

The 45th Annual TESOL Convention and Exhibit

第 45 回 TESOL 学会参加報告

YNU Education Center

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要旨

平成 23 年 3 月にニューオーリンズで開かれた第 45 回 TESOL 学会に参加した。その目的は、主に授業研究に関連するセッション、ワークショップに出席することであった。特に 2 つのワークショップに関して報告をする。

1 つは、ダイアリー・スタディズである。授業研究は、大きく分けると実験研究と民族誌学にみられる観察等によるデータ収集と分析がある。これらの課題の一つは、学習者や教師の内面研究が難しいことであった。この課題解決のために注目を浴び始めているのが、ダイアリー・スタディズである。ワークショップでは、この手法で長い間研究に携わってきた Dr. K. Bailey による事例発表等があった。時間と継続的な努力が被験者と研究者に要求されるが、費用もかからず、個々の教員で実行が可能であることから、今後本学における授業研究にも参考になると考える。

もう 1 つは、大学や義務教育における授業の改善 (FD) を目的とした観察手法のワークショップであり、観察をする者は主に FD 関係者や教育委員会関係者である。観察をされる授業者への心配り、観察の目的や意義、観察方法の具体的なステップを示し、その手法で授業をビデオ観察し、その結果等を話し合った。海外の大学関係者、教育委員会関係者によるワークショップであり、様々な着眼点からの話し合いは有効であった。

The 45th TESOL (Teachers of English to Speakers of Other Languages, Inc.) convention and exhibit were held in New Orleans, Louisiana, USA on March 17th, 18th and 19th in 2011. In addition to this conference, preconference institutes and postconference institutes were held on the 15th and 19th, respectively. The TESOL convention boasts more than 700 engaging presentations and workshops annually.

I arrived in New Orleans on the evening of the 15th. I attended K-12 Dream Day¹ on

¹ K-12 is a designation for the sum of primary and secondary education. It is used in the United States, Canada, and some parts of Australia. K-12 Dream Day on March 16th offered various lectures and workshops from morning to evening, mainly for K-12 teachers.

the 16th, and four academic sessions² and four workshops³ on the following three days. I would like to introduce two of the workshops where classroom research was discussed and activities were undertaken based on real-life situations. In Section 1, I will first discuss classroom research in general, and then introduce these two workshops.

Classroom research

Classroom research is being conducted through the use of a wide range of research methods, each chosen for its particular ability to illuminate particular aspects of classroom language learning and teaching. In classroom observation, one of the major methods used in classroom research, researchers observe what occurs in classrooms in order to relate the major features of teacher and student behavior to learning outcomes.

Researchers can develop a database of classroom activities by direct observation, note-taking, and video- and/or audio-recording classroom behavior and interactions. Verbal interactions that are recorded can be transcribed and notes concerning nonverbal behaviors can be added to the transcripts. However, other means of classroom research must be used in order to investigate aspects of the classroom that cannot be observed directly. For example, if the aim is to investigate learners' anxiety, one alternative to direct observation is to interview the students about what has occurred in class and how they feel about it or to administer written questionnaires. A problem with observation systems and questionnaires is that the researcher must prejudge the classroom in order to select criteria for inclusion on the observation instruments. While observation instruments and questionnaires can yield valuable data, an alternative approach to data collection is to use an open form of self-reporting. For example, learners' diaries can reveal aspects of the classroom experience that direct observation might miss and that researchers would not have thought of including as questionnaire items. These limitations of observation schedules and questionnaires have led some researchers to use ethnographic methods to collect and

² I attended four lectures: Research on EFL Classroom Interaction: Conversation Analysis by Donna Fujimoto, et al.; English for Specific Purposes (ESP): Imagine the Possibilities!; Assess without Distress: Authentic Assessments of EFLs in Classrooms (for K-12) by Trish Morita Mullaney, et al.; Providing a World-Class Education for America's English Learners (for K-12) by Thelma Meléndez de Santa Ana.

³ I attended two workshops in addition to those two mentioned in this report: 'Drama's for Your Mama?' No Way! It's Perfect Pronunciation for ELLs (for K-12) by Anne Burns; and Storybook Project: Integrating Language Learning and Teaching for NNS Trainees by Bonny Tibbitts and Patricia Pashby.

interpret classroom data. The use of ethnographic methods has received support from many researchers in general education for over three decades (van Lier, 1988; Erickson, 1977; Wilson, 1977). The value of ethnographic approaches was pointed out by van Lier, who stated that researchers must attempt to understand the meanings given to the classroom events by the participants themselves.

