companies are spread over some or many countries but they never or rarely try to + link its various activities to management strategy. On the other hand global companies has unified management strategy by harmonising management of each country as a whole.

Usually when a company sets + up a s-subsiary overseas running costs are invested in it based on the management strategies of the + head office of that company and is it it is common that management decisions are made under the control of the head office. Therefore we can say that the meaning of multinational + company defined by the United Nation and + that of global company defined by Michael Porter is quite similar.

Principle of companies. One of the points that successful global companies have in common is that they have firm principles which are like groundwork + of the companies. Many companies emphasise and give high priority to equality among the employees or pursweet or + of companies globe- ah development. However therefore-ah furthermore companies that are trying to practise something called um the principle of QSC plus + V. It symbolises the importance of kwai-kwa-oh quality, service, cleanness and + value, and was proposed by founder of McDonalds Greg Clark. It is now accepted + not only to food restaurant in + companies but also to any other kinds of companies. We sent out questionnaire in order to know general public's point of view about global company. According to the survey the + uh following companies are familiar to people and the image of the multinational company is as you see. (To teacher, explaining that she will distribute handouts at this point) I'm gonna make a booklet. And um one point that we found it interesting was that though they have strong image of global company as being good at advertising we've never seen commercials on TV of some of the familiar companies such as Starbucks, Muji, Carrefour + Body Shop et cetera. Ah we tend to associate advertising with commercials directly but that doesn't seem to be right now. We also found out that though many people are for the pursweet of the companies' globalisation they want the company to take local ecology and human rights into consideration.

#### CD4: track 11



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Reina

I would like to talk about globalisation of the companies. There are reasons why many companies have become global companies. One of the reason is that G7 decided to make yen strongest at the market in nineteen eighty five as there was huge fry- huge trade fraction between Japan and foreign countries. It's called Plaza Agreement. It strong it strongly encouraged Japanese companies to embark on foreign markets + in order to survive. Another reason is the progress of information network. It enables companies to contact each other and get information easier and faster than before. Therefore time and distance don't matter at all which helps globalisation a lot. Information network + information network is an important to-tool to make difference between other companies. The reason is that the home market has been

nearly + saturation so companies have been looking for the new market. Now we would like to find out many advantages of the globalisation. Firstly companies are able to realise the best way of the procurement the best way of production and the best way of the sale of sales all over the world. It returns a good profit. Secondly, companies have chance to contribute toward

developing industry, economy and countries where they embark through offering employment or in-instructing technique.

Next I would like to introduce one company the Body Shop as one of successful examples. The Body Shop was established in Britain in ninety- nineteen seventy six. Then it expanded the shops internationally in nineteen eighty six. Its shops' number and retail have been increasing. There are some reasons why the Body Shop makes such a big success. The first reason is that it uses environmen-envi- environmentally sustainable resources wherever technically and economically viable. It's also against animal testing in the cosmetics and industry. They encourage us to buy their product as they don't ha-as they don't harm our lives and animals. The second reason is that it's moving ahead with the development of an e-commerce capability through the Body Shop Digital. So we don't have to go out for shopping any more instead we can just sit and select what we want in the room. The third-the third reason is that US market continues to offer it significant opportunity for expansion. It's also recently started to work on the proposal with its head franchises in the Asia. It is obviously because of globalisation. Without the world market it couldn't have made such a big success. It will continue its development.

Well, let me tell you about Japan at this time. Japanese management style has made a point of the field or sense of belonging which a? lifetime employment, a seniority system, a union and so on. Japan formed own style. Although this style was + useful at the goo-at the standardised organisations it couldn't accept code which was different from common sense of value or kai- or came from different culture. As production section were made to the developing countries, Japanese found out that Japanese management style worked international universality. At the moment Japanese style is not really changing in individual + changing to individual condition. So + how is the other region? Asia has been quickly developing these days however it still doesn't catch up with developed countries. It is simply because of its strong religion custom and traditional sense of value. It is similar to Japanese situation though. Asia is beyond reason? which is that people make a point of achievement but pra-population + local relation, rank,

things like that. It causes Asia to fall behind with developing. Asia has to choose whether it will change its tradition or not. And we don't know which is good yet.

CD4: track 12

Jun

Global strategies. Today's main points of global strategies are growing out of a full growth market and expansion of a growth market. There are some factors to which economic globalisation progressed early. One is the advanced nation market entered in the period of maturity. And it became impossible to expect market growth like before. So they need to make inroads into foreign markets. According to average economic growth rate for 1990 to 1995 whole world is three point one per cent but the advanced nation is one point eight per cent as low. The developing nation is five point two percent as three times larger. Although it has suffered from serious currency and economic confusion now if it seems in the long run it will be still a promising market. Second is policy conversion of the partner countries which promotes trade and investment. Under the GATT

liberalisation of international trade and relief of the investment regulation on foreign funding + accelerates the globalisation. Economic globalisation was turned into reality in agreement with

global company which is going to find out the market and developing countries that are going to utilise for the economic growth of their own country.

Here are two main points of international decision strategies. The degree of return at overseas countries. When a company develops an enterprise globally it is required to evaluate the degree of return at overseas countries. Advancing to an attractive country is because it leads to waste of management resources and loss of earning opportunity. It is important to clarify the advanced purpose of a company and to arrange functions such as research, development, design, supply, production, circulation and sale in the country which was most suitable from viewpoint of increase in efficiency. Two competitive strategies. It is important to clarify what company is the competition partner of this company. Therefore the partner's market deployment can be surveyed and can examine a strategy. The basic strategies are a low-price strategy + differentiation strategy, focus strategies. But here some examples are raised from the viewpoint of a global competition. First mover advantage is the company that branched out first stands in a position in the market. Dominant share strategy means if an overwhelming market share is established, merit which raised the country to a price will be enjoyed. Survives as number two strategy means avoid competing from a thing stronger than him and target a market which can be survived. There are several more market strategies to research but that's all for today.

**Group 1: Discrimination**

**CD5: track 8**

All group

Good morning everyone.

Midori

Umm our our presentation uh is gonna be about uh racial discrimination. And first we're gonna show a video called Ma-Malcolm X. to give you give you an idea of what + who Martin Luther King Junior looks like.

(Plays video excerpt)

And um this is his famous speech + and please listen.

**CD5: track 9**

(Plays Martin Luther King speech from internet)

Yoko

Midori do you know about Dr. Martin Luther King?

Midori

Yes

Yoko

++ Um he is famous as speaker of the 'I have a dream' speech.

Midori

Yes he was an African-American who + played an active part in the Civil Right Movement in the in the United States.

Yoko

That's right. Yesterday I read an article about the speech. Here's a copy. And I tried to find something a little about him.

Midori

So what did you find?

Yoko

Um + look at this picture. This picture. Um + he was the leader of the civil rights movement. He wanted discrimination against races to be abolished. He combined non violent- non violent resistance and Chris-Christianity to guide the civil rights movement. He was strongly influenced by Gandhi.

Midori

Okay and this says that "I have"- he said "I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin (coughs) but the contents of their character.

Yoko

Ah-ha Don't you feel it is so nice? I thought that all of it was thanks to him.

Midori

What do you mean all?

Yoko

All the improved life of the black families.

Midori

So you think racial discrimination has + elima-eliminated from the world?

Yoko

Yes

Lisa

Even after slavery was ab-abolished in eighteen sixty three a race quarantine system was + ee-still quarantine system used to keep the predominant of white people. Specifically the black quarantine policy in the southern part reached all the aspects of the life. For example there were (coughs) there were colours say-+ there were signs saying 'no coloured' and a general + custom in the hotels, theatres, libraries and even elevators were separated. Finally the blacks began to resist and resist by organising national groups against the discrimination. On August twenty eighth of nineteen sixty three two hundred thousand people + make took part in the big march which demanded work and liberty at Washington Commemoration Power Piazza. The Doctor King made his " I have a dream" speech + there.

Yoko

Um a year after this action the civil rights act was published it made any ille-any discrimination illegal + and against not only + ah racist but + against eh +uh against not only races but + against not uh + against any other reasons.

Midori

Exactly + and + uh there is another way to raise blacks' uh: + status called Affirmative Action. Affirmative Action is + a-a new policy that US government adopted after the Civil Right Movement and we're gonna show a video called Forest Gump and it shows the very first black students to go to universities with the white students. + So please watch.

**CD5: track 10**

(shows video excerpt)

Um by nineteen eighties + three hundred thousand + blacks were raised uh uh turned into middle classes.

Yoko

I see. Can we say that there is no more discrimination?

Midori

I don't think so. Surely the effort eh-um aimed at + at the world not to discriminate is tried. ++ But + um opponents claim that affirmative action is + is ++ is itself a form of racism. +++ The advanced blacks now + advanced blacks now feel kind of + kind of alienated and stressed by organising themselves in the predominant society of the whites. On the other hand whites need to pay a great attention to + what they say and + uh what they do to + the blacks. So the outcome of affim- + so the negative outcome of affirmative action + is another type of discrimination. Do you remember uh do you remember Ku Kl--Ku Klux Klan we studied last + for the last presentation?

Lisa

Yeah of course I do. The Ku Ku-Ku Klux Klan who-whose purpose was to discriminate against the blacks was formed in nineteen ah eighteen sixty six. They were very aggressive and violent against the blacks. I think Yoko knows more about them.

Yoko

Yes. Ok start the video. I'm showing the video about the KKK.

(Plays video excerpt)

**CD5: track 11**

Now even though laws in some states don't have it ++ the act of burning a cross is still done in the United States. It is the way that they have been using for a long time to scare blacks.

Midori

Do you know any other groups still discriminating against race?

Lisa

Yeah I know a group called NAAWP. N-which stands for (laughs) + National Association for the Advancement of White People. Theirs mission statement meant is that + um + to voice and represent the right for white people within the various levels of government agency i-in the United States, but also within the international ec-society.

Yoko

Another group call-called NACP stands for National Association for the Advancement of Colored People. For more than ninety years the NACP have been built on the



individual and the collective college of thousands of people. Their statement is that people of all races um nationalities and religious + denomination are united one premise that all humans are + created equal.

Midori

Just like we mentioned before there were many many evident separations. These separations + seemed uh has been seemed + see:med seem in educational departments. Blacks could not get an equal education with the whites. That means they couldn't get enough education. When you don't get a good education you can't get a good occupation and in this case I mean + educate-uh good education as a good occupation as high income jobs. So they don't have enough money to live in a place where + it is good for their chi- their childrens' + education and they don't have enough money + for their children to go to universities. And this cycle goes on.

Lisa

Some information in the report suggests that the shift in behaviour within the + black community could lead to greater economic + gain. However can you show the (directing audience attention to their handout) However according to the report in e-se-nineteen ninety seven the black family had medium income of twenty eight thousand six hundred and two dollars. While + medium white family income was forty six thousand seven hundred and forty five dollars. A difference of eighteen thousand one hundred and forty three dollars.

Yoko

And look at this chart. Page three. Um this chart shows that household computer penetration gap by income in the United States in nineteen ninety + nineteen ninety four and nineteen ninety eight. Um you can see that income gap still exists between the blacks and whites in American society.

Midori

And I found this + one book + uh written about Japanese people being discriminated abro- in abroad. And I'll share some of them with you. Uh this one person um tried to get on a bus but the white driver said "Coloured are after whites" so she waited. And as she got on the bus there were ah there was a tacit rule that + uh blacks sit in the back and whites sit in the front. So she says she sat in the middle.

Lisa

Really?

Yoko

Here's anoth-another example. This one woman went to New York. But she was treated rudely everywhere she went while while she was shopping. All the sales clerks seem to think that Japanese all have too much money to spend.

Lisa

Have you ever experienced discrimination?

Midori

Yes uhm when I went over to my friend's house in America her grand-grandfather called me "Jap". And sh-he said to her granddaughter who was my friend that she should not hang out with the Japs. But then I didn't know the meaning of it but later on when I found out the meaning I was very sad. What about you Lisa?

Lisa

Hmm I'm not I was discriminated against or not but one time at the hairdresser in United States I was told that + they cannot do for Asian hair. Mm I did not feel good about it. And my host mom got really mad and she complained.

Yoko

When I was an exchange student I was sometimes ignored or talked rudely at school. I guess just because I was a foreigner to them.

Midori

So I guess we all have experienced + some kind of discrimination.

Lisa

Yeah it is related to us. It could happen your daily lives too.

Midori

So the drea- has the dream of Dr King + come true?

Yoko

No. It has been long time since he made the speech. But the dream not turned to rel- not turned to a reality yet. I guess it's sad.

(Music starts)

Now we want to remind you that all of us could be um + could be in the both sides of + um which are being discriminated and actually doing discrimination. There are more and more people coming from the others the other countries and living in Japan. + um we might discriminate we might descrimin- discriminate them without any notion. Because all kinds of discrim-discrimination are started from unconsciousness. This is a problem wi-which we are facing today.

Lisa

We would like to conclude our presentation with remind you that all all we we all are one of same race human race. We define discrimination as an excluded system + which is built in history of human society. +++ We cannot ignore-ignorant + with any information about excluded people. Having access to the knowledge ++ knowledge we understand humanity. There we may change the prejudice prejudice which prevent us from thinking humanity flexibly.

Midori

Uhm we should not evaluate people in terms of race or nation which they belong to but instead we should ah respect and + communicate with + individuals. Creating a socie- creating a ++ creating a social interaction based on new perception movement us guide the world to a better way. Thank you for listening.

### Group 2: Sports

#### CD6: track 7

Kaoru

Ahh morning everyone. Ahm I think I have to say this because you guys are all finished + and we may be the unhappiest group on earth today. But I'll just say sit back and relax and enjoy the show. For the last presentation I talked about the history of the Olympics. So this time I am going to do something different. Today I would like to explain how the host city of the Olympics is chosen. (7 seconds pause) Last year the summer Olympics was held in Sydney, Australia. The IOC had already chosen Sydney as the host city in nineteen ninety three. As a rule the city is chosen seven years + before the Olympics is held. This is because it takes time to make money that is necessary to manage the stadium and the athlete town. As you know the Olympics are held once in four years so the next summer Olympics will be held in two thousand four. In nineteen ninety seven the IOC had chosen Athens, Greece, for its host city ++ so this means that the host city of the summer Olympics in two thousand eight will be chosen th-this year. (4 seconds pause) To hold the Olympics it takes a huge amount of money. In the nineteen seventy six Olympics that was held in Montreal Canada the city made big deficits and lost a lot of-lot of money. Because of this many cities hesitated to run for host city and for the nineteen eighty four Olympics no city ran except for Los Angeles. But this Los Angeles Olympics made a profit of more than two hundred million dollars in a new way of making money. (4 seconds pause) (Brings up comic graphic on power-point. Audience laughter) From then on the numbers of the cities that wanted to run increased immediately. The cities started to think that if they hold the Olympics the city will be known all over the world and could make a lot of money in the same way Los Angeles did. (3 seconds pause) Uh please take a look at the second page of the handouts. (10 seconds pause) Umm so for the Olympics in two thousand eight ten cities ran for the host city. In the IOC there are a hundred forty one committee members and they are going to choose one city from the ten candidates. It would be easy if they just had to vote and select one city but unfortunately it is a bit more complicated. First of all after announcing candidacy every city will be given a questionnaire from the IOC, shown here. (2 seconds pause) Uh it asks questions like why do you want to hold the Olympics? What kind of facilities do you have? Do you have enough money? And so on. The answers for this questionnaire will be collected and marked by the IOC. As a result ++ the boarder of directors of the IOC announce that five cities have qualified. The five cities were Osaka, Beijing, Paris, Toronto and Istanbul and they became the official candidates. (3 seconds pause) Please take a look at the first page of the handouts. (6 seconds pause) For the Olympics in two thousand four the way of selecting the host city was a bit different. After being selected as the official candidates (2 seconds pause) here+++ (points at screen) the IOC committee members actually went to the five cities to inspect. But in two thousand eight inspecting cities by the committee members were prohibited. (6 seconds pause) This is because the candidates gave expensive presents to the committee members so that their city will be chosen. +++ On the other hand even the committee members started to ask for luxu- + luxurious receptions from the candidates. These kinds of affairs were revealed one after another and became a big problem. (2 seconds pause) People who inspect the cities are going to be the sixty members of the City

Justification Committee mem-Justification Committee. It is composed of people like the representatives of athletes and paralympic specialists. These people will write reports on how the cities are doing with their preparation. The IOC members will refer these reports to decide which city to vote. The vote took place on July thirteenth in Moscow, Russia and Beijing was picked out as the host city for the two thousand eight Olympics. And that's will be end of my part. Thank you.

### CD6: track 8

Miki

In this section I'd like to discuss sports and health. ++As our life uh-as (laughs) as our lifestyle and Japanese society is widely changing + sports is in the spotlight these days as a way to keep people's health. For the first part I would like to talk about ++ changes in the society and second part I will explain sport's effects on the human body. Nowadays advanced science technology and information technology made our life + convenient but + on the other hand um ++ our chance to exercise body was ha-has decreased. Everything done automatically. This lack of exercise leads eh leads to some + problems like decline of body strength and resistance resistance to illness. Please look at this graph. (2 seconds pause) This is the result of consensus about strength and sports. I'm sorry that this graph is little bit old. According to this graph in nineteen ninety eight + um the percentage of people who answered having confidence about their body strength was declined and people answering + having anxiety about it has little bit increased.

Also in modern people's lifestyle mental activity is more common than physical activity. That increases people's stress. Besides fundamental eating habit + have got worse. Second we are facing various changes uh in the society. The Japanese population has been getting smaller and has becoming an aging society. It is estimated that in year twenty + fifty almost one people out of three become over sixty five years old. What's more the burden of the working generation will become bigger and economic growth will be limited because of the + decrease in working power. Thus maintaining good health of uh through our whole + um through our whole + life + of all of us is very important not only for our own happiness but for Japanese society. In this situation sports is effective to maintaining good health of modern people. Please look at this graph. ++ This graph shows that people who have been doing sports feel + feel less fatigue in their body, less stress um + less decline of body strength than people who doesn't do sports at all. This graph ah shows ah shows us that sports are benefickal not only physically but also mentally to our health.

Actually I am um I am one of the people who feel a decline in my + body strength because of a lack of exercise in daily life. In high school I was a member of track and field club and I had been running every day. But now + uh my chance to exercise body in my lifestyle is very limited and I feel fatigue easily than before. Nowadays gradually people's way of thinking about their-s health and approach to the sport is also changing. We can see it from this graph. +++ People who care for their health and strength are increasing. As we saw sports are important to our daily life. In this modern society we need to exercise consciously but what is important is playing sports with pleasure. Thank you for listening.

### CD6: track 9

Yoshi



Hello. (Audience laughter) Good morning (laughs). I'm going to talk about + sports and physical physical education. When you use remote control to change television channel + some some channels always broadcast the sports news. Now sports is developing + as a + common culture on the + global scale. In Japan in the westernisation in the Meiji period we Japanese were introduced to the western sports + culture for the first time. And since then +++ since then we we have enjoyed about for over + one one hundred thirty years. But + but I I guess the sports was a imported cu-culture for the Japanese so ++ there was some misunderstanding. And ++ the Japanese + came to identify sports with physical education. I think sports and physical education are really different. (4 seconds pause) As as the outcome of misunderstanding the population of + those who play active sports is not large but very small. Please look at ++ this graph. The population of Japan is very small (means the number of Japanese taking part in sports). It is half of half half of of Canada Canada and + and only + one thir-one third of Australia and New Zealand.

And + I tell you about the physical physical culture in Japan and + the causes of misunderstanding. In Meij-Meiji period every western sports was + introduced. Of course ++ there has already been the + the physical culture and the s-sports culture in Japan. For example ++ sumo +++ kendo +++ karate +++ judo and so on. While the physical culture in the west also had the purpose of training body and mind ++ the purpose of physical culture in Japan was very strong. And the physical culture was based on it immensely. (2 seconds pause) And in Japan there was not not group bad- not the game of group battle + like + western sports. As you know, sumo and judo were play in the style of + individual battle. So the Japanese could not understand + sports correctly. (4 seconds pause) But base-ball and golf and so on are e-ex-exception and and stood + and very popular in Japan. The games are played in the style of the one on one. (3 seconds pause) And sports sports was + introduced through school in Japan. (2 seconds pause) So as mentioned above +++ these fact ++ the Japanese an- Japanese un-understood sports wrongly and came to identify physical education and sports. Secondly I would like to emphasise the spo- the physical education and sports are really different. Physical education is is a use body + and mind training as a part of the school education. And + it it necessary involve com-comparsion and and students are forced to attend the s-physical education but sports is the enjoyable voluntary playing and some are is never forced forced to play sports essentially. Third I tell you about the about the ++ actual actual circumstance of physical education. In the Jap- in Japan physical education is only building up + body not teaching the culture + background in which + the sports the sports history and + the rule were born. It can be said that Japan did not understand sports and physical education. And school does not understand how to teach sports.

Finally I tell you about my conclusion. (3 seconds pause) The Japanese may have failed to + integrate the western sports into its culture. And most people thinks + sports and physical culture are same the same. But (2 seconds pause) but physical education and sports are really different. We should think about + them separately. Physical education is a part of the school education. But sports is the the enjoyable game and someone is never forced ++ force essentially. (sighs) Tsukareta. (I'm tired). And at last + I have some message. During this year we have done presentations of about + sports. +++ We will be happy if if everyone's thought about sports changed through +our presentation. Although this curtain fall + although the curtain falls at the sports presentation but sports is everlasting + whatever happen. Thank you for coming.

### Group 3: Religion



**CD7: track 1**

Hideo

Hajimemasu (we'll now begin)

Being conscious of death and taking it into culture lend human beings its distinction among all creatures. The whole human culture has coped well with ++ death. In case they consider death as a problem ++ they present a kind of resolution. In the present day we don't have clear concept of death. But we have lots of problem+ related to death, such as brain death ethansia embalming which means dressing up a dead body and cryonics cryonics means ah + re Fridgerating a human. Even our usual life death is taken away from us. Now that a time we sh-should think about death.

Keiko

Last presentation we + pres-presen-presented the result of our research toward Native Americans' thought. We understand three main points. One is not being afraid of death and two is equality and three is reincarnation. Through the research we found the importance of the attitude and + thoughts around death. We were interested in why Native Americans are not + be afraid + are not afraid of death. They watch + death straight + don't withdraw their gaze at + death. So we want know other religions' approach to death. We focussed on this topic and research other religions' + thought about it. We will show you other religions to compare with Native Americans' thought of death. This presentation will + goes as follows. First Hiro will use the Native American thought of death and second Hideo will present the thought of Ainu and the last I will + present + the Islam's thought of death. Then please listen the first part. Native Americans' thought of death.

Hiro

I think first everyone has a fear to death. And + that the fear becomes because + we can't avoid death and everyone + has to die. And no-one knows the meaning of the death. (3 seconds pause) For Native Americans and all other people death relates to religions in the world view. Religions were made because to (2 seconds pause) to ++ religions were made so that people can + come over the + fear of death. And + because of the religions +++ religions can give people the power to + fight against the fear of death.

Native Americans regard death just as a step toward + just as a step toward rebirth. For them life is a big circle and that circle has no end and doesn't have a start. So + Native Americans say that +++ death is just a step + in their life. (3 seconds pause) To give an example of + Native Americans there's an interesting tribe in Canada. They are called the Hare Indians. And they eat and catch + hare which is a kind of wild rabbit. And that is why they are called by that name. They live in groups and travel around ++ they travel one place to another place. How they die is very unique. When a man in this tribe ++ becomes + loses his ability to catch animals by himself he tells the other + member of the tribes to leave him alone ++ and he dies + he and he dies a natural death. He may live with his member of the tribe ++ but he would choose rath-choose death rather than + living on people. (2 seconds pause) In first presentation we said the Native Americans' thinking is related to the + word reincarnation. And + they believe that everything in the world has a ++ they believe that + even if they die their spirit will never die. And their spirit and only their spirit spirit will live for ever. (4 seconds pause) That leads to the thought of the great spirits and great spirits are their god which they + which they think that nature is an important element which they have to live together. They think that + they can't live

without nature + and nature is not a thing to control. (2 seconds pause) This this thought also includes to the + conception of the big circle of the world. Native Americans think + when Native Americans think the world + they think it as a big circle and every species living is included in the circle. So that is why the way they don't ++ fear death. Aging is another step of life that we cannot avoid. Nowadays we tend to ++ In Japan or some other countries we tend to think that getting older is + uh negative process. But how negative-Native Americans think is very + different. They think that because of the aging they will get the knowledge from nature. So they become wiser and from that they will tell the next + they will teach the next generation what they were taught by ++ the older people. (6 seconds pause) They think- they tell the+ younger generation that the mother is the earth and everything every living species rel-is related to each other. And + that thinking of the world +++ and because of that thinking they will become careful not to break the balance of the world. (5 seconds pause) And passing from one generation to the next generation Native Americans have treasured their + ancestors' thoughts and way of thinking. Some scientists say that there are seven turning points ++ in life. First one is birth + and others are becoming an adult, which we say that when we become twenty years old and + marriage and divorce and the mayture age and old age and finally the death. Every every step is very important but + death is the most difficult concept to understand ++ and also its the diffi-it's the most difficult + concept to definat. And I think we are + too sensitive towards death and + if we + if we learn the thoughts of the Native Americans we may be + more ++ we can think death as a more natural thing than now.

### CD7: track 2

#### Hideo

Here in Japan we can find such thoughts of death by + seeing + Ainu. The world after death + of Ainu is not the world of fear. It's the place where gods live. And these gods are + humans after death. Ainu has a religious thought based on animism. Animism admits a uh + existence of soul. (3 seconds pause) Ainu believe in immortality of the soul. The Ai-(coughs) and it exist every anima-animate and inanimate objects. After death human soul became kami which means god + soul. +++ The soul change its quality from humans's to + god's. In this way humans go to the other side + where they get along just like this world. And some goes back to + this human world. Then let's take a look at hyu-uh Yomante Odyssey. Yomante odyssey is eh + well reflected in animism. It means each + spiritual existence and god. Omante means "let something go". Frankly speaking Yomante ++ is see + see light off at the- at the other side. +++ Ah bear festival ++ Yomante of bear Yomante of bears + is very important for Ainu + because bear symbolises +++ symbolises (3 seconds pause) ah the guardian of the forest or ++ the king of + wildlife. At bear festival a bear which brought up by humans with I-love + is taken away its life. The Ainu think as followings. The bear is disguised human. The bear comes human + bringing + their meat and fur. By taking away its life the bear is released released from + its fur and regain its former state + so humans gives a warm reception and lots of present that the bear come to hu-human world constantly. The bear understand human language and watch humans' behaviour. In case human lacks its ethics + the bear will not appear + so human beings must be ethical + in a nature. human beings are just a part of nay-just a part of + this universe. And without other creatures we can't live any longer. This Ain philosophy is based on deep thought of death.

think that death as a complete completion completion of their mission in this world. The dead man becomes god after his death because he goes to the world where

gods live. This world is not heaven but another world. This world is completely n completely reeverse world to our world. After death person lives some period in another world and goes back human world. The new born baby is a reincarnation of their ancestor. The exist of soul give explanation to these thought. There are four characteristics Ainu's soul. One: the soul is never die. Two: The soul come and go between this world and another world. From another world the soul come this world with meat and fur. The soul exist very well?? because of soul they feel the death i-as a natural thing. And then they don't fear the death.

Keiko

Islam's thought of death and the world beyond is clearly different from those of Native Americans and Ainus. Um in short for example + Hiro said ++ Native Americans thinks that life like a big circle but Islam + think + death live life and death and + the + world beyond is a straight on a straight + line. In the thought of Islam there are no concept of reincarnation but + eschatology. And which Allah sifts shifts people going to + the heaven or going to the hell by the behaviour they took. ++ Now will I will show you how they think about death.+++ If a person born (writing on board) (3 seconds pause) and die (writing on board) (3 seconds pause) when he dies there are minor judgement (4 seconds pause) a minor judgement. Allah decides + him + where to go, heaven or hell by his behaviour. Did he ++ did he +++ good (laughs) to good behaviour or didn't +++ honest at + the Allah's ++ mind he uh Allah decides + whether he goes heaven or hell. But + this is a + temporary place + until the day + of the last judgement day comes. Some day in the future there comes + the last judgement day. It is ++Allah ++ on the last judgement day all the dead are + revived and Allah choose ++ for him the next place again. The judgement (2 seconds pause) Allah judges people again + and this day will be the beginning of the life which will never end. So + from then on ++ they live + heaven or hell (3 seconds pause) for ever. So Muslim thinks + the true world is ++ from the last judgement day ++ ah after the ju-last judgement day is the true world. So + they have to +++ after last judgement day they want to live in heaven so they must + act ++ do good things in when he is in life. (5 seconds pause) The world he exist for his birth passing to death the last judgement day is called "dunya" ++ which means "this world" in Japanese gense. And after the last judgement day it is called "ahira" it means "the next world" in Japanese raise. And +++ um they think death is the fate which is set by the god Allah. Each of them contract with them so + death is also set by god ++ for them.

### CD7: track 3

Hideo

As conclusion we have looked around three religious thought. For Native Americans the death + is a step of life. Their culture + is characterised by respect to others ++ and aging + is a necessary ++ to its culture. For Ainu after dea-+ the world after death is the (2 seconds pause) is not the world of fear its a place + where gods live. These gods are humans after death. In Islam (2 seconds pause) ah Islam has a ekschatology. It has heaven and hell. On the other side we find characteris-tic common to Native American to Ainu. But Islam disting- is distinguished from ++ that has a uh eschatology. Human beings became conscious of the limits of natural resources on earth. Now at the time we realised that limited human existence. We are aging. We are dying every day. Humans are not perfect but finite existence. Human's extravagance made a trouble lots of trouble + now but we sh- but we should live feeling and subsisting + death in our existence. Being a-aware of its limit + we will we will try to get get over it. Because this process gives the value of human existence as it is. That's all. Thank you very much. (applause)

**CD7: track 4**

Teacher

What are the differences and similarities between shin- the Shinto approach to death?

Hideo

We we don't+ we don't focus on Shinto.

Teacher

But from from your background knowledge of Shinto. Can you can you see how- when you were investigating-

Hideo

Very ori-or- mm the origin of Shintoism is very similar to Ainu or Native American but eh in Meiji era ah the national Shintoism is very different from Native American or Ainu.

Teacher

So the Meiji interpretation of Shinto changed

Hideo

changed- for its ah ideologiee or nationalistic aspect of + the this nation of Japan.

Teacher

OK, thank you.

**Group 4: Garbage**

**CD6: track 1**

Toru

Good morning everyone. Today is the day of our presentation the future for garbage problem. The weather is nice + and (audience laughter) there is nice audience and (audience laughter) I ate very nice breakfast (audience laughter) so it's the best condition to give a presentation at this moment. ++ As you may remember we are interested in garbage problem + and have developed our consciousness about it through the garbage and economy research. +++ I hope all of you to join our understanding for which we spent many days in this half hour presentation. So please feel relaxed and if you get any questions or opinions + ask later and we are waiting for them.

Katsu

Uh firstly we'd like to start with the review of uh of uh last presentation. Eh-do you remember this primitive man? + Ah-when he came to Japan he was so amazed at the quantity of garbage. Then he had some questions. Um +++ uh why is Japan full of garbage? Eh-where does it come from? Uh-how is it made? + And who makes it?



