

Classroom Research & Research Methods

Devise a project investigating an aspect of interaction in your classroom, using one of the observation systems you have read about (or a modified version of one of these). Explain and justify your choice of observation instrument, as well as any modifications you feel it necessary to make to the original instrument.
Write a short report of your findings.

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January, 1998

1 Introduction

1.1 Scope of the Paper

This paper describes classroom interaction and discusses silence, which had been observed frequently in my class. An ethnographic approach was adopted to the investigation of interaction, mainly referring to the observation system introduced in the course material *Classroom Research and Research Methods* (Holland and Shortall 1997) and *Research Methods in Language Learning* (Nunan 1992). During the whole class, two different interactions were recorded: teacher-student interaction and student-student interaction. My role through the investigation was mainly ‘observer’: to make the recording on an audiotape and take field notes during and after class. However, during the teacher-student interaction, I participated in the students’ talk as ‘initiator’ and ‘helper’. Through analyzing the transcription of the interactions and referring to the field notes, my awareness has been raised that Japanese learners should be taught strategies to deal with silence, as well as the patterns of interaction between native speakers of English. Additionally, learners should learn how to learn by themselves from classroom activities in order to achieve progress in learning a foreign language.

1.2 The Classroom Context

The class is weekly, pre-intermediate level and started in July, 1977. There are four students, adult Japanese women in their 20s. One student left after three months and another joined in October, so the total number of students has not changed. None of them have any chance to use English at work. They don’t have any extrinsic motivation for learning English such as aiming at promotion at work or study abroad.

We use *Atlas 3* (Nunan 1995). It is designed for young adults and adults to develop the four language skills of listening, speaking, reading, and writing in the belief that a learner-centered task-based approach motivates learners and helps to create an active, communicative classroom.

After three months, some students started to complain that the class and the textbook were not fun at all. One mentioned that some topics in the textbook interested her little. Most of them got into trouble when they were asked to do the task and give their own ideas on matters which they cared about little in daily life: for example, the information highway, the biosphere, and eavesdropping. They had no idea how to start a conversation and what to talk about on such subjects. They were not used to presentation either. Even if they could enter a conversation, they frequently failed to continue it and lapsed into uncomfortable silence.

The most prominent phenomenon noticed during interaction was frequent silence, and I was most concerned about how we could deal with it. As an initial point of departure to look into the situation, it should be very important to have a clear insight of interaction.

2 Literature Review

2.1 Justification

Generally there are two main research methods: quantitative experimental method and qualitative ethnographic method. In order to understand the difference by comparing their features, I referred to the simple definition made by LeCompte and Goetz as:

Experimental researchers hope to find data to match a theory; ethnographers hope to find a theory that explains their data (p. 34) (in Nunan 1992: 69).

As a technique for an ethnographic method, van Lier suggests:

An alternative to hypothesis-testing methods of observational schedules is to record, transcribe and engage in the close textual analysis of classroom interactions. In other words, we should allow structures to emerge from the data rather than being imposed on them (in Nunan 1989: 88-89).

2.2 Silence and Communication Behavior

In interaction, it is natural that a statement is accompanied by a pause as Chaudron (1988) explains. The pattern of interaction depends initially on the listener waiting for the appropriate moment when a turn can be made, which is usually after the speaker pauses sufficiently or ends a syntactic unit with final intonation. He further mentions that the amount of pause depends on the rules of speaking of the particular culture. Chaudron quotes Sato's (1982) investigation on different turn-taking styles of Asian and non-Asian learners. She looked into student-initiated turns that were not dependent on prior solicits and found that Asians including Chinese, Japanese, and Koreans took significantly fewer self-selected turns than non-Asians (Latin Americans, Europeans, and Middle Easterners), with the Asians adhering more strictly to a pattern of bidding for turns instead of just speaking out. When comparing among Asians, Duff's (1986) study revealed that Chinese students dominated turn-taking when they were in pairs with Japanese students (in Chaudron 1988).

In the context in Japanese, silence is not only observed on turn-taking but also during interaction when there is a lull in the conversation, and it is sometimes accompanied by giggling. We laugh in an embarrassed way so that we could laugh off the situation and manage to avoid longer silence. Such evasion is a kind of strategy most Japanese

adopt without realizing it, because silence isn't comfortable for us. In the context within which we exist, think, and feel in Japanese, this strategy is pretty normal and observed in various situations in our daily life. If such a strategy is a unique one to Japanese culture and hard to be accepted by most native speakers of English, learners should be taught alternative strategies to deal with silence.