Diary Studies: Using Teachers' and Learners' Journal Entries as Data

Introspective methods of data collections are think-aloud protocols, stimulated recalls, (auto) biographical research, and diary studies. Dr. K. Bailey from Monterey Institute of International Studies, USA, gave a lecture and workshop on diary studies. In her lecture, she first introduced procedures for gathering journal entries as data and next she provided us with some journal entry data for us to practice analyzing.

The procedures she suggests we should take are: (1) provide a context for the study by giving an account of your personal language teaching and/or language learning history; (2) keep regular, uncensored accounts of the teaching or learning experience, trying to be as candid as possible; (3) analyze the account for patterns and significant events; (4) revise the 'raw' account for public consumption; (5) document and discuss the factors that appear to be important in language teaching/learning (Nunan & Bailey, 2009).

Next, we were provided with some data to analyze. Before starting the analytical practice, we were given more instructions for '(3)'. They were to look for: (1) patterns (for example, repeated themes/comments, paralleled/connected comments); (2) metaphoric uses of language (for example, "I can't keep up."); (3) salient events or turning points; (4) natural divisions in the longitudinal data; (5) contrast, inconsistencies and/or unanswered questions.

Before and After Classroom Observations: Communication that Encourages Teacher Growth

This workshop was organized by Ms. Suzanne House, a language specialist of the Applied English Center of the University of Kansas. She first gave us a brief overview of effective classroom observations and then all of us pretended to be supervisors focusing on observation announcements and pre-and post-observation discussions so that participants could practice useful skills for encouraging teachers' development.

First, the following subtopics were introduced and discussed: purposes of teacher evaluation (summative evaluation, formative evaluation), purposes of classroom observation (regular review, employment decisions, increased student learning, and teacher growth), positive aspects of classroom observations (teacher reflection and growth, increased student learning, observer growth, opportunities for collaboration), and negative aspects of classroom observations (emotions such as anxiety, powerlessness, and vulnerability, pressure, relationships, objectivity, and resentment about mandatory observations).

Second, our focus was shifted on to procedure for observation. Essential communication elements of an observation are the observation announcement/permission, pre-observation discussion, classroom observation, and post-observation discussion.

The number of attendants for the workshop was 12, who were divided into 4 groups, with each group discussing viewpoints we could have at each step of the procedure.

The first step was pre-observation discussion. Before starting to discuss this matter, we discussed considering teachers' experience, knowledge, skills, and attitude as well as the most effective type of supervision and discussion (directive, collaborative, or non-directive) in cases in which observers are supervisors. The underlying focus was increased student learning and teacher growth. The elements included in the discussions were the purpose of observation, observation time and location, classroom context, teacher's concerns, teacher's desired focus, supervisor's desired focus, follow-up discussion time and location, and preview of the follow-up discussion.

The second step was classroom observation. Instead of observing a class recorded on videotape, we discussed 13 scenarios. For example, "The class was technically OK, but there was no spark or enthusiasm on the part of the teacher."

The third step was follow-up discussions. The elements we discussed were to review observation goals and agreed-upon focus, to look at data using observation tool, teacher's voice, supervisor's voice, and to review and plan for the future.

Summary

In recent years, teachers have been encouraged to analyze their own teaching in the classroom. Many lectures and workshops for classroom research were provided to teachers of English. In the program of K-12 Dream Day, a workshop for classroom

research was provided to attendees. Bridging gaps between research and practice is often advocated. It is time for the English Education Section to which I belong, to encourage teachers of English to introduce classroom research methods. Diary studies is one method, as Dr. K. Bailey introduced at the workshop. This method may be time-consuming and can be subjective, but can be conducted at no expense and no help is necessary (though you need to buy a notebook to record your teaching). If the data teachers gain from their diaries can be compared with other kinds of data, such as questionnaires and interviews, their reliability would increase.

The workshop for observation was not for researchers to learn how to gather data and analyze it, but for supervisors. Overall, as the participants held different positions within an educational context, such as a member of an education board, a lecturer of an intensive English program of a university, and an academic director of the English language program of a university, we were able to discuss various issues from different angles. Most of the participants had experiences of observing teaching and/or being observed for evaluation as part of their annual evaluation. Through the workshop, I as a researcher and a teacher of English was able to obtain more viewpoints for classroom observation. It is a good idea that people with different social positions discuss teaching and learning occurring in classroom.

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