

Structuring Communicative Tasks for Business Administration Students

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Abstract

This paper closely examines how 30 first-year Japanese university business administration students completed four different pro-active focus on form tasks. A questionnaire, a ranking activity, a controlled questionnaire, and a decision-making task were designed to draw the students to notice and produce preverbal frequency adverbs (always, often, sometimes, seldom, and never). Through the use of a version of conversation analysis, the paper suggests that the requirements for successfully completing each task influenced 1) the frequency of target form usage, 2) the conversational moves featuring the target form, and 3) the use of alternative grammatical forms to fulfill the function of the target form. The paper concludes that the students' focus on task provides an insightful perspective how students use target forms, complete different task types, and interact with others in an intact English as a Foreign Language (EFL) classroom.

Within an EFL the classroom, there is concern about what teachers and students are focusing upon. Historically, language instruction has been preoccupied with what Long and Robinson (1998) describe as a focus on forms: classroom interaction and activities centered upon identifying, using, and mastering the target language grammar in isolation. In reaction to this approach, a focus on meaning has increasingly gaining favour among language teachers and theorists. According to Long (1980), second language acquisition is thought to be a consequence of receiving comprehensible input through interaction. In the classroom, this approach brought about the movement for real world and pedagogical tasks to create situations where students can notice and use language as it is required (Long & Robinson, 1998). Doughty and Williams (1998) propose a more proactive approach by arguing that teachers can design tasks that guide students towards forms they know to be troublesome. The result is a focus on form within the context of negotiating meaning. Designing such tasks, however, is quite difficult. Loschky and Bley-Vroman (1990) explain that students can often successfully complete tasks without using the target form.

The purpose of this paper is to closely examine what students focus upon and how they interact with each other. It is argued that students are ultimately guided by what results in the successful completion of the task. Successful completion

may be defined explicitly by the teacher or may be implicit in the task itself (e.g., there are no more questions to ask on the questionnaire). It is this focus on task that determines not only what forms students notice and eventually produce, but also how students interact with others in the classroom.

Methods

Participants

This study involved 30 first-year Japanese university students (14 females; 16 males) from the faculty of business administration. Their English level can be characterized as the product of six years of explicit grammar study in high school. Many students have a substantial knowledge about English, but are unable to access it quickly in conversation situations.

Materials and Procedures

The sporadic appearance of frequency adverbs in the students' speech suggested that this form was beginning to emerge in their interlanguage. As such, a series of proactive focus-on-form tasks were designed to heighten the students' awareness and use of the preverbal adverbs of frequency "never, seldom, sometimes, often, and always." In the first task, pairs of students responded to a questionnaire asking about their TV viewing habits. The teacher then elicited their answers writing down the different preverbal adverbs of frequency. In the end, the blackboard had a scale to illustrate the differences between the adverbs (see Illustration 1).

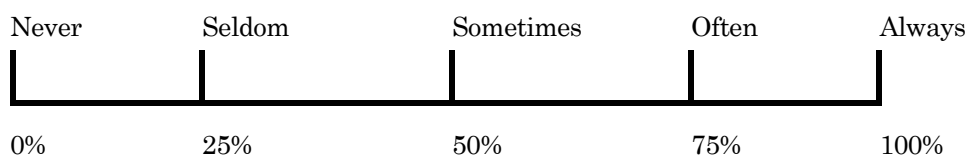


Illustration 1. A scale describing preverbal adverbs of frequency

The second task was a ranking activity. Students in groups of five ranked eight Japanese TV programs based upon how often Japanese university students watch them. In the third task, pairs of students asked each other how frequently they actually watch each program. From this information, students checked the accuracy of their rankings. The final task was a problem-solving activity. Students working in groups of five decided what would be the best TV show for a commercial advertising a new cellular phone from Softbank. This series of tasks filled one 90-minute class period.