Remember this man's vision and thoughts about garbage equal our vision and thoughts. We are going to discuss environmental problems caused by garbage. (4 seconds pause) Ah living in this economic emphasising society uh and having enough money we usually don't care much for environment + we put care uh we put car engine on when waiting for somebody on the parking lot. Because it is cheap + we serve our guests + with untouched wooden chopstick at home ++ and these bay-these behaviour are even normal for us.

## CD6: track 2

Toru

And also the difference in consciousness between German and Japanese was good example to doubt our common sense. Japanese do but German do not think it is normal to be handed a plastic bag when buying something. Getting rid of this common se-of our common sense +++ in the last presentation + we have searched the birth of our common sense. We focussed on European ideology that came into Japan in the late nineteenth century. (4 seconds pause) At that time Japanese governmental power was becoming + weaker and finally in eighteen sixty seven the government of Japan collapsed. ++ And losing the government as a result Japanese + were obliged to accept ideologies that + strong rulers from west brought to Japan. ++ And a-at this time Japanese original consciousness about environment + and + care for for their environment has disappeared. (2 seconds pause) And a-this is the time we have identified that Japan-Japanese consciousness + has changed. ++ changed very g-greatly. And + + and this was this was what we have researched in the last presentation. And today we would like to see + how today + how how we can escape from this condition.

Katsu

Then uh we insist that we should create system and rules in our society which can provoke our consciousness or change our consciousness uh +about environment. But if its system and rules is a bad model + it never works. Uh rather our society is caught in a vicious circle + produced by the bad model. Ah we will- we will show the bad model + uh such as uh + recycling law for electrical appliances and the good model such as + ah Eco-Industrial Park uh EIP.

Then I will show you the ++ ah ++ recycling law. Ah have you ever heard about the recycling law for household electric appliances? This law was implemented in April of this year. Ah TV's, refrigerators, ah washing machines, and air conditioners. Uh these are + subject to or covered by this law. Uh these electra- these electric appliances are valuable resource ah for recycling as they contain ma- uh metal + uh plastic and glass et cetera.+ Ah why was this law + introduced? Ah one reason is that ah we no longer have uh ++ we no longer have space + for + ah declamation in which we throw away garbage. This law when we uh because of the implementation of this law uh when we throw away these garbages ah + we must pay money. It cost ah two thousand four hundred yen uh minimum and + uh eh four four thousand six hundred yen + in maximum. Ah + ah do we actually pay when do we actually pay when we + throw them away? Um + I think uh + the answer is no. Uh it is true that ah some of us uh pay money but most of us + ah cast them off in the in the forest at midnight. Ah it is called illegal disposal. Uh please look at the uh back pages (refers audience to handout).(4 seconds pause) Ah this result in deferred payment. Ah we should change this change this + we should change this system into advance payment as soon as possible.



**CD6: track 3**

Toru

Through our research we have identified the most crucial factor that has caused environment destruction in the system of our society. Our society has such + uh places such a strong emphasis on economy-ics. And the development of economics + have has en-enriched our lives and we could say it is because economy developed that we can + study here at the university. But on the other hand environmental destruction is also caused by this economic driven commu- + profit driven economy. + And as some of you may know there is two concepts of external economy and external diseconomy. External economy refers to positive effects that work out of the economy. For example + s-say w-one of you will open a shop + after graduating from this university in premises in a small village. + And you only want to make a good business there on- in a village but your action+ will to some extent attract people in city to this area. +++ And and this helps vit-revitalise + revitalise this small city in addition to your + prop- in addition to the profit of your own shop management. And there is external diseconomy as a bad effects + effect. +++ If a highway is built across the country some wild animals may die for for it Their movements will-may be disturbed + by it. And this is external diseconomy as + as a bad effect + of + environmental destruction. +++ To overcome environmental destruction as an external diseconomy we have found a new style of community on the internet. This new style of community tries to put + external diseconomy into economy itself an-so that environment s-so that the environment is considered together + in the economy.

Katsu

That uh + we will show the + good model of system and rules ah + ah this is called Eco-Industrial Park ah EIP. Ah this new community is called a + Eco-Industrial Park EIP. Uh This is this is a park not a kind of ah playground for children or a place with beautiful gardens. In this park there are in-industries, companies, homes for those workers, nature parks ++ and park maint- + the park maintenance offices as all the members together create one small ah community. What is special in this community is that these member work together to reduce the environmental damage caused by garbages ++ and other poisonous waste resulting from people's activities. And ultimately this park aims create a system with a complete s-circulation of energy that + never damage nature and that enable the sustMikibility of society. We see there is a good potential for these parks because they are were controlled and not and are not as big as + normal society. Each company will create partnership towards the companies toward the other companies in the same Eco-Industrial Park. And these + and these parks' activities are not only for environmental maintenance but also development and success in business.

The concept of + Eco-Industrial Park, EIP, is introduced by Indigo Development uh international industrial ecology re-research centre in nineteen ninety three. Eh-as soon as this concept was introduced it spread over the world. By the fall two thou-two thousand one, communities in the US, Asia, Europe, uh South Affi-South America and Africa have inish-ini-initiated EIP or other eco-industrial development planning processes.

**CD6: track 4**

Toru

Now I would like to introduce four principle systems that work in the EIP. First (3 seconds pause) energy system. In usual industries the steam and the polluted water

are straightly discharged + after certain purification into the air and to the river. And often these steams and polluted water have heat that could be used as energy + for other production processes. ++ In in an EIP community otherwise wasted energy like this heat is used + for other companies' source of energy. This is one example. And professionally this system is called co-generation or energy cascading. But I will omit to explain detail detail + explain the detail. But if some of you are interested in the system come up after please come after eh-presentation. We will introduce introduce this system. And + and the main idea of this energy system is to use energies that are usually abundant in usual industries. And in fact there is there are many energies that could be more efficiently used.

Second is the materials flows + and waste management. There is enourmous waste + of materials in factories. Within production processes by-products are produced in in a great amount .A by-product is a product that is that is produced + if in order to make the main product. +++ For example plastic things such as handbags (4 seconds pause) s- not hundred percent not hundred percent of + petroleum is made into th- into the bag. Mo-more petroleum is used than the bag needs. (4 seconds pause) The rest of petroleum is are usually thrown away + though they are in some ways recyclable. (4 seconds pause) Of course the waste is not always recyclable but by the technological devises more more recycle ++ for these um these materials is possible. +++ And by these devi-technological devices we can decrease the amount of + waste + in a big scale.

Third the water system. ++ A facility for a water purification i-+ was managed by each company until today. +++ And the cost and in- + in an EIP one good big facility for water purification is managed. And the cost of this + facility will be shared with member companies so that the c- the burden of each company will surely decrease.

Four. Construction and rehabilitation. New construction and rehabilitation of existing buildings follows the best ++ best environmental pratices. Intense material selections and high building technologies will be practised. ++ And the material for construction will be used + only the recyclable materials.

And we have + now looked about + the system of an EIP and for this performances + financial support is necessary. ++ Especially for the first span of time when EIP appear appears in the society. Without financial support industries in EIP cannot manage to survive in the struggle of economy because of this handicap. But once once the + community like EIPs spread in the society + governmental management for the environment and that burden will + will decrease and as a whole society +++ this way this way of + this system will work better for the environment.

### CD6: track 5

Katsu

Em at the beginning for an E- EIP eh companies in EIP have the big handicap for environment performance. Economic competition against other companies out of EIP will be severe and difficult because of this handicap. However the more the technology of garbage disposal developed and the more such companies spread in this society + the burden that each company has will decrease. And as a whole sos- and as a whole society both econ-economical and ecological burden will be enlightened and the collective benefit + will finally be greater than the sum of individual + benefits. In Fujisawa ah + Kanagawa prefecture there is the first EIP in Japan now under the con-construction. Slowly but + steady the system + is working +

is working. Therefore we see in EIP good potential for society to continue develop in economy and to restore beautiful nature.

Toru

We recommend the system of EIP + but now what is important for each of us? Should we all become a member of an assembly and make the society of EIP? No. Our answer is we just + should think +++ should think whether it is ++ ah +++ we just think it is necessary to have our own vision (2 seconds pause) ah to be able to have a convenience stores for twenty-four hours near the house for us is good or bad. (2 seconds pause) To be able to throw garbage away as much as we want is good or bad. +++ Knowing that there are troubles with the place-ah space for garbage disposal we can't stop throwing it away. Is it normal but good? ++ There are many pessimistic visions about + environmental problems. Not a few people are tired or bored with environmental issues. In media too much about + the environment is broadcasted and + the people slowly became duller + duller than they should be. But actually environmental problems are + not really the bothering + problem. By knowing that there are small but really good improvements + in the management of i-the fo-management for the environment. And that there elaborate people who work for the environment. And if we know that we can easily have the conscious + about how human life + now at this moment should be. (3 seconds pause) And and then finally ++ the consciousness about environment will be normal for us and ++ if this sense is spread all over the world +++ over the world (4 seconds pause) we can leave all our anxieties and hopelessness about our environment and we can leave this environmental problems behind us in a forgivable + memory. Ok. That's all. (applause) Any any questions?

#### CD6: track 6

Teacher

In the in the EIP in eh + Fujisawa in Kanagawa h-how many people live live and work there? Do you know?

Toru

Uhh. This still under the construction and not actually working. Project is not working until two-two thousand ten it will be complete.

Teacher

H-how big do you think these EIPs could be? Do you think- could you imagine a whole town or even a city working to these principles?

Toru

This principle could not work in a too big uh too big scale. So I think- we think the this + only a city small city ++ uh the population under +++ uh under thousand +++ uh hundred million uh? (laughs) sorry +++ uh one million under one million.

Teacher

That's pretty big though right thank you.

#### Group 5: Sound and Music

**CD7: track 5**

Ken

In our last presentation + we could not find sa-s-sa ++specific ans- + specific explanation of the question eh between s-sound and music. We just found general views by collecting + opinions from many people. This time we'd like + approach + this question from the different point of views. Now before we start ++ talking about this question I'd like to explain why the notion of the music became so complicated. (9 seconds pause) Uhm. Complicated by looking through the develo-ping of + recording system. (2 seconds pause) In eighteen seventy seven Thomas Edison invented the record . Before he invented that + if people want ah enjoy the music they have to go to the concert hall to listen to music that was played by orchestra or experience music that was played in one society. There were few opportunities for poor middle class to go to concert hall + s-so music is very narrow for many people in this era. In nineteen twenties + radio broadcast started and by this time record came a popular + for many people. Radio and record brought a new kind of music to the other societies. They gave many people to chance to listen to music that they have never heard before. In the nineteen fifties recording on magnetic tapes became mainstream on + on music industry. Before maz-magnetic tape + they can't do they could do nothing on the music products. They just could record what the people actually played and ++ so since magnetic tape appears it is became possible to edit the music after they record them. In nineteen eighty two compact disk was invented. Compact disk is much smaller than any kind of record and its digital sound provides a + good quality of sound. In the process of recording system's development the myu-jan (genre) of music became uh ramified and eh + the sound that has been so the just as sound or a noise changed to music. Music became to spread among the people wider and quicker because of record and radio and magnetic tape and CD uh + changed ah I mean made a new field of music. And now we are surrounded by a variety of sound and music sh-since music became so complicated + it is hard to tell what is music and what is sound.

**CD7: track 6**

Haruka

Uh we research and we knew the + two people who define the betweenence uh difference between sounds and music so we philosophically uhm I would like to talk I would like to introduce to you one interesting + music piece composed by John Cage + um the name of the piece is four minutes and thirty three seconds. I think some of you + have + this title this tune uhm already. Uh some of you have heard already heard this tune. Em ++ em the pianist of s-the pianist of this tune has nothing to do. Yes um all she or he + has to do is come in out on the stage and just sit on the chair in front of the piano. The pianist never plays a tune + oh tone ne-the pianist never plays a tone. After four minutes and thirty three seconds the pianist + leaves the stage. Why did John Cage + combo-compose this kind of music? What did he want tell us? Hmm ++ John Cage was born in nineteen twelve and he was ah he is + award winning composer of music piece. And four minutes and thirty three seconds was composed in + nineteen fifty two. Uhm quite many people criticised + criticised music because ++ they thought there was no logical structure. Why did John Cage make such + such tune and what was his point? Many people who think John Cage didn't let the audience hear the sound but however that is not true. He wanted to tell there the sound alre-already exist here and there + before uh here and there before player may-the player makes the tone. Actually wherever we are we are surrounded



by the sounds. Um + now what do I think of the situation when the four minutes ++ four minutes and thirty three seconds are being played? The performing musician practises with the printed music. The day of the recital audience + go to ++ um venue. + When the player enters the stage + audience become quiet. Then the player starts to play + so the sounds come to appear. Thinking on this point four minutes and thirty three seconds is re-one form which is called this form + common form of music. Four minutes thirty three seconds must be placed at the other musical pieces. And in order to be played + no matter where it happens like in concert hall or in private place there must be the form of common form of music. This form is not demonstrated clearly neither it is strong as to call aggression ++ um (2 seconds pause) John Cage believed there are four factors for music that are material, organisation, method and shape. Material is sound. And organisation is to divide the work into sections. And method is moving one sound to another. And +++ finally external appearance of the work is shape. Uhm + but we have to pay attention to the Cage's another view. For him organisation and material were the pair + concept. Material is never being + there beforehand it will it will be selected + in accordance with organisation. For example he refuse the to-tonality. He intended to insert the not organised sound + noises uh noises into material of music. So driven by this system he consisted constituted music by + the time. Um ++ when Ken when Cage construct music by time time he can insert silence or sound not intended. By doing so we can get rid of + the class- classification between musical sound and non-musical sound and also sound will be liberated. According to John Cage he said we can put a ? on the condition that the sounds is subjected to which + though is musical in general. Uhm ++ and once once we replace sound with silence we found out that no longer organisation is essential. Then Cage started compose by using coincidence. This is how Cay- this is how + Cage composed the tune four minutes and thirty three seconds. And how he treated with the difficult border of + the sound and music.

Uhm Similar to Cage there was a + philosopher his ah ++ who supported the time + theory. His name was Edmund Husserl. He was German. And who opponent +++ proponent of ++ the philosophical time theory and he advanced that we can listen to music as a melody with continuity + ah because we exist in a time on pas- ah we exist in a passage of time. So um supposing we are not time existing person but momentary existence persons. And consciousness is a momentary present constitution continue-continuation each momentary sound can be heard each time although al- uhm although it is not perceived as sound that is followed or making a certain melody. Uhm it can be difficult to understand so + now I do it actually so please listen.

(5 seconds pause) Um. If we were momentary existence persons + please listen. You hear like like this. (Plays discordant notes on keyboard). This or (plays again) So if you were momentary existence person you hear like this but you know we were + ah we are time existence person so +++ you can hear like this. (plays a melody) So you can hear the melody + you uh so you exist in the passage of time so you can hear the melody. So uh + as a fact +++ uh + as a matter of fact time pass and pass incessantly so that we can hear the sequence of the sounds. So that is about Husserl's theory. But you know, frankly speaking philosophy is someone's arbitrary opinion or thoughts so ++ it's kind of uncertain and incredible.

**CD7: track 7**

Sumire



Now I would like to talk about the topic in terms of some different type of views. Many people have been discussing about what the difference between sound and music are and where the border of those are. In order to make the definition clear we looked out for some specialised people's opinions and by that we putted our ideas into shapes. We summed it up in some different parts. They are medical field, political field and field of semiology. (18 seconds pause) At first let's talk about the medical field. You may think that talking about the medical field does not relate to the main topic though it does. Have you ever heard about the musical therapy? It is becoming popular and popular recently as the society gets much busier than old days. As it is treated as a proper medical treatment very much experience is required. When we think of the musical therapy quite many people doubt whether it truly effective or it really based on scientific basis. In fact it seems that this problem is one of the main point of argument involving musical therapy. However the perfect medical treatment is not the only purpose of this musical therapy. If it can be there would be no difference between hospital treatment and the musical therapy. It has various purpose and many kind of effect to the patients. (2 seconds pause) We tend to demand the distinct recovery efficacy when we think of the medicine. People recognise diagnosis, medication, operation and et cetera as the medical acts. Even if they are important medical portions they are not the all. They're perform in the form which had not been independent and became become entangled with other various things. Let's consider medication. Francis Daggonier insisted that all medicine has the character as a placebo to some extent. Placebo means for example the flour flour originally should not have the effect of a medicine as a scientific substance but it is effective against a certain kind of patient. (2 seconds pause) This is what placebo is. This happens because the human's body has close connection with its with what he or she think. Medicine loses neutrality and objectivity when it is given to the patient. The relationship between the medicine and patient arises as through the result of the communication between the doctor and the patient. (2 seconds pause) Therefore the whole work which the doctor does to the patient uh when from the time when from the time when from the time when patient visit the hospital to the time when he recover for example operations or medications and also advice of medication and so on have to be seen as communication between them. As we go on this with this point we can see that not only the medication but also the whole work including communication are also the proper medical act. As the musical therapy what it aims at. Understanding the musical therapy is not by the level (operates computer) (3 seconds pause) is not by the level of (operates computer)(6 seconds pause) is not by uh. Understanding the musical therapy is not by the level of instrumental handling which is achieved by the physical operation but by the level of through human communication + human communication. The reasons why music can heal people exist on this point.

Secondly I would like to introduce you the political field. (6 seconds pause) Uhm this field is the most uncertain field. Music can amplify the life or momentum of the feeling. Uh it can also urge people strongly and let people to be plunged in the same idea. Also it raise the labour efficiency sometimes. (operates computer) (7 seconds pause) Okay, uh in the enthused fascist groups meeting, um in the tired out escape of the defeated man and at the funeral ceremony people express the express people sing or play or make songs to express some feeling. Fascist groups express violence defeated man express courage funerals summary affection of mourn. Music has that much power to move human peace and it influences any kind of group. Let me think of the closer example. Um I think all of you have heard the music of right wing in the life. They play the loud music and drive the car anywhere. The typical music must be played in order to influence any people who

are listening to it. And ++ do you remember the commercial of prime minister Koizumi? (3 seconds pause) Do you? Yeah. He used the music in the commercial. And the main reason why he used the music is also to influence people. He definitely wanted to build up a good clear image to the nations and choo-chose the music which you have heard before. Like those examples, music can influence people in many way. Not only in the political field but they must be used in ++ other field like economic field as well. Focussing on this point we can say that music is one-sided. The centre of music is + trying to influence the receiver in one way. However there comes a question. Are the receiver of music catching the sender's message and intention preciously?

**CD7: track 8**

Ken

For the last let's consider the field of semiologic. It is true that music is among the communication tool like a language. We usually use language when we talk to each other and uh + explain what we feel or what we think. This is pre-this is true that language is among the communication tool + with sound. Music might seem to the - one of the communication tool just like a language. It is sound and sometime it explain-express the someone's feeling too. But there are some big difference + between language and music. Many people think that the sound of language is very important. In fact sound of language + is not as simple than as sound of music. For example men's voice and women's voice is uh different from each other. Usually men's voice is low and women's voice is high. Individual person has different kind of voices not only tone but also texture. Even our voices not same + we still can understand what they are + what when two people say the same word. We distinguish the word by emergence of sound not rayther than uh ++ rayher than physical sound. But music + s-myu-uh each sound has certain places. Maybe you will have different impression + when you listen to a song sung in the men's voice or a women's voice. The sound of music has to be that that sound not the other sound. When we (3 seconds pause) uh when we listen to music we focussed on the sound itself. Next there is certain rules uh called code ++ to use language. The code is not only grammar but also many other ++ decorations. Both of us the sender and the receiver share the code so we can communicate each other with language. But music there is no certain codes so we have no way to understand ++ exactly what the sender meant. The receiver of course can guess what the meaning of the music but + no more than guess. Sometimes the receiver get some meaning from the music + sometime get more than the senders meant but sometime get nothing from what they heard. ++ Very few the the composer and the sender of music can eki-express their feeling on by music. But they might not expect to convey their ideas to other peoples. Please listen this tune. (plays song extract). This tune is known as piano sonata number eight written by Beethoven + also known as Pathetique in German. Uh that means that emotion. If you don't if you don't know this name of s + name of this song you might think this is uh more aggressive or more passion with not + only the sad emotion. Please listen listen +++ eh. (plays another song extract). Do you have any idea what the this song is about?

Sumire

Anyone?

Ken

This song is about (plays it again). Does anybody has any ideas?

Sumire

Anybody? +++ Anyone? (7 seconds pause) What?

Ken

This song is about (pauses for song lyric) nuclear weapon.

**CD7: track 9**

Haruka

The last ++ we talk oh we come to conclusion. Ah higher animals have their feelings or emotions. And especially we human beings ah ++ Among many higher animals especially we human beings are superior. Em if our elevated feeling or emotion handled over sounds it means ++ sound and our + feelings or emotion united it will be music. ++ Um if ++ um no + though uh although there are what's called eh music in the world + any music is a sound is meaning and + if the sound with meaning have all-also + rhythm and melody the elements of music will be stronger and larger. All information from five senses which are sight, hearing, smell, taste, touch is collected at the same time in uh +++ is collected at the same time in human's brain. We understand everything ? out of the information and relating with each relating each other wi-++ uhm + many other factors like memory, desire, experiences, surroundings effect a lot so + it's very natural to vary uh no + so when we hear the same sound it's very natural to vary the answers of whether it's a sound or music. Um+++ so +++ the difference between sounds and music is very individual + and personal and relative. It's not absolute and universe universal so we can't make sure. And so it means it's up to the receivers. The senders + ah the person who send the sound or music is at the same time a no + the person who send music or sound is the receivers at the same time because he can hear the sound and music by himself. So ++ we can share our each sense of difference between sounds and music with others but + we never get we + we never be able to reach an agreement + because the sense of difference between sound and music is very individual. So that + definitely every human beings has +++ um ie- the eh that every human beings has a sense of difference between sound and music individual is our answer. It's done.

**Group 6: Globalisation**

**CD5: track 1**

Jun

Good morning ladies and gentlemen. (Audience applause) It's time to start our conference. Oh where Nina and Reina? (laughter from audience) We are starting our presentation now. (Shows video of Nina and Reina running to get to the "conference" on time.)

Reina

Sorry we are late.

Teacher

(scripted comment) Now that the three of you have arrived...

Now that the three of you are here could you please start your presentation.

Jun

Yes, sir. I'm in I'm Jun I'm in charge of the strategy field.

Reina

I am Reina I am in charge of the globalisation field.

Nina

I am Nina I am in charge of customers' field.

Reina

Nina and Jun are now give the booklet so please look at booklet page number three. Last presentation we presented about the Starbucks as one of the successful global companies. And we found out that Starbucks has been making a point of its high quality products and the relationship with its employment + which was a big success to Starbucks. So on this presentation we'd like to find out common strategy in the global companies. We assume that there must be some po- some power strategy in order to succeed. And also this presentation purpose is understanding the common + I mean understanding the present situation ++ obtaining idea which company will succeed next, finding out the problems and lastly arriving at resolution. So please listen to Nina first.

Nina

First of all we print out questionnaire in order to know general public's point of view about global company. According to the survey the companies on the booklet page five to eight ++ are familiar to people. And the image of global company + eh are as you see. One point that we found in- interesting was that + though they have strong image of global company as being good at PR which means public relations we've never seen commercial on TV of familiar company such as Starbucks, Muji, Carrefour, + uh Body Shop et cetera. We tend to associate PR with commercials dire-directly but that that - doesn't seem to be right now. ++ But commercials do play an important role in PR. Professor Sakuma Okata knows the importance of PR too. Please watch the video and interviews.

(plays short interview segment)

Now I like to show you two commercials and the products that are ranked highly in clothing industry. One is from Nike and another one is from Levis.

(plays two commercials)

#### **CD5: track 2**

Okay what did you think of the commercials? Ah Did you like them? Did they make you feel like buying the products? (audience laughter) (2 seconds pause) Ok, let's get back to the questionnaire survey. We also found out that many- though many people are for the ++ pursuit of companies' globalisation they + want the companies to take more local ecology and human rights into consideration. + But there are many company that have already + included uh + the those problems in their prin-



principles. Uh some example are and look at page ten and eleven so please + read it later. Another example uh another important point that we generally ignore is that people can name many global company that have al-already expanded but when they are asked to name a company that they think will + expand further in the future most of them name the company of their own con-country. It may seem as a matter of course that they know much better about the companies in their own countries + than in the others but this symbolises the reality of globalisation which is + globalisation of companies are getting ? but people are not actually following it + yet. (4 seconds pause)

Next ++ I want talk about the definition of multinational company and global company. According to the World Investment Report of the United Nations multinational company is a company which owns assets in more than two countries. Then what is the difference between multinational company and global company? According to one eminent + management scholar Michael Porter's definition enterprises activities of multinational companies are spread over some or many + countries but they never or rarely try to link its various activities to management strategy. On the other hand global companies has unified management strategy by harmonising the management of each country as a whole.

Usually when a company sets up a + subsidiary + overseas the running costs invested in are determined by the + management strategy of the head office of that company ++ and it is common that + management decisions are made under the control of the head office. Therefore we can say that the meaning of multinational company defined by United Nation and + global company defined by + Michael Porter are quite similar.

Now how and why do companies globalise? What do we really mean when we use the word globalisation? Reina will talk about it.

Reina

Now I'd like to talk about globalisation. There are some reasons why many companies have become global companies. One of the reasons is that the G7 decided to strong the yen in the market in nineteen eighty five as there was a huge trade fraction between Japan and the other countries. (2 seconds pause) It strongly encouraged Japanese companies to expand into the other market. Another reason is that the information- the progress of information networks. It enables companies to contact each other and get information easier and faster than before. Therefore time and distance don't matter at all which helps globalisation a lot. The information networks is an important tool to make the difference between other com- other companies. The other reason is that the home market is nearly saturation so + companies have been looking for the new markets. Now I'd like to talk about advantages of the globalisation. +++ Firstly a great advantage for the globalisation is that companies have chan + chance to +++ for globalisation is that companies are able to realise the best way of proscurement the best way of products and the best way of sales (3 seconds pause) not just in the home market but also all over the world. It cuts a lot of cost and returns a good profit. Secondly companies have chance to contribute towar-toward developing industry, country and economy which they are expanding into by offering employment or training high quality techniques. On the other hand there are some disadvantages as well. In the first place globalisation can possibly destroy the local culture. On the eleventh of September Taliban attacked the World Trade Center in New York. According to Professor Sakuma this attack represents the opposition to globalisation. Globalisation is actually Americanisation. America has globalised economy with no regard to each



local culture. So now Americanisation has to be changed. In the second place due to globalisation there is no job opportunity for those who have no high quality techniques. It is kind of digital divide. Therefore un-unemployment has risen so we should consider a good resolution as soon as possible.

Next please look the video which Professor Sakuma ex-explains about globalisation.

(plays short video interview)

Right let's watch a commercial as having a break.

**CD5: track 3**

(plays an Ikea commercial)

**CD5: track 4**

Now let's go back to talk about globalisation. At this time I'd like to talk about Japan.

Japanese management style has made a point of the of a + field or a sense of belonging which is that + older people can get higher income than younger people no matter how younger people make a great achievement. Japanese formed own style. Although this style was useful at the standardised organisation, it couldn't accept the short? which was different from common sense of value or came from different culture. As production sections were made to invest + developing countries Japanese found out that Japanese management style lacked international unversality. So now Japanese + management system is not really changing to individual competition. Individual com-competition is such as achievement or universalism which is that + people judge others without considering religion or relationship to them. We asked Professor Sakuma about the domestic industry so please watch it now.

(plays short video interview)

So how is other region? Asia has been quickly developing these days like China which joined WTO. However it still doesn't catch up with developed countries. It is simply because of its strong religion, custom and traditional sense of value. It is similar to Japanese situation though. +++ Mmm + Asia is ?? which is that people don't make a sense of achievement but work relation local relation rank things like that. It causes Asia to fall behind with developed countries. Therefore Asia has to seek the best solution that Asia can co-exist with + globalisation and evaluate Asia wo- + evaluate what should A- evaluate what Asia should change and what should not. Professor Sakuma also emphasised the thinking local culture so please watch it now.

(plays short interview)

On the booklet page twelve to fourteen we introduce the Body Shop as an example of successful global company. So later please have a look. Until now we've looked at the globalisation. From now on let's find out about strategy. Please listen to Jun.

Jun

The most im-important points for global company are how a + organisation is efficient and activated. It mean the speed and powerful centrifugal force are returned to leadership of top management. The leader has to create the vision and make the

philosophy to show the way of a company's future. The leader of Sony did this clearly. Have you ever heard the ? called digital dream kits? It is a vision of Sony + which means a field of future generation is digital. They call this corporate identity's ++ activity. It is often used in commercial + to carry out the visua-lisation of the view and posture of the company. These are examples of Sony's ++ common corporate identity. (2 seconds pause) For setting condition you must be careful that + it can have concreteness bold + can be developed global and employee can stay satisfy. (3 seconds pause) And can be shared between individual senses of values. +++ Moreover in order to give an organisation ++ a stimulus and to be activated it is necessary to accept an in first place senses of values. Recognizing an + employee's individual to be a professional + and transferring the authority of + decision making to employees. (6 seconds pause) Concept of information speed and track network which can + possible by information technology. The ? of product plant activity. It means an organization management technique although which top priority is + given to target achievement in certain subject for product target. A company + system which talented peoples' international organization and penetration of company DNA. The company DNA is + the original corporate culture that each company has. It is needed to unify the company but it receives an + employee's recognition. Although it takes long time + the company DNA and local culture can harmonise together.

Themes and principles. Please look at the booklet page number fifteen to sixteen. These are like the groundwork of the companies. Many companies emphasise and give high priority to equal + equality among the employees. Or pursuit of company's development. +++ However there are further more companies that are trying to practise something called + the principle of QSC plus V. It symbolises the + importance of quality, service +cleanness and value, and was proposed by the founder of McDonalds and + Greg Clark. It is now accepted not only to food restaurant ++ companies but also to ano- uh + also to any other kinds of companies.

Everyone looks tired so I will show you the commercial for break. Please pay attention to the ? as well.

(tries unsuccessfully to play a commercial)

#### CD5: track 5

It don't work so I will (audience laughter) go next.

The structure of area management.

World supply chain + is changing with globalisation. To cope with this situation a company made a ++ block + a company made a the concept cut ? the world dividing into four. And organize a global production system which is + NAFTA AFTA EU and MERCOSUR. This is point ? block of advanced nations' economy.

It has an advantage + of the increase in efficiency ++ product development + indication of regional ++ account (2 seconds pause) account increasing efficiency of employees' employment and physical distribution. + But+ it has a problem + of + production policy in regional industry and custom duty to an extra threat of + product. Global companies need to pay attention to the + trends in such area and be good at ?

Also it is subject how to local subsidiaries. It needs to try hard ++ for being effective by local block.

The best way is to found + local generation company between the head office and local + management + local subsidiary. (3 seconds pause) Therefore for instan- ++ for instance become possible improvements in regional government improvement in cost reduction by + centralises local management function.

(2 seconds pause) There is another way of ??? it is electric commerce. (3 seconds pause) Moreover it onleh- it helps companies to make progress of digital shops. The customer don't have to go shopping any more. Instead they can just put the internet on and s-select what they want +++ which is really useful for handicapped person as well. The distance shop is a new and common strategy which is which is essential for + the companies to make great achievement. (4 seconds pause) Okay break time again but this time + shall we + play a small quiz? ++ Uhm please answer the name of the company.