2.3 Teacher's Roles

2.3.1 Teachers' Talk and Students' Talk

Thornbury (1996) comments on classroom interaction from the point of view of teacher training. He suggests a bottom-up approach to raise teachers' awareness of their classroom talk through recording, transcription, and analysis of lesson sequences. If teachers' awareness rises, they would be able to understand the interactional processes of their own classrooms.

Regarding teachers' talk, Brown (1994) declares that the most important key to creating an interactive language classroom is the initiation of interaction by the teacher. To make the interaction communicative, teachers should develop a repertoire of questioning strategies. Teachers' questions are classified into two types: display questions which the questioner knows the answer to, and referential ones to which s/he doesn't know the answer. The former is mostly used in classroom interaction, whereas, in real life, most questions are referential (Nunan 1989; Thornbury 1996). The referential questions may give learners a chance to process their idea and give responses in longer and more complex sentences (Nunan 1989). Thornbury (1996) goes further and argues that the effort involved in asking referential questions prompts a greater effort and depth of processing. This notion could be also applied to

students' talk.

If, as is argued by proponents of a communicative approach, acquisition is facilitated by the negotiation of meaning in interaction, it follows that learners should, at least some of the time, be asking the questions. A high proportion of student-initiated questions would suggest a healthy distribution of the 'ownership' of classroom discourse (Thornbury 1996: 282).

2.3.2 Individualization and Learning Strategy

When a teacher participates in student-student interaction, students easily depend on the teacher. Dickinson suggests individualization, self access and learning training so that students can make progress in learning a foreign language (in McDonough and Shaw 1993). Additionally, H. D. Brown clarifies the teacher's role related to learning strategy training:

One of a teacher's principal goals as an interactive language teacher is to equip students with a sense of what successful language learners do to achieve success and to aid them in developing their own unique individual pathways to success.

... When students are taught how to look at themselves and how to capitalize on their talents and experiences, they learn lessons that carry them well beyond any language classroom. That's what learner strategy training is all about. (1994: 191)

2.4 Textbook-Design

Nunan (1991) makes a definite comment on selecting commercial materials that it is important to ensure that materials are consistent with one's beliefs about the nature of language and learning. That is, teachers should agree with writers' beliefs about them. However, in a real classroom, it is impossible to know exactly what will happen in the lesson. O'Neill (1982) makes a strong suggestion on textbook-design:

It is important that textbooks should be so designed and organized that a great deal of improvisation and adaptation by both teacher and class is possible.

... Textbooks can at best provide only a base or a core of materials. They are the jumping-off point for teacher and class. They should not aim to be more

than that. A great deal of the most important work in a class may start with the textbook but end outside it, an improvisation and adaptation, in spontaneous interaction in the class, and development from that interaction. (pp. 152-156).

Students' nationality should be also considered when textbooks are written. Although EFL (English as a Foreign Language) students are diverse in their national traits and unique learning strategies, they are lumped together as non-native students. Sato's and Duff's investigations (1982 and 1986 respectively, cited in Chaudron 1988) introduce the diverse attitude on turn-taking comparing Asians and non-Asians. (See Section 2.2.) As Rossner (1988) comments:

British and American publishers have too much power, and project cultural attitudes which are inappropriate to the needs of the vast majority of learners of English as a foreign language (in Nunan 1991: 214)

2.5 Investigative Questions

1. How can the students deal with silence during interaction in English?

Can they use their strategies or should they be taught alternative ones?

2. When I participate, how am I interfering in students' interaction?

What is the disadvantage of teacher-student interaction related to teacher's roles?

3. Is the textbook suitable for the students regarding accessibility and preference?

Does it allow modification in a real classroom and take into account of students' nationality?

3 Data and Analysis

3.1 Subjects

Number of students: Four

Sex: Female

Age: In their 20s

Occupations: Three office workers and one pharmacist

3.2 Procedure

The investigation started at the beginning of November. I conducted recordings of interaction three times altogether, though only two are shown here. The recordings were usually accompanied by keeping field notes simultaneously or just after the class. The field notes include my opinion and comments from the students.

