

general theories, actual needs and consideration of the teaching models specified in the new Japanese Ministry of Education, Culture, Sports, Science and Technology guidelines.

First, we conducted research on the testing-related contents in widely-used teacher education textbooks published domestically and internationally because of a concern about the lack of established requirements for assessment and testing in Japan. This revealed that many textbooks, especially the ones published in Japan, showed a limited coverage of statistical knowledge. The textbook analysis was followed by a needs analysis of prospective teachers and English teacher educators. As a result of these inquiries, we found that there is a serious need for practical training to analyze test scores. Although typical textbooks describe how to make tests with examples, they do not provide sufficient theoretical explanations of why certain types of test items are chosen for particular testing purposes. More importantly, the illustration of how to analyze obtained scores is rarely included, though such skill is indispensable for making well-informed decisions in teaching.

To further clarify what kinds of testing-related knowledge and skills are actually required for high school English teachers in Japan, a detailed investigation of English teacher exams of all 47 prefectures was conducted. Then, these accumulated data were carefully examined in light of recent literature on testing and assessment. This resulted in our proposal for an ideal "assessment literacy" for Japanese English teachers. Finally, concrete propositions were drawn from this comprehensive analysis concerning the assessment-related knowledge and skills to be included in future teacher education textbooks along with the methods to teach these contents in teacher education courses.

M098

Sept. 2/10:30-15:00/Bld1 F1 Lnge

### **Introduction to Fundamental Practices and Patterns of Everyday Conversation**

**J. Barrow (Osaka International U.)**

This set of classroom activities is designed to give upper level undergraduates an introduction to fundamental practices and patterns of everyday conversation. Based upon findings in Conversation Analysis in the past 35 years, students are presented with conversation data and worksheets that enable them to understand how conversants make their talk understandable and coherent to one another. Students gain an awareness that there are noticeable practices in conversation regarding turn-taking, sequences of talk, and repair of conversation when trouble occurs.

First, basic turn-taking rules are considered, as they are patterns recursive in all conversation. Usually, one speaker speaks at a time with minimal gap and overlap and speakers tend to place gaps and overlaps where turn-taking occurs. The turn-taking practices are based on how conversants select the next speaker in talk. For example, the present speaker can easily select next speaker by asking them a question. During turns, people display understanding and how they analyze the ongoing talk. At the next turn, speakers can show their understanding of the prior turn's possible completion. The speaker also displays the results of an analysis they have made on the prior speaker's utterance.

The notions of adjacency and preference are shown in all social actions and analyzable as

conversation sequences that contain adjacent or near-adjacent pairs such as greeting-greeting, compliment-thanks, and request-grant (preferred response) or refusal (dispreferred response).

Repair, a more complex system, requires more class time to understand but students are capable of recognizing elements such as trouble sources (e.g., word search, grammar change). The type of repair initiation (self- or other-initiation) is understandable to students if they are given obvious examples to begin with. Position of initiation and type of outcome (self- or other-repair) are more challenging to teach. Participants will receive materials and information about materials available online.

M099

Sept. 2/10:30-10:55/Bld2 R302

**Long-term Observation of Vocabulary Knowledge:  
What Are the Factors for Change? Can We Predict Change?**  
長期的な語彙知識の観察：変化の要因と予測の可能性

**M. Yoshii ((Prefectural U. of Kumamoto)**

本大会のテーマ「高等英語教育への新たな挑戦」の一つは、長期的な観察に基づく英語習得の分析と評価ではなかろうか。この発表では英語習得の中でも特に語彙習得に焦点を絞り、大学院というアカデミックな生活の中で院生の語彙知識がどのように変化するのか、変化の要因は何なのかについて考察する。また変化を予測する方法を模索し、語彙知識変化を予測するモデルを一つ紹介してそのモデルの妥当性を検証する。

本研究は、大学院生2名の語彙知識を半年間に亘り観察したケーススタディである。被験者は英語専攻の修士課程2年生2名で、観察は2010年の9月から2011年の3月迄行われた。この間何か特に意図的な語彙学習は実施しておらず、大学院生としての日常生活の中で語彙知識はどのような変化を遂げるのか観察した。対象とした語彙はAcademic Word List (Coxhead, 2000)から抽出した200語で、月に1回のペースで語彙自己判断テストを計7回行った。コンピュータを利用したこのテストでは、被験者は画面に登場する単語一つ一つに対して「知っている」「知らない」「どちらともいえない」の三つの選択肢の中から一番ふさわしいものを選んだ。「知っている」と言っても、語彙知識には意味・形式・用法など様々なものが関係してくるが、ここでは基本的な意味に限定している。最終テスト終了後、語彙知識変化とその要因について被験者に対して一人ずつインタビューを行った。

長期的な語彙知識変化を予測する方法として Meara (1989)が提唱したマトリックスモデルを使用した。第1回と第2回の語彙テストの結果より、上記の三つの語彙知識の状態が2つのテスト間でどう変化したのか、変化の推移確率を計算し、この確率に基づいて第7回目のテスト結果を予測した。予測と実際の被験者のデータを比較してモデルの妥当性を検証した。

M100

Aug. 31/18:00-18:25/Bld1 R308

**English as the Language of Instruction:  
Opinions of Japanese University Instructors and Students**

**K. Kimura (Tokyo U. of Foreign Studies)**

The MEXT recently announced that teachers basically should use English for instruction in high school English classes starting in 2013. In line with this move, Japanese universities will be expected to consider teaching English in English. Currently, for non-native-speaking teachers of