Analysis

The students' interactions were recorded with two video cameras and five IC recorders. All of the audio recordings were transcribed (totaling in 242 minutes of student-student interactions) using the transcription conventions listed in Appendix A. The transcriptions were then cross-referenced with the video recordings to capture students' non-verbal behaviors. The transcriptions were analyzed using a version of conversational analysis (Tsui, 1994). Student speech was also transcribed using a three-move conversational exchange (i.e., initiation, response, and follow-up) as the basic organizational framework. Each of these moves is defined as the smallest free unit of discourse composed of one or more acts performing a particular function (Sinclair & Coulthard, 1975, p.23.). An act is characterized according to its function in discourse (ibid. p.28). This analytical framework is an effective means of investigating student interactions in an EFL classroom because it allows for (a) the investigation of adverbial use in the four different tasks, (b) the identification the types of moves featuring preverbal adverbs of frequency, and (c) the description of alternative grammatical forms that students used to fulfill the function of the target form.

Task one: A questionnaire on TV viewing habits

Questionnaires can be an effective means of guiding students towards preverbal frequency adverbs by either using them in a question or requiring them in a response. In the first task, students had a questionnaire asking about their TV viewing habits. Out of 12 questions, two were "Do you ever" questions and two were "How often do you" questions. Celce-Murcia and Larsen-Freeman (1999) identified both of these questions as usually eliciting adverbs of frequency in the response.

Analysis of the tape scripts revealed that the "Do you ever" questions elicited preverbal adverbs of frequency only 15 out of 50 possible opportunities (30%). A majority of students just replied, "yes or no" without elaborating on how often they watched TV. Moreover, most of the students did not ask their partners to elaborate. However, when students did ask their partners to elaborate, the request for elaboration typically led to content information rather than the use of preverbal adverbs of frequency as illustrated in Excerpt 1.

Excerpt 1

- 8 Kaz: oh do you ever (.) oh watch tv (.) while eating dinner?
 Ken: yes=
 10 Kaz: =yes?
 Ken: uh because I eat dinner alone.
 12 Kaz: alone? ya ya why do you watch tv?

- Ken: ah ((clearing throat)) because (.) uh my room is quietly (.) quiet?=
 14: Kaz: =quiet.
 Ken: quiet (.) ya (.) so tv watch.
 16: Kaz: ya how many TVs do you have in your house?

Ken responds to Kaz's request for elaboration in line 10 by explaining why he eats dinner alone rather than how often he does so. Kaz continues to ask for elaboration in line 12, but the topic of discussion remains his reason for watching TV. Finally in line 15 Kaz moves on to the next question. This excerpt reveals how a focus on task influences students' interaction. Questionnaires simply require students to give an answer that satisfies the content of the question. Once this requirement is fulfilled, students continue to the next question. In the case of the "Do you ever" questions, a "yes" or "no" response satisfies the basic task requirement. Frequency adverbs are not necessary to successfully complete the task. Yet, the "Do you ever" question brought about an interaction in lines 13 to 15 about the lexical stem *quiet* – an unexpected, but potentially fruitful negotiation of meaning that could lead to advancement in Ken's interlanguage.

The "How often do you" questions, in contrast, regularly elicited preverbal adverbs of frequency. Students failed to use the targeted grammatical forms only 3 of 50 opportunities (3%). Consistent with Celce-Murcia and Larsen-Freeman's observation (1999), 90% of student responses used specific adverbials of frequency such as *twice a week* or *everyday*.

The "How often you do" questions also elicited a lot more negotiation of form. A possible explanation may reside in the fact that "how often do you" questions are further up the order of acquisition than "do you ever" questions (Pienemann & Johnston, 1987). Excerpt 2 illustrates how two students had to negotiate quite a bit before moving on to the next question.

Excerpt 2

- 1 Jun: how often you watch TV?
 Eri: uh?
 3 Jun: how often means how many times
 Eri: oh (.) ah unmari {not often}
 Jun: it's not often.
 Eri: not often.
 7 Jun: it's twice a week or?
 Eri: uh.
 9 Jun: so you can say I don't watch TV =
 Eri: = I don't watch TV
 11 Jun: very often =

Eri: = very often.

Eri's incomprehension in line 2 prompts Jun to explain what the question means. Then Eri responds in Japanese. Jun once again plays a facilitative role by translating her response. Eri repeats Jun's modelled response in line 6. In the next turn, Jun checks to make sure that *not often* is correct by asking if she watches TV twice a week. Eri confirms. From here, Jun guides Eri's response from lines 9 to 12.