3.3 Data of Recording and Field Notes

3.3.1 Tuesday, November 4, 1997

a. We were doing a task from the textbook. The students first started with prediction from the newspaper headlines, and listened to three people talking about something scary that happened to them. Next, they moved on to the task question “Imagine that the story happened to you. Take turns telling the story to your partner.” I assumed that they knew what they were going to talk about. My role here was to participate in their talk as ‘guide’ or ‘helper’.

- Maybe because it was the first time for their talk being recorded on an audiotape, they were nervous. Turn-taking was poor and they frequently lapsed into silence. While one was talking, the others were just listening to her and showed little reaction such as interjections, praise, recognition, facial or other non-verbal gestures, or making any comments. No interruption was observed. They just waited until she finished with her talk.
- The task to be adopted for interaction should be reconsidered. It was asking students to make presentations not to interact with each other.

- When they were talking, they were grammatically conscious. They talked in a halting way to find the correct form.

b. Because of the amount of silence and quiet interaction, I became worried that the students might have lost their confidence. I changed subjects to an open-ended one. I let them talk about what they did on weekends: Saturday, Sunday and Monday (Monday was a holiday). I mentioned that they should not be afraid of making errors and enjoy talking with others. (See tapescript in Appendix 1.)

- They looked more relaxed and felt easier with the second topic than with the previous one.
- Student-student interaction was rarely observed: most of the time, the interaction was observed between a student and myself while the others became an audience.
- Through the interaction, I was mostly initiating and did most of the interruption.
- My questions were made by rephrasing with alternatives without any wait-time.
- *The feedback I made was not intended for correcting errors. I was repeating the students' response in a modified way with rising intonation just for confirmation. Chaudron (1988) points out that it is natural enough to modify a question which has not been understood, by aiding the respondent with perhaps a clue to the expected answer. However, I doubt if they found any difficulty in answering to the question. Perhaps they were using time to put ideas into shape and make up a sentence. Rather than rephrasing the question/response, I could have waited for some time to give them enough chance to construct a longer sentence.*

3.3.2 Tuesday, November 11, 1997

Students were asked to write a short description about something scary that happened

to them, referring to the story in the textbook. They were given 10 to 15 minutes for preparation. After they were finished, they made an oral presentation based on their script.

During their preparation and presentation, I didn't give any suggestion/advice/help or make any interruption. I was afraid that if I had joined the interaction, I might have fallen into a trap of 'leading the witness' in order to encourage them to talk.

- *They were frequently consulting the dictionary while writing their script. Although they had a reference, I should have given some instruction so that they could have formulated what they had in their mind.*
- *They shouldn't feel guilty about using Japanese (L1) when they can't translate their idea in English. Otherwise the interaction stops.*
- They were concerned with grammar/structure/accuracy. Chigusa referred later that she tried to focus on fluency not on grammar following my suggestion given in the previous class.
- Emi Ozawa, for whom the recording was the first time, mentioned that she was nervous.
- At the beginning, they were looking anxiously at each other as if they were wondering who were going to initiate the talk. They frequently looked at me for help, but I urged them to go on with gestures.
- After one student volunteered to be the first speaker and the next took a turn after being asked "How about you?", turn-taking went on smoothly. They gradually got used to the atmosphere.
- The subject was familiar to them and engaged their interest. It was easy for them to be involved in interaction.

- They used interjections such as “Mmmmmm” and “Aahhhh”, and used facial expression to show their involvement.

3.3.3 Tuesday, November 18, 1997

Students were asked to make a list of things they usually talk about with different people, depending on how well they know them: someone they have just met, their best male friend, their best female friend, their parents, their teacher, and their neighbor. After that, they talked in a group and made a survey.

My role was to observe their interaction and take notes. The following is an extract from the tapescript.

S1 Emi Kousaka
S2: Chigusa Ohashi
S3: Etsuko Koike
T: Observer

Ss <Laughing shyly, confusedly, wondering, etc. with mixed feelings> [Silence: 30”]

S1 Let’s see. With my best ... With someone who have just met, I talk about weather, greeting, introduction myself. ... How about you?

S2 I talk ... I talk about weather.

S3 And I talk about common friends.

Ss ... [Silence: 10”]

S2 I talk ... I talk ... I talk with my best male friend about about sports ... about sports. How about you?

S1 ... I talk about movie, music, and, [inaudible], family, anything, I talk. ...

Ss [Laughter]

S1 How about you, Etsuko?