(plays a commercial)

### CD5: track 6

Anyone know the answer? +++ Please hands up + if you know the answer.

(plays the commercial again)

### CD5: track 7

It is Budweiser. Communication between head office and the local staff are also important points + in global companies because they are often conflict + each other. (25 seconds pause) This can ++ explain by communication differences ++ in the cultures. The communication in western countries are based on absolute information. However in Asia or others + like Japan is based on ambiguous information. ++ The former we call low context + communication and the latter we call high context communication. (3 seconds pause) When various races argue at a meeting global companies are trying to + do communicate in a low context + type because tacit sense of value is not needed and it is based on definite information. The communication which can speak with the same understanding each other + is the foundation of global companies. (2 seconds pause) Although there is a strategy about marketing (3 seconds pause) marketing or finance those are still underdeveloped so I will introduce them briefly. Global marketing has four steps to advance. ++ But there are few companies which practise in the whole world. Delta Is one of them.

Delta ? was + developed as a global model from beginning and made a specification change in ? marketing. Global finance is like adoption of international fund standards + but the latest model is considered to be a cash flow ??

Nina

Lastly I would like to talk about the problems of global companies to be solved. First of all as Reina had told us + globalisation had often been Americanisation. From now on however + it is necessary for global companies to coexist and cooperate with local + people and culture. +++ Otherwise they wouldn't be able to survive. Secondly all the companies are facing the crisis that the natural resource are limited. There are even now company which is trying to get business chances +++ business chances in explitation exploitation of + limited clean water. +++ They predict that water will be a valuable resource in the future. Thirdly, Asia company have to change its policy from belongism to +++ achievement. However that doesn't mean that those who

can't yu-make use of a computer or other kind of + information technology should lose their job. Instead + em ++ employment opportunity for them should extend by the government or by the other kind of company.

As a conclusion, we assume that if companies adapt the ++ strategy that Jun had talked about and are able to overcome the problem that I talked about right now they will probably succeed + as a global company in the near future. Thank you for listening. Now um we will take questions. Does anybody have any questions? (9 seconds pause) Okay uhm that is the end of our report. Uhm how did you eh how did you like it sir?

**Group1: Discrimination****Lisa's section****CD9 - track 7**

Text: WE ARE GOING TO LOOK FOR MUCH INFORMATION ABOUT DISCRIMINATION ABOUT BLACK PEOPLE AND JEWS

Midori : [WE ARE GOING TO LOOK FOR MUCH INFORMATION ABOUT DISCRIMINATION

Lisa: [WE ARE GOING TO LOOK FOR MUCH INFORMATION ABOUT DISCRIMINATION

Lisa: against

Midori: against

Jun.2:1 SI SR TL [PREP SELECT] ND

Midori: uh the discrimination?

Lisa: about the discrimination

Midori: uh against the...

Jun.2:2 OI OR TL [INSERT ART] D4

FIRST WE WANT TO KNOW HOW THOSE KIND KINDS OF DISCRIMINATION START STARTED.

Lisa: [FIRST WE WANT TO KNOW HOW THOSE

Midori: [FIRST WE WANT TO KNOW HOW THOSE KIND kind

Lisa: ka (laughs)

Midori: those kinds of discriminations

Lisa: (writing) kinds

Midori: of discriminations started

Lisa: started

Jun.2:3 SI OR TL [NOUN NUMB] ND

Jun.2:4 OI OR NTL [+/-NOUN] ND

Jun.2:5 OI OR TL [VERB TENSE] ND

WE WANT TO KNOW HOW BLACK PEOPLE LIVED DURING 1950'S

Midori: WE WANT TO KNOW HOW the BLACK PEOPLE

Lisa: the black people

Jun.2:6 OI OR TL-TL [INSERT ART] ND

FOR EXAMPLE WHAT KIND OF JOBS THEY HAD AND WHERE DID THEY BUY THEIR GROCERIES

Midori: KIND OF JOBS THEY HAD AND WHERE DID groceries

Lisa: they bought

Midori: hmm where they bought their groceries

Jun.2:7 SI SR TL [VERB TENSE] ND



I THINK THEY CAN'T LIVE LIKE ONLY LIKE BLACKS AND JEWS. SO YEAH...

Midori: I THINK THEY CAN'T LIVE LIKE ONLY LIKE (both students laugh at incomplete sentence)

Midori: I think they [can't

Lisa: [How should we fix that?

Midori: Um

Lisa: They can't [live

Midori: [live without

Lisa: without

Midori: depending on other races.

Lisa: [without

Midori: [without depending. Is 'depending' the right word?

Lisa: hmm?

Midori: depending *tayoru* (*depending/relying*) is that right?

Midori: yeah

Midori: depending [on

Lisa: [on other races

Midori: other races

Lisa: (writing) other races, yeah.

Jun.2:8 SI GR EDIT TL [REFORM] D4

Jun.2:9 OI SR TL [VOCAB] D4

Jun.2:10 OI OR TL [PREP SELECT] ND

AND I THINK WE CAN SEARCH FOR THESE SOCIALLY AND CULTURALLY

Midori: AND I THINK WE CAN SEARCH FOR THESE SOCIAL-

Lisa: research, search search [uh

Midori: [uh and I think we can research

Lisa: research

Midori: search *sawas* (*search*)

Lisa: [research

Midori: [research

Jun.2:11 SI SR TL [VOCAB] ND

Lisa: these those ah these

Midori: These. I think we need like one word after these. Research for these [these

Lisa: [these

Midori: uh 'movements'

Lisa: these movements, yeah okay

Jun.2:12 SI OR TL-TL [SELECT DET] D2

Jun.2:13 OI OR TL-TL [EDIT]

AND WE CAN RESEARCH THE WHAT KIND OF SPEECHES AND ASSEMBLIES THEY HAD AS A SOCIAL ASPECT.

Lisa: [AND WE CAN RESEARCH THE

Midori: [AND WE CAN RESEARCH

Lisa: the (deleting the word 'the')

Jun.2:14 OI OR TL [DELETE ART] ND

Midori: AND MAYBE WE CAN RESEARCH WHAT KIND OF MUSIC AND ART  
THEY MADE FOR CULTURAL ASPECT

Lisa: for a for a cultural aspect

Midori: for

Lisa: for

Miyuk: mmh music and [art

Lisa: [as a

Midori: made for

Lisa: music and art they made as a cultural aspect mm?

Midori: MUSIC AND ART THEY MADE FOR CULTURAL ASPECT. Oh (laughs) for  
aspect. What do you think this is?

Lisa: I think I should say 'what kind of music are they made as a cultural aspect?'

Midori: mmh (agreeing on 'as') got it right?

Lisa: Is it good? Okay.

Midori: Okay.

Jun.2:15 SI SR TL [INSERT ART] ND

Jun.2:16 SI SR TL [PREP SELECT] D4

FINALLY WE WILL LOOK FOR THE HOW THEY LIVE NOW

Midori: FINALLY WE WILL LOOK FOR [how they live now

Lisa: [how they live now

Jun.2:17 OI OR TL [DELETE ART] ND

Text: WHETHER THEY ARE TOTALLY... AH... NO I 'M SORRY. THEY ARE  
REALLY...AH...NO...OK. WHETHER LIKE THEIR DISCRIMINATION IS REALLY  
OVER OR NOT.

Midori: Whether they s- they are [totally

Lisa: [totally independent um, no, I wanted to say that the  
the di-discrimination is really over or not

Midori: Oh okay.

Lisa: *eto* (*em*) we can

Midori: yeah, cut out that (referring to initial hesitations)

Lisa: okay [whether the discrimination

Midori: [whether discrimination is uh whether the discrimination against them

Lisa: Okay. The the

Midori: discriminations

Lisa: [discriminations

Midori: [discriminations against [them

Lisa: [them

Midori: is really

Lisa: Are.

Midori: Discriminations 'are' yeah

Lisa: Are really over or not

Jun.2:18 SI SR [OTHER RECAP]

Jun.2:19 OI OR [HES EDIT]

Jun.2:20 SI SR TL [INSERT ART] ND

Jun.2:21 OI OR NTL [+/- NOUN] ND

Jun.2:22 OI OR TL [PREP INSERT] ND

Jun.2:23 SI SR TL [VERB AGREE] ND

AND LOOK FOR THE WAY TO MAKE INTERNATIONAL RELATIONSHIP BETTER.

Midori: AND LOOK FOR THE WAY 's'

Lisa: ways? Ah! Ways

Jun.2:24 OI OR TL [NOUN NUMB] ND

### Midori's section

#### CD9 - track 8

WHAT LISA KNEW ABOUT OUR TOPIC IS THAT THE BLACK PEOPLE WERE DISCRIMINATED BECAUSE OF THEIR SKIN COLOR AND SHE THINKS THAT IT'S NOT OVER YET

Midori: WHAT LISA KNEW ABOUT OUR TOPIC was THAT THE BLACK PEOPLE WERE DISCRIMINATED BECAUSE OF THEIR SKIN COLOR

Lisa: colours? Colour yeah colour

Midori: skin colour yeah

Jun.3:1 SI SR TL-TL [VERB TENSE] ND

Jun.3:2 OI OR TL-TL [NOUN NUMB] ND

Midori: I have too much 'ands'

Lisa: oh yeah. And the sentence is so long.

Midori: yeah I know.

Lisa: okay

Midori: [Oh! okay

Lisa: [Oh!

Midori: Okay let's let's start from the beginning.

Lisa: okay

Midori: WHAT LISA KNEW ABOUT OUR TOPIC was THAT THE BLACK PEOPLE WERE DISCRIMINATED BECAUSE OF THEIR SKIN COLOR.

Lisa: yeah (indicating agreement to end sentence here, removing 'and')

Midori: SHE THINKS THAT IT'S NOT OVER YET AND WHEN SHE WENT

Lisa: NOT OVER YET

Midori: over yet. (ends sentence, removing 'and')

Lisa: yeah

Midori: WHEN SHE WENT TO THE US THE BLACK PEOPLE AND THE WHITE PEOPLE WEREN'T HANGING OUT TOGETHER AND SHE THOUGHT THEY WEREN'T HAVING A GOOD RELATIONSHIP.

Lisa: (laughing) yeah.

Midori: okay (ends sentence here). WHAT I KNEW ABOUT THE TOPIC IS THAT THEY WEREN'T TREATED WELL SO THEY CLAIMED FOR THEIR RIGHTS. (ends sentence, removing 'and'. Both students laugh).

Jun.3:3 SI SR EDIT

Jun.3:4 SI SR EDIT

Jun.3:5 SI SR EDIT

Jun.3:6 SI SR EDIT

Text: THERE WERE SIGNS SAYING NO COLORED ALLOWED LIKE THE RESTAURANTS AND OTHER PUBLIC PLACES.

Midori: like in the restaurants?

Lisa: in the restaurants?  
 Midori: in the restaurants  
 Lisa: [AND OTHER PUBLIC PLACES.  
 Midori: [AND OTHER PUBLIC PLACES.  
 Lisa: I think you're fine.  
 Midori: Hmm?  
 Lisa: Fine  
 Midori: Fine. Ah fine? Okay.

Jun.3:7 SI SR TL [PREP SELECT] D4

**Yoko's section (completed with Group 3 Religion group)**

**CD 8: track 6**

Hideo: UMMM ummm MAINLY AGAINST BLACK AND JEWISH (indicating need to delete hesitation).

Jun.1:1 OI [HES EDIT]

**CD 8: track 7**

MAINLY AGAINST BLACKS AND JEWISH PEOPLE

Keiko: eh? Eh? What is 'that'?

Hideo: 'the'

Keiko: 'the'?

Hideo: the the White the Black

Keiko: ah

Jun.1:2 OI OR TL-TL [GEN PLURAL] D2

Hideo: WHY WE CHOSE THIS TOPIC IS DEPENDENT ON EACH OF US

Yoko: is that okay?

Hideo: ehh?

Yoko: (laughs) hmm?

Keiko: mmh? WHY WE CHOSE THIS TOPIC

Hideo: dependent

Keiko: depen- depends ah *chigau kankei* (no, relates) oh

Hiro: [dependent to

Keiko: [depen dependent

Hideo: how do you mean?

Yoko: I just wanted to say that three of us got different [reasons

Hideo: [hmm hmm different reasons

hmm

Keiko: different diff-different

Yoko: How should I say?

Hideo: I'm choo- chose this topic from different reason. (some laughter from others)

We we chose this topic ++ diffe-from different

Keiko: do you want to use 'dependent'?

Yoko: No, I just (laughs) so

Hideo: 'From different reason we chose this topic.' Hmm. 'Each of us has different reason'.

Yoko: Okay

Hideo: mmh

Yoko: Each of us has different reason (writing)

Hideo: reason okay *kakkoī jikaku ne* (you have nice handwriting eh)

Yoko: *kakkoku nai* (no it's not!)

Jun.1:3 SI OR TL [VOCAB] D2

Jun.1:4 OI [OTHER RECAP]

Jun.1:5 OI OR TL [REFORM] D3

AND LISA HAVING WONDERED WONDERING WHY...HOW HOW THEY COULD ACCEPT ABOUT THE DISCRIMINATION AND HOW THEY FEEL AND THINK ABOUT IT.

Hideo: AND LISA oh Chi- has been

Keiko: wondering (this is correcting "And Lisa having wondered")

Hideo: wondering why how

Keiko: how they

Hideo: has been wondering why how

Hiro: how

Keiko: how [okay hmm

Hideo: [hmm

Yoko: [hmm

Hideo: wondering HOW THEY COULD ACCEPT ABOUT THE DISCRIMINATION +++ AND HOW THEY FEEL AND THINK ABOUT IT.

Hiro: 'and'

Keiko: Lisa has been wondering how they could accept

Yoko: do I need 'about'?

Keiko: accept the [discrimination hmm?

Hideo: [mm no we don't need + maybe

Jun.1:6 OI GR TL [VERB TENSE] ND

Jun.1:7 OI OR TL [VOCAB] ND

Jun.1:8 SI OR TL [PREP DELETE] ND

AND MIDORI, THE REASON WHY SHE CHOSE IS SHE IS THINKING THAT MMM...IS...THOUGH YOU CAN'T SEE IT THE DISCRIMINATION IS STILL PROBLEM

Hideo: AND MIDORI, THE REASON WHY SHE CHOSE IS that SHE IS THINKING THAT +++ (pauses to refer to deletion of the hesitation) THOUGH YOU CAN'T see the discrimination IS STILL a PROBLEM. That 'though'.

Yoko: where?

Hideo: that 'though'. IS THINKING THAT

Keiko: though you can't see

Hideo: hmm?

Keiko: it

Hideo: Okay? Okay.

Yoko: Okay? (laughs) I don't know +++ 'thinking that the discrimination is still problem problem [though you can't see it'

Keiko: [though you [can't see it

Hiro: [can't see it

Jun.1:9 OI OR TL [CLEFT INSERT] ND

Jun.1:10 OI OR TL [INSERT ART] ND

Jun.1:11 OI OR [HES EDIT] ND



Jun.1:12 OI SR TL-TL [WORD ORDER] ND

AND I'VE BEEN INTERESTING IN GETTING MORE GETTING UMMM BETTER UNDERSTANDING ABOUT THE DISCRIMINATION BECAUSE I GOT SOME CONFUSION ABOUT THE DOING THE PREJUDICE AND GOOD IMAGE(?) AH IMAGE.

Hideo: AND I'VE seen interesting uh IV'E BEEN INTERESTING IN GETTING better?

Yoko: ah in getting

Keiko: better?

Yoko: better understand-

Hideo: in getting better understanding about

Yoko: about how

Hideo: the discrimination + becau- period? (suggesting a full stop after 'discrimination'.) because

Yoko: that's comma

Hideo: comma?

Jun.1:13 OI OR [HES EDIT]

Yoko: which which which do I need? Comma or period?

Hideo: Mm I think you should make

Yoko: period?

Hideo: short sentence (laughs)

(there is a scrawl on the page as if they have written both, and a faint capital B.

Hideo has meanwhile moved on to sentence below)

Jun.1:14 OI UNRES [PUNC] D3

Hideo: BECAUSE I GOT SOME CONFUSION ABOUT doing the prejudice (deletes 'the')

Hiro: doing?

Hideo: the prejudice and good image ah image (laughs at the question mark in the text.) BECAUSE I GOT SOME CONFUSION. You have confusion?

Yoko: yes

Hideo: So you are interested in getting better understanding?

Yoko: Yes

Hideo: Hmm doing the- confusion- doing confusion about

Yoko: I didn't know how to express

Hideo: prejudice uh + some confusion doing ++ nani? (*what?*) What should I say?

Doing the prejudice

Yoko: Prejudice is bad [bad way of thinking and I had I've ha-having good image about Blacks and Jew Jew so that's my confusion. How should I say? (laughs)

Hideo: [Hmm. Hmm.

Keiko: be-between (10 second pause) uh uh ah prejudice is um there in the world there + prejudice-dice but you have- but you have a good image and and then?

Yoko: yes

Keiko: So between two aspects you you have confuse

Yoko: yes

Keiko: so (laughs)

Yoko: so (laughs)

Keiko: be-be-between confusion between my good image and the prejudice in the world or something

Yoko: Ah (4 second pause) How?

Keiko: I don't know is it uh it is ah correct but I think- I thought 'because I got some confusion ah between my good im- good  
 Yoko: between?  
 Keiko: Yeah good image + my good image on something  
 Hideo: confusion  
 Yoko: confusion between  
 Hideo: having having prejudices against ++ wait + doing not doing having having the prejudice having prejudices against  
 Hiro: Black and  
 Hideo: Black the Black and [Jewish people  
 Hiro: [Jewish people  
 Hideo: and you you have a good image  
 Yoko: also against Blacks and Jews. That's that's all about Blacks and Jews  
 Hideo: I know  
 Yoko: Okay  
 Hideo: Ah. You have uh you have uh trouble  
 Yoko: Yes  
 Hideo: Confusion between  
 Keiko: Did you did you hear my opinion? (laughter) I was talk with her about this sentence but you but you cut in and (laughter)  
 Hideo: I'm sorry. (laughter) Go on. Please please explain.  
 Keiko: No  
 Hideo: Confusion between between or between  
 Hiro: your your eh between  
 Hideo: prejudice and your image. Good image. Maybe we can't understand 'good image' because suddenly [this  
 Keiko: [my' 'my' you need 'my good  
 Hideo: image to? Mm hmm?  
 Keiko: okay  
 Yoko: between [the?  
 Hiro: [my  
 Keiko: the +++ prejudice prejudice to com-comparison your good image and prejudice prejudice is uh uh  
 Yoko: in the world?  
 Keiko: yeah so something 'in the world' or  
 Yoko: in the world and  
 Hideo: You have a hmm conflict  
 Yoko: yes  
 Hideo: my good image of?  
 Keiko: of?  
 Hideo: to?  
 Yoko: to to  
 Hideo: Hmm  
 Yoko: Black and hmm. Okay thank you.  
 Hideo: Okay.  
 Hiro: Finished.  
 Teacher: Well done. (The teacher has been hanging around during the last minutes of this in order to hurry them along as it is the end of class time).

Jun.1:15 OI OR TL [DEL ART] ND  
 Jun.1:16 OI [OTHER RECAP]  
 Jun.1:17 OI OR TL-TL [PREP SELECT] ND  
 Jun.1:18 OI OR TL [POSS PRON INSERT] ND  
 Jun.1:19 SI SR [EDIT]  
 Jun.1:20 OI SR NTL [PREP SELECT] D4

**Group 2: Sports****CD 8: track 1****Kaoru's section**

No negotiation. Kaoru reads his script. Neither Miki nor Kaoru suggested any changes.

**CD 8: track 2****Miki's section**

Miki: AS I FIRST WANTED TO SEARCH ABOUT NATIONAL ca-character. I mistook it for 'country' (Miki said 'country' during the presentation). SPORTS IS MY SECOND CHOICE AND THERE ARE TWO REASONS WHY I CHOOSE THIS TOPIC.

Jun.4:1 SI SR TL [VOCAB] ND

FIRST IS THAT WORLD CUP BECOME WILL HELD NEXT YEAR

Miki: FIRST IS THAT WORLD CUP BECO- COME I said 'become' but...(deletes this).

Jun.4:2 SI SR TL [DEL AUX] ND

Kaoru: I'M ALSO INTERESTED IN WHY THIS WORLD CUP HELD IN TWO COUNTRYS JAPAN AND KOREA.

Miki: be held? ah will be held?

Kaoru: hmm

Jun.4:3 SI SR TL [PASSIVE] ND

Kaoru: SECOND, secondly (changing the form into an adverb)

Jun.4:4 OI OR TL [ADV FORM] ND

WHEN I WAS IN JUNIOR HIGH SCHOOL I SEARCHED ABOUT 'OLYMPICS'

Kaoru: WHEN I WAS IN JUNIOR HIGH SCHOOL I SEARCHED re-searched

Jun.4:5 OI OR TL [VOCAB] ND

Kaoru: AS WE CHOSE this VERY ABSTRACT TOPIC (inserts 'this')

Jun.4:6 OI OR TL [INSERT DET] ND

AS I FIRST WANTED TO SEARCH ABOUT NATIONAL CHARACTER (country) SPORTS' IS MY SECOND CHOICE AND THERE ARE TWO REASONS WHY I CHOOSE IT.

Kaoru: So first you wanted to research about national character.

Miki: Yes

Kaoru: But?

Miki: But

Kaoru: your che-second choice was sports [right?

Miki: [yes

Kaoru: Okay, ah at first I wanted to research about national character and sports was my second choice. (speaking while he rewrites this corrected version onto the transcript sheet).

Jun.4:7 OI [OTHER RECAP]

Jun.4:8 OI OR TL [VERB TENSE] ND

FIRST IS THAT WORLD CUP BECOME WILL HELD NEXT YEAR

Kaoru: FIRST IS first of all, World Cup

Jun.4:9 OI OR TL [ADV FORM] ND

AND I'M INTERESTED IN HOW IT EFFECTS THE COUNTRY'S ECONOMY

Kaoru: I'm interested in how it WILL affect

Miki: Ah, will affect

Jun.4:10 OI OR TL [VERB TENSE] ND

Kaoru: the country's economy. And I'm also interested in why the world cup will be held in two countries, two countries, Japan and Korea. (corrects tense and makes 'country' plural, marking these on paper)

Jun.4:11 OI OR TL [SPELL] ND

AND SO I THOUGHT IT EASY TO START THE TOPIC

Kaoru: I thought it was easy (changes tense)

Miki: Ah, it was easy.

Kaoru: I don't know. I hate grammar. [laughs

Miki: [laughs

Jun.4:12 OI OR TL [INSERT COP VB] ND

IN 1944 PARALYMPIC SARTED PARALYMPIC STARTED AND IT IS TOKYO THAT THIS EVENT NAMED 'PARALYMPIC'.

Kaoru: It is Tokyo that named this event Paralympic.

Jun.4:13 OI OR TL [PASSIVE] ND

Original: SINCE THEN OLYMPICS ARE EVOLVED BY POLITICS

Kaoru: 'evolved' what's that?

Miki: are influenced

Kaoru: oh, what do you mean by 'evolved'? SINCE THEN OLYMPICS ARE

Miki: I forgot [laughs

Kaoru: [laughs okay

Miki: 'are influenced' okay?

Kaoru: since then Olympics are influenced by politics? (doubting in intonation)

Olympics? ahh

Miki: (laughs) Olympics + the policy

Kaoru: po-policy? (laughs)

Miki: *wakkanai* (I don't know)

Kaoru: well we'll just skip it. (15 second pause) Alright I think we're finished. Maybe.

Jun.4:14 OI UNRES [VOCAB] D3

**Yoshi's section** (completed with Group 5)

**CD9 - track 1**

FOR EXAMPLE ACCORDING TO 1998 THE JAPAN TIMES THE...THE SALES OF HOUSEHOLD ELE...ELECTRICAL APPLIANCES

Yoshi: FOR EXAMPLE ACCORDING TO 1998 THE JAPAN Times THE SALES

Sumire: Japan Times

Yoshi: Japan Times? (He has written 'Japan Time' on his transcript though he has said 'Japan Times' here. He also said 'Japan Times' in his presentation).

Ken: I think 'the Japan Times in for in 1998'

Yoshi: yes yes

Jun.6:1 OI OR TL [NOUN NUMB] ND

OI OR TL [INSERT PREP] ND

THE SALES OF HOUSEHOLD ELE...ELECTRICAL APPLIANCES AT MAJOR DOMESTIC DETAIL STORES WAS TOTALED ABOUT 182 BILLION YEN IN JAPAN.

Yoshi: were were sales were

Haruka: hmm. Agree with you.

Ken: were

Jun.6:2 SI SR TL [VERB AGREE] ND

Haruka: 182 billion yens? Yen?

Ken: Yen + yen.

Jun.6:3 OI OR TL-TL [NOUN NUMB] D3

Yoshi: IN OTHER WORDS ONLY ONE SOCCER BALL HAD MAKE had made about 182 billion yen.

Ken: Hmm

Jun.6:4 SI SR TL [VERB TENSE] ND

Yoshi: AND NEXT EXAMPLE another? next? (considers determiner before *example*)

Ken: For example. Another.

Yoshi: Another?

Jun.6:5 SI OR TL [DET SELECT] D4

**Group 3: Religion**



## CD 8: track 3

## Hideo's section

Hideo: 'interdependent' means we we can't mmh divide

Yoko: ah

Yoko: mmh

Jun.7:1 OI SR TL-TL [VOCAB] ND

WHY I CHOSE THIS TOPIC IS RELIGION IS A PROTO TYPE AND RELIGION GIVES US ANOTHER LEVEL OF THINKING WAY OF TO THE WORLD.

Hideo: why I choose (transcript copy is 'chose')

Keiko: chose

Hideo: chose this topic

Jun.7:2 OI OR TL [VERBTENSE] ND

Hideo: WHY I CHOOSE chose THIS TOPIC is is that RELIGION IS PROTO TYPE ah (laughter) and religion GIVES US ANOTHER LEVEL OF THINKING

WAY ah ah! [way of

Keiko: [way to

Hiro: [way of the world

Keiko: way to the world

Hideo: think

Hiro: [thinking way

Keiko: [thinking way

Hiro: of + the world

Keiko: ah ah so ka (*Oh I see*)

Hideo: of? Okay.

Jun.7:3 SI OR TL [PREP SELECT] ND

Hideo: And why I choose this topic. Why I choose topic is that religion is prototype

Keiko: that? Ah

Hideo: prototype + prototype of thinking world thinking way? I ask me. And religion gives us oh prototype and (9 seconds pause) Is it strange? Prototype prototype of

Keiko: uhm it it it gives

Hideo: hmm. Prototype of + thinking way of the world and it gives us our level of it ? is it strange?

Keiko: I think so. Is it wrong?

Hideo: hmm prototype of human thought? How about this? prota

Yoko: what's a prota – prot (Hideo has written "proto type")

Hideo: hmm religion is a very very old thinking way of the world

Keiko: so? (laughs, seeking further explanation)

Hideo: older than philosophy and em o- older than science.

Keiko: like old

Hideo: proto means uhm

Yoko: okay

Hideo: is a o-old old

Keiko: original?

Hideo: old + o-original + o-old + old thought. Is it strange?

Keiko: hmm

Hideo: old thoughts of ++ human and and religion gives us other ano-another level of thinking way of the world, okay?

Keiko: mm?

Hideo: are you okay?

Yoko: (laughs) yep.

Jun.7:4 SI SR TL [CLEFT] ND

Jun.7:5 SI [OTHER RECAP]

Jun.7:6 OI SR TL [VOCAB] D4

Jun.7:7 SI SR TL [REFORM] D4

AND WE CAN STUDY THROUGH THIS THROUGH THIS TOPIC WE CAN STUDY A WAY OF THINKING THE WORLD ANOTHER WAY OF THINKING THE WORLD ANOTHER WAY OF LOOKING THE WORLD DIFFERENT TO SCIENTIFIC EYES. DIFFERENT KIND OF OUTLOOK TO THIS WORLD

Hideo: and we hmmm? We don't need 'and'

Keiko: I think it's okay.

Hideo: yeah? AND WE CAN STUDY THROUGH THIS THROUGH THIS TOPIC WE CAN STUDY A WAY OF THINKING THE WORLD, ANOTHER WAY OF THINKING THE WORLD, (laughs at repetition on his transcript) DIFFERENT TO SCIENTIFIC EYES DIFFERENT KIND OF OUTLOOK TO THIS WORLD WE CAN STUDY through

Keiko: (whispering) this topic

Hideo: We can study another ++ we can study another way of looking the world

Keiko: un, so *deshita* (yes, that's it)

Hideo: uh we can study ah a little +++ we can study another way of looking the world another way of

Hiro: thinking

Keiko: laughs

Hiro: thinking the world

Hideo: thinking the world + looking the world

Keiko: hmm

Hideo: thinking the world different to

Keiko: thinking

Hideo: different to okay?

Keiko: I guess so

Hideo: I dunno

Keiko: different from or

Hideo: different from

Jun.7:8 SI OR TL-TL [EDIT]

Jun.7:9 SI [HES EDIT]

Jun.7:10 SI SR TL [DET SELECT] ND

Jun.7:11 OI SR TL-TL [VOCAB] D3

Jun.7:12 SI OR TL-TL [PREP SELECT] D3

Hideo: SCIENTIFIC EYES?

Hiro: scientific-cal

Keiko: cal [scientific]

Hideo: [scientific] okay

Jun.7:13 SI OR NTL [ADJ FORM] ND

Hideo: eyes + different kind of + different from scien- eyes. Different is da da da strange?

Hiro: [hmm

Keiko: [hmm

Hideo: Different from scientific eyes? Different kind of outlook?

Keiko: different kind of

Hideo: okay?

Hiro: okay.

Jun.7:14 SI OR TL-TL [VOCAB] D4

Hideo: [outlook to maybe this is okay?

Keiko: [outlook?

Hideo: this is okay?

Hiro: (sucks air)

Hideo: outlook means *nancha* (*what is it?*) how to look this world.

Jun.7:15 SI SR NTL-NTL [PREP SELECT] D4

#### CD 8: track 4

#### Hiro's section

Hideo: WHY I CHOSE THIS TOPIC IS THAT I AM INTERESTED IN WORLD HISTORY AND RELIGIONS ARE VERY RELATED

Hiro: It's strange

Hideo: It's strange because you you you say the reason of why you choo-chose this topic. Is it strange?

Hiro: yeah and they are

Keiko: history and eh

Hideo: 'very related' means history relate

Hiro: religions [are related

Keiko: [religions

Hideo: mm? ah you mean which which are very related

Keiko: ah

Hiro: Ah Yeah yeah yeah okay

Hideo: okay?

Hiro: which

Hideo: how do you think?

Yoko: I don't understand (laughs)

Jun.9:1 SI OR TL [INSERT REL PRON] D4

Hiro: Do you say 'very' related?

Hideo: very? Hmm?

Keiko: I think it's okay. Very related. 'Strongly'?

Hideo: 'closely'?

Keiko: ah

Hiro: closely okay.

Jun.9:2 SI OR TL [ADV SELECT] D4

Hideo: ah history and religions + period. And they are clo-closely related. That is the reason I chose it.

Yoko: yeah

Hideo: shorten sentence please!

