

[研究論文]

Appropriation of “Topic” in Japanese Language Classroom Interactions as Shown Through Discourse Analysis of Learner-to-Learner “Dialog”

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Summary

The purpose of this study is to elucidate the ideal conditions for Japanese language classroom interaction, from the standpoint of topic content, which includes elements of learner self-awareness and self-actualization. Discourse analysis has been applied to classroom interactions resulting in valuable input to assist teachers in creating better interaction opportunities for learners.

This study features discourse analysis of actual learner-to-learner dialog in Japanese language classes and show examples of the ways learners share each other’s main topic and appropriate given topics from one another. In order to create a more ideal Japanese language class that includes learner self-awareness and self-actualization, the author points out that teachers need to provide a learning environment where each learner can both share and absorb one another’s main topics through various classroom activities.

Key words : interaction, topic, appropriation, dialog, discourse analysis