S3 I talk about ... music. ... and money.

Ss [Laughter]

Ss [Silence: 15”]

S3 I talk ... I talk with my best female friend ... I talk about TV, music, and movie, and travel, ... coworkers. How about you?

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S1 I have cat, too. I also have cat.

S2 How many cats do you have?

S1 Just one. But I have allergy of cats.
 S2 The relation of dog and cat is good?
 S1 Yeah. I think it's good. Yes. Cat eats dog's food. [inaudible] It's good.
 S2 So does the dog get angry the cat?
 S1 Ah, sometimes. When cat
 S2 <Interruption> Does they fight?
 S1 Not fight.
 S2 Do they fight?
 S1 They don't fight, but dog *hoeru*?
 S3 Bark?
 S1 Bow? <I wrote the word on the board.>
 S3&Ss Bark.
 S1 Bark to cat. So. Only cat eat ... when cat eat food
 S3 for the dog?
 S1 Only cat is eating. So dog bark.
 S2 Your dog is very *kandai*. <I wrote the word on the board.>
 S1 Yeah. I don't think so.
 Ss They are generous.
 S1 I don't think so. I think dogs are *shoushinmono*. <I wrote the word on the board.>
 Ss [Laughter]
 S1&S2 Timid. [Laughter]
 S1 Dog are timid. I think so.
 Ss [Laughter]

- At first silence was frequently observed, but it became less as the conversation continued.
- I asked them whether they were comfortable or uncomfortable with silence. All of them claimed that silence was uncomfortable, even in talking in Japanese.
- The noticeable factor was meaningless giggling and laughter. It was often observed at the beginning and when there was a lull in the conversation.
- Emi became used to being recorded and became more involved.
- Emi and Chigusa were willing to make good interruptions to create a new direction in conversation.
- When one student took the initiative, the others were encouraged by that and the interaction was stimulated.
- When the image/idea that came up to her mind was hard to express in English, Emi

used Japanese translation in order to communicate. So did Chigusa. And the others helped her with interpretation for an appropriate word in English. They gave me a quick glance to check whether the word was correct. I just nod for confirmation. When they couldn't help with each other, I wrote the English word on the board so that I didn't have to interrupt their talk. They could learn vocabulary on the spot and inductively: for example, "bark", "generous", and "timid".

- Around the end of the interaction, they were more involved in a real meaningful conversation rather than simply doing the task in the textbook.

3.3.4 Tuesday, November 25, 1997

Students listened to three people in the textbook discussing the things they talk about with different people. By comparing the "things" to the previous one of their own interaction, they might be aware of strategies or tactics native speakers use--for example, interjections, responses to questions--on turn-taking. The tapescript was handed to them for reference.

- Chigusa mentioned when non-native speakers use such expressions as "Well" or "Yeah", she feels very embarrassed. It gives an impression that s/he knows a lot about the way of talking in English and is kind of showing off. When I introduced this story to other students in different classes, many of them agreed with her. They feel embarrassed to use interjections.

3.3.5 Tuesday, December 2, 1997

Before the class started, we discussed the difficulty of turn-taking: what makes talking in English so different from talking in Japanese.

- Etsuko's comment was that she always had to devote a lot of attention to listening

to the others so that she wouldn't fail to listen to every word. That usually made her very nervous. She couldn't think about other aspects such as taking turns or showing facial expression. She was surprised when she listened to the recording of the interaction in the class that her voice was completely different from the one she knew. Her voice was small and low and sounded timid. She didn't think it was because of the recording quality because her voice on the telephone answering machine tape is comparatively higher than her real one.

- Emi Kousaka said that her class was quiet. In the class she attended before, there were some housewives and they were eager to talk about anything. When they couldn't express something in English, they didn't hesitate to use Japanese. The atmosphere naturally made her engage in conversation. It was fun.
- They both mentioned that they had little confidence in talking in English and were afraid of making grammatical errors.

3.3.6 Tuesday, December 9, 1997

We listened to the tape of the textbook and went through the task in it. Then, we listened to the tape again referring to the tapescript. While going through listening and following the context, students were asked to find out how the interviewer and the professor on the tape were taking turns.

Students wrote down any turn-taking examples in the interaction. Next, they compared their findings with their partners. Then, they were asked to make a presentation of their choice and the reason.