(laughter)

Keiko: But your sentences are very long. (laughter)

Jun.9:3 OI OR [EDIT]

FOR EXAMPLE THE CURSADE IN EUROPE WAS VERY AFFECTED BY CHRISTIANITY AND SOME PEOPLE WHO JOINED THE CURSADE WERE ONLY FIGHTING JUST BECAUSE OF GOD'S FAITH, THE FAITH TO GOD.

Hideo: FOR EXAMPLE THE CUR-

Keiko: Cu

Hiro: cu- Crusade

Hideo: crusade IN EUROPE WAS VERY AFFECTED BY CHRISTIANITY AND SOME PEOPLE WHO JOINED THE CURSADE crusade WERE ONLY FIGHTING JUST BECAUSE OF GOD'S FAITH long sentence! (laughter)

Keiko: AFFECTED BY CHRISTIANITY boom! (laughs, indicating a full stop)

Hideo: Crusades IN EUROPE WAS VERY AFFECTED BY CHRISTIANITY + (stops to indicate new full stop) AND SOME PEOPLE WHO JOINED THE crusade WERE ONLY FIGHTING JUST BECAUSE OF GOD'S FAITH, THE FAITH TO GOD.

Jun.9:4 OI SR TL [SPELL] ND

Jun.9:5 OI OR [EDIT]

Hiro: (pointing out duplication) This is, we don't need this.

Hideo: eh? Wait, BECAUSE OF GOD'S FAITH THE FAITH TO GOD. Which do you like? Same meanings.

Hiro: yeah yeah yeah

Hideo: meanings? meaning[-g?

Hiro: [-g

(They deleted the former).

Jun.9:6 SI [HES EDIT]

Jun.9:7 OI SR TL [NOUN NUMB] D3

AND BECAUSE OF THE CURSADE THE TRADE SYSTEM IN EUROPE BECAME VERY POPULAR AND POWERFUL KINGS APPEARED AND RICH MERCHANTS APPEARED TOO.

Hideo: AND BECAUSE OF THE crusade THE TRADE SYSTEM IN EUROPE BECAME VERY POPULAR AND POWERFUL KINGS APPEARED very popular + (pause to indicate new full stop) and because of that (laughter) POWERFUL KINGS APPEARED AND RICH MERCHANTS APPEARED TOO. Appeared too.

Keiko: appeared appeared because of that powerful kings and rich merchants appeared appeared (referring to the deletion of 'too').

Hiro: okay

Jun.9:8 OI OR TL-TL [EDIT]

Jun.9:9 OI OR TL-TL [EDIT]

AND THAT CAUSED THE RUNESANCE IN ITALY. BECAUSE OF THE RICH MERCHANTS THEY BEGAN TO GO OVERSEA AND THEY DISCOVERED THE WORLD.

Hideo: because of this ah BECAUSE OF THE RICH MERCHANTS THEY BEGAN TO GO OVERSEA AND THEY DISCOVERED THE WORLD. Hmm? (laughter)  
 Keiko: they began to go oversea?  
 Hideo: anything strange? (7 second pause) Hmm okay?  
 Hiro: okay

Jun.9:10 OI UNRES [PREP SELECT] D4

Yoko: I think + I'm afraid 'because' is not right at this time because ah  
 Hideo: in order [to?  
 Keiko: [thanks to?  
 Yoko: yeah that's better I think  
 Hiro: in order to? Huh? thanks to?  
 Hideo: thanks to?  
 Keiko: 'because of' is very uh reason reason?  
 Yoko: yeah  
 Keiko: But they they didn't uhm (laughs)  
 Yoko: I don't know but. You you only use 'because' that's like hmm  
 Hiro: a bad meaning?  
 Yoko: No I guess like  
 Keiko: something difficult reason?  
 Yoko: 'Because of' like is a reason like + you know at this ++ you say + I don't know!  
 Hiro: thanks to.  
 Yoko: I don't know!  
 Hideo: Okay  
 (Changed it to 'thanks to')

Jun.9:11 OI OR TL-TL [VOCAB] D2

**CD 8: track 5**

**Keiko's section**

WHY I CHOOSE THIS TOPIC IS BECAUSE MY HIGH SCHOOL WAS HIGH SCHOOL WAS BUILT IN MIND OF BUDDHISM

Hideo: why I choose choose?  
 Hiro: chose

Jun.8:1 OI OR TL [VERB TENSE] ND

Hideo: WHY I chose THIS TOPIC IS BECAUSE 'why I choose this topic is because'  
 How about this? Okay?

SEE LATER LRE

Hideo: MY HIGH SCHOOL WAS HIGH SCHOOL WAS [BUILT IN MIND OF BUDDHISM  
 Keiko: [BUILT IN MIND OF BUDDHISM I don't know how to say. Hmm.  
 Hideo: hmm hmm hmm. I was in Buddhism high school.  
 Keiko: Buddhism high school? (laughs)  
 Hideo: You you have Buddhism class?  
 Keiko: yeah? Buddhism high school? (laughs) yeah okay okay



Hideo: I don't know which. When when you was you 'when I was in high school I had Buddhism classes.' How about this?

Yoko: I don't know (laughs) Did you have it? (referring to the fact)

Keiko: Yes. Okay okay.

Hideo: I don't know this 'built in mind' I don't this. I am hmm

Keiko: You can't understand?

Hideo: I I can understand but I don't know this is a correct sentence correct phrase

Keiko: Okay okay hmm. SO I LEARNT SOME ROUGH FIGURES OF THE TEACHING OF BUDDHA OR HISTORY Please say that again.

Hideo: hmm?

Keiko: topic is + was I was in high school? Buddhism high school? Ah.

Hideo: When I When I was in high school I had Buddhism classes. Is it- is it strange?

Keiko: No maybe it's okay.

Hideo: Hmm? (doubting her)

Keiko: (laughs) when I was *are?* (*eh?*) high school?

Hideo: you you are high school

Keiko: I I (writing the sentence down)

Yoko: You were in

Keiko: I was in in I was in high school in high school where I *are?* (*eh?*) I had classes ++ of + what? Buddhism?

Hideo: mm hmm

Jun.8:2 SI OR NTL-NTL [REFORM] D4

Jun.8:3 OI OR TL [PREP INSERT] ND

Keiko: SO I LEARNT SOME ROUGH FIGURES OF THE TEACHING OF BUDDHA OR HISTORY .. ORIGINAL HISTORY OF BUDDHISM

Hideo: ah?

Keiko: and?

Hiro: and.

Keiko: and original history uh teaching of Buddha and original history of Buddhism

Hideo: hmm.

Jun.8:4 SI SR TL [SELECT CONJ] D4

AND THERE IS ONE MORE REASON. IT IS...MY MOTHER HAS A FRIEND WHO IS COME TO... CAME FROM USA AS A MISSIONARY OF CHRISTIANITY

Hideo: AND THERE IS ONE MORE REASON. IT IS it is

Keiko: it is that?

Hideo: hmm MY MOTHER HAS A FRIEND WHO IS uhm who is ++ who comes to

Keiko: [who came

Hideo: [who came to

Yoko: came from

Hideo: came from USA AS A MISSIONARY

Jun.8:5 SI SR TL [CLEFT] D4

Jun.8:6 SI SR TL [VERB TENSE] ND

Jun.8:7 OI OR TL [PREP SELECT] ND

Keiko: AND SHE DOESN'T TRY TO ACCEPT THE OTHER THOUGHTS OF RELIGION. I think this part is wrong.

Hideo: other thoughts of other religion

Yoko: yeah that's eh

Hiro: other religions

Keiko: ah the thoughts of other religions  
Hideo: mm hmm

Jun.8:8 SI OR TL-TL [DET SELECT] ND  
Jun.8:9 SI SR TL [DET INSERT] ND

Keiko: SHE THOUGHT SHE THOUGHT doesn't right. She thinks?  
Hideo: she didn't try to (he is pointing out she should also change the tense of "she doesn't try")  
Natsuo: but she's now she's now unsure and she thinks  
Hideo: but this this talk happened-d happenedd  
Keiko: ah yeah when I was in Shiba. Okay.

Jun.8:10 SI OR TL-TL [VERB TENSE] D2

Keiko: SHE THOUGHT THE NATURE IS GREAT BUT ah, nature is great so  
HUMAN BEINGS MUST CONQUER THEM.  
Hideo: No. so, no no.  
Keiko: But?  
Hideo: Mm. She she admit the nature [nature is great nature's nature's importance  
BUT she thought she thinks human being can conquer the nature  
Keiko: [is great

Jun.8:11 SI SR TL [DELETE ART] ND  
Jun.8:12 SI SR TL [SELECT CONJ] D4

Hideo: HUMAN BEINGS MUST CONQUER THEM  
Keiko: them? It? Nature nature  
Masonori: hmm. It.  
Keiko: it.

Jun.8:13 SI SR TL [PRONOUN AGREE] D4

Text: THE WORSHIP OF NATURE  
Keiko: to? Worship + admire Worship to?  
Hideo: (reads from dictionary) 'the worship of wealth'  
Keiko: worship of nature  
Hideo: okay

Jun.8:14 SI OR TL [PREP SELECT] D2

Keiko: ah the the nature nature. The nature?  
Hideo: we don't need 'the' maybe  
Keiko: okay  
Hideo: how about? (addressing Hiro)  
Hiro: nature [only nature  
Hideo: [nature mm hmm  
Keiko: okay, the worship of nature

Jun.8:15 SI OR TL [INSERT ART] ND

Text: SO I WANT TO KNOW IS THERE ANY SIMILARITY OR DIFFERENCE  
BETWEEN OR AMONG RELIGIONS AND WHAT THEY ARE OR WHERE THEY  
COME FROM I WANT TO KNOW I WANTED TO KNOW.

Keiko: SO I WANT TO KNOW IS THERE ANY SIMILARITY OR DIFFERENCE  
DIFFERENCE similarities and differences

Hideo: mmh mmh

Yoko: Then you should change 'are'.

Keiko: Ah!

Hideo: mmh

Keiko: Are there any similarities and differ- ah so ah mmh? Among? Among?  
Between? Between. Among religions? Hmm. What they are what what what ++ they  
are

Hideo: what they

Keiko: what are they + what they are

Hideo: and uh 'period'

Keiko: okay

Hideo: what they are or where they come from

Keiko: am I am are there? So I want to know are there any similarity or differences  
among religions. And I I want I

Hideo: And I want to know what they

Keiko: and I also want to know

Hideo: hmm

Hiro: also

Keiko: and I also want to know what they are (writing)

Hideo: what they are what is + what they are

Keiko: they?

Hideo: or where they + what they are what they are what

Keiko: 'similarities and differences' is 'they'

Hideo: hmm. We can understand 'they' is and 'they' are 'similarities and differences'

Keiko: can you?

Hideo: 'what are similarities and difference' and - is it strange?

Keiko: I think strange because "are there any similarities or differences among  
religions and what the similarities and differences [are.]"

Hideo: [strange!]

Hiro: I couldn't understand 'they' too.  
(20 second pause)

Yoko: 'they' that is 'they' means religions?

Keiko: No, it means 'similarities and differences' Is is any similarities or differences  
among religions exist? And what they are or or where are they come from? How  
about this?  
(15 second pause)

Hideo: what hmm what

Keiko what

Hideo: what are similarities and differences among the religions and + what they  
come from

Hiro: where

Keiko: what they are

Hideo: ah where they come [from

Keiko: ['come from' ah okay ah is there ah

Hideo: what

Keiko: what what is similarities

Hideo: what are [similarities

Keiko: [What are similarities or differences among the religions ah and  
where they [come

Hideo: [and where do they come from

Keiko: (laughs) okay

Keiko: (writing) what ++ what

Hideo: are

Keiko: are similarities and differences among religions hmm what religions ah and  
 Hiro: and where they come from  
 Keiko: where they come from mm hmm.  
 Yoko: Ah 'where do they come from' or 'where did they come from'?  
 Hideo: mm.  
 Keiko: which?  
 Hiro: did  
 Hideo: do  
 Hiro: do?  
 Keiko: where..  
 Hideo: Because this (points to previous present tense 'are')  
 Keiko: ah ! are.are, do they come from  
 Hideo: 'I want to know' 'I wanted to know'  
 Keiko: which? I I want  
 Hideo: You don't need this sentence isn't it?  
 Keiko: hmm mm ah so I want to know, yeah okay

Jun.8:16 SI SR TL-TL [GEN PLUR] ND  
 Jun.8:17 OI OR TL [VERB AGREE] D2  
 Jun.8:18 SI SR TL-TL [PREP SELECT] D3  
 Jun.8:19 OI OR [EDIT]  
 Jun.8:20 SI SR TL-TL [EDIT]  
 Jun.8:21 SI [OTHER RECAP]  
 Jun.8:22 OI SR TL [PRON SELECT] D2  
 Jun.8:23 OI OR TL [VOCAB] ND  
 Jun.8:24 OI OR TL [VERB TENSE] D3  
 Jun.8:25 OI [HES EDIT]

(Sentence becomes: SO I WANT TO KNOW WHAT ARE SIMILARITIES OR DIFFERENCES AMONG RELIGIONS AND WHERE DO THEY COME FROM?)  
 (Original: SO I WANT TO KNOW IS THERE ANY SIMILARITY OR DIFFERENCE BETWEEN OR AMONG RELIGIONS AND WHAT THEY ARE AND WHERE THEY COME FROM I WANT TO KNOW.

BUT NOW WE TOLD YOU VERY DIFFERENT SIGHT OF ... TO RELIGION. WE WANT TO KNOW...IN THIS POINT...NOW WE ARE DIFFERENT SIGHT OF SEEING ONE 'RELIGION'.

Hideo: BUT NOW WE TOLD YOU VERY DIFFERENT SIGHT OF ... TO RELIGION  
 Keiko: I didn't know how to change uh the the contents contents? Uh this my + this my + these are my reasons + this is final? Final final  
 Yoko: okay  
 Keiko: final explanation. So but now I don't know how to change + uh but uh finally finally  
 Hideo: hmm  
 Keiko: so? Now? (referring to the removal of 'but') WE TOLD YOU VERY DIFFERENT SIGHT?  
 Hideo: VERY DIFFERENT what do you mean? 'very different'  
 Keiko: quite different (laughs)  
 Hideo: quite different. Different from what?  
 Keiko: uhm each other one another  
 Hideo: Aha.  
 Yoko: Okay

Jun.8:26 SI SR TL-TL [EDIT]

Jun.8:27 OI SR TL-TL [SELECT ADV] ND

Hideo: Different aspect of religion WE WANT TO KNOW...IN THIS POINT...NOW  
WE ARE DIFFERENT SIGHT

Keiko: aspect of? +++ Of uh

Hideo: aspects

Keiko: ah of of reaching reaching religion? Is it strange?

Hideo: yeah religion

Keiko: but we didn't + told them aspects of religion ++ hmm our +++ aspects of religion hmm? Okay okay.

Yoko: muzukashii (*difficult*)

Jun.8:28 OI OR TL [VOCAB] ND

Jun.8:29 OI OR TL [NOUN NUMB] ND

Jun.8:30 SI UNRES [VOCAB] D4

BECAUSE RELIGION IS VERY WIDE RANGE TO SEE THE WORLD

Hideo: BECAUSE RELIGION IS VERY [WIDE RANGE

Keiko: [has has (replacing 'is')

Hideo: TO SEE THE WORLD (sucks breath through teeth)

Keiko: (laughs) I don't know

Hideo: wide wide range? We need explanation. Wide range? Wide range?

Keiko: wide

Hideo: wide range aspects. How about this? 'Wide range' something.

Keiko: Wide [range

Yoko: [range

Hideo: TO SEE THE WORLD. Hmm okay.

Keiko: Eh? Really? (Doubting it's okay) Religion has very wide range to study study to research to

Hiro: understand?

Hideo: wide range something to understand the world to study + wide range uh

Keiko: wide range for example + because religion has very wide range but

Hideo: range wide has various various. (6 seconds pause) Religion is deep.

Keiko: (laughs) deep deep

Hideo: too deep to [study

Hiro: [study (echoing as if he is with Hideo on this)

Keiko: (laughs) so we give ? No no no ++ is eh is too deep to to study

Hideo: hmm

Keiko: to study 'period'.

Hideo: SO WE HAVE I THINK WE HAVE TO DISCUSS AND CHOOSE chose  
(moves on to the next item)

Jun.8:31 OI OR TL [VOCAB] ND

Jun.8:32 OI [OTHER RECAP]

Jun.8:33 OI OR UNRES [REFORM] D4

SO WE HAVE...I THINK WE HAVE TO DISCUSS AND CHOOSE AND FORM THE  
TOPIC 'RELIGION' IN DETAIL.

Hideo: SO WE HAVE I THINK WE HAVE TO DISCUSS CHOOSE chose

Keiko: choose and form

Hideo: 'form' means?

Keiko: 'form' means mmh meideageru

Hideo: hmm



Keiko: form the topic  
 Hideo: choose the topic  
 Keiko: hmm 'form'  
 Yoko: inform the meaning of religion?  
 Hideo: discuss and form the meaning of religion  
 Keiko: meaning? uhm  
 Hideo: 'in detail'?  
 Yoko: in detail?  
 Hideo: this. That's all.

Jun.8:34 OI SR TL [VOCAB] D2

Hideo: Religion is difficult to understand (he comes back to 'wide range' issue at the end, perhaps he realises Keiko was not satisfied)  
 Keiko: (laughs) not very it's difficult to study. One morning one night. More difficult because it is very very it has very range, no no no + okay okay + difficult to + to (4 second pause)  
 Hiro: study  
 Keiko: (laughs) study okay okay.  
 Hideo: Yoko! Okay! (Indicating that it is now time to turn to Yoko's transcript).

#### Group 4: Garbage

This transcript is incomplete, as the recording was mostly inaudible. LREs are not coded, as they are not included in the count.

#### Katsu's section

#### CD9 - track 9

THERE IS A STRANGE MAN CAME TO JAPAN WHICH LOCATE IN SOMEWHERE IN THE WORLD. HE CAME FROM PRIMITIVE COUNTRY.

Toru: THERE IS A STRANGE MAN CAME TO JAPAN

Katsu: Huh Japan? Why is somewhere in the world? Why? This sentence strange very very strange (laughter) STRANGE MAN CAME TO JAPAN ??? He came from primitive country which located in somewhere in the world. So.

Toru: so so (that's right)

Katsu: huh.

Katsu: from primitive country which locate-ed

Toru: which locates

Katsu: locates

ONE DAY, HE VISITED TO JAPAN AND HE SAID, "OH THERE ARE MANY GARBAGES IN JAPAN"

Katsu: ONE DAY, HE VISITED TO JAPAN AND HE SAID, "OH THERE ARE MANY GARBAGES garbage?

Toru: IN JAPAN you don't need to say that. Japan because he is

Katsu: Ah okay he is in Japan. 'Garbages' or 'garbage'?

Toru: garbage?

Katsu: I looked into the dictionary ?? garbage

Toru: you can't say that

Katsu: yeah you can't say that ?? garbage

Toru: like 'informations' it's like [information not informations]

Katsu: [yeah yeah  
Toru: garbage.

WHY IS FULL OF GARBAGES IN JAPAN?

Katsu: WHY IS FULL OF garbage IN JAPAN?  
Toru: why are there why are there  
Katsu: why

### CD9 - track 10

Inaudible section

Katsu: why in Japan  
Toru: why is +++ you want to say  
Katsu: why there here is full of garbage  
Toru: why there is full of garbage in Japan? why there is full of garbage in Japan?  
Katsu: why there  
Toru: why there  
Katsu: why  
Toru: why is there  
Katsu: there  
Toru: full of garbage in Japan  
Katsu: okay

THIS MAN'S VISION AND THOUGHTS ABOUT GARBAGES EQUAL TO OUR VISIONS AND THOUGHTS.

Katsu: THIS MAN'S  
Toru: THIS MAN'S VISION AND THOUGHTS ABOUT GARBAGES garbage is equal to. Is equal to is  
Katsu: No no no it's a verb. 'equal' is verb  
Toru: ah verb?  
Katsu: yes  
Toru: ah ++ equals  
Katsu: equals. Uh but the 'vision' or 'visions'?  
Toru: the vision  
Katsu: vision vision  
(Lisa walks in) Lisa: *shitsurei shimasu* (Excuse me)  
Katsu: No we're recording  
Lisa: Okay

### CD9 - track 11

inaudible

### Toru's section

AS YOU KNOW, SINCE THE INDUSTRIAL REVOLUTION IN THE END OF THE MIDDLE AGE PEOPLE PRODUCED A LOT AND MADE A GREAT DEVELOPMENT TO THIS SOCIETY AND WE THOUGHT THAT THE NATURE IS AN INFINITE EXISTENCE THAT THE NATURE WILL ACCEPT ALL OUT INDUSTRIAL WASTES.

Toru: AS YOU KNOW SINCE THE INDUSTRIAL REVOLUTION IN THE END OF THE MIDDLE AGE PEOPLE PRODUCED A LOT AND MADE A GREAT DEVELOPMENT TO THIS SOCIETY AND [and it's a bit boring. Boring sentence.

Katsu: [Uhh yeah. THIS SOCIETY period  
 Toru: comma?  
 Katsu: comma?

Toru: and it will accept  
 Katsu: all our industrial wastes  
 Toru: wastes?  
 Katsu: Huh  
 Toru: waste  
 Katsu: waste

### Group 5: Sound and Music

#### Ken's section

#### CD9 - track 2

Ken: WOULD YOU HANDS UP IF YOU THINK IT'S A MELODY? Please hands up?  
 Haruka: Would you hand hand your up?  
 Ken: Hands your up?  
 Yoshi: question? (referring to the need for a question mark in the text.)  
 Haruka: Is this verb?  
 Ken: Uh. Hand up  
 Asuko: your up.

Jun.14:1 SI OR TL [VERB AGREE] D1  
 Jun.14:2 OI OR TL [PUNCT] D4

WOULD YOU HANDS UP IF YOU THINK JUST A SOUND

Ken: WOULD YOU hand (changing it to the above resolution) your up if you think just a sound. Question. (Referring to similar need of a question mark). No question?

Haruka: hmm?  
 Yoshi: *nandake?* (*what is it?*)  
 Ken: Question mark? (He wrote one in).

Jun.14:3 SI SR NTL [VERB AGREE] ND  
 Jun.14:4 SI SR TL [PUNCT] ND

Ken: THAT'S WE ARE GOING TO RESEARCH. OUR TOPIC IS GONNA BE THE DIFFERENCE BETWEEN SOUNDS AND MUSIC.  
 Haruka: That's what we are going to research.  
 Ken: huh?  
 Haruka: (laughs) *chigau?* (*Am I wrong?*)  
 Ken: that?  
 Haruka: that is the  
 Ken: that is the  
 Yoshi: that's  
 Haruka: That's what we are going to  
 Ken: That's what we are going to research.

Jun.14:5 OI OR TL [CLEFT] D4

Ken: WE CHOOSE THIS TOPIC BECAUSE WE ARE INTERESTED IN MUSIC...  
 Haruka: we chose chose?

Ken: we choose chose chose  
 Haruka: we chose this topic  
 Ken: chose this topic

Jun.14:6 OI OR TL [VERB TENSE] D3

Original: WE HAVE BEEN RELATED TO DIFFERENT KIND OF MUSIC

Yoshi: different kind kinds  
 Haruka: different kinds  
 Yoshi: kinds  
 Ken: ah okay.

Jun.14:7 OI OR TL [NOUN NUMB] D3

Ken: THERE ARE SO MANY SOUND AROUND US FOR EXAMPLE WE WAKE UP WITH ALARM CLOCK RINGING  
 Haruka: there are so many sounds around us  
 Ken: sounds  
 Yoshi: uh so-sounds is cou-[sounds  
 Haruka: [not countable  
 Yoshi: not not countable? mu-much?  
 Haruka: much sound. Dictionary dictionary.  
 Yoshi: dictionary sound (consulting dictionary)  
 Haruka: countable uncountable? So so countable. So [sounds  
 Ken: [sounds  
 Yoshi: Sorry  
 Haruka: that's okay  
 Ken: that's okay

Jun.14:8 OI OR TL [NOUN NUMB] D1

Ken: AND ONCE WE TURN ON TV WE HEAR DIFFERENT SOUNDS  
 Haruka: (laughs)  
 Ken: (laughs) (laughing at Ken having used the correct form here)

Jun.14:9 OI OR TL-TL [NOUN NUMB] ND

Original: ON THE TRAIN TRAIN CONDUCTOR TELLS US SOME INFORMATION

Haruka: information is uncountable so (questioning 'some')  
 Yoshi: I think it's okay.  
 Haruka: some some information?  
 (consulting dictionary)  
 Yoshi 'some information' I think  
 Haruka: Okay. Is it okay?  
 Ken: Some (consulting dictionary)  
 Haruka: I think maybe okay.  
 Yoshi: Okay.  
 Ken: Okay.  
 Haruka: (laughs) Sorry.  
 Ken: some information yes yes yes. zu? (indicating informations in the plural)  
 Yoshi: no no no uh  
 Haruka: information is uncountable uncountable

Ken: ah 'various information' (possibly seen this collocation in dictionary)

Yoshi: various information

Ken: various information

Jun.14:10 OI OR TL-TL [DET SELECT] D1

Jun.14:11 SI OR TL [NOUN+/-] D1

Ken: SOMEONE TALKING EACH OTHER CELL PHONE RINGING ANYWHERE.  
AT SCHOOL THE BELL TELLS US BEGINNING AND END OF CLASSES.

Haruka: This sentence has no verb. Someone talking each other. Someone is is?  
are?

Ken: is

Haruka: is are+ is talking each other. Cell phone is ringing anywhere.

Jun.14:12 OI OR TL [INSERT COP] D1

Jun.14:13 OI SR TL [VERB AGREE] D3

Original: ON THE ROAD CAR HORN IS BLOWING

Haruka: A car horn? It will to have a car horns are blowing

Ken: a

Yoshi: a

Haruka: *iranai?* (*We don't need it?*)

Ken: the?

Haruka: the? (laughs)

(consulting dictionary)

Yoshi: the the car

Ken: horn the car horn

Yoshi: the car horn

Ken: [the

Haruka: [the

Yoshi: [the

(laughter)

Ken: ON THE ROAD CAR HORN IS BLOWING AND THE TRAFFIC LIGHTS  
GIVES US A TUNE

Jun.14:14 OI GR NTL [SELECT ART] D2

Ken: LIKE THIS WE ARE SURROUNDED BY MANY SOUNDS.

Haruka: surrounded by surrounded with. Which?

Ken: Doesn't matter. Doesn't matter.

Haruka: (laughs) surrounded with

(Others consult dictionary)

Ken: by with

Yoshi: by with (possibly having seen both in dictionary)

Haruka: okay

Jun.14:15 OI SR TL-TL [PREP SELECT] D3

Ken: CONSCIOUSLY OR UNCONSCIOUSLY WE CANNOT LIVE WITHOUT  
SOUND AND MUSIC. Sounds? (writes in 's'. No reaction audible)

SI SR TL [GENPLUR] ND

Ken: SO WE CHOOSE THIS TOPIC



Yoshi: [cho-  
 Ken: [chose  
 Yoshi: chose  
 Haruka: Finished.

Jun.14:16 OI OR TL [VERB TENSE] ND

### Haruka's section

#### CD9 - track 3

Haruka: OUR TOPIC IS VERY ABSTRACT AND IT HAS NO EVIDENCE By the way ah 'evidence' is I think uncountable so no 's' no 'an' a - n.

Jun.12:1 SI SR TL [NOUN +/-] D1

Original: SO WE WILL RESEARCH WITH READING MANY BOOKS. WE'LL HAVE TO READ MANY ENORMOUS NUMBER OF BOOKS.

Haruka: research with?  
 Yoshi: I think 'by' 'by' is better. I think but we try we try (checking dictionary)  
 Haruka: with? by?  
 Ken: research  
 Haruka: research with? research by? No?  
 Ken: I don't know.

Jun.12:2 SI UNRES [PREP SELECT] D2

Haruka: WE'LL HAVE TO READ MANY ENORMOUS NUM-BER numbers? number?  
 OF BOOKS. Is it okay? Enormous numbers of books? Enormous number of books?  
 Yoshi: (checking dictionary) There's not there's no +  
 Haruka: information  
 Yoshi: but ah great number is better + this meaning.  
 Haruka: great number  
 Yoshi: This is a 'a' (referring to need for article before 'great')  
 Haruka: great number of books

Jun.12:3 SI OR TL [NOUN NUMB] D2

Jun.12:4 OI OR TL [INSERT ART] ND

SO WE WILL RESEARCH BY PARTING THREE OR FOUR CATEGORIES, FOR EXAMPLES, PHILOSOPHICALLY, SCIENTIFICALLY, HISTORICALLY AND SO ON.

Haruka: FOR EXAMPLES for example  
 Ken: for example  
 Yoshi: for example

Jun.12:5 SI SR TL [NOUN NUMB] ND

Haruka: WE'RE INTERESTED IN FROM WHEN DID WE HUMAN BEINGS GET A SENSE OF MUSIC.  
 Ken: we are interested in  
 Yoshi: when not not 'did' not 'did'got [get got  
 Haruka: [got

Jun.12:6 OI OR TL-TL [VERB TENSE] ND

Haruka: A LONG TIME AGO ANCIENT PERIOD. In a long time ago ancient period?

Ken: a long time ago in ancient

Jun.12:7 SI GR TL [PREP INSERT] D4

A LONG TIME AGO ANCIENT PERIOD I THINK THER WAS ONLY SOUND. SO FROM WHEN AND WHERE AND WHO THE MUSIC HAS HAPPENED

Haruka: THE MUSIC HAS HAPPENED had happened?

Ken: the music was born

Haruka: hmm? (doubtful)

Ken: or music was made

Haruka: SO WE WANT TO RESEARCH

Ken: created

Yoshi: okay okay [okay

Haruka: [okay [okay okay

Ken: [okay okay okay

Jun.12:8 SI OR TL [VERB TENSE] D4

Jun.12:9 OI UNRES [VOCAB] D3

Haruka: AND WE WANT TO HELP EVERYONE tatsukete hoshii wo kudasai. tatsukete nancha? (*Please help us. How do you say that?*)

Ken: we want

Haruka: everyone to help

Ken: we want you to help

Haruka: we want everyone to help [us

Ken: [us us

Jun.12:10 SI GR TL [DITRANS CLAUSE] D2

FOR EXAMPLES MY FRIENDS, OUR FRIENDS, OUR TEACHERS, OUR FAMILIES

Haruka: For example

Jun.12:11 SI SR TL [NOUN NUMB] ND

Haruka: WE WANT EVERYONE

Ken: TO HELP OUR RESEARCH

Haruka: (speaks Japanese) researching help our researching

Ken: research

Haruka: research?

Ken: no 'ing'

Jun.12:12 SI OR TL [VOCAB SELECT] D4

Haruka: BECAUSE YOU KNOW SOUNDs (adding the s) AND MUSIC IS NOT ONLY THREE OF US BUT ALSO EVERYONE.

Yoshi: is not – 'are'

Haruka: are?