Excerpt 2 provides many insights into how students can interact with each other while completing the structured questionnaire. First, they were able to successfully negotiate the answer in the absence of the teacher. Second, the current stage interlanguage development influences how the students negotiate form and meaning. In line 5 of Excerpt 2, Jun provides a direct translation of "not often" rather than using less frequent adverbs such as "seldom" or "rarely." Taking into consideration all of the students' interactions, the structured questionnaire produced a limited use of preverbal adverbs of frequency in the different conversational moves.

Table 1. Number of frequency adverbs used in the questionnaire task

	Specific Adverbials	Always	Often	Sometimes	Seldom	Never	Not + verb
Response	45	6	3	13	1	4	13
Follow-up	5	0	1	1	0	0	0

* The initiation moves are not included in this table because no students used frequency adverbs when they asked the questions featured on the questionnaire.

Table 1 shows that the first task prompted preverbal adverbs of frequency usage mostly in response moves and to a limited extent in their follow-up moves. Specific adverbs far outweighed preverbal adverbial use. This result can be largely contributed to the lack of preverbal adverbs elicited by the "Do you ever" questions. The "How often do you" questions in contrast prompted more negotiation and use of the target forms.

Task two: A ranking activity

The ranking activity was thought to offer students an opportunity to use preverbal frequency adverbs as they justified their rankings. Students were instructed to rank eight TV shows on basis of "how frequently Japanese university students watch them." This pedagogical goal, however, was realized only as students progressed through the list of the TV programs. As seen in Excerpt 3, student preference rather than the frequency of viewing determined the rankings of the top TV shows.

Excerpt 3

- 5 Aki: how about Music Station?
 Jun: Music Station is very popular.
 7 Mai: I like I like number one =
 Ako: = me too.
 9 Emi: number one ((Emi writes down Music Station as number one)) and
 second is?
 Mai: News Station.
 11 Jun: ya I like (.) number two
 Ako: everyone watch
 13 Emi: Um ((Emi writes News Station as number two))

This group as well as the other student groups initially completed the task in a series of short quickly delivered statements. For example, Aki suggestion of Music Station in line 5 of Excerpt 3 is quickly confirmed by Jun in the next line and Mai and Ako quickly following suit. By line 9 Emi is writing Music Station as the most watched program without a word being mentioned whether or not anyone actually watches the show. This decision-making process continues through lines 10 to 13. The only exception being Ako's comment in line 12 that everyone watches the program. How frequently people watch News Station, however, remains unconsidered.

Interestingly as the students progressed further down the rankings, the use of preverbal adverbs of frequency increases as well as the functions they fulfill. In sharp contrast to their occurrence in the preceding task, frequency adverbs occurred in not only in student response moves, but also in their initiations. In Excerpt 4, "sometimes" appears in Aki's response to Jun's question about NHK English in line 61. Then Jun uses this preverbal adverb of frequency in his initiation in the following line. He points to Umi and asks if she too sometimes watches NHK. Eri then responds "seldom" followed by Emi's response of "me too."

Excerpt 4

- 59 Aki: so what is number seven? ((Aki looks down at the list of TV
 shows))
 Jun: number seven (.) have you (0.3) um watch watched NHK English?
 61 Aki: yes, sometimes.
 Jun: sometimes? ((Jun points his hand towards Umi))
 63 Umi: sometimes.
 Eri: uh, seldom.
 65 Emi: me too so. ((Emi writes NHK English as number seven))

Another interesting feature arising from this decision making process can be seen in lines 63 to 65. Students cascade their responses one right after the other. Excerpt 5 provides an example of how quickly a decision-making sequence can unfold.

Excerpt 5

- 94 Emi: do you often watch NHK English?
 Rie: NHK programs?
 96 Emi: yes.
 Rie: um.
 98 Koji: I've never seen =
 Aki: = I've never seen =
 100 Shun: = I've never seen.
 Rie: I like NHK.
 101 Emi: last rank =
 Koji: = I think so too.
 103 Rie: okay fine then.

Similar to the questionnaire task, a “do you ever” question fails to elicit a preverbal frequency adverb from Rie in line 97. However, Koji responds that he has *never* seen the program. His response in turn acts as a watershed. Aki and Shun quickly repeat Koji's response in their follow-up moves in lines 99 and 100. Finally, strength in numbers forces Rie to accept NHK English ranks last in line 103. More importantly, Koji's response in line 98 seems to have acted as a model for the other students in his group. The uniqueness of Excerpt 5 becomes apparent when considering the number of preverbal adverbs of frequency used in this task.