- They found that turn-taking could fall into two categories: asking questions and making comments. When they compared the two strategies in order to minimize

silence and facilitate turn-taking, they preferred asking questions. Making comments seemed to require more competence.

4 Discussion

Through the investigation, I recognized that silence was frequently observed when: (a) the students were taking a turn and there was a lull in a conversation; (b) they were working on an unfamiliar subject in the textbook; (c) I participated in their talk as ‘supervisor’. I predict that the difference in the way of communicating between English speaking culture and Japanese culture is at the root of this problem.

In the first situation (a), silence can be minimized if the students learn strategies to deal with it and know the pattern of interaction between native speakers, as suggested in Section 2.2. Through the observation, the students found that “asking a question to a prior comment” is one way to break through silence.

For the second one (b), the textbook should be reconsidered. *Atlas 3* is a well-organized textbook. However, after using it for three months I feel it a little rigid. It has too many processes to go through doing listening, vocabulary building, reading, and writing in order to finish a task and develop an idea. It doesn’t allow us to get sidetracked and enjoy studying. Many students who come to a language school expect a different approach in learning English from the way they experienced/are experiencing at school. They not only wish to improve their competence but are also eager to enjoy the study. If a teacher persists in a teaching theory that is rigid, they lose interest and leave the school.

Textbooks should make some allowances for teachers who work in various situations so that they can make modification according to students' interests, goals, and competence, as suggested in Section 2.4. Textbooks should not dominate the classroom. They can introduce English culture and their way of communication, and should suggest an idea how to make a positive use of students' way of thinking when communicating in English.

The third one (c) raised my interest in considering the teacher's roles. In my classroom, the students sit in a half circle and I take my seat in the middle in front of the board. The ordinary classroom progresses between the teacher as a speaker and the students as an audience. It's a one-way direction. During the teacher-student interaction in this research, they were given a task to interact with each other and I joined them as a participant. The interaction was between the teacher as an initiator and facilitator and a student as a respondent. It was a teacher-initiated one. They were fully dependent on the teacher and they knew that a hand would be given immediately when they had any difficulty in interaction. Moreover, they were very concerned with making grammatical errors, although they didn't care about lexical or semantic errors.

However, during the student-student interaction, it was bi-directional. Every student was the speaker and audience. In order to stimulate the interaction, every speaker realized that they should be independent and take responsibility in controlling it. They had more chance to think and try things out for themselves. Since no one took the role as 'supervisor' or 'director', they were released from the pressure of making errors. I was playing the role as 'observer' and didn't interrupt their interaction. A hand was

lent just in case they couldn't handle the problem by themselves. (See the latter part of the interaction of Tuesday, November 18, 1997.)

Throughout the research it was clear that too much monitoring of the students would impede the growth of their interactional competence. This notion is supported by a number of researchers (Riley 1982 in McDonough and Shaw 1993; van Lier 1988, Slimani 1989, both in Thornbury 1996).

Through student-student interaction, students learn to become independent and responsible for the activity. They monitor their production and follow interactional processes one by one and look at themselves objectively. They will be aware of their behavior, language competence, and many other related factors. They may acquire learning strategy naturally. Since learning strategy is a process-oriented one, I believe that it is effective especially for intrinsically motivated students who need to maintain their interest and motivation.

5 Conclusion

The conclusion drawn by this classroom observation is that the students should be taught strategies or the pattern of communication in English and start with familiar subjects so that interaction is stimulated. They will be encouraged to talk in English and interaction will continue long. In addition, they should learn how to become independent and responsible in classroom activities. The learning strategy is related to the teacher's roles. Teachers should help students with their problems but not provide too much care, and support them so that they find their own learning style.

Regarding the students' cultural behavior, shyness, embarrassment, and constraint on using interjections such as "Well, ..." and "Yeah, ..." can be removed if they get used to talk in English. Recently one student in a different class said with pride that she is not shy any more, since she called up her courage one day and talked to her husband in English.

Additionally, the research revealed various aspects of interaction, the most prominent of which is error correction. As I mentioned earlier, students were concerned with grammatical errors, although they showed little concern with lexical or semantic ones. Further research is necessary in this area in order for us to have a clear insight into this problem.