Yoshi: sounds and music

Haruka: ah are not only three of us

Jun.12:13 SI SR TL-TL [GEN PLUR] ND  
 Jun.12:14 OI OR TL [VERB AGREE] ND

Haruka: SOUND AND MUSIC IS for NOT ONLY THREE OF US BUT ALSO – for?  
 Ken: for or to  
 Haruka: or to

Jun.12:15 SI UNRES [PREP SELECT] D3

SO FOR EXAMPLE WE WILL MAKE QUESTION PAPERS AND GIVE IT TO EVERYONE AND ANSWER THE QUESTIONS AND WE COLLECT THE ANSWERS.

Haruka: WE WILL MAKE QUESTION PAPERS AND GIVE IT GIVE IT TO EVERYONE and answer the questions?  
 Ken: ask them put in  
 Ken: ask them  
 Haruka: ask them ask hmm?  
 Ken: and ask them to answer them + answer the question  
 Haruka: ask (she is writing this down)  
 Ken: them  
 Haruka: them  
 Ken: to  
 Haruka: to  
 Ken:[answer  
 Haruka: [answer the questions  
 Ken: the the

Jun.12:16 SI OR TL [DITRANS CLAUSE] ND  
 Jun.12:17 SI SR TL [INSERT ART] ND

Haruka: and we collect the their? (answers)  
 Ken: ah the the

Jun.12:18 SI OR TL-TL [DET SELECT] D4

Original: AND WE COLLECT THE ANSWERS AND WE MAKE STATISTICS OR GRAPHS

Yoshi: ah I think 'we will use'  
 Ken: we will collect  
 Haruka: we will collect  
 Yoshi: we will this 'we will' so (possibly referring back to previous 'we will' in sentence)  
 Haruka: okay

Jun.12:19 SI OR NTL [ADJ FORM] D2

Haruka: SO WE WILL TEND TO BE VERY SUBJECTIVE SUB-JECTIVELY? Which?  
 Ken: subjectively sub-ject  
 Haruka: which?  
 Ken: subjectively  
 Haruka: subjectively? So we try to objective attitude.

Yoshi: hmm? Subjectively? Sub-Subjective.  
 Haruka: which which which?  
 Yoshi: dictionary dictionary  
 (10 second pause)  
 Yoshi: yes  
 Haruka: it's in?  
 Ken: yes yes (possibly just happy that they found the word 'subjectively')

Jun.12:20 SI OR NTL [ADJ FORM] D3

**Group 6: Globalisation**

**Jun's section**

Inaudible. Not transferred to CD

**Nina's section**

**CD9 - track 4**

ORIGINAL: WHAT WE ALREADY KNOW IS FEW BUT RECENTLY JAPANESE COMPANIES ARE DEPRESSED AND THEREFORE...

Reina: is a few?  
 Nina: is few  
 Reina: 'few' is like the negative you don't know anything [and 'a few' is you know a little bit  
 Nina: [ah oh few. Oh yeah.

Jun.16:1 OI OR NTL-NTL [INSERT ART] D2

Nina: Um from here there's all different things so do you think I should cut off this 'but'?  
 Reina: Ah right. Mmh. I guess.

Jun.16:2 SI SR TL-TL [DEL CONJ] D4

Reina: AND THEREFORE MANY COMPANIES HAS GONE BANKCRUPT have  
 Nina: Oh yeah.

Jun.16:3 OI OR TL [VERB AGREE] ND

Reina: Can you use 'and' and 'therefore' together? Not sure.  
 Nina: what?  
 Reina: do you need 'and'?  
 Nina: Oh!  
 Reina: Not sure?  
 Nina: maybe I don't [need 'and' (She deleted it.)  
 Reina: [mmh

Jun.16:4 OI SR TL-TL [DELETE CONJ] D2

BECAUSE OF THAT AND BECAUSE OF THE INTERNATIONALISATION OF ECONOMY

Reina: I don't think you need 'because of' (referring to the second one and deletes it)  
 Nina: Ah.

Reina: And it's uncountable so you don't need 'the' (She deletes 'the' before 'internationalisation').

Jun.16:5 OI OR [HES EDIT]  
 Jun.16:6 OI SR NTL [DELETE ART] D1

Original: AND BY THE WAY THAT'S THE ONE OF THE REASONS WHY WE'D BETTER STUDY ENGLISH.

Nina: I'm using too much 'and' [(laughs)  
 Reina: [(laughs)

Jun.16:7 SI SR [EDIT]

Nina: THAT'S THE ONE OF THE REASONS. That's the one. Do do I need 'the'?  
 That's a one? That's one of the reasons?

Reina: that is [the one

Nina: [that is one of the reasons

Reina: So? It's? I guess ah I don't know. 'one' *ne (eh)* (consulting dictionary)

Nina: one (laughs)

Reina: Ah *mukanshi (without article)* so you don't need 'the'

Jun.16:8 SI OR TL [INSERT ART] D1

AND SINCE PEOPLE HAVE GET ALREADY GET ENOUGH THINGS...AND BECAUSE PEOPLE'S NEEDS ARE DIVERSIFIED MASS PRODUCTION IS NOT THE EFFECTIVE WAY TO SELL THINGS ANY MORE...

Reina: AND SINCE PEOPLE have already [got (original: get)

Nina: get- got

Jun.16:9 OI OR TL [VERB TENSE] ND

Reina: You've already used 'since' here so you don't need 'because' here I think.

Nina: Oh.

Jun.16:10 OI OR TL-TL [DELETE CONJ] D2

Reina: and so? (Inserting 'so' making it 'People's needs are diversified so mass production is not the way to sell things any more.')

Jun.16:11 OI OR TL [INSERT CONJ] D4

Original: AND THEREFORE COMPANIES HAS TO FIND OUT THEIR OWN WAY TO SURVIVE

### CD9 - track 5

Reina: AND THEREFORE just 'therefore'



Nina: ah  
 Reina: ways?  
 Nina: oh

Jun.16:12 OI OR TL-TL [DELETE CONJ] ND  
 Jun.16:13 OI OR TL-TL [NOUN NUMB] D4

Reina: AND SOME GLOBAL COMPANIES have EMBARKED ON ASIA RECENTLY TO CUT OFF THE COST (6 second pause) 'Cut off cost' or 'cut off the costs'?  
 Nina: oh 'cut of'. Is this countable?  
 Reina: It it was both. [laugh  
 Nina: [laugh Oh. (looking in dictionary?) Costs. Costs.  
 Reina: Ah costs. So you don't need 'the'.

Jun.16:14 OI OR TL [VERB AGREE] ND  
 Jun.16:15 OI OR TL [ NOUN +/-] D1

AND BECAUSE THEY REGARD ASIA AS THE NEXT MARKET THE MARKET WHICH WILL BE POPULAR VERY SOON

Nina: prosper?  
 Reina: which will be prosper

Jun.16:16 SI OR NTL [INSERT COP] D4

...AND BECAUSE THEY REGARD ASIA AS THE NEXT MARKET THE MARKET THAT WILL BE POPULAR VERY SOON SO PROBABLY THEY WILL STIMULATE ASIAN ECONOMY. AND ALSO SOME COMPANIES ARE USING INTERNET VERY MUCH.

Reina: Is it different things or is it connected?  
 Nina: Ah sorry which part do you mean?  
 Reina: This part and this part. (Referring to above two sentences)  
 Nina: Ah they're different.  
 Reina: Different so so you might not need 'also'.

Jun.16:17 OI OR TL [INSERT ADD ADJUNCT] D2

**Reina's section**

**CD9 - track 6**

IT MIGHT NOT APPROPRIATE TO KNOW THE SPECIFIC EXAMPLES LIKE A COMPANIES. (reference to corporate privacy)

Nina: It might not be appropriate.  
 Reina: It might not be appropriated? Is it not verb?  
 Nina: Oh it might. It is appropriate .Ah. +++ Is it verb? I thought it was  
 Reina: I am not sure. Appropriate. (looking it up) Shit [(laughter)  
 Nina: [(laughter)  
 Jun: [(laughter)  
 Reina: Ah it's both.  
 Nina: Ah  
 Reina: might not be... so it should

Nina: I'm not sure.

Reina: It might be it might not be appropriate to (changes it to the latter).

Jun.17:1 OI SR TL [INSERT COP] D1

Original: WE WILL ASK THE COMPANIES TO UHM SEND US THE DATES LIKE THE UHM HOW TO IMPROVE THEIR COMPANIES

Nina: what do you mean? Data?

Reina: date

Nina: mm? what kind of de:

Reina: like da-date ah like like the [global strategy I wanted to say

Nina: [ah okay

Jun: mm? sort of strategy?

Reina: Not strategy *ne* (*eh*)

Nina: Send send us

Jun: information?

Nina: Ah

Reina: Material?

Nina: You don't mean just data? No?

Reina: Ah. I will I will ?? 'stuff' is better?

Nina: Mmh. Stuff? *Genryou* (*raw data*) (laughter)

(Inaudible finish. They inserted 'stuff' as the resolution.)

Jun.17:2 OI SR TL [VOCAB] D3

IN ORDER TO GET INTERVIEWS WITH OFFICE WORKERS

Nina: Is it countable- interviews?

Reina: inter-view (looking it up) It's countable, yeah. Interview with?

Jun.17:3 OI SR TL [NOUN+/-] D1

Jun.17:4 SI UNRES [PREP SELECT] ND

BECAUSE LIKE AND THEY MIGHT NOT ALLOW US TO KNOW EVERYTHING ABOUT THEIR COMPANIES THOUGH WE WILL DEFINITELY KNOW LIKE THE REAL COMPANIES' THINGS WE DON'T KNOW ABOUT IT.

Nina: [BECAUSE LIKE? (laughs)

Reina: [BECAUSE LIKE? (laughs)

Nina: Should- I think the 'though' would come first. 'Although they not allowed us to know everything'.

Jun.17:5 OI OR TL-TL [WORD ORDER] ND

Nina: 'about them?' Ah maybe 'we don't know'.

Reina: Yeah, better.

Jun.17:6 OI UNRES [PRONOUN AGREE] D4

I WORKED AT TRAVEL AGENCY

Reina: a travel agency?

Nina: uh?

Jun.17:7 SI SR TL [INSERT ART] ND

AND THE REASON WHY WE'VE CHOSEN THIS TOPIC IS OBVIOUSLY DIFFERENT WITH EACH OTHER

Nina: Is it different with each other? [Different from or?

Reina: [ahm IS OBVIOUSLY different each other

Nina: different

Reina: different from each other ka? (*is it?*)

Nina: ah. Hmm. Different

Reina: 'different' only?

Nina: Hah just 'different'. We need don't need that

Jun.17:8 OI GR TL-TL [PREP SELECT] D3

THESE DAYS ECONOMY IS GETTING UHM I MEAN ITS GET LIKE TO INTERNATIONAL INTERNATIONALIZATION

Nina: getting international or? Getting international

Reina: INTERNATIONAL INTERNATIONALISATION (looking it up) kokusaika (*internationalisation*)

Jun: [nationally?

Nina: [is it internationalised?

Reina: (sighs) (continues looking it up)

(2 minute pause)

Nina: I think it's okay.

Reina: finished!

Jun.17:9 OI OR NTL [ADV FORM] D2

**Group 1: Discrimination**

**Midori's section**

**CD10: track 1**

Midori: OUR TOPICS IS RACIAL DISCRIMINATION WE NARROWED IT DOWN TO THE DISCRIMINATION AGAINST BLACK PEOPLE

Lisa: TO THE?

Midori: don't we need 'but'? Our topic's racial discrimination but we narrowed it down to the ...

Oct.3:1 SI SR [EDIT]

AND TODAY WE WOULD LIKE TO TELL YOU ABOUT A GROUP CALLED KU KLUX KLAN. BUT THE KLANS REVIVED IN 1946 BY A MAN NAMED SAMUEL GREEN

Midori: AND TODAY WE WOULD LIKE TO TELL YOU ABOUT A GROUP CALLED KU KLUX KLAN. BUT THE KLANS WERE ah it's a different paragraph from here.

Lisa: Oh right.

Oct.3:2 SI SR [EDIT]

Midori: BUT AFTER HIS DEATH IN 1949 THEY SPLIT -ted. Is it?

Lisa: Mm hmm.

Midori: into smaller groups

Oct.3:3 SI SR NTL [VERB TENSE] D4

TODAY WE TALKED MAINLY ABOUT THE KU KLUX KLAN AND I HOPE YOU GOT IDEAS OF WHAT THEY ARE LIKE

Midori: AND I HOPE YOU:ve?

Lisa: Yeah

Midori: you've got ideas of what they're like

Oct.3:4 SI SR TL [INSERT AUX] D4

WE WANT TO RESEARCH MORE ABOUT HOW PEOPLE COULD LIVE TOGETHER WITHOUT HAVING ANY PROBLEMS OF THEIR SKIN COLOR

Midori: WITHOUT HAVING ANY PROBLEMS OF by their by [their

Lisa: [by their skin colours

Midori: by their skin colours? (emphasising plural)

Lisa: their

Midori: Because it's 'their'

Lisa: yeah

Midori: skin colours

Oct.3:5 SI SR NTL-NTL [PREP SELECT] ND

Oct.3:6 SI SR NTL [NOUN NUMB] D2

**Lisa's section**

**CD10: track 2**

FIRST WE WILL TALK ABOUT HOW THE KU KLUX KLAN FORMED

Lisa: FIRST WE WILL TALK ABOUT HOW THE KU KLUX KLAN was formed + or  
 Midori: hmm was formed

Oct.2:1 SI SR TL-TL [PASSIVE] D4

Lisa: THEY ADOPTED THE NAME KU KLUX KLAN FROM THE GREEK WORD that  
 KUKLOUS. I can't remember how to spell it. Just skip?  
 Midori: Hmm. Does it matter? When you speak?

Oct.2:2 SI UNRES [SPELL] D4

THEY ADOPTED THE NAME KU KLUX KLAN FROM THE GREEK WORD  
 KUKLOUS ...AND AN ENGLISH WORD KLAN

Midori: an English word for for clan [isn't it?]

Lisa: [for clan

Yoko: an

Lisa: Hmm?

Yoko: an English word

Lisa: an English word

Midori: an a - n

Lisa: a - n oh yeah right. an English word

Oct.2:3 OI OR TL-TL [INSERT PREP] D4

Oct.2:4 OI OR TL [SELECT ART] ND

WHAT'S SUPERIORITY WAS THEIR PHILOSOPHY AND THEY OFTEN USED  
 VIOLENCE AND TERRORISATION AGAINST BLACK PEOPLE CIVIL WORLD  
 INTO RECONSTRUCTION. THEY HATED THE IDEA BLACK PEOPLE GAINING  
 ANY RIGHT.

Lisa: AGAINST the BLACK PEOPLE

Midori: Against the black people

Yoko: I don't know

Midori: black people

Lisa: It doesn't make sense. (referring to 'civil world into reconstruction')

Midori: black people people mmh?

Lisa: 'and' maybe? Maybe I stopped there when I was speaking.

Oct.2:5 SI SR TL-TL [INSERT ART] ND

Oct.2:6 SI UNRES [RECAP]

THEY HATED THE IDEA BLACK PEOPLE GAINING ANY RIGHT LIKE VOTING IN  
 ELECTION OR PRACTICING ANY RIGHTS.

Lisa: GAINING ANY RIGHTs? (emphasising plural)

Midori: gaining any rights. Any rights?

Lisa: any rights? + any right anybody

Midori: so is it anybody?

Lisa; yeah anybody. IN ELECTION OR PRACTICING ANY RIGHT any right .

Midori: Hmm



Oct.2:7 SI SR TL [GEN PLUR] D2

SPREADED RAPIDLY

Lisa: Is it- Do you say spreaded or spread? Coz I looked up dictionary and they didn't have 'spreaded'. Just had 'spread'.

Midori: they spread

Lisa: You don't need e - d?

Midori: I think spread. They spreaded

Yoko: I don't know

Lisa: Hmm. Spread.

Oct.2:8 SI OR TL [VERB TENSE] D2

THEY BELIEVED THAT WHITE AMERICAN SHOULD ALWAYS BE FIRST BEFORE ANY ALIEN INFLUENCE OR INTEREST.

Lisa: 'should always be first' or 'should be always first'?

Midori: that white Americans should be always the first. 'Always the first'.

Lisa: Alright. Should be always the first before any alien influence or interests or interest?

Midori: first before any

Lisa: any interest (refers to 'any' as a prompt to choose the singular.)

Oct.2:9 SI OR NTL [WORD ORDER] D3

Oct.2:10 OI OR TL [INSERT AUX] ND

Oct.2:11 SI SR TL-TL [GEN PLUR] D2

### Yoko's section

#### CD10: track 3

THE NEW KLAN DIRECTED ITS ACTIVITY AGAINST NOT JUST BLACKS BUT ANY OTHER GROUP IT CONSIDERED NON-AMERICAN

Yoko: any other group [groups]

Midori: [groups any other groups]

Lisa: yeah

Yoko: so

Midori: wait wait wait other groups

Lisa: yeah maybe that's right

Yoko: any other groups

Midori: Yeah that sounds right 'any other groups'

Lisa: yeah

Midori: ah but it has 'other'

Lisa: oh yeah right

Midori: anybody anyone any

Lisa: idea? Do you have any idea?

Midori: Do- Does teachers like do teachers other teachers ask you 'does anybody have ideas?'

Yoko: huh?

Lisa: I think they say [ideas]

Midori: ['do you have any idea' ' do you have any ideas']

Yoko: I have no idea

Midori: Wait 'any' what does it mean Japanese?

matsuku? ikanaru Is 'any' singular or plural? 'any' we say 'anybody' or 'anyone' and that's similar. 'Any other' 'any other ideas'. In this case it might be special because it's 'other' [after 'any']

Lisa: [yeah

Yoko: Is it incorrect to use this?

Midori: No, that's right.

Lisa: That's right.

Midori: any other groups. But we're not sure about like others. Oh well, let's go.

Oct.1:1 SI OR TL [GEN PLUR] D3

Yoko: MOST OF THE KLAN ACTED +  
Midori THROUGH PEACEFUL WAYS

Yoko: through?

Midori: through [peaceful ways

Yoko: [through peaceful ways

Oct.1:2 SI OR TL-TL [PREP SELECT] D4

BUT EVENTUALLY THE ORGANISATION BECAME WEAKENED BY  
DISAGREEMENTS AMONG THE LEADERSHIP AND BECAUSE OF PUBLIC  
CRITICISM OF KLAN VIOLENCE.

Midori: among the leaderships

Lisa: yeah, I thought right

Yoko: (writing) by disagreements among the leadership

Midori: isn't it leaderships?

Lisa: yeah

Midori: because 'among' is like

Lisa: yeah

Midori: when you compare more than three

Oct.1:3 OI OR NTL [NOUN NUMB] D2

Lisa: disagreements?

Midori: Not sure

Oct.1:4 OI UNRES [GEN PLUR] D4

Yoko: criticisms?

Midori: uh-uh.(no) Because of the criticisms.

Lisa: because of the ++ criticisms

Midori: because of the

Lisa: Yeah because of the public criticism

Midori: the?

Lisa: after 'because of the

Yoko: Ah okay.

Oct.1:5 SO OR TL [GEN PLUR] D4

Oct.1:6 OI OR TL-TL [INSERT ART] D4

NOW THE KU KLUX KLAN AND SOME OTHER HATES GROUPS ARE STEPPING  
UP THEIR USE ... BY USING INTERNET TO SEEK YOUNG RECRUIT EVEN  
CHILDREN

Yoko: NOW THE KU KLUX KLAN AND SOME OTHER HATES GROUPS ARE STEPPING UP THEIR USE uh? Their + up by (deleting 'their use')

Oct.1:7 SI SR NTL [REFORM] YES D4

THEY USES GRAPHIC AND CHILD FRIENDLY LANGUAGE

Yoko: THEY USES GRAPHIC AND CHILD

Lisa: they use

Yoko: [okay

Midori: [they use graphics

Lisa: yeah graphics

Yoko: graphics and child friendly language

Oct.1:8 OI OR TL [VERB AGREE] ND

Oct.1:9 OI OR TL [GEN PLUR] ND

## Group 2: Sports

### Miki's section

#### CD10: track 4

AS WE SAW IN THE HISTORY SPORTS HAVE NO CONNECTION WITH MONEY

Miki: as we have seen + seen

Oct.4:1 SI SR TL-TL [VERB TENSE] ND

BUT AFTER THE WORLD WAR TWO, COMPANIES BECAME SPONCER OF THE TEAM AND MADE SOME LEAGUES SUCH AS BASEBALL TEAM AND SOCCER LEAGUES AND NOW SPORTS HAVE BIG EFFECTION IN ECONOMY.

Kaoru: BUT AFTER THE WORLD WAR TWO COMPANIES BECAME SPONCER OF THE TEAM AND MADE SOME LEAGUES SUCH AS BASEBALL leagues AND SOCCER LEAGUES AND NOW I think you need a period and make a new sentence + maybe. (referring to this clause following 'but')

Miki: okay (Miki does not write this down)

Oct.4:2 OI OR TL [VOCAB] ND

Oct.4:3 OI OR [EDIT]

Kaoru: AND NOW SPORTS HAVE BIG effects on economy.

Oct.4:4 OI OR TL [VOCAB] ND

Oct.4:5 OI OR TL [PREP SELECT] ND

HOW IT EFFECT?

Kaoru: How does it effect the economy? (Miki writes 'How does it effect to economy?')

Oct.4:6 OI OR TL [ART INSERT] ND

Oct.4:7 OI OR TL [INSERT AUX] ND

Hideo: KIRIN BEER BECAME SPONCER OF THE ++ TEAM soccer team

Miki: hmm (Miki does not write this down)

Oct.4:8 OI OR TL-TL [EDIT]

THE COMPANY ESTIMATED THAT THERE WAS TWO HUNRED BILLION YEN  
VALUE OF AD EFFECT.

Kaoru: THE COMPANY ESTIMATED THAT THERE was going to be TWO  
HUNDRED...hmm?

Miki: billion huh?

Kaoru: two hundred billion yen of

Miki: of value

Kaoru: huh?

Miki: of value of ad effection. I forgot to say it in presentation.

Kaoru: Ah okay. There was going to be two hundred billion yen value of ad effection.  
(Miki did not write this down)

Oct.4:9 OI OR TL [VERB TENSE] ND

Oct.4:10 OI SR NTL [VOCAB] ND

FOR EXAMPLE THEY MADE BEER CANS ATTACHED THE WORLD CUP MARK

Kaoru: THEY MADE BEER CANS with THE WORLD CUP MARK

Oct.4:11 OI OR TL [PREP INSERT] ND

Kaoru: ONE HUNDRED THOUSAND JAPANESE WHO ARE WANTING TO SEE  
ICHIRO VISIT SEATTLE AND THREE THOUSAND ONE HUNDRED AUDIENCE IN  
THE STADIUM uh?

Miki: uh stadium there was three thousand and one hundred

Kaoru: Seattle and three thousand one hundred thousand audience of the stadium  
stadium

Miki: Three thousand and one hundred increase

Kaoru: hmm? No + the audience of the stadium increased

Miki: Oh + the audience of the stadium increased by three thousand and one  
hundred per one game.

Oct.4:12 OI GR TL [REFORM] D4

Kaoru: EVEN SUSHI STAND APPEAR-ed IN THE STADIUM

Oct.4:13 OI OR TL [VERB TENSE] ND

THERE FOR A LARGE AMOUNT OF MONEY MOVEMENTS ABOUT THE  
SPORTS.

Kaoru: THEREFORE A LARGE AMOUNT OF MONEY MOVEMENTS ABOUT

Miki: Uh about the sports + around?

Kaoru: a large amount of money

Miki: There are a large amount of money movements

Kaoru: about the sports eh?

Miki: ? there are-Therefore a large amount of money movements movements  
therefore there are +++ there is a large amount

Kaoru: there was a large movement of money in baseball or whatever?

Miki: Hmm

Oct.4:14 OI OR TL [PREP SELECT] D4

SPORTS EVENT IS PROFITABLE FOR THE SPONCER THE SITES AND EVEN COUNTRY

Kaoru: SPORTS EVENT IS PROFITABLE FOR THE SPONCER THE

Miki: SITES AND EVEN COUNTRY.

Kaoru: what's this 'sites'

Miki: sites place the place where the sports event is held.

Kaoru: hmm?

Miki: sites. Sports sites, hmm? ??

Kaoru: for THE SITES AND EVEN for the COUNTRY. THIS IS WHY COUNTIRES TRY TO ATTRACT OLYMPICS TO THEIR PLACE

Miki: To take Olympics + Olympics to their place 'bring'? Bring Olympics to their place (wrote bring)

Oct.4:15 OI UNRES [VOCAB] D4

Oct.4:16 OI OR TL [INSERT ART] ND

Oct.4:17 SI SR TL-TL [VOCAB] D4

I suspect that Kaoru is reading a hand written version of Miki's script. She has not finished typing it out. He seems to be having some trouble reading what is on the page. The words he reads do not coincide completely with the words on Miki's typed transcript, handed in to me later. She has incorporated some of Kaoru's corrections onto the transcript.

### **Kaoru's section**

No negotiation.

### **Yoshi's section**

Yoshi is absent on this day.

### **Group 3: Religion**

#### **Hiro's section**

#### **CD11: track 6**

Hiro: THE HISTORY OF PUEBLO INDIANS THE PUEBLO INDIANS (4 second pause) cut this (indicating repetition)

Keiko: cut

Oct.9:1 SI [HES EDIT]

THE WORD PUEBLO INDIAN MEANS VILLAGE IN SPANISH

Keiko: What does it mean? The wor-word? Ah word- word ah ha! Okay. I see.

Hiro: Okay.

Oct.9:2 OI OR TL-TL [VOCAB] D4



Hiro: THERE WERE MANY TRIBES WHICH WERE INDEPENDENT TO EACH OTHER IN THE SOUTH WEST IN THE AMERICA eh? In the south west of?

Keiko: in the south west America. It's okay + right?

Hiro: in the south west of

Keiko: of? South west America [eh? You don't say?

Hiro: [south west

Keiko: Don't you say south west America?

Hiro: Yes, okay. INDEPENDENT TO EACH OTHER

Keiko: in ah in the? In south west. Are? (eh?) I've not- in in the?

Hiro: in [south west America

Keiko: [in south west America

Oct.9:3 SI GR TL [DELETE PREP] D2

Oct.9:4 OI SR TL [DELETE ART]D4

THE TRIBES WHICH WERE INDEPENDENT TO EACH OTHER IN RELIGIOUS CEREMONIES AND LANGUAGE AND SOCIETY SYSTEMS.

Keiko: THE TRIBES WHICH WERE INDEPENDENT

Hiro: TO EACH OTHER eh? THE TRIBES WHICH WERE INDEPENDENT TO EACH OTHER IN ++ eh? The tribes ah! Were. The tribes were INDEPENDENT TO EACH OTHER IN RELIGIOUS CEREMONIES AND LANGUAGE-s [and so-society systems.

Keiko: [mm hmm yes

Oct.9:5 SI SR TL [DELETE REL PRON] ND

Oct.9:6 SI SR TL [NOUN NUMB] ND

SPANISH IMMIGRANTS ENTERED THE LAND OF PUEBLO THEY DIDN'T KICK OUT THE PUEBLO EXPLOITED THEM.

Keiko: SPANISH IMMIGRANTS ENTERED THE LAND OF PUEBLO THEY DIDN'T KICK OUT THE PUEBLO eh? [EX-EXPLOITED

Hiro: [but o-only + but they only exploited them

Keiko: Excuse me what is 'exploited'? [exploited

Hiro: [to

Keiko: (4 second pause) ah! (laughs) ah!

Oct.9:7 SI SR TL [INSERT CONJ] ND

Oct.9:8 OI SR TL-TL [VOCAB SELECT] D2

(Hiro has written the translation *sakushu* on the transcript sheet. Presumably he is avoiding speaking in Japanese in this way).

Keiko: SPANISH IMMIGRANTS ENTERED THE LAND OF PUEBLO THEY Spanish?

Hiro: hmm

Keiko: DIDN'T didn't KICK OUT THE PUEBLO exploit them. Pueblo

Hiro: but they

Keiko: this means the Pueblo Indians exploit Spanish

Hiro: No, the Spanish exploited the [Pueblo.

Keiko: [Pueblo. Sorry 'kick out' what is 'kick out'?

Hiro: um +++ to +++ get them out.

Keiko: ah ah ah! Um ++ Spanish exploited the Pueblo but Pueblo didn't kick out the Spanish this sentence means?

Hiro: uh The Pueblo was living there and the Spanish came but they didn't kick out them but they [exploited them exploited from them

Keiko: [ah Pueblo okay okay I see. But this sentence I took this sentence for Pueblo they uh huh but exploited them. Ah sorry. Maybe it's okay.

Hiro: ENTERED THE LAND OF PUEBLO and

Keiko: huh

Hiro: okay

Keiko: you are very good, I think for English

Oct.9:9 OI SR TL [VOCAB SELECT] D2

### Keiko's section

#### CD11: track 7

SO SO THEY THINK A NATURE THINGS ARE RESPECTABLE AND NOT TO BE CONQUERED...MUST NOT BE CONQUERED

Keiko: I explained about reincarnation before these sentences. SO SO THEY THINK A NATURE THINGS ARE RESPECTABLE AND NOT TO BE

Hiro: a nature things? (laughs)

Keiko: ha? Ah. Yeah

Hiro: nature things

Keiko: nature things ARE RESPECTABLE AND NOT TO conquer must not be conquer. How do you say?

Hiro: and they must not be conquered

Keiko: 'should not be' or 'must not be'?

Hiro: must

Keiko: must +++ or can they ++ respectable and

Hiro: they must

Keiko: respectable so they can't conquer ++ [eh them. Which is the best?

Hiro: [uh SO THEY THINK NATURE THINGS

ARE RESPECTABLE so they must not

Keiko: so? +++ Respectable ++ must not mmh mmh

Hiro: so they must not conquer

Keiko: so they must not conquer them you say? said? Hmm?

Hiro: Who is 'they'? They are the Indian?

Keiko: 'they' yeah 'they' is uhm America Indians

Hiro: But this 'they' is the nature. If you put 'they' in here

Keiko: ah aah ++ yeah. So 'be' is away? Huh? If I put 'they' here the 'they' become +++ equal to this 'they'

Hiro: So they cannot they must not conquer them are? (eh?) them?

Keiko: Maybe it's okay. Difficult. So they must not conquer

Hiro: conquer

Keiko: them

Hiro: them?

Keiko: them con-con hmm Okay okay maybe it's okay. Uh Naruse. Hmm.

Hiro: okay next

Oct.8:1 OI SR NTL [ADJ FORM] D4

Oct.8:2 SI OR TL-TL [PASSIVE] ND

Oct.8:3 SI OR TL-TL [VERB MODE] D3

Oct.8:4 OI OR TL [REFORM] YES D3

Oct.8:5 OI SR TL-TL [PRON ANTE AGREE] D2

Oct.8:5 OI OR TL-TL [PRON ANTE AGREE] D2

Oct.8:6 SI SR TL [PASSIVE] ND

LIKE...EQUALITY IDEA IS CAME FROM LIKE THAT, THE ROCK MUST BE OUR...GRANDFATHER

Keiko: EQUALITY IDEA it sounds strange

Hiro: the idea of equality

Keiko: okay okay. Idea of equality is came from

Hiro: is?

Keiko: is + was are are? (eh?) (laughs)

Hiro: come come from huh?

Keiko: came from. Idea of equality came from + LIKE THAT like that? Ah ah eh uh like like [that like like that?