Table 2. Number of frequency adverbs in the ranking activity

	Always	Often	Sometimes	Seldom	Never	Not + verb	Specific Adverbials
Initiation	0	1	1	0	0	0	0
Response	2	2	3	3	5	10	6
Follow-up	1	0	1	0	7	2	0

Another point of interest arising from Table 2 is in the fact that a majority of students choose to negate the main verb rather than modify it with the negative adverb *never*. This finding is especially interesting considering Celce-Murcia and Larsen-Freeman's frequency counts of adverbial use in spoken and written texts. *Never* was ranked as the most common (Celce-Murcia and Larsen-Freeman, 1999, p.509). With this group of students, the function of *never* occurs more frequently

than other frequency adverbs, but the expected form to fulfill this grammatical function does not. In many cases, students use the combination of not+verb to express the grammatical function of “never” as illustrated by Emi line 83 of Excerpt 6 and Jun in line 55 of Excerpt 7.

Excerpt 6

- 81 Ken: baseball is everyday=
 Kaz: =oh ya=
 83 Emi: =but woman woman is women don't see game sometime wo[man]
 Ken: [ahh:]

Excerpt 7

- 53 Jun: so oh: these are (.) the animation? so=
 Aki: =so:.
 55 Jun: I don't watch animation, but um I um my younger brother watch
 animation.
 57 Umi: Well, why don't we decide number seven.

A possible reason for the use of “don't” may be the students' first language. Japanese does not have a negative adverb. This function is fulfilled by combining a negated verb with *zen zen*, *ima made ni*, or *keshite*. Hence students may be influenced by this grammatical convention. Aki's use of *never* in Excerpt 8, however, did not create any misunderstanding within her group. Jun continued the flow of the discussion in line 39 by proposing a ranking for the show. The lack of self- or other-initiated repair suggests that the students in the group have a receptive knowledge of “never.”

Excerpt 8

- 35 Aki: what's your opinion?
 Jun: I think Kanajo (.) I think Kanajo is less (.) popular.
 37 Eri: I think.
 Aki: ya, me neither. I never watch.
 Jun: eight (.) eighth?

In sum, the ranking task prompted more use of preverbal adverbs of frequency especially when students had to justify their rankings as they progressed down the list of TV shows. Interestingly a majority of students negated the verb to fulfil the grammatical function of “never.” Although when used, *never* did not cause any misunderstanding amongst the students as opposed to Task 1, the target structure appeared in initiating moves as well as in response moves,

which in turn acted as a model for others in their follow-up moves.

Task three: A controlled questionnaire

Small adjustments to tasks can have a great effect. Student output in Task 3, a controlled questionnaire, mirrors that of Task 1 with one important difference. Task 3 cannot be completed without using preverbal frequency adverbs. In this task, students rated the different TV shows according to the frequency in which they watched them. For example, a program received four points if a student “always” watched it and zero points if a student “never” watched it. The scores for each preverbal adverb of frequency were placed on the scale written on the blackboard at the end of Task 3. This rating system effectively combined students’ focus on task with the intended focus on form.

The effects of the rating system can especially be seen with students’ use of “never” as seen in Excerpt 9.

Excerpt 9

- 41 Kaz: how often do you wat[ch]
 Uki: [uh] uh=
 43 Kaz: =Music Station? no. ((Uki shakes her head))
 Uki: I don’t watch.
 45 Kaz: oh ya (.) never?
 Uki: never.
 47 Kaz: okay. ((Kaz writes zero on his paper))

Uki’s response in line 44 prompts Kaz’s request for clarification of “never?” in line 45. The use of the target grammatical structure is then used once again in the follow-up move with Uki’s confirmation in line 46.

Table 3. Number of frequency adverbs in the controlled questionnaire

	Always	Often	Sometimes	Seldom	Never	Not + verb	Specific Adverbials
Response	10	24	31	43	34	2	3
Follow Up	9	13	20	27	23	0	1

* Initiation moves are not included in this table because no students used preverbal adverbs of frequency when asking about each other’s viewing habits of the 8 specified TV shows.