Appendices

Tapescripts of teacher-student interaction and student-student interaction

Appendix 1: Tuesday, November 4, 1997-b

T: Fuyuko Kato, S1: Emi Kousaka, S2: Chigusa Ohashi, S3: Etsuko Koike

- T OK. So. Ahh. Sunday off. Monday off. OK. What did you do? How was your weekend? <Looking at Emi>
- S1 It's good.
- T It was good.
- S1 I went to Kobe for visiting my friends. ... And ... And ... I went to Nankin Town. It's Chinese town. And ... eating *ramen*, and *butaman*.
- Ss [Laughter]
- S1 ...
- T And?
- S1 And ... Looking around. After that we are going to ... eating ... eat *nabe*, but we had too much at Nankin Town, so we ate ... snack.
- T When did you eat. [wait-time: 1''] You were so full.
- S1 So we ate snack.
- T Only snack?
- S1 Drank? Drank wine?
- T Oh ...? Which wine? White? Red?
- S1 White and red.
- T Both?
- Ss [Laughter]
- T Two bottles, you mean, both?
- S1 Two bottles. Two bottles for four people.
- T Four. Oh. Not bad.
- S1 And talk, talk, talk.
- Ss [Laughter]
- T Fine. ...
- S1&Ss ...
- T Yeah. ... Right. ... So, have you ever been to Kobe? <Looking at Chigusa and Etsuko>
- S2&S3 Yeah.
- T So?
- S2 I was a student.
- T Oh, you were a student in Kobe?
- S2 Yes. ... No. When I was a student, I went to Kobe with my friends ... in autumn.
- T In autumn.
- S2 We had ... <asking to a peer in Japanese how to say> ... [wait time: 15''] ... we had a holiday after examination.
- T Oh, yes. That's good.
- S2 ... It is my first time with my college friends. ... First time to travel with my college stu ... friends.

T I see. Yeah.

S2 Very ... It was very fun.

T Yeah. [wait-time: 1"] How about you? Have you ever been to Kobe?
<Asking to Etsuko>

S3 I went to Kobe last year. I visited to Kitano, Kitano town. ... Harbor ...
Harbor ...

T&Ss Kobe Harbor? Kobe-ko? Harborland?

S3 Harborland.

S3 ... The town was ... crushed. ... a little.

T Oh, Yeah. Yeah. ... So, when was the earthquake? Do you remember? When
was it? [wait-time: 2"] Three years ago?

S3&Ss Two. Two years ago. <Confirming each other>

T 199 ...

S3&Ss 1995

T It was January, wasn't it?

S3&Ss January.

T January. ... Right. After New Year's vacation?

Ss After New Year's vacation.

S2 January ...

S2&Ss January 17th.

T January 17th. It was Monday.

Ss ...

T I thought.

Ss Ah ...

T Yeah. I think so.

Ss [Laughter: maybe because they don't remember which day of the week it
happened.] So you went to Kobe? ... What about you two? How was your
weekend?

S2 Yesterday, I went to ... I went to my friend's home. my friend's home. It was
in Toyota City.

T Does your friend work for Toyota? Does your friend work for Toyota?

S2 No. Her husband work Toyota.

T Oh, I see.

S2 She ... She is ... She is a ... She is a friend who went Kobe with me.

Ss Uhm ... <nodding>

T I see.

S2 I ... I ... When I was a college student, I ... I ... <Looking at peers asking for
help? In Japanese> ...
[wait time: 20"] ... I had three good friends. And ... Yesterday the three good
friends ...

T ... [wait time: 10"] ... So?

S2 So, all member ... all member was ... all member ... together ... together ...

T So, you don't live close to each other? ... You live far?

S2 <She is struggling to find a word.>

T So it was ... the first time after a long interval?

S2 Long interval. ...

T Long time no see?

S2 ... <Explaining in Japanese> ...

T Yeah. I see. OK. What did you do with your friend? You were just talking?

S2 Have ... have a lunch and talking and went ... That's all.
T Good. Good.