Hiro: [ah the thinking of the nature should not be conquer

Keiko: idea of equality came from like this this. Hmm hmm hmm Very poor English

Hiro: for example

Keiko: hmm?

Hiro: Do you need 'for example' here? (after 'like that')

Keiko: Ah ah okay okay You said 'for example'.

Hiro: THE ROCK MUST BE OUR GRANDFATHER and IF YOU SEE THE ROCK

Keiko: No, I said once like this but I change the expression. Same things I said but this is better. (indicating a partial repetition)

Hiro: Eh? Grandmother? (Keiko changed the noun in the repetition)

Keiko: That was this is my mistake but it's okay whether grandmother or grandfather it's okay.

Hiro: Ah. If you see- for example IF YOU SEE THE ROCK it might be

Keiko: might be? Might be someone's grandfather. Okay. See the rock it might be SOMEONE'S GRANDFATHER OR THE FLOWER might be be THE ANCESTOR OF SOMEONE. SO THEY THINK LIFE IS RESPECTABLE.

Hiro: okay

Keiko: okay?

Oct.8:7 SI OR TL [ADJ FORM] ND

Oct.8:8 OI OR TL [DEL AUX] D4

Oct.8:9 SI SR NTL-NTL [SELECT DEMONS PRON] ND

Oct.8:10 OI OR [EDIT]

Oct.8:11 OI SR TL-TL [VOCAB] D2

Oct.8:12 SI SR TL [VERB MODE] ND

SO REINCARNATION IS THAT... BIG CIRCLES OF LIFE

Keiko: So SO REINCARNATION IS (laughs) SO REINCARNATION IS no 'that'.

Reincarnation is like?

Hiro: like uh

Keiko: Like big circle of life. Did you understand? Did you understand? Could you?

Could you? Did you? No? Is it okay?

Hiro: Okay (laughs) probably.

Keiko: REINCARNATION IS Uhm. From here I was confused I was confused because these sentences are not in not on my script (laughs)

Oct.8:13 SI SR TL [PREP SELECT] D4

AND REINCARNATION IS DEEPLY RELATED WITH CONCEPT OF DEATH AND EQUALITY. AND EQUALITY IS DEEPLY... RELATED WITH... AND CONCEPT OF DEATH TOO.

Keiko: AND REICARNATION IS DEEPLY RELATED WITH CONCEPT OF DEATH AND EQUALITY. Something to add? Is there anything? Something? +++ EQUALITY IS how to say? Equality also? is also?

Hiro: Hmm

Keiko: also dis-deeply we need? I need 'deeply' here? It is also related with? Deeply related with? Hmm. Yes IS DEEPLY RELATED WITH +++ with the rest rest two ideas. Rest? Eh, is it okay? [please say something (laughs)]

Hiro: [uh (laugh) the two ideas]

Keiko: the two. Rest rest of? Huh. The +++ rest of. The rest the rest two ideas? The rest of two ideas?

Hiro: The rest two ideas.

Keiko: The rest two ideas. AND CONCEPT OF DEATH TOO.

Hiro: 'Also'. Also the concept of death.

Keiko: Ah. Eh? Eh? And also concept

Hiro: 'even'

Keiko: even? +++ And also concept of death + concept of death. Hmm hmm hmm. Okay.

Oct.8:14 SI [EDIT]

Oct.8:15 SI UNRES [ADVB SELECT] ND

Oct.8:16 SI OR NTL-NTL [PREP INSERT] ND

Oct.8:17 SI OR TL-TL [SELECT ADDIT ADJ] ND

SO...I THINK THESE EQUALITY...THREE IDEAS ARE IN CENTER CROSSED...IT MUST BE, I THINK...I THINK.

Keiko: Is this right? Ask ask the teacher. (The teacher has appeared nearby) SO I THINK THESE THREE IDEAS ARE IN CENTRE CROSSED

Hiro: centre crossed?

Keiko: maybe I couldn't hear hear pick out my words in the tape. But maybe I said 'centre crossed' and 'centre crossed' eh means ah ah have same ++ basically have same thoughts in the bottom part huh hmm basically ah something is same (laughs) okay?

Hiro: Okay 'I think these three ideas are crossed in centre'

Keiko: hmm uh *toriaezu* (*for the time being*) mmh okay. Ah 'crossed in centre' IT MUST BE oh we don't need 'it must be'

Hiro: Ah yes.

Oct.8:18 SI OR TL [WORD ORDER] ND

SO OUR NEXT IS CONCLUSION HE WILL ... I WILL... TOGETHER.

Keiko: I don't can't understand me. What I want to say. What is 'I will'? (laughs) I'm sorry. NEXT so 'the the next'?

Hiro: It says uh the uh +++ final presentation

Keiko: for the final conclusion of Naruse. Next ++ next

Hiro: is

Keiko: is conclusion. Conclusion.

Hiro: next is the [conclusion of Naruse.

Keiko: [conclusion 'the'? (laughs) of Naruse? Hmm the conclusion uh Naruse will

Hiro: So Next Naruse will conclude  
 Keiko: this presentation  
 Hiro: okay  
 Keiko: okay. So + Next Naruse? Hideo? Okay? Naruse will conclude this presentation.  
 Hiro: End.

Oct.8:19 SI [RECAP]  
 Oct.8:20 SI GR TL [REFORM] YES D3

**Group 4: Garbage**

**Katsu's section**

**CD11: track 4**

Katsu: AND HE DOESN'T KNOW ANYTHING ABOUT THE OUTSIDE HIS COUNTRY

Toru: the outside of his country I think

Katsu: yeah

Oct.10:1 OI OR TL [PREP INSERT] ND

Katsu: AND THEN HE THOUGHT HE HAS SOME QUESTIONS

Toru: 'he has got' or 'he has got some questions' or

Katsu: 'He has got' do I have to say? Okay.

Toru: he has got

Oct.10:2 OI OR NTL-NTL [INSERT AUX] D3

Katsu: WHY IS IT FROM GARBAGE IN JAPAN I don't know the (in presentation he actually said 'full of')

Toru: Where are they from you mean?

Katsu: No no

Toru: wha- hmm? (laughter)

Katsu: This sentence is very strange I think. (laughter)

Toru: Why why is it from garbage in Japan?

Katsu: Perhaps why is it full of garbage in Japan

Toru: Yeah I think so

Katsu: Yeah. Why [is

Toru: [is there full of garbage in Japan

Katsu: Is?

Toru: Is there a full + is there a full of

Katsu: full?

(Changed to ' Why is there full of garbage in Japan')

Oct.10:3 SI SR [RECAP]

Oct.10:4 OI OR NTL [PRON NUMBER AGREE] D4

Katsu: WHERE DOES IT COME FROM, okay?

Toru: okay

Katsu: HOW IS IT MADE?

Toru: eh maybe we + we better say they uh [where do they come from

Katsu: [how are they made?



Katsu: [do they  
 Toru: [how how are they made?  
 Katsu: how?  
 Toru: are they  
 Katsu: are they  
 Toru: made  
 Katsu: okay  
 Toru: because the garbage is not only one  
 Katsu: ah okay ah mm hmm

Oct.10:5 SI SR TL-TL [QUESTION FORM] D4  
 Oct.10:6 OI OR NTL [PRONOUN AGREE] ND  
 Oct.10:7 OI OR TL [VERB AGREE] D4

Katsu: REMEMBER THIS MAN'S VISION AND THOUGHTS ABOUT GARBAGE  
 [RESEMBLE  
 Toru: [is ah [resemble (withdraws his suggestion)  
 Katsu: [resemble to our vision and thoughts

Oct.10:8 SI SR TL [VERB ASPECT] ND

Katsu: TODAY'S TOPIC IS RESEARCH OF THE BIRTH OF ENVIRONMENTAL  
 AWARENESS OF MY COUNTRY ESPECIALLY JAPAN AND GERMANY  
 Toru: of our country better to say because Japan mean [not only your country but  
 Katsu: [ah okay

Oct.10:9 OI OR TL-TL [SELECT POSS PRON] D2

Katsu: TOPIC IS RESEARCH. I need + huh? + the?  
 Toru: I need?  
 Katsu: the  
 Toru: is the research? Yeah hmm

Oct.10:10 SI SR TL [ART INSERT] D4

Toru: uh especially focussed on Japan and Germany  
 Katsu: focussed to?  
 Toru: focussed on  
 Katsu: focussed on  
 Toru: focussed to or focussed on  
 Katsu: ah okay okay  
 Toru: 'to' or 'on' I don't know but (laughs) maybe you know that. Focussed -e -d  
 Katsu: on?  
 Toru: focussed on. [especially focussed on Japan and Germany.  
 Katsu: [okay okay

Oct.10:11 SI GR TL [PREP SELECT] D3

Oct.10:12 SI SR [EDIT]

Katsu: EUROPEAN IDEOLOGY IS THAT NATURE IS FOR US AND SO THAT WE  
 CAN USE IT.  
 Toru: 'is simply said' European ideology is simply said *kantan iu to* (*simply said*)  
 Katsu: okay simply said that  
 Toru: or uh wait uh +++ frankly said no?  
 Katsu: no simply said [better I think

Toru: [simply said. Okay

Oct.10:13 OI [EDIT]

Oct.10:14 OI SR TL-TL [VOCAB] D4

BUT IT'S CALLED NATURE DISTRACTION

Toru: BUT IT'S CALLED it's caused  
(Katsu actually said 'caused' during the presentation)

Katsu: it's co- huh?

Toru: destruction des-truction ne (eh)

Katsu: oh okay okay

Toru: But it called it's called + What do you mean with this sentence? But [it's called

Katsu: [ah! I don't know (laughter)

Toru: but

Katsu: 'but it's' don't need? 'but' 'but' don't need

Toru: It's called. It has caused natural destruction.

Katsu: it has caused?

Toru: I think you wanted to say it has caused. [It was the reason.

Katsu: [okay okay it

Toru: European ideology was the reason why nature destruction was caused

Oct.10:15 OI OR TL [VOCAB] D2

Oct.10:16 OI OR TL [SPELL] ND

Oct.10:17 SI SR [EDIT]

AND IT IS TRUE THAT HUMAN BEINGS COULD DEVELOP BY EUROPEAN IDEOLOGY BUT NOW IT CAUSES ENVIRONMENTAL PROBLEM.

Toru: could huh? beings ++ were were developed by

Katsu: what do you mean?

Toru: human beings developed because of European ideology, you want to say.

Katsu: hmm

Toru: right? So if you use 'by' here it should be *ukemi* (passive)?

Katsu: uh huh oh?

Toru: isn't it? I don't know. Ah AND IT IS TRUE THAT HUMAN BEINGS COULD DEVELOP themselves by European ideology.

Katsu: uh hu hu

Toru: could develop themselves

Katsu: could could be

Toru: or 'could - could be developed by' is also good I think. 'Could be developed by' or 'could developed themselves'

Katsu: ah ah I like 'Could be developed by'

Toru: ah 'could be developed by' okay

Oct.10:18 OI GR TL [PASSIVE] D1

Katsu: BUT NOW IT CAUSES ENVIRONMENTAL PROBLEM problems

Toru: problems yeah

### CD11: track 5

Toru: I think we've done enough because we should only correct [uh two third of this paper.

Katsu: ah okay okay

Oct.10:19 SI SR TL [GEN PLUR] ND

### Toru's section

Toru: I'M SURE ALL OF YOU HAVE UNDERSTOOD THIS VIEWPOINT OF THIS PRIMITIVE MAN this this (pointing out repetition)

Katsu: This viewpoint of this this viewpoint of [the primitive man yeah.

Toru: the the or or 'the viewpoint of this primitive man'

Katsu: ah yeah hmm

Toru: which one is better?

Katsu: ahh UNDERSTOOD

Toru: 'the viewpoint of this primitive man' or 'this viewpoint of this'

Katsu: ah this viewpoint of the

Toru: ah I think (agreeing)

Oct.11:1 SI OR TL-TL [DET SELECT] D3

Toru: AND WE SAW IN THE LAST PRESENTATION THAT IN THE WORLD EVERY COUNTRY HAS DIFFERENT AWARENESS ABOUT the ENVIRONMENT about (didn't write in this article - see later LRE)

Katsu: I think 'every country has different awareness about environment in the world'.

Toru: About the matter environmental matters.

Katsu: ah ha huh

Toru: in the world

Katsu: every country in the world

Toru: 'each country' let us say each

Katsu: uh huh yeah

Toru: each country has different awareness

Katsu: each countries?

Toru: each country

Katsu: each each country okay

Toru: huh?

Katsu: ah okay I see

Toru: counties? Each country. So each country has different awareness about 'the the environment' or 'environmental problems'?

Katsu: mm hmm ah environmental problem?

Toru: different awareness they have

Katsu: [about

Toru: [about environment just environment

Katsu: just environment?

Toru: mmh 'about the environment' or 'about environment'?

Katsu: not 'the'

Toru: (laughs) no no 'the'?

Katsu: no 'the' I think

Toru: okay

Oct.11:2 SI SR TL-TL [EDIT]

Oct.11:3 SI SR TL [DET SELECT] ND

Oct.11:4 OI SR TL [NOUN NUMB] D4

Oct.11:5 SI SR [EDIT]

Oct.11:6 SI OR NTL [INSERT ART] D3

AND I...NOW I...LETS WATCH THE CASE I SAW IN THE GERMANY AND I ALSO SAW IN JAPAN

Toru: AND I...NOW I...

Katsu: strange

Toru: Nonsense! Hesitation. LET'S + WATCH ++ a case one one case. One CASE I SAW IN THE GERMANY in in Germany. Not in the Germany. In Germany.

Katsu: In Germany I saw in Japan okay.

Toru: okay so I saw in Germany and saw in Japan, okay.

Katsu: 'I saw' or 'I experienced'?

Toru: ah ah

Katsu: Because the- what saw Similar [similar words.

Toru: [hmm I know what you mean. I saw I ++

observed observed

Katsu: observed?

Toru: kansatsu (*observed*) observed

Katsu: Uh huh?

Toru: Not just experienced because I saw them

Katsu: yeah

Toru: I saw them [I saw them doing like that

Katsu: [yeah uh huh

Toru: Not just experienced. It's my one of my experience but I saw them. I want to say maybe 'observed'. Observed.

Katsu: Observed in. Observed means maybe

Toru: Uh 'betrachten' (German for look at/consider) ah wakkanai (*I don't know*)+++

It's okay I saw saw them.

Katsu: okay?

Toru: hmm. Not too bad.

Oct.11:7 SI SR TL [DET SELECT] ND

Oct.11:8 SI [HES EDIT]

Oct.11:9 SI SR TL [ART DELETE] ND

Oct.11:10 OI OR TL-TL [VOCAB] D3

Katsu: PICK IT UP AND

Toru: THROW IT INTO THE GARBAGE CAN

Katsu: mm hmm

Toru: throw into the garbage can

Katsu: throw it it

Toru: throw into the garbage can. Needless to say 'it' maybe. Maybe it's needless to say about.

Katsu: 'Please pick it up and throw it' okay? Throw it into the garbage can. [Hm. It's no problem.

Toru: [hm.

Oct.11:11 SI OR TL-TL [PRON INSERT] D4

Toru: I SAW A MAN DO LIKE THIS DID LIKE THIS (laughs) I said twice.

Katsu: yeah ah okay. Did like this?

Toru: I saw a man do. Grammatically isn't maybe false to say do like this.

Katsu: Mm hmm

Toru: I saw a man for example 'I saw a man enter the room'. 'I saw a man enter the room'. That means it was past.

Katsu: Oh okay mm hmm

Toru: but 'entered' 'I saw a man entered the room'. Ah ja nakute (*not that*) +++ I think both are okay. [hmm.

Katsu: [mm hmm

Oct.11:12 OI SR TL-TL [VERB TENSE] D1

Toru: NOW I LIKE TO ASK YOU A QUESTION, WHAT WILL YOU DO [IF

Katsu: [uh uh I would would [like to

Toru: [I would like to. More politely. I would like to ask ask you a question. WHAT WILL YOU DO IF THERE ARE MANY GARBAGES THAT REPLACE OUR LIVING SPACE AND ENDANGER OUR LIFE?

Katsu: garbage. Not 's'

Toru: ah no. garbage

Katsu: yeah

Toru: that replace our living space

Katsu: many garbage?

Toru: amount of amount of amounts of

Katsu: a lot of

Toru: hmm

Katsu: hmm because

Toru: it's not uh

Katsu: We cannot we cannot say 'many?' 'Many' is not good in this sentence

Toru: 'amounts of' maybe

Katsu: mm hmm

Toru: amounts of garbage that replace

Katsu: amounts of garbage okay. THAT REPLACEs 's'

Toru: replace? Oh.

Katsu: no?

Toru: amounts of

Katsu: ah okay okay

Toru: it's okay

Katsu: it's okay

Oct.11:13 OI OR TL [VERB MODE] D2

Oct.11:14 OI OR TL [+/- NOUN] ND

Oct.11:15 OI SR TL [DET SELECT] D2

Oct.11:16 OI SR TL [VERB AGREE] ND

Toru: YES, THAT'S ONE THING I THINK what's that's. Good answer + 'one good answer' I wanted to say.

Katsu: YES, THAT'S ONE THING I THINK

Toru: ah so chigau (*no that's wrong*)

Katsu: that's one that's

Toru: one thing one solution or one

Katsu: ah yeah one solution

Toru: 'yes, I think that's one [solution'

Katsu: [we should do. One solution that we should do our

Toru: uh recycling is a good + one of a good solution.

Katsu: yeah

Toru: but BUT WE THINK THE MOST EFFECTIVE SOLUTION IS NO PRODUCTION So I wanted to say this sentence [that's more than recycling

Katsu: ah ha okay okay

Toru: So that's only one I want. That's one one of one of the solution.

Katsu: Hmm one solution.



Toru: one solution. 'Yes, I think one solution'  
 Katsu: or one one of  
 Toru: one idea  
 Katsu: mm hmm  
 Toru: mm that's one idea. Idea is better I think. That's one good idea. Good idea I think.  
 Katsu: one good idea  
 Toru: Hmm

Oct.11:17 SI SR TL-TL [VOCAB] D4  
 Oct.11:18 SI SR TL [SELF RECAP]

BUT WE THINK THE MOST EFFECTIVE SOLUTION IS NO PRODUCTION NO PRODUCTION ANY MORE

Toru: BUT WE THINK THE MOST EFFECTIVE SOLUTION IS NO PRODUCTION  
 Katsu: NO PRODUCTION ANY MORE  
 Toru: [Emphasis  
 Katsu: [Two times Ah emphasis! Okay, mm hmm.  
 Toru: No production no production! (laughs)  
 Katsu: Okay.

Oct.11:19 SI SR [EDIT]

### Group 5: Sound and Music

#### Ken's section

#### CD11: track 1

Haruka: Almost the words are not yours- are dictionary's so. (Referring to the fact that his section includes a lengthy dictionary quotation)

Sumire: I find some spelling mistake there. What do you mean (laughs) by 'beauty of phone'?  
 Ken: I don't know.  
 Sumire: telephone? I think 'form' f - f -.o.-.r - m  
 Ken: form?  
 Sumire: I think. 'Beauty of form'.

Oct.14:1 OI OR [RECAP]  
 Oct.14:2 OI OR TL [VOCAB SELECT] ND

Sumire: and not 'seories' theories  
 Ken: how do you spell?  
 Sumire: t - h  
 Ken: ah! What else?

Oct.14:3 OI OR TL [SPELL] ND

MUSIC IS \_\_\_\_\_ (Ken drew a line to represent what he could not hear on his tape) PRODUCTS MADE FROM INDIVIDUAL SOUND SHAT HOWEVER CAN THE DEFINITION OF MUSIC, DIFFERENCE BETWEEN SOUND AND MUSIC BE SO SIMPLE OR FIRM.

Haruka: I don't understand this sentence's grammar. MUSIC IS + PRODUCT This is verb? noun? MADE FROM INDIVIDUAL SOUND THAT HOWEVER

Sumire: The sound?

Haruka: That however?

Sumire: Huh?

Haruka: I don't understand.

Sumire: MADE FROM INDIVIDUAL SOUND

Ken: I don't understand. (draws in air between teeth)

Haruka: MUSIC IS ?? MADE FROM INDIVIDUAL SOUND

Sumire: 'that'?

Haruka: how about 'can'?

Sumire: I think it's 'However + can the definition of music.' Well that's right. I guess you say something like this but I don't know what's happening here. HOWEVER CAN THE DEFINITION OF MUSIC, DIFFERENCE BETWEEN SOUND AND MUSIC BE SO SIMPLE OR FIRM

Ken: hmm

Sumire: And not 'or' + 'and' I think.

Oct.14:4 OI UNRES [RECAP]

Oct.14:5 OI OR TL [CONJ SELECT] ND

Ken: Then comes the word here. So music is 'something' PRODUCTS MADE FROM INDIVIDUAL SOUND. HOWEVER

Haruka: HOWEVER

Sumire: Ah! I reckon it's

Haruka: sound however that can

Sumire: whoa whoa whoa I think this 'that' comes to here what I'm thinking discriminate music in general that music is something is ??

Ken: I think this part is not 'that' it should be something else

Sumire: Hmm yeah

Haruka: should be s-[shat?

Sumire: [shat? (laughter at typo)

Ken: I don't know

Haruka: So it's up to Mennim

Ken: Mister

Oct.14:6 OI OR TL [SPELL] D4

### Sumire's section

#### CD11: track 2

Sumire: IN THE QUESTION PAPER WE ASKED TO CHOOSE WHAT HE OR SHE THINK IT IS MUSIC FROM THE CHOICE-s

Oct.13:1 SI SR TL [NOUN NUMB] ND

TALLYING UP THE ANSWERS WE FOUND THAT THERE ARE FIVE COMMON WAY OF RECOGNIZING THE DIFFERECE BETWEEN SOUND AND MUSIC.

Ken: It seems there is no mistakes. I don't know.

Sumire: ways I guess

Haruka: you know 'were' 'cause we found. This part + we found that there were five common ways

Sumire: Probably that's right yeah. But I don't know because oh yeah so it should be 'were'.

Oct.13:2 SI SR TL [NOUN NUMB] ND

Oct.13:3 OI OR TL [VERB TENSE] D2

THERE ARE FIVE COMMON WAY OF RECOGNISING THE DIFFERENCE BETWEEN SOUND AND MUSIC. ONE DEFINES THAT MUSIC IS GROUP OF SOUNDS. SECONDARY SOME SAID THAT SOUND AND GROUP OF SOUNDS CAN BECOME MUSIC WHEN THERE IS SOME KIND OF TRANSFUSION OF FEELING OR WILL FROM THE POINT OF THE SENDER OF IT.

Haruka: sound and music? sounds and music?

Sumire: I don't know maybe

Ken: Well that part SOUND AND GROUP OF SOUNDS. So I think doesn't matter.

Sumire: Hmm. I don't know whether I should say difference between 'a sound' or 'the sound' or 'sounds and music'. I don't know I have no idea what. +++ Or 'them'.

Because SOME SAID THAT SOUND AND GROUP OF SOUNDS CAN BECOME MUSIC WHEN THERE IS SOME KIND OF there are?

Haruka: Music is are group of sound? ??

Sumire: I don't know because it is + or + are 'groups of sounds' or is 'a group of sounds'. I don't know. Which do you like?

Haruka: a groups?

Sumire: a group of sounds. I mean just one group of sounds can become music or something like that.

Haruka: hmm

Oct.13:4 OI UNRES [GEN PLUR] D3

Oct.13:5 SI SR NTL [PRON/ANTE AGREE] D2

Oct.13:6 SI SR NTL [VERB AGREE] D4

THERE IS NO BOUNDARY FOR THE MUSIC AND SOUND BECAUSE THEY ARE CONTINUUM

Ken: THERE IS NO BOUNDARY FOR THE MUSIC AND SOUND there are

Sumire: right. 'There are' (no boundary) you mean? Mm hmm.

Oct.13:7 OI OR TL-TL [VERB AGREE] ND

### Haruka's section

#### CD11: track 3

SO IT (ringing melody) MUST BE CONSIDERED AS A SOUND. BUT WHY DO SO MANY PEOPLE ANSWER IT IS MUSIC?

Sumire: they must be considered as music AND BUT WHY DO SO MANY PEOPLE ANSWER they are. I guess.

Oct.12:1 OI OR TL-TL [PRON AGREE] ND

THEIR OWN RINGING MELODY IS A MUSIC BUT NOT OTHERS

Ken: comma

Sumire: apostrophe (others')

Ken: apostrophe

Oct.12:2 OI OR TL [PUNCT] ND

OTHERS' (apostrophe in place) RINGING MELODY ARE JUST NOISE OR SOUND

Ken: 'noises or sounds' I think

Haruka: 'noises or sounds' with 's'

Oct.12:3 OI OR TL [GEN PLUR] ND

PEOPLE REGARD THEIR RINGING MELODY AS THEIR FAVORITE SONGS OR THEIR FAVORITE TUNES.

Haruka: melodies?

Ken: hai (yes)

Sumire: hai

Oct.12:4 SI SR TL-TL [NOUN NUMB] D4

FOR EXAMPLE THOSE SIGNALS AND SOUND WE HEAR LIKE ALARM CLOCK AND TRAIN DEPARTURE BELL DO NOT INTEREST US SO WE HEAR UNCONSCIOUSLY

Haruka: clocks s? Does it need 's'?

Sumire: uh

Haruka: train departure bells s?

Ken: I think it doesn't matter

Haruka: okay.

Oct.12:5 SI OR NTL [GEN PLUR] D4

Haruka: And I'm afraid I made a mistake. Spelling 'conscious' it's okay?

Sumire: unconscious huh?

Haruka: spell okay? 'Conscious'

Sumire: I don't know + probably.

Haruka: *wakkanai* (I don't know)

Oct.12:6 SI UNRES [SPELL] D4

## Group 6: Globalisation

### Jun's section

#### CD10: track 5

BEGINNING OF STARBUCKS COFFEE TEA SPICES IN 1971.

Nina: You should put 'is' instead of 'in'.

Reina: like spices is in

Jun: is in

Reina: 'spices is in' hmm (Possibly failed to read this as his section title)

Oct.15:1 OI OR TL-TL [INSERT COP VERB] ND

THOSE WHO ESTABLISHED IT WAS GORDON, GERRY AND ZEBU

Jun: were?

Reina: hmm

Oct.15:2 SI SR TL [VERB AGREE] D4

HOWARD JOINED THE STARBUCKS COFFEE TEA SPICES IN 1982 AND HOWARD WHO HAS MADE STARBUCKS POPULAR ALL OVER THE WORLD JOINED STARBUCKS TEA COFFEE SPICES.

Jun: uhm ++ this was Gordon (referring to second clause)

Reina: mm hmm? Do you want to correct?

Jun: Maybe (laughter) Gordon (He corrected it)

Oct.15:3 SI [HES EDIT]

THEY CONSIDERED THAT IT WILL BE GROW BUT WHILE HE DIDN'T WISH TO CHANGE THE STYLE. HOWARD DIDN'T GIVE UP AND SO TO MANAGEMENT POLICIES.

Reina: Hmm it would be grow? It would be growed toka ja nai yo ne. (*what I've said isn't right is it?*). It would grow. Grow is world wide?

Jun: Tenkaisurutte (*develop*)+ IT WILL it it would be grow

Reina: kore past ja nakatta kara. Ittemo. past ja nakatta.

(*Because it's not in the past tense. Even if the speaker said something like that*) It would grow.

Jun: eh? 'It would'?

Reina: mae ga kako dattara ushiro mo kako ni narun ja nakattakke?(*I think that the former part of the passage is in the past tense so the latter part should also be in the past tense, no?*)

Jun: do you need 'be'?

Reina: no

Jun: no?

Oct.15:4 OI OR TL [VERB MODE] D1

HOWARD DIDN'T GIVE UP AND SO TO MANAGEMENT POLICIES

Reina: 'so to' is it koubun? (*is it a grammar construction?*) SO TO MANAGEMENT

Jun: don't give up and didn't give up management policies

Reina: do you need a 'to'?

Jun: so to ma- + so management (laughter) so ++ mazu (*first of all*)?

Reina: ah kore mo ?? (*this too ??*) didn't give up hmm change the styles didn't give up change the style toka tte kotoka? (*that kind of thing?*). He did ?? he gave up neither toka nan ka sou nan ja nakattakke (*It should be something like this, shouldn't it?*)

Jun: that that's right but 'so to'

Reina: I don't know 'so to' dakedo (*but*). So eh

Jun: so as?

Reina: 'so as'. Can we use ah negative words?

Nina: What did you want to say?



Reina: 'so as to' you mean? +++  
 Jun: so as to +++ hmm?  
 Reina: What did you wanted to say?  
 Jun: I want um ++ I think 'didn't give up the style change the style and management policy.'  
 Reina: dakara (*so then*) so  
 Jun: Ah!  
 Reina: So  
 Jun: He don't wish to change the style.  
 Reina: So Howard didn't give up changing the style to change the style to ch- which was it? Give up changing the- He didn't give up changing the style or management policies.  
 Jun: changing?  
 Reina: style  
 Jun: the?  
 Reina: yep  
 Jun: the style  
 Reina: or or management policies.

Oct.15:5 OI UNRES [RECAP]

Nina: Jun I don't think you can say 'while' here. You can't have two sets of fukushi (*adverbs*) What what did you want to say?  
 Jun: they considered it would  
 Nina: 'But on the other hand'?  
 Jun: Uhm he he know the company would grow but growing means change change the style sometimes.  
 Nina: Okay.  
 Jun: So he know the company would grow up but he didn't change the style. He don't wish to change the style ++ and management policies.  
 Reina: So however? (changed to this).  
 Jun: Okay thank you.

Oct.15:6 OI OR TL-TL [SELECT CONJ] D1

### Reina's section

#### CD10: track 6

SINCE IT WAS ESTABLISHED IT'S GOT OWN PHILOSOPHY WHICH MADE STARBUCKS SO POPULAR NOWADAYS.

Nina: it's got its own philosophy  
 Reina: uh it's got is it eh?  
 Nina: it's got its own philosophy  
 Reina: it's got its own

Oct.17:1 OI OR TL [POSS PRON INSERT] ND

BECAUSE OF HIGH QUALITY SAME AS BEFORE. IT IS IMPORTANT TO DEEPEN OUR KNOWLEDGE OF COFFEE AND TEA.

Reina: I couldn't get the meaning *nan da kedo* (*I have to admit*) (laughs). I don't know what I wanted to say. (laughs) I want to cut here. (laughs)

Jun: (laughs) Okay

Reina: I can know how I was + how nervous I was. (itte kanji da yo ne. nani ga iitakatta no tte) (Deletes whole phrase)

Oct.17:2 SI UNRES [RECAP]

HIGH QUALITY OF CUSTOMER SERVICE MAKE GOOD RELATIONSHIP BETWEEN MANAGERS AND EMPLOYEES

Nina: makes

Oct.17:3 OI OR TL [VERB AGREE] ND

**Nina's section**

**CD10: track 7**

NOW WE'D LIKE TO START OUR PRESENTATION ABOUT STRATEGY OF GLOBAL COMPANIES

Reina: do we need 'the'?

Jun: I think [hm

Nina: [no

Oct.16:1 OI SR NTL [ART INSERT] D4

Nina: Do we need the internet? 'The internet' or just 'internet'?