The frequency of adverbial use also increased dramatically (as seen in Table 3). Moreover, their use was not restricted to response moves. Sometimes frequency adverbs were featured in follow-up moves as requests for confirmation and clarification. Excerpt 10 illustrates a basic conversational pattern of

initiation-response-follow-up emerging in this task.

Excerpt 10

- 25 Koji: oh baseball game I: sometimes watch this program.
 Ken: ((Ken writes three on his paper)) andd: Music Station?
- 27 Koji: ohh: I seldom (.) watch this program.
 Ken: seldom ((Ken looks up at the blackboard to see where “seldom” is located on the scale of adverbs and then writes the number of one on his paper)) and next (.) NHK English?
- 29 Koki: oh I have never watched this program.
 Ken: ((Ken writes zero on his page)) Sazae san?
- 31 Koji: ohh: I often watch this program.
 Ken: often ((Ken laughs and then Ken looks at the blackboard again to see where “often” is located on the adverbial scale and then writes the number of three on his paper)) yes (.) and last Mecha Ike.
- 33 Koji: oh umm: I sometim[es]=
 Ken: [um] uh ((Ken writes two his page))
- 35 Koji: =watch this program.
 Ken: okay thank-you.

In line 27 Koji tells Ken that he “seldom” watches Music Station. This response brings first a confirmation request followed by a short pause. During this time Ken quickly refers to the blackboard where the scores for each adverb is written. Once he figures out that “seldom” is a score of one, he continues on to ask about NHK English. The same pattern of interaction occurs when they talk about *Sazae san*. In line 32, Ken confirms “often” by repeating the target grammatical structure, laughing, and quickly looking at the blackboard. Interestingly, the adverbs “never, sometimes, always” are not treated with the same care. Koji’s use of *sometimes* in line 33 immediately brings a confirmation move from Ken in the next line. It is only the less frequent adverbs that receive the extra attention. The extra time spent negotiating these answers may in turn be an important step towards acquisition especially considering importance of noticing and attending to new forms (Van Patten, 1990; Schmidt, 1990).

Students’ desire to complete the task quickly, however, sometimes reduces the initiation-response-follow-up cycle into a series of short exchanges (as seen in Excerpt 11)

Excerpt 11

- 5 Aki: do you watch Mecha Ike?
 Eri: seldom.

- 7 Aki: seldom ((Aki looks at the blackboard to check where seldom is located on the adverbial scale and then writes the number one on her paper)).
- Eri: how about you?
- 9 Aki: sometimes. ((Eri writes the number two on her paper)) how about NHK English?
- Eri: seldom. ((Aki writes the number one on her paper))
- 11 Aki: me too. ((Eri writes the number one on his paper)) how about baseball game?
- Eri: baseball game. um often.
- 13 Aki: often. ((Aki looks at the blackboard to check where “often” is located on the adverbial scale and then writes the number three on her paper)).
- Eri: how about you?
- 15: Aki sometimes. ((Eri writes the number two on her paper)) how about Music Station?
- Eri: seldom. ((Aki writes the number three on her piece of paper)) how about you?

In line 7, “seldom” prompts a request for confirmation and a quick look at the blackboard from Aki. The repeated use of “seldom” in line 10 does not result in the same amount of attention from Eri in line 11. Aki and Eri then complete the task with a series of “how about you?” In comparison to Kou and Kaz’s conversation in Excerpt 10, there does not seem to be the same quality of student interaction. However, Aki slows down a bit in her interaction with Eri to check the blackboard about the adverb “often” in line 13.

In sum, the controlled questionnaire produced the most frequent use of preverbal frequency adverbs, especially with the adverb “never.” Rating the different TV shows also created an initiation-response-follow-up interaction cycle amongst students. Although the pace in which they completed the task varied significantly, the less frequent adverbs drew students’ attention to the adverbial scale written on the blackboard. However once noted, very few students took a second look at the blackboard when a less frequent frequency adverb came up again in their conversation.

Task four: A decision-making task

Task 4, the final task, placed no limitations upon the students. Students simply had to decide which TV show would be best for a new Softbank commercial. It was of interest to see how often and where preverbal frequency adverbs would appear in this decision-making task. The majority of the students focused on

identifying the target audiences of each program. As a result, there was little adverbial use. Excerpt 12 illustrates how the focus on frequency adverbs was lost in deciding which TV shows potential cellular phone buyers watch.