Appendix 2: Tuesday, November 18, 1997

S1: Emi Kousaka, S2: Chigusa Ohashi, S3: Etsuko Koike, T: Observer

Ss <Laughing shyly, confusedly, wondering, etc. with mixed feelings> [Silence: 30"]
S1 Let's see. With my best ... With someone who have just met, I talk about weather, greeting, introduction myself. ... How about you?
S2 I talk ... I talk about weather.
S3 And I talk about common friends.
Ss ... [Silence: 10"]
S2 I talk ... I talk ... I talk with my best male friend about about sports ... about sports. How about you?
S1 ... I talk about movie, music, and, [inaudible], family, anything, I talk. ...
Ss [Laughter]
S1 How about you, Etsuko?
S3 I talk about ... music. ... and money.
Ss [Laughter]
Ss [Silence: 15"]
S3 I talk ... I talk with my best female friend ... I talk about TV, music, and movie, and travel, ... coworkers. How about you?
S2 I talk with my best female friends ... about ... about travel, and hobbies, and everything. How about you?
S1 I also talk about movie, travel, and work, sometimes boyfriend and other friend, and ... wedding. But I don't have plan.
Ss [Laughter]
S1 ... With my parents, I talk about [inaudible], work, ... I don't talk ... with parents. ...
Ss ...[inaudible]
S1 ... *Amari*
Ss Seldom?
S1 I don't seldom talk with my parents [inaudible] ... like my friends. How about you?
S2 Do you live with your parents? But you said [inaudible]
S1 Just talk [inaudible] ... *Fukaku*
S2 Serious things?
S1 Serious things.
S2 I talk with my parents, I talk with my parents about ... I talk with my parents about serious things, I talk with ... I talk with my mother everything, food, fashion, and work. She's one of my good friends. How about you?
S3 I talk about ... I talk with my parents about sports. Especially we like baseball.
Ss ... [silence: 10"]
S3 Baseball game and player ... about game and player

S2 Do both your mother and father like baseball?
S3 Yes. My mother like baseball. ... Recently, we talk about soccer. We watch a game together.
S2 Which team does your ... do your parents like? Baseball ...
S3 <Interruption> Baseball team?
S3 Giants.
S2 Giants.
S3 Parents and my brother and me. Giants.
S2 I don't like Giants.
Ss [Laughter]
S2 Because I was born in Nagoya.
Ss Ahhhh.
S3 Do you like Dragons?
S2 Yes.
Ss [Laughter]
S3 I ... I never watch the game for Dragons. I always watch the game for? Giants.
Ss ... [Silence: 10"] ...
S3 Do you have [inaudible]?
Ss [Laughter] No.
S2 I talk about ... I talk about ... I talk with my teacher ... I talk with my teacher how to study English.
Ss Ahhhh. Me, too.
[Inaudible]
S2 What do you talk with your tea ceremony teacher?
S1 I talk about weather, and ..., her ... her ... *taicho*
Ss Health
S1 Her health, and ... and my company thing. ... How about you? Anything [inaudible] ?
S2 ... Nothing
Ss [Laughter]
[Inaudible]
S3 I talk with my neighbor about my pet, and weather, and other people.
S2 What pet do you have?
S3 I have ... I have two dogs.
S1 Me, too.
S3 Two?
S1 Two
S2 And they are parent and child?
S3 No.
Ss [Laughter and Silence]
S2 And which kind of dog?
S3 One dog is *Shiba-ken* and one dog is mix? ... Mix.
S1 My dog is Pointer and the other dog is mix?... Mix. Do you have?
S2 No, I don't have.
S1 I have cat, too. I also have cat.
S2 How many cats do you have?
S1 Just one. But I have allergy of cats.
S2 The relation of dog and cat is good?

S1 Yeah. I think it's good. Yes. Cat eats dog's food. [inaudible] It's good.
 S2 So does the dog get angry the cat?
 S1 Ah, sometimes. When cat
 S2 <Interruption> Does they fight?
 S1 Not fight.
 S2 Do they fight?
 S1 They don't fight, but dog *hoeru*?
 S3 Bark?
 S1 Bow? <I wrote the word on the board.>
 S3&Ss Bark.
 S1 Bark to cat. So. Only cat eat ... when cat eat food
 S3 for the dog?
 S1 Only cat is eating. So dog bark.
 S2 Your dog is very *kandai*. <I wrote the word on the board.>
 S1 Yeah. I don' think so.
 Ss They are generous.
 S1 I don't think so. I think dogs are *shoushinmono*. <I wrote the word on the board.>
 Ss [Laughter]
 S1&S2 Timid. [Laughter]
 S1 Dog are timid. I think so.
 Ss [Laughter]
 [Inaudible]
 S1 I talk to my neighbor, just greeting, just hello. How about you?
 S2 I talk to my neighborhood, just greeting, and things happened around us, for example, ... construction, construct the road.

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