Reina: the the internet

Oct.16:2 SI OR TL [ART INSERT] D3

HOWARD EMPHASISES THAT IF YOU HAVE SOME SOMETHING WHAT YOU WANT TO DO YOU SHOULD FIND SOMEONE WHO HAVE EXPERIENCED WHAT YOU'D LIKE TO DO.

Reina: Can you say both of them? (referring to 'something' and 'what') SOMETHING WHAT YOU WANT TO DO If you have + ah iukke? (*Can we say that?*)

Nina: maybe we don't need the 'what' (scored it out)

Reina: mmh da yo ne shouryaku (*I think that's right. Let's omit it.*)

Oct.16:3 OI SR TL [PSEUDO CLEFT] D2

HE ALSO TELL THAT YOU NEED TO MAKE YOUR OWN COMPANY AS OWN CULTURE TO HAVE EMPLOYEES TO HAVE SAME MANAGEMENT, POLICY AND STRATEGY.

Nina: I don't get the meaning of. (laughs)

Reina: No I don't (laughs) I don't know. (laughs) Do we just skip? (laughs). +++ hmm YOU NEED TO MAKE YOUR OWN COMPANY AS hmm (Goes onto next LRE)

AND LASTLY HE SAYS IT'S IMPORTANT TO HAVE TO REGARD PRODUCTS, EMPLOYEES AND CUSTOMERS EQUALLY.

Reina: What is it 'regard products'?

Nina: hmm?

Reina: What is 'regard products'? Is it noun? Noun da yo ne. (*isn't it*)

Nina: REGARD PRODUCTS, EMPLOYEES AND CUSTOMERS EQUALLY.

Reina: So IMPORTANT TO HAVE Do you need 'to'?

Nina: I don't know.

Reina: Important to have + important to have to regard + It is important to regard? products, employees. Important to

Oct.16:4 OI OR TL [VERB MODE] D1

Nina: Do you think I should cut this part?

(Refers to preceding section) [Like 'make the employees have the same management, policy and strategy'.

Reina: [hmm

Reina: make have?

Nina: hmm?

Reina: need to make have same management

Nina: make +++ uh employees? Should I cut here? (referring to the deletion of YOUR OWN COMPANY AS OWN CULTURE TO HAVE)

Reina: HE ALSO TELL THAT YOU NEED TO MAKE employees

Nina: make them have the same + the? The same

Reina: you need to make employees have + right

Nina: employees to have make ??

Reina: it's too nante iundakke (*what can I say?*) 'you need to get' toka (*for example*)

Nina: Do you need to ah

Reina: hmm 'get' wa 'to' ga irun da yo ne. (*'get' should take 'to' shouldn't it?*) tsuyosugirun ja nakattakke? Nanka meirei ja nakattakke? (*Isn't it something like the imperative?*) 'get to employees'? 'get employees to'?

Jun: get employees to +++ get

Nina: get uh

(1 minute pause)

Reina: get employees to da ne (*isn't it*)

Nina: 'to' you need 'to'

Reina: to have same management, policy and strategy. Is it fine?

Nina: Is it?

Oct.16:5 SI UNRES [SELF RECAP]

Oct.16:6 SI SR TL [INSERT ART] D4

Oct.16:7 SI OR TL [VOCAB SELECT] D1

Oct.16:8 SI SR TL-TL [INSERT PREP] D4

## APPENDIX 8: Accuracy rates and sources of noticing

The following table-pairs expand on the table in Chapter 8, page 261, which reported on the seven tracked items with more than ten re-emergences within the presentations in terms of noticing initiation and accuracy of use. That table and the tables below aim to reveal any potential relationship between the source and frequency of noticing and the student's use of the form over the year.

Whereas the accuracy rates in Table 72 in Chapter 8 simply stated whether a language gain had been made in the students' use of these forms, the tables below show how the number of target- and non-target-like occurrences of the forms for each month's presentation. And whereas Table 72 in Chapter 8 presents just an overview of the initiation of the noticing episodes that related to these seven forms, these tables show specifically the party that initiated each noticing episode.

**Table 73: Accuracy rates and source of noticing - Yoko [the discrimination]**

Accuracy	June		November		December	
	TL	NTL	TL	NTL	TL	NTL
Target/non-target-like						
No.of re-emergences	0	4	1	0	5	0

Focus incidents/source	1	2	3
Self	X	X	X
Other			
Non-attrib			
Teacher	X		

Tracking 8.1.4 concluded that Yoko's use the definite article with the form *discrimination* became more target-like over the year. Although there are three instances of self-initiated noticing, one of these is a prior modification that was non-target-like.

**Table 74: Accuracy rates and source of noticing - Kaoru [Olympics]**

Accuracy	June		July		November		December	
	TL	NTL	TL	NTL	TL	NTL	TL	NTL
Target/non-target-like								
No.of re-emergences	0	2	2	2	1	3	1	3

## APPENDIX 8: Accuracy rates and sources of noticing

Focus incidents/source	1	2	3	4
Self				
Other				
Non-attrib				
Teacher	X	X	X	X

Tracking 8.1.7 concluded that Kaoru made no progress with his use of verb agreement with *Olympics*. He did not initiate any instances of noticing of this form over the year.

**Table 75: Accuracy rates and source of noticing - Katsu [garbage]**

Accuracy	June		July		November		December	
	TL	NTL	TL	NTL	TL	NTL	TL	NTL
Target/non-target-like								
No.of re-emergences	2	7	3	0	4	1	6	2

Focus incidents/source	1	2	3	4	5
Self	X	X	X	X	X
Other					
Non-attrib					
Teacher					

Tracking 8.1.8 concluded that Katsu improved his use of the non-count form *garbage*. He initiated each of the five instances of the form being highlighted.

**Table 76: Accuracy rates and source of noticing - Toru [garbage]**

Accuracy	June		July		November		December	
	TL	NTL	TL	NTL	TL	NTL	TL	NTL
Target/non-target-like								
No.of re-emergences	1	1	2	2	2	0	5	0

Focus episodes/source	1	2
Self	X	
Other	X	X
Non-attrib		
Teacher		

Although this form was not highlighted for Toru as many times as it was for Katsu, and although Toru initiated a focus on the form just once, he too improved his use of the form over the year.



## APPENDIX 8: Accuracy rates and sources of noticing

**Table 77: Accuracy rates and source of noticing - Haruka: generic reference**

Accuracy	June		July		November		December	
	TL	NTL	TL	NTL	TL	NTL	TL	NTL
Target/non-target-like								
No.of re-emergences	1	0	10	5	0	2	5	4

Focus Episodes/source	1	2	3	4	5	6	7
Self	X	X	X	X	X	X	X
Other	X	X					
Non-attrib							
Teacher	X	X	X	X			

Tracking 8.1.9 concluded that Haruka made little progress in the language she used to describe generic reference. There are 14 instances of her attention being focused on this form: the highest number of such instances recorded in the data. She initiated seven of these herself.

**Table 78: Accuracy rates and source of noticing - Ken: generic reference**

Accuracy	June		July		November		December	
	TL	NTL	TL	NTL	TL	NTL	TL	NTL
Target/non-target-like								
No.of re-emergences	2	2	0	1	0	1	1	13

Focus episodes/source	1	2	3
Self	X	X	
Other	X	X	X
Non-attrib			
Teacher	X	X	X

Tracking 8.1.9 concluded that Ken made no progress in his use of language to describe generic reference. Nevertheless, the form came to his attention 8 times over the year; two of these instances were self-initiated.

**Table 79: Accuracy rates and source of noticing - Nina [companies are]**

Accuracy	June		November		December	
	TL	NTL	TL	NTL	TL	NTL
Target/non-target-like						
No.of re-emergences	3	4	4	1	9	2

## APPENDIX 8: Accuracy rates and sources of noticing

Focus episodes/source	1	2	3	4	5
Self	X	X	X	X	
Other	X	X			
Non-attrib	X	X	X	X	X
Teacher					

Tracking 8.1.12 found that Nina's use of verb agreements with the form *company* became increasingly accurate over the year. We see that her attention was focused on the form 11 times over the year. Four of these instances were self-initiated.

## APPENDIX 9: Consent form

Dear students,

For my PhD course I am conducting research into language teaching and language learning. I would like to study the English that you use in this class in order to help me with my research.

Briefly, my research will try to find out about improvements in your English if you are given the chance to repeat a task, especially if I also give you the chance to make your own corrections.

During this class I will sometimes record you speaking English. I will also ask you to write in English and try to correct your mistakes. The tapes and the written work are part of your course but I would also like to use them in my PhD study.

If I use your recordings or writing for my research, I will make sure that you remain *anonymous*: this means that I will not use your name. Your real name will never appear in my research writing. The tape recordings are also just for myself and they will also be anonymous. I will not play the tape recordings to anyone else (remember that the tapes will not be played in front of the class either).

If you agree to let me use your written work or your recordings and you want to know more about my research, then I will happily give you a copy of the work I am doing.

If you are happy for me to use your English for my research, could you please sign this piece of paper. I will give you a copy to keep.

Thank you

Paul Mennim

### CONSENT

Your name: \_\_\_\_\_

I agree to allow Paul Mennim to use my class recordings and written work in English for papers related to his research. I understand that my name will not appear in any of his research.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## APPENDIX 10: Presentation course questionnaires

During the year you have done various activities which tried to help you to pay attention to your English. Here is a list of the activities. Were these activities useful in helping you think about your use of English, or helping you notice new things about your English? Please circle a number for each one:

5=very useful → 1=not so useful.

1. **weekly language development sheet** (where you wrote down new vocabulary, phrases, grammar points etc.)

5	4	3	2	1
very useful		useful		not so useful

2. **presentation dictation** (where you typed out parts of your presentation)

5	4	3	2	1
very useful		useful		not so useful

3. **group dictation correction** (where you corrected your dictations in groups in summer and autumn)

5	4	3	2	1
very useful		useful		not so useful

4. **individual dictation correction** (where you corrected your dictations by yourself in December)

5	4	3	2	1
very useful		useful		not so useful

5. **teacher's dictation correction** (when I added more corrections)

5	4	3	2	1
very useful		useful		not so useful

6. **presentation questionnaires** (when you wrote down your thoughts immediately after your presentations)

5	4	3	2	1
very useful		useful		not so useful

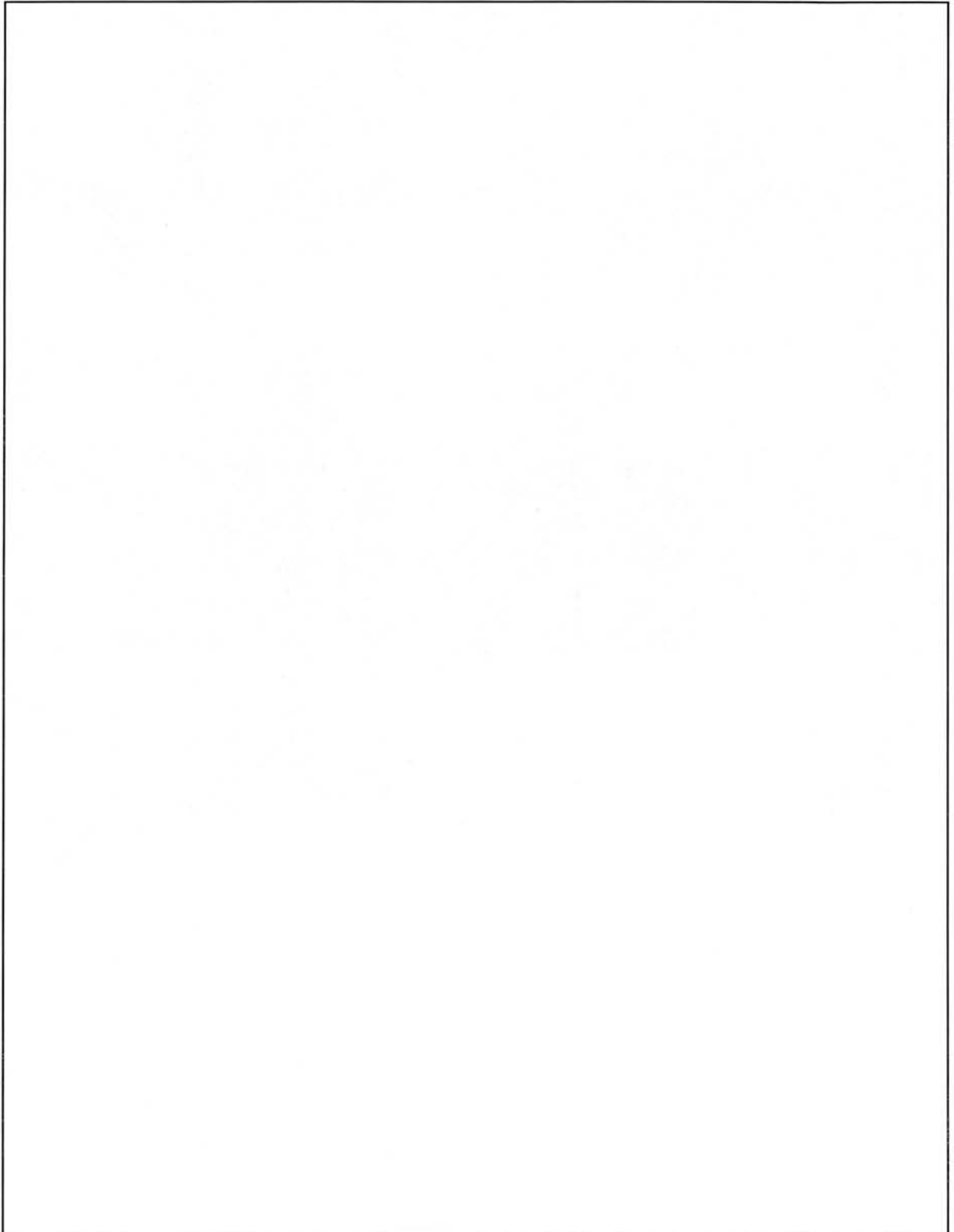
7. **peer presentation questionnaires** (where you wrote down any new language you heard in other students' questionnaires)

5	4	3	2	1
very useful		useful		not so useful

Do you have any other comments about these activities (1-7 above)?

## APPENDIX 10: Presentation course questionnaires

Do you have any other comments about the course?

A large, empty rectangular box with a thin black border, intended for the respondent to write their comments about the course.



## APPENDIX 10: Presentation course questionnaires

In order to find out whether the students thought the noticing tasks were beneficial to their language learning I gave them a course questionnaire. They were given out on the last day of the semester and filled out anonymously while I was out of the classroom. Perhaps because all of the presentations were over at that stage, and all of the students' assessment tasks were finished, only 10 out of the 17 students attended, and so I received 10 questionnaires back.

The questionnaire used both closed and open questions. First, scale questions asked the students to ring a number between one and five in order to evaluate how useful they found the different tasks in helping them think about their use of English or in helping them to notice new things about English. As there were 10 respondents, this resulted in a mark of 50 for each task. In this appendix, I have simply doubled this mark in order to arrive at a percentage. 100% would indicate the unanimous opinion of a task as being very useful. 10% would indicate the least possible evaluation of a task in terms of usefulness. It covered seven tasks. This included the division of some tasks into smaller segments. The seven tasks were as follows, in order of perceived benefit:

1. **(98%) Teacher's dictation correction** This referred only to the teacher feedback aspect of the TTT.
2. **(86%) Presentation dictation** This referred only to the preparation of the transcript and not the corrections the students went on to make.
3. **(78%) Group dictation correction** This referred to the group TTT discussions.
4. **(78%) Individual dictation correction** This referred to the December solo TTT.
5. **(76%) Language acquisition awareness sheets**
6. **(74%) Post-presentation questionnaires**
7. **(68%) Audience evaluation forms**

As far as the TTT is concerned, the students seemed to value my feedback more than their own. This might be expected when we consider that I provided more feedback in October and much more in December. Nevertheless, the students were able to notice the majority of errors in the June transcripts, though they would not necessarily have been aware of this fact. Learning styles and expectations possibly

## APPENDIX 10: Presentation course questionnaires

accounted for their appreciation of teacher feedback; as their English classroom experience at high school would have been predominantly teacher-centred, they might have been used to accepting the teacher as the best authority on the L2. In addition, as the only native speaker in the class, my feedback may have been valued over the students' corrections.

It is interesting that they considered the transcribing part of the TTT more useful than the group scrutiny of the transcripts organised for them afterwards. This suggests that the prior modifications did include a focus on form while the students were involved in the transcribing process, as I suggested in Section 6.1. The high number of prior modifications (250) might therefore have included a considerable number of focus on form instances.

It is also interesting that the students considered the group corrections and the solo corrections equally useful, when the solo task resulted in a much lower number of student modifications. Perhaps they were unaware of this disparity and believed the solo task offered the same amount of feedback as the group task. Alternatively, the fact that the December TTT was a homework task may have allowed them greater freedom and time to address some of the language problems that came up. For example, the following reformulation by Yoshi of his rehearsal transcript is fairly sophisticated and may have required reference to a dictionary or other reference book.

Original

**SORRY TO SAY, THE JAPANESE MAY HAVE FAILED IN TAKING WELL IN THE  
CULURE CALLED SPORT BORN IN THE WEST**

Correction

Sorry to say, the Japanese may have failed **to integrate the western culture into its culture.**

Students may not have had the time to make this kind of correction during the class TTTs. Some students may therefore have felt the extra time available was beneficial.

The students rated the four segments of the TTT more highly than the other noticing tasks. In fifth position were the LDA sheets with 76% rating, while the PPQs were

## APPENDIX 10: Presentation course questionnaires

rated at 74%. The audience evaluation forms had the lowest ranking at 68%. It might be that they simply preferred to focus on their own English. Alternatively, Section 5.5.2 discussed reasons why the students may have found it difficult to concentrate on their peers' English during the presentations. The same reasons might also help explain their evaluation of the task. If the students had problems filling out the forms because of classroom distractions (if they were about to deliver their own presentation or recovering from having just delivered one) then they would not have managed to notice much language through this task, hence its relatively low ranking for helping them to think about and notice language form.

There was also an open question included in the questionnaire, which, however, did not afford detailed comments about the noticing tasks. Only one student mentioned the tasks explicitly, writing,

"I think your project: dictation correction is so good. Listening my voice and dictation it are to my improve my English level."

As mentioned above, the comments were written on the last day of the academic year and most expressed their thanks or their general appreciation of the academic presentation course. The 'demob-happy' atmosphere of the end of term may have constrained the students' concentration on the questions. This, and the fact that seven of the students did not complete the questionnaire, limits the value of the questionnaire as a source of insight into the class's perceptions of the various tasks. However, I have been able to draw on the questionnaires occasionally in this study in order to gauge the students' general attitudes towards the focus on form tasks. For example, this was done in reference to my speculation about the reasons behind the low number of student modifications in the solo December task (Section 7.1.4).

## APPENDIX 11: Audio CD play-lists

### CD 1 - June Presentations

- Track 1: Group 1 Discrimination
- Track 2: Group 2 Sports
- Track 3: Group 5 Sound and Music
- Track 4: Group 6 Globalisation
- Track 5: Group 3 Religion
- Track 6: Group 4 Garbage

### CD 2 - July presentations

- Tracks 1-3: Group 1 Discrimination
- Tracks 4-6: Group 3 Religion
- Tracks 7-9: Group 4 Garbage

### CD 3 -July presentations

- Tracks 1-3: Group 2 Sports
- Tracks 4-6: Group 6 Globalisation
- Tracks 7-9: Group 5 Sound and Music

### CD 4 - November presentation rehearsals

- Track 1: Group 1 Discrimination
- Tracks 2-4: Group 2 Sports
- Track 5: Group 5 Sound and Music
- Tracks 6-7: Group 3 Religion
- Tracks 8-9: Group 4 Garbage
- Tracks 10-12: Group 6 Globalisation

### CD5 - December presentations

- Tracks 1-7: Group 6 Globalisation
- Track 8-11: Group 1 Discrimination

### CD6 - December presentations

- Tracks 1-6: Group 4 Garbage
- Track 7-9: Group 2 Sports

### CD7 - December presentations

- Tracks 1-4: Group 3 Religion
- Tracks 5-9: Group 5 Sound and Music

### CD8 - June TTT discussions

- Tracks 1-2: Group 2 Sports *Kaoru and Miki's sections*
- Tracks 3-5: Group 3 Religion *Hideo, Hiro and Keiko's sections*
- Track 6-7: Group 1 Discrimination *Yoko's section*

### CD9 - June TTT discussions

- Track 1: Group 2 Sports *Yoshi's section*
- Tracks 2-3: Group 5 Sound and Music *Ken, Haruka's sections*
- Tracks 4-6: Group 6 Globalism *Nina and Reina's sections*
- Tracks 7-8: Group 1 Discrimination *Lisa and Midori's sections*
- Tracks 9-11: Group 4 Garbage (inaudible recording)

### CD10 - October TTT discussions

- Tracks 1-3: Group 1 Discrimination *Midori, Lisa and Yoko's sections*
- Track 4: Group 2 Sports *Miki's section*
- Tracks 5-7: Group 6 Globalism *Jun, Nina and Reina's sections*

### CD11 - October TTT discussions

- Tracks 1-3: Group 5 Sound and Music *Ken, Sumire and Haruka's sections*
- Tracks 4-5: Group 4 Garbage *Katsu and Toru's sections*
- Tracks 6-7: Group 3 Religion *Hiro and Keiko's sections*

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**Rehearsed oral L2 output and reactive focus on form**

**Paul Mennim**

**Abstract**

Reactive focus on form is a way of focusing students' attention on their own output. This paper describes a reactive focus on form task, which was part of a university EFL oral presentation course. The students in this study were encouraged to focus on their oral output by taping and transcribing a rehearsal of their presentation. They scrutinised and corrected the transcript before giving it to the teacher, who provided further feedback on points that they had missed. The paper describes the effect of this treatment by comparing the language of the rehearsal transcript with a transcript of the students' presentation two weeks later. It shows how they managed to recall many of the corrected forms and reformulations; the final presentation showed improvements in pronunciation and grammar, and in the organisation of content.

**Introduction**

My first-year university students in Japan follow an oral presentation course in which they give, in small groups, three different oral presentations over one academic year. It is one of the English department's 'upper level' courses, which means that it is only taken by students who have an institutional TOEFL score of 500 or over. The course syllabus is task-based; students choose topics that they are interested in and they must use their English to research their topic and to negotiate in their groups about the organisation and the individual responsibilities involved in creating and performing each presentation. The course runs for the whole academic year, consisting of approximately twenty-five 90-minute classes.

A common classroom task, the key to successfully completing this kind of presentation is to take interesting ideas, back them up with relevant sources, and organise all this into an informative talk. This process results in students learning a great deal about their research topic, yet I felt that the inclusion of some kind of focus on language was also desirable. Such a focus is popular with my students anyway, especially during presentation work, when they are keen to avoid making major errors in front of the whole class. Moreover, my students take English as a subsidiary subject and have only four English classes per week. I therefore felt that this twenty-five week course should allow adequate time for language work as well as student research.



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The relative autonomy granted by this syllabus (the freedom students have to work on individual projects) also raises questions about whether such a syllabus is able to encourage students to concentrate on language form. The course is process-oriented rather than product-oriented, that is, it does not present a list of structures and vocabulary for students to learn and be tested on. Instead it aims to give students the chance to come into contact with whatever forms come up during their research. Task-based approaches to language teaching are sometimes criticised (Sheen 1994, Seedhouse 1999) for neglecting grammatical accuracy. Neglect can be inferred if students are able to complete a task successfully by getting their meaning across in language that is inaccurate yet broadly intelligible. My response was therefore to include focus on form activities in this course.

### **Proactive and reactive focus on form**

Classroom activities that focus on form aim to set about the following process. A classroom task encourages learners to attend to the language forms that either the students are using themselves or are exposed to through input. Next, learners notice ways in which their own interlanguage differs from the target language. This in turn leads to the learner rethinking his or her hypotheses about the target language and to the subsequent modification, hopefully in a targetlike direction, of the learner's output.

Doughty and Williams (1998), in their extensive discussion of focus on form, make the distinction between *proactive* and *reactive* focus on form. Both approaches seek to focus on language forms in a communicative context: those that come up while students are involved in the communication of meaning. Although Doughty and Williams suggest no particular benefit of one over the other, they point out that classroom circumstances might lead a teacher in his or her choice of focus on form. For example a proactive focus on form might be useful if a teacher has a clear idea of common language problems in a class with the same L1, or if a particular language form will be useful or necessary for the completion of a communicative task. On the other hand a reactive focus on form can more effectively deal with linguistic problems that arise while students are engaged in the communication of meaning.

### **Proactive focus on form**

Proactive focus on form is where the teacher chooses a form in advance to present to students in order to help them complete a communicative task. This can be done explicitly through formal instruction, while a less explicit focus might involve asking students to alter or manipulate a text that contains a target form. This differs from traditional grammar instruction as the grammar focus is not centred around a set of

language structures imposed by the syllabus. Instead the choice of form is determined by the communicative needs of the learners. The choice of forms is also influenced by other factors such as individual learner differences, developmental language learning sequences and L1 influences (Doughty and Williams 1998:198).

An implicit proactive focus on form can be achieved, for example, by playing a game that requires the use of a target form or by exposing learners to modified input where a form is made salient. A desired link to the communicative use of these forms is explained by Fotos (1998: 303):

“...after awareness of grammatical structures has been developed by formal instruction or some type of implicit focus-on-form treatment, many learners tend to notice the target structures in subsequent communicative input.”

### **Reactive focus on form**

Reactive focus on form treatments can deal more specifically with student output where the focus is on structures that students themselves have used, or have tried to use, during a communicative task. Again there are explicit and implicit ways of achieving reactive focus on form.

At the explicit end of this continuum students can be encouraged to discuss language form as part of a task. Swain (2000) has made use of the *dictogloss*, which involves the teacher reading out a short passage to the class who must then reconstruct it in groups by pooling their linguistic resources. The dictogloss in Swain's study resulted in student dialogue that was concerned specifically with the language problems the students had in recalling the original text. In this way there was a collaborative, or joint, reaction to students' output. If there was uncertainty about the L2, or if an L2 error was made, dialogue about form helped students correct their own errors.

Lyster and Ranta (1997: 57) believe that students' self-generated repairs are likely to benefit second language acquisition,

“First, they allow opportunities for learners to automatize the retrieval of target language knowledge that already exists in some form... Second, when repair is generated by students, the latter draw on their own resources and thus actively confront errors in ways that may lead to

revisions of their hypotheses about the target language.”

Yet we must also accept that students will be unable to repair all of their L2 errors. They may make only a partially successful repair, or a wrong repair, or indeed may be unable to see where some errors have occurred. It is not surprising, then, that many students are keen to hear teacher feedback or see it in the form of red ink on the page. Because of this, the reactive aspect of focus on form might best be made up of student *and teacher* reactions to student output. Lynch (2001) employed a similar task to the dictogloss which encouraged a reactive focus on form on his students’ own output and involved both student and teacher scrutiny of that output. In this study, pairs of students transcribed verbatim a recording of their own English role plays and then discussed ways in which they could make improvements to the language forms in their transcript. After the students had finished making their corrections, the transcript was handed over to the teacher who went on to provide further reformulations.

A less explicit way of focusing on form involves less scrutiny of output and, instead, making conditions for output more favourable for the production of accurate language. Skehan (1996) uses the term *spare attentional capacity* to refer to the tension that exists between the cognitive and linguistic demands on speech production. He believes that students will be better able to attend to form if their attention is not over-burdened from having to prepare the content and the form of an utterance simultaneously.

This kind of freeing of cognitive resources has been tried in different ways and has produced some evidence that it has a positive effect on L2 performance. Foster and Skehan (1996) allowed students planning time before they performed a language task. Students therefore had the chance to think about the content and the language of their performance beforehand. Their study provided evidence that students focused on form during the planning phase and that this benefited their subsequent oral output. They observed greater fluency (fewer pauses and less silent periods) in the students who were given planning time. The planning students also used more complex clauses and a wider use of conditionals and modal verbs compared to the students who were not given planning time.

A related approach is that of task repetition. Bygate (1996) looked at whether ‘another shot’ at a task would result in more accurate language, again with the assumption that the planning of the utterance during the first run could be drawn on from the second with the result that spare attention could be directed towards form. A student who had two chances to view and describe a cartoon made improvements in syntax, vocabulary and fluency. Lynch and Maclean (2001) and Gass, Mackey, Alvarez-

Torres and Fernandez-Garcia (1999), guided by similar assumptions, allowed students to repeat communicative tasks and observed improvements in student output. Lynch and Maclean's students improved their pronunciation, made improvements in word order and were able to access vocabulary faster during subsequent turns. Gass *et al* observed that students who repeated a task managed to access more advanced vocabulary compared to a control group who took just one turn at a task. They also found evidence of improvements in syntax.

### **The study**

The aim of the task in this study was to find out whether students could take advantage of a rehearsal of their final oral presentation in order to make improvements to their spoken output. It was hoped that the rehearsal, by allowing a repetition of the presentation task, would help students to focus more effectively on language form in the way that repetition is thought to free spare attentional capacity. The task therefore employs a focus on form in the implicit way described above. However, the benefit of the repetition task was supplemented here by an extra component that encouraged a more explicit scrutiny of form. As in Lynch's transcription task, students also examined their output from the rehearsal and made corrections before the task was repeated in the form of their final presentation. There was therefore a combination of encouraging favourable conditions for real-time language processing and a more explicit language focus that could allow more time for the noticing of individual language forms.

Two weeks before their scheduled final presentation, each group of three students performed a private rehearsal with me as the only listener. The rehearsals lasted approximately 20 minutes and were tape-recorded. These rehearsals, like the final presentations, were given without the use of scripts, though students were allowed to use small cue cards. I asked the students to transcribe a five-minute segment, which included equal contributions from each of them. They first of all transcribed the extract 'warts and all' including any errors that they made. They produced a typed transcript with double-spacing, and made their own corrections in red pen. When they were finished, I took the copy and indicated any corrections or improvements that they had missed. This completed the task and the paper was returned to them one week before they were due to give the final presentation. The final presentation was also recorded and I then transcribed the section corresponding to the part that had been transcribed from the rehearsal.

In order to find out if this process led to the students paying attention to language form and subsequently modifying their language, I compared the rehearsal transcripts with the final presentation transcripts. The

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following analysis focuses on just one group of students, M, Y and A, who were presenting on the history of Malaysia. Their TOEFL scores, recorded a month before the rehearsal, were in a range between 500 and 550. Here I discuss changes to pronunciation, grammatical forms (articles, prepositions and passive forms), and also some changes in content. While the latter are not strictly a part of focus on form they show how the post-task discussion can go beyond a linguistic focus on form.

### Articles

The group made few changes to their use of articles when they reviewed their rehearsal transcripts. Only two corrections were noted on Student Y's transcript. She recalled both of these during the final presentation:

<u>Rehearsal</u>		<u>Final Presentation</u>
<i>boy</i>	=>	<i>a young man</i>
<i>fourth Prime Minister</i>	=>	<i>the fourth Prime Minister.</i>

When I reviewed the rehearsal transcript I spotted 37 more occasions where articles were either absent or used incorrectly and I pointed these out to the students. The final presentation transcript shows that the group repaired 24 out of these 37. Although six of these were nontargetlike repairs, the students made 18 targetlike corrections during the presentation.

Response to teacher feedback: article repairs

	Number of suggested repairs on transcript	Targetlike repairs in final presentation	Nontargetlike repairs in final presentation
Student A	13	2	2
Student Y	10	5	2
Student M	14	11	2



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Student M made the largest number of targetlike repairs to articles: 11 out of a possible 14. This could be partly due to the fact that many involved the same grammatical point: that most names of political parties require a definite article (e.g. the Alliance Party/ the Democratic Party). When I pointed this out, it resulted in a large number of repairs: 6 improvements on this point were observed in the final presentation. Potentially students A and Y could also have made a number of similar corrections as they also often failed to use articles before party names, yet my feedback did not seem to result in as many repairs.

### Prepositions

Only one student made her own alterations to her use of prepositions; Student A changed the originally correct “on the night of May 13th” to the nontargetlike “at the night of May 13th” on the transcript sheet. Nevertheless she kept to the correct original during the final presentation, possibly due to my feedback. My feedback therefore provided most of the focus on this form; I highlighted ten instances of nontargetlike uses of prepositions. The final presentation transcript showed that students successfully modified the majority of these.

Response to teacher feedback: preposition repairs

Student	Number of suggested repairs on transcript	Targetlike repairs in final presentation	Nontargetlike repairs in final presentation
Student A	5	4	1
Student Y	2	2	0
Student M	4	3	1

### Passive structures

Student Y was the only student to include changes to passive structures on her rehearsal transcript. She made two changes and both of these were recalled during the final presentation:

Rehearsal        *two months before the election*

Final presentation        *two months before the election was held*

Rehearsal        *a Malay labour killed by a mob*  
Final presentation        *a Malay labour was killed by a mob*

I pointed out two instances in Student M's rehearsal transcript that required correction. This elicited the following changes:

Rehearsal        *which named Singapore*  
Final presentation        *which they named Singapore*

Rehearsal        *only Malay was decided to use as a national language*  
Final presentation        *only Malay was chosen as a national language*

Student A, improved one passive structure in response to my feedback:

Rehearsal        *people injured*  
Final presentation        *people were injured*

### **Pronunciation**

The only feedback I gave to the students immediately following their rehearsal concerned pronunciation. I pointed out to Student M that her attempted pronunciation of [si:] was often [ji:] and that this was especially noticeable due to eight instances in her talk of the word *seat*, as she was describing the results of an election. She responded to this feedback by circling the instances of the [si:] pronunciation of *seat* on her transcript. A week later her pronunciation of [si:] in the final presentation was almost always targetlike. She also managed to correct a slip in her own pronunciation of the [si] in *Singapore* during the final presentation.

The students themselves tended to notice instances of individual words that they had trouble with during the rehearsal rather than general characteristics of their pronunciation. To take another example, Student M was unfamiliar with the word *favourable* and during the rehearsal she stumbled over its pronunciation: [fe-fe-feva-fe-favourable]. She consequently underlined this word on her transcript sheet. She managed to pronounce *favourable* without stumbling at all during the final presentation.

### **Elaboration of content**

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This was a more unexpected aspect of student focus yet two of the three students inserted a number of words and clauses into their transcript. These elaborations sometimes make the content more comprehensible, for example, on the students' transcript, a single pronoun, *them*, was replaced by a clause, "Its majority of members is Malay people..." and this helped to explain a link between ethnic identity and political allegiance. The elaborations sometimes resulted in a more sophisticated or objective voice: the rehearsal's "He is not following the constitution" became "His policy is not following the constitution" in the final presentation. Others make alterations to the content of the presentation: for example, "Chinese boy" becomes "a young Chinese man".

Student Y inserted by far the most additions after reviewing her transcript. She wrote down nine of these on the rehearsal transcript sheet and managed to include all of them in her final presentation. Student A wrote two elaborations on the transcript sheet but neither of these appeared in the final presentation.

### Conclusions

The study's primary aim was to investigate whether or not the transcription task would direct the students' attention towards the language forms that they had used during the rehearsal. First of all, in making their own corrections, they noticed 49 possible errors in a transcript of five minutes' talk. Taken as an average of about 16 points of language form per student over five minutes, this is a lower rate than the students in Lynch's (2001) study when each student noticed around 14 such points in just two minutes of speech. Nevertheless, the number of changes the three students made to their transcript, coupled with the questions about pronunciation that they put to me immediately after the rehearsal, satisfied me that the task had been taken seriously and had succeeded in focusing the students' attention on form.

The next question was whether making corrections to the transcript would encourage students to modify and improve their L2 output. There was of course no guarantee that the students' observations about form from the correction task would re-emerge in the more interactive context of the final presentation. Nevertheless two weeks later the students went on to recall many of the changes from the transcript task: 20 article changes, 9 preposition changes, 7 changes to passive structures and a number of pronunciation points.

Teacher feedback seems to have been an important component of the task. I was able to indicate to the students more errors than they found themselves (73 compared to the students' 49) and my feedback was

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more influential on the correcting of some aspects of the target language. This can be observed in particular in my indication of 42 article errors - an area that did not much attract the students' attention while they made their own corrections. Nevertheless the students still managed their own corrections and improvements, as we have seen.

A striking point about the above analysis is that the students seem to have used the transcription task for different ends. This is apparent from the observation that students varied in their focus on language and content. Student Y certainly focused on language during her transcript task (she corrected passives, prepositions and articles) but she used the transcript much more than the others to help her concentrate on improving and expanding on the content of her presentation. This is in contrast to Student M who seemed to focus exclusively on language. Students are likely to have their own agendas when presented with this kind of task. Morita (2000) found that non-native-speakers' perceptions of the difficulties of making an oral presentation were more determined by linguistic factors compared to the perceptions of native-speakers. This could be why Student M's agenda was exclusively linguistic. Moreover, four weeks before the rehearsal, there was a difference of almost 50 points between the TOEFL scores of Students Y and M. Student Y's more proficient English may have given her the confidence to expand her focus further into the domain of content.

The rehearsal transcription task set out here puts various demands on teachers' and students' time. The language correction and feedback was not overly demanding for either party as I told students that it was not necessary to transcribe the whole of their rehearsal. I advised them that one side of A4 paper would be sufficient to give them some indication of the kind of mistakes they were making. It was necessary, though, to find extra time to meet up after class in order to do the rehearsals. Nevertheless, before I made them an obligatory part of the course, I was aware that rehearsals were something that students often did in their own time anyway, so the transcription exercise was just an extension of this. After this first trial, I believe my students should be able to record and transcribe their rehearsals without my being there. The students were positive about the task. No doubt the prospect of language focus and teacher feedback was especially welcomed at a time when they were anticipating a public performance. The public nature of their performance may have supplied some of the motivation for their noticing language errors.

Nevertheless the focus on language form discussed here is clearly just a small part of these three students' language development over the academic year. The fact that a single performance improved is

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encouraging, yet the time between the rehearsal and the final presentation was just two weeks and we cannot tell whether such tasks might have a cumulative and permanent effect on interlanguage development. I am now working on a longer-term study, which is intended to explore the evidence of long-term gains. Students will give three presentations over one academic year and scrutinise their output after each performance. I will also introduce an element of peer feedback to see if other students' feedback might help students notice gaps in their language. It is hoped that language gains can be *tracked* from the earliest stages of the course in order to see whether corrected changes, such as we have discussed, reappear during subsequent presentations or rehearsals. In this way we might be able to point to specific reactive treatments that help students focus on form and make gains in the second language.

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## EFFECTS OF NOTICING TASKS ON ORAL L2 OUTPUT

Paul Mennim

### *Abstract*

*Cognitive approaches to language learning emphasise the role of conscious attention and noticing. This paper reports on the effects of classroom tasks that encourage noticing, which were part of a university EFL oral presentation course in Japan. The students on the course were given tasks that encouraged them to notice and to reflect on L2 forms of their own choosing throughout one academic year. Records of their noticing were tracked throughout the year and recordings of their oral output made over the same period were analysed to determine whether there was any development in the use of the forms that the students had noticed. This paper describes an initial analysis of the tracking of two students' noticing and subsequent use of one form, a non-count noun, which presented them with difficulties at the start of the year. Seven months later their accuracy in the use of this form was much improved. The paper considers how the students' noticing of the form might have related to this improvement.*

### **1. Background**

#### **1.1 Noticing in language learning**

Cognitive approaches to second language learning, with their emphasis on consciousness and 'noticing', contrast with earlier approaches, which assumed that inner (and unobservable) processes were the driving-force behind second language acquisition. Schmidt (1990) proposes that noticing is a conscious process necessary for L2 acquisition and rejects the earlier distinction between learning and acquisition. Much of his data has come from his own efforts at learning Portuguese in Brazil. From his L2 input (his lessons and what he heard in daily life) he recorded in a learner diary any L2 forms that he consciously noticed. When comparing the forms used in his own speech with those in his diary, he found a striking similarity between what he noticed in the input to what he was actually using himself.

The ideas of noticing and of conscious reflection underpin the pedagogical approach of focus on form (Doughty, 1999). A focus on form task aims to encourage learners to attend to the

language forms that they are using themselves while they are engaged in the communication of meaning. In this way, learners might 'notice the gap'; 'by this is meant that learners must notice the difference between what they themselves can or have said (or even what they know they cannot say) and what it is more competent speakers of the target language say instead to convey the same intention under the same social conditions' (ibid.: 21). This may then lead to the learner reformulating his or her hypotheses about the target language, resulting eventually in more target-like output.

The difference between focus on form and the contrasting approach, focus on forms, can be unclear due the way the former is operationalised in experimental studies (see Sheen 2002) or due to the distinction between proactive and reactive focus on form (see Doughty and Williams 1998). However, Long, the originator of these terms, describes how focus on form draws 'students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning, or communication' (1991: 46). This contrasts with focus on forms, for example, product-oriented syllabuses that set out to teach only a pre-selected range of language structures. Focus on form techniques vary in the way they encourage learners to pay attention to language, for example in terms of explicitness. Doughty and Williams (1998) make a further distinction between reactive and proactive focus on form. The latter allows for the pre-selection of linguistic structures to be focussed on in the classroom, although the language focus will be secondary to the main point of the lesson, which is the communication of meaning. The former corresponds more to Long's original definition, where language instruction responds to errors or problems that arise from learners' attempts to communicate.

Long is not over-ambitious in his claims for focus on form. He does not believe that focussing on structures can alter the so-called natural sequence of acquisition. He does believe that it can help speed the rate of learning, benefit long-term accuracy and help learners achieve a higher ultimate level of attainment (1991).

## **1.2 Negotiation about form**

Wajnryb (1991) has developed the dictogloss task specifically to provide learners with the opportunity to discover gaps in their L2 knowledge and to address them in a communicative context. In this way the dictogloss is a good example of a focus on form task. It involves the teacher reading out a short passage once to the class who must then, working in groups, reconstruct it. In the process, the students are meant to notice the gap between the original input and their own output and fill that gap by discussing language problems and pooling their linguistic resources to solve them.

Swain calls this 'negotiating about form', which is manifested by 'Language Related Episodes' (LREs), defined as 'any part of a dialogue in which students talk about the language they are producing, question their language use, or other- or self-correct.' (1998: 70)

A crucial aspect of LREs based on such tasks as the dictogloss is that they are a product of the students' attention directed towards their own L2 output. Swain (1995) theorises three positive functions of output. The first is that students may be more likely to notice gaps in their interlanguage system when actively involved in attempts to produce the L2. Secondly, output is thought to allow students the opportunity for hypothesis formulation and testing, thus producing new knowledge and driving forward language development. The third function of output is a metalinguistic one. If learners reflect on their use of language, this might allow greater depth of noticing of the form in question. This may be done with or without metalinguistic terminology. This third function is somewhat different from the first two, which could arise in natural speech. Metalinguistic reference to oral output is probably more likely to arise in classroom situations where it is required by a task.

### **1.3 Focus on form and language acquisition**

There have been recent calls, made by both critics and supporters of focus on form practices, for empirical evidence showing that learners' negotiation about form can lead to long-term language gains. Sheen scepticism on this point is such that he dismisses claims for the effectiveness of focus on form as mythical (2003).

Although supportive of focus on form tasks, Shehadeh, evaluating the role of comprehensible output in second language acquisition, also points out that it remains unclear whether solutions arrived at in the course of LREs 'play a role in internalising and retaining linguistic knowledge' (2002: 611). Ellis (2001) describes factors that can obscure evidence of acquisition in studies of task-based instruction. First, given the short-term nature of most tasks, it may be unlikely that a single task will have a measurable effect on a learner's L2 system. Secondly, experimental studies are problematic due to difficulties in devising tasks that necessitate the use of a specific form which can then be observed or tested.

Nevertheless, research into LREs and other focus on form activities has produced some evidence that the noticing of form can result in observable gains in the L2.

Swain (1998) used the dictogloss task to encourage the production of LREs. 13 year-old students in a French immersion programme were given a series of three dictogloss tasks to complete and for the third one, their negotiation about form was recorded and analysed. In order to evaluate the effect of this task on the students' learning, a posttest was produced for each group based on the language forms discussed in the LREs. For example, two students were unsure about the gender of the word 'rêve' in French and discussed this problem. They were therefore asked the gender of this noun a week later in the posttest. Swain described a 'strong tendency' (1998: 78) for students to respond correctly in the posttests to questions about problem forms that they had correctly solved during the dictogloss task. A related effect was observed in that students who had solved language problems in a non-target-like direction were likely to give the same non-target-like answer in the posttest. This suggested that reflections about language form might be a source of language learning.

Lynch and Maclean (2001) employed a poster carousel task in which adult learners produced a poster that summarised a research paper of their own choosing. They were then visited by a series of six other learners who, prompted by the poster, asked questions about the content of the paper. Six cycles of the task were recorded and analysed to see if the students made L2 modifications over the six three-minute question and answer sessions. Improvements were observed in pronunciation and word order. Their learners were also able to access vocabulary faster during subsequent cycles. The focus on form was achieved in more than one way. First, the repetition in the task may have allowed the students to plan the content of utterances during the first run and pay more attention to the form of their message in subsequent turns. Secondly, students were also observed to react to peer feedback; corrections and recasts came up during the task and some of these were incorporated into utterances in later cycles.

Doughty and Varela (1998) used specific feedback and explicit error correction to help students focus on form. They were working with ESL science students aged between 11 and 14 years. The structures they focussed on were conditionals and past tenses as both were deemed necessary in the writing up of science experiments. In this way, the study involved proactive focus on form rather than the purely reactive focus of Lynch and Maclean's study above. The treatment class received the following feedback. When they were practising giving oral reports, the teacher would draw their attention to errors made in the past tense. These errors were corrected by the teacher as often as possible. Sometimes the whole class would be asked to briefly drill the corrected form. The students were videotaped giving reports, and while reviewing the tapes, the teacher would indicate past tense errors. The students also wrote lab reports and the teacher would circle past tense errors. Meanwhile a control group did the same science experiments and reports but received no error correction



or feedback. The experimental group, compared to the control, greatly improved their accuracy in past tenses both orally and in writing. A delayed posttest also suggested that they retained this advantage two months later.

## **2. The study**

The study described here is based on a classroom presentation course into which I incorporated various noticing tasks, which aimed to focus the students' attention on L2 form. These tasks encouraged students to notice both L2 input from sources that the students came into contact with as they researched a topic (magazine articles, internet sites etc.) and their own L2 output (recordings of their presentations).

### **2.1 The presentation course tasks**

The course ran for nine months, meeting for 90 minutes every week. The students arranged themselves into groups of two or three and agreed on their own research topic. The course involved making three different presentations: one in June (10 minutes), one in July (20 minutes) and a final presentation in December (30 minutes). This last presentation was preceded by a rehearsal in November. The June presentation required the students to explain to the rest of the class why they had chosen their topic, what they already knew and what they wanted to find out about it. The subsequent presentations would allow them to report on their actual research. These presentations were made without the use of scripts, though the students were allowed to use small cue cards as an aide-mémoire.

The students were given several different tasks throughout the year that encouraged them to focus on language form.

#### **2.1.1 Language development awareness (LDA) sheets**

The students filled these out every week. They were asked to write down any new language that they had noticed over the previous week. Categories helped to focus their attention on different types of language form, such as grammar, vocabulary and pronunciation.

#### **2.1.2 Post-presentation questionnaires**

These helped focus the students' attention on their own L2 output immediately after their presentations and after the November rehearsal. The students were asked to report on the

language they used in the presentation, including whether they realised that they had made an error, whether they had managed to correct an error as they spoke, or whether they used any new or recently learned language. Again, the questionnaire tried to focus their attention on different types of language form.

### **2.1.3 Tape transcript task**

This task was performed three times during the year. The presentations and the rehearsal were recorded and the students were asked to take their recording and transcribe approximately five minutes of their own speech. For most students, this resulted in a double-spaced script covering one side of A4 paper. I told them that it was essential to transcribe their speech 'warts and all', even if they noticed errors while they made the transcription. This would provide me with a clearer presentation of the errors that they had spotted, as the corrections were to be made in red pen over the printed transcript. For the June and October transcript tasks they went on to correct these transcripts together in their groups. They met in a separate classroom in order to do this; this helped me in the setting up of tape-recorders to record the negotiations behind their corrections. The recordings would allow me to examine any LREs that occurred during the task. The last stage of the task was to pass their completed work on to me. I added any corrections that they had missed and returned the scripts to them. The focus on form here was unprompted by the instructor and allowed spontaneous noticing of form as in the Lynch and Maclean poster carousel above. It differs from the carousel task in that the TTT allows students time for conscious reflection about their output.

The study goes some way to addressing Ellis's concerns (mentioned above) about the practicality of focus on form research. Rather than seeking evidence from just one task, I analyse the outcome of a set of tasks completed over seven months. At the same time, the study bypasses the problems associated with tailoring tasks to necessitate the use of certain forms, the use of which can then be measured. This study has no pre-selected forms and relies instead on a large quantity of student output (approximately 100 minutes of recorded speech for each group of students). Despite it requiring extensive analysis, I considered this methodology practical insofar as it might be more likely to uncover the re-emergence and development of language forms over the seven-month period.

I have reported elsewhere on the effect of the tape transcript task on students' oral L2 performance (Mennim 2003). That study looked at the short-term effects of noticing over just two weeks. In fact, most of the studies cited above have also described short-term gains in L2 development. In Swain's 1998 study, the posttest took place one week after the final

dictogloss task. The L2 modifications observed in Lynch and Maclean's learners took place over just 20-25 minutes. This paper examines longer-term effects; the development of noticed forms is tracked over a period of seven months. This paper also differs from my previous study in that the majority of the student modifications described in that paper were attributed to teacher feedback. In what follows, the teacher provided no feedback or instruction about the forms under discussion, though this would have been available had they needed it. Pica and Washburn (2002) make the point that making focus on form exercises less teacher-led could result in increased noticing on the part of the students, especially in group-work if students need to justify their solutions to their peers.

## 2.2 Selection of forms for analysis

Because the course is process oriented and does not present any set list of forms for the students to learn, and given the fact that I had no way of controlling the students' output, it was necessary to cast a wide net in the search for L2 gains. Progress could only be identified for those forms that came up in the course of the students' presentations and also with sufficient regularity. This paper focuses on one group of two students appearing here under the pseudonyms Toru and Katsu, who were researching the effects of garbage disposal on the environment. Although their noticing of language forms, as required by the focus on form tasks, was considerable and diverse (they discussed 36 LREs during the October TTT alone), for the purposes of this paper, I trace their noticing throughout the year of just one language form: the non-count noun [garbage] (square brackets refer to the students' use of the form whether target-like or not). Because the idea of garbage disposal remained at the centre of these students' research throughout the year, there is sufficient use of [garbage] in the recorded data to make a reasonable determination of their acquisition of this form. Toru used the form 13 times in the years' three presentations and one rehearsal, while Katsu used it 25 times over the same period. The form is of interest as both of the students in this group had a problem with it at the start of the academic year. In the June and July presentations, out of six occurrences of [garbage], Toru said 'garbages' three times, while Katsu's use of [garbage] over the same two presentations was target-like in just five out of twelve occurrences.



Transcript: ONE DAY, HE VISITED TO JAPAN AND HE SAID, "OH THERE ARE MANY GARBAGES IN JAPAN"

1. Katsu: ONE DAY, HE VISITED TO JAPAN AND HE SAID, "OH THERE ARE MANY GARBAGES garbages?"
2. Toru: IN JAPAN you don't need to say that. Japan because he is
3. Katsu: Ah okay he is in Japan. 'Garbages' or 'garbage'?
4. Toru: garbage?
5. Katsu: I looked into the dictionary ? garbages
6. Toru: you can't say that
7. Katsu: yeah you can't say that [garbage
8. Toru: [garbage + like 'informations' it's like information not informations
9. Katsu: yeah yeah
10. Toru: garbage.

Katsu first questions his use of 'garbages' in turn 1. Toru's attention is taken up with another point in turn 2, but Katsu repeats his query in turn 3. Toru's answer seems unsure as it is given with a questioning high rising terminal intonation. In turn 5 Katsu mentions looking up this form in the dictionary. This particular recording is of poor quality and his whole statement is inaudible. It is likely that the lost comment is to do with the countability of [garbage] as he immediately agrees with his partner when he judges 'garbages' unacceptable in turn 6. It is interesting that Toru seems to lack the grammatical terminology to describe this point, and instead uses the analogy with 'information' in order to make the point clear. This is nevertheless a clear example of metatalk.

It seems from the above negotiation that the students had some insight or suspicion that [garbage] does not behave in the same way as countable nouns. It is not possible from my data to determine where this insight might have come from. As we mentioned above, the teacher did not offer any instruction or advice on this form. It is conceivable that, during their reading about the topic in the L2 (as the course required them to do), they noticed the form 'garbage' when they would have expected to read 'garbages', and this might have provided the negative evidence behind the doubts voiced in this LRE.

### 3.3 Subsequent noticing



The next reference the students made to this form was in July. In the post-performance questionnaire after his second presentation, Katsu made the following short note in the section: 'Did you use any new (recently learned) grammar?'

garbages → garbage.

In the recording of the presentation there were no instances of Katsu ever saying 'garbages'. We can therefore interpret this note to mean that he had realised that he managed to overcome this error in the July presentation. This is interesting as it suggests that he had been conscious even of his target-like use of [garbage]. Whereas noticing is often illustrated in terms of negative evidence and noticing the gap, Katsu, consciously reflecting on his target-like performance, seemed to demonstrate a more positive form of noticing.

The form was next noticed during the second TTT in October when the students were correcting a transcript based on the second presentation in July. In the following segment, they are discussing Toru's script.

Transcript: MANY GARBAGES THAT REPLACE OUR LIVING SPACE AND ENDANGER OUR LIFE

1. Katsu: garbage. Not 's'
2. Toru: ah no. garbage
3. Katsu: yeah
4. Toru: that replace our living space
5. Katsu: many garbage?
6. Toru: amount of amount of amounts of
7. Katsu: a lot of
8. Toru: hmm
9. Katsu: hmm because
10. Toru: it's not uh
11. Katsu: We cannot we cannot say 'many?' 'Many' is not good in this sentence
12. Toru: 'amounts of' maybe
13. Katsu: mm hmm
14. Toru: amounts of garbage that replace

This LRE is markedly different from the corresponding one in June. It seems clear that both students are now aware of the countability of [garbage]. No discussion or justification of Katsu's correction seems to be necessary; he simply states that no 's' is needed and Toru immediately agrees. It is confirmed that they realise they are dealing with the same grammatical form from turn 4, when they go on to change their choice of determiner to one that co-occurs with non-count nouns.

The form attracted attention for the last time in the data in November after the rehearsal of their final presentation, which was to take place in December. The rehearsals were recorded so that the students could perform a final TTT around their oral output. Due to a lack of time, the students did not discuss their rehearsal output in groups; they simply made their transcript and corrected it alone before handing it on to the teacher, who made a further search for errors. Katsu made one alteration in his script from 'garbages' to 'garbage': the only occurrence of the error during the November rehearsal. Meanwhile, there was no evidence that Toru noticed this form during the rehearsal TTT. His use of the form was always target-like during the rehearsal, so no attention to the form was necessary as far as the TTT treatment was concerned. Neither student made reference to the form in the post presentation questionnaire after the final presentation in December.

#### 4. Noticing and language development

We now consider the students' developing use of this form over the academic year from June to December. Table 2 charts the students' performance in terms of the number of times [garbage] is used in a target-like or non-target-like way.

**Table 2: Occurrences of [garbage] from June to December**

<b>Toru</b>	June	July	November	December
target-like	1	2	2	5
non-target-like	1	2	0	0

<b>Katsu</b>	June	July	November	December
target-like	2	3	4	6
non-target-like	7	0	1	2

For Toru, the figures do not suggest any progress at all over June and July. In both months, he is as likely to use the form incorrectly as correctly. However, his TTT negotiation shows there was progress in terms of his declarative knowledge of the form. In June, we saw from his use of an analogy with [information] that he was aware that [garbage] behaved as a non-count noun. In July, he confirmed Katsu's correction of one of his own non-target-like utterances of [garbage]. Looking at the figures for the end of the year, with his attention having been drawn to non-target-like occurrences of [garbage] twice in the two tape transcript tasks, his subsequent use of this form is always target-like.

For Katsu, progress seems to have been less consistent. Although he was aware that he produced only target-like occurrences of the form during the July presentation, the next two recordings showed three examples of the non-target-like 'garbages'. This is interesting as Katsu was more inclined to notice this form than Toru; Katsu initiated both of the LREs about [garbage] in June and July. He also positively reported his own progress with this form in the post-presentation questionnaire in July. It might therefore have been thought more likely that Katsu would have eradicated the error. However, a non-linear pattern in grammatical acquisition has long been observed in second language acquisition studies, so it does not follow that increased declarative knowledge of a form will guarantee target-like use during real time communication. But in any case, Katsu clearly made progress in his target-like use of [garbage] over the year. Table 3 shows more clearly how the mostly non-target-like occurrences at the beginning of the course became mostly target-like towards the end. This applies to both of the students.

Table 3: occurrences and accuracy of [garbage] throughout year

	<b>Toru</b>	Accuracy	Month
1	high consciousness about + <b>garbage</b> problems	√	June
2	people threw their <b>garbages</b> away	X	June
3	+ if there are many <b>garbages</b> that replace	X	July
4	there are too much <b>garbages</b> that	X	July
5	wait for the <b>garbage</b> we've already made	√	July
6	throw it into + the <b>garbage</b> can!"	√	July
7	environmental distress caused by <b>garbage</b> and other	√	November
8	Japanese consciousness about <b>garbage</b> + is low	√	November
9	through the <b>garbage</b> and economy research.	√	December
10	the future for <b>garbage</b> problem.	√	December
11	we are interested in <b>garbage</b> problem +	√	December
12	space for <b>garbage</b> disposal	√	December
13	to throw <b>garbage</b> away as much as we want	√	December

	<b>Katsu</b>	Accuracy	Month
1	reduce the quantities of <b>garbages</b> + we think	X	June
2	hardly as much as + <b>garbage</b> in Japan.	√	June
3	"There are many <b>garbages</b> in Japan."	X	June
4	his country has garbage <b>garbages</b> but +	X	June
5	environmental problem caused by <b>garbages</b> .	X	June
6	thoughts about <b>garbages</b> equal to + our visions	X	June
7	Why is full of <b>garbages</b> in Japan? Where does it come	X	June
8	in the world forever uh + <b>garbage</b> will be produced	√	June
9	especially eh about <b>garbages</b> . And so our topic	X	June
10	+ this man's vision and thoughts about <b>garbage</b> resemble	√	July
11	"oh, there is a lot of <b>garbage</b> in Japan." And then,	√	July
12	Why is it full of <b>garbage</b> in Japan? Eh where does it come	√	July
13	he was so amazed at the quantity of <b>garbage</b> . Then	√	November
14	environmental problem caused by <b>garbages</b> .	X	November
15	in which we throw away <b>garbage</b> . Uh because of	√	November
16	er this man's vision and thoughts about <b>garbage</b> equal to	√	November
17	Why is Japan full of <b>garbage</b> ? Where does + it come from?	√	November
18	he was so amazed at the quantity of <b>garbage</b> . Then he	√	December
19	environmental problems caused by <b>garbage</b> .	√	December
20	declamation in which we throw away <b>garbage</b> .	√	December
21	this man's vision and thoughts about <b>garbage</b> equal our vision	√	December
22	damage caused by <b>garbages</b> ++ and other poisonous waste	X	December
23	the technology of <b>garbage</b> disposal developed and the	√	December
24	when we throw away these <b>garbages</b> ah + we must pay	X	December
25	why is Japan full of <b>garbage</b> ? Eh-where does it come from?	√	December

## 5. Conclusions

There was evidence that the students had limited knowledge of the word [garbage] at the start of their presentation course but that they were unable to use the form in a grammatically target-like way. However, by the end of the year, their increased accuracy in its use suggests a long-term gain in language learning.

The long-term nature of this study is important to the evaluation of the noticing tasks employed in the course. It has taken time for the students' progress to show itself. Had the analysis of the students' use of [garbage] ended in July, much of Toru's eventual improvement would have gone unobserved. Although it was already clear in June that Toru possessed the declarative knowledge necessary to solve the problem of the countability of [garbage], consistent proceduralisation of this knowledge was only observable towards the end of the year. His use of the form was target-like just 50% of the time in the July presentation, yet the November rehearsal and December presentations show a 100% accuracy rate. This was despite the fact that the only evidence of his attention returning to that form was a very brief correction during the October TTT; this correction may have been a sufficient reminder of his use of [garbage] to get him 'back on the right track'. The fact that Katsu reverted to 'garbages' twice in the December presentation suggests that language problems can take a considerable time to be fully eradicated.

It is worth restating that the students made their own decisions about which forms to attend to. Given the teacher's partial relinquishing of classroom control, there was always the risk that the students would be unable to scrutinise their transcripts effectively, perhaps due to a lack of confidence or to face-saving issues associated with criticising other students' output. But the time they spent in their groups seems to have been well spent. Toru and Katsu discussed 38 LREs over twenty minutes during the October TTT, while the initial analysis of just one of those showed that, for these adult learners at least, the task provided opportunities to notice the gap and to discuss and verbalise hypotheses about the L2. Of course, whether this would be observed in different student populations remains uncertain.

The nature of the data collection carried certain risks, as there was no guarantee that any form would emerge with sufficient regularity to provide a clear picture of L2 gains. Fortunately, though, the number of occurrences of [garbage] (13 by Toru and 25 by Katsu) made it possible to make reasonable claims about how that form developed over the year. However, the fact that the students were required to stay with the same research topic over the year helped ensure some repetition of lexical items at least. But one further factor in Toru and



Katsu's presentations resulted in more recycling of language forms compared to those of the other groups; at the start of each of their talks they gave a brief review of their previous presentations. In hindsight, this element would have represented a potentially useful requirement for all of the groups. The repetition of the review may have resulted in repeated noticing of forms and perhaps in greater accuracy in the use of those forms, as was the case in other studies of task repetition reported by Bygate (1996) and Gass, Mackey, Alvarez-Torres and Fernandez-Garcia (1999).

Finally, the sequence of noticing that is followed here is just one of many appearing in my data, which record the noticing of 17 students over the course of the academic year. I am currently involved in a deeper and more extensive analysis of the variety of forms that attracted the students' attention and of any consequent re-emergence of those forms. It will be interesting to see whether further tracking will show more evidence of long-term L2 gains, attributable to form-focussed elements in task-based instruction.

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