Excerpt 12

- 8 Emi: Mecha Ike?
 Ken: mobile phone um everybody use mobile phone
 10 Kaz: oh ya.
 Ken: but Mecha Ike old age people don[t]
 12 Kaz: [do]n't look=
 Ken: =watch don't watch.
 14 Kaz: umm:
 (0.5)
 15 Koji: but, baseball game okay.

Ken in lines 11 and 13 as well as Kaz in line 12 revert back to negation+verb rather than using “never”, which is an interesting development considering that Kaz insisted on the use of *never* in the previous task. A possible explanation rests in the fact that the task does not require the use of frequency adverbs. What students need to do is narrow the number of possible choices from the list of TV shows. In line 11, Ken challenges Emi’s suggestion of *Mecha Ike* is the best show. Kaz lends his support to Ken by interjecting “don’t look” in line 12. Interestingly, Ken corrects the use of “look” with “watch” in line 13. More significantly he restates their position as “don’t watch” in line 13. Kaz then confirms their position with “umm.” and he does not opt to clarify the point with the adverb “never.” At the end of the sequence, Emi neither challenges the form or the content of what Ken and Kaz said, which in effect removes *Mecha Ike* off their list of choices. The conversation then continues with Koji nominating a baseball game as the next program to discuss.

Task 3 did, however, have an impact upon how some students approached the decision-making process.

Excerpt 13

- 60 Jun: I think drama is better.
 Aki: ((laugh))
 62 Eri: but, rank is sixth=
 Umi: =ya I can’t agree with you I can’t agree with you.
 64 Aki: oh (.) so think about the rankings (.) so Mecha Ike?
 Eri: okay.

In line 62 of Excerpt 13, Eri rejects the drama as being the group's choice on the basis that they ranked it sixth in the previous task. Umi agrees in line 63, which establishes a new decision-making criterion for the group. Aki then proposes in line 64 that *Mecha Ike* should be chosen on the basis of its first-place ranking. Finally, Eri and the rest of the group agree upon *Mecha Ike*. This turn of events unfortunately did not generate any preverbal frequency adverbs because a basic fact remains. This task does not require this grammatical form for its successful completion.

In sum, the decision-making task produced few preverbal frequency adverbs. Moreover, adverbial usage gains achieved in a previous task were quickly lost, especially considering the use of "never." Clearly choosing the best TV show for a new Softbank commercial presented students with task conditions not conducive to the use of frequency adverbs. Yet, some students saw and used the underlying logic behind the sequencing of the different tasks to inform their choices.

Discussion

Excerpts of student speech illustrate how focus on task influences when, where, and how students used preverbal adverbs of frequency in four proactive focus on form tasks. This microanalysis highlights Loschky and Bley-Vroman's argument that the essentialness of target forms varies considerably between tasks. The distinguishing contribution of this paper resides in the insights gained by closely attending to students' use and non-use of target forms. The differing results of Tasks 1 and 3 are a point in case. Making frequency adverbs essential to completing the controlled interview, Task 3, not only pushed students to use more of them but also created an initiation-response-follow-up interaction cycle where frequency adverbs appeared in a variety of conservation moves in comparison to the other tasks. Moreover, when the students encountered the less frequent frequency adverbs, they referred to the blackboard where the target forms were located on the scale. Even more interesting is that second encounters with these adverbs did not prompt the same level of attention as the first time around.

Conditions leading to successful completion of the ranking activity, Task 2, revealed that preverbal adverbs of frequency use became apparent only as students came closer to completing this task. Only at that time did they rely on the target form to justify their opinions. In some cases student responses acted as a model for others' subsequent use. Thus, the degree to which a target form is essential seems to vary within tasks as well as between them. Finally, this paper found a surprising absence of "never" in these students' speech. With the exception of two students, the rest of the students negated to the main verb to express this grammatical function. This observation, however, must be tempered by the difficulty of establishing an obligatory occasion where "never" is the only

appropriate and expected form. Yet, the interest fact remains that a majority of students needed to be pushed by task requirements to use “never.” Each of these issues provide interesting starting points for further research into the long term effects of proactive focus on form tasks and second language acquisition.

As theorists and researchers debate the merits of focusing on form, focusing on meaning, or focusing on both simultaneously, it is equally important to consider what might ultimately be determining what students focus upon: how to successfully complete the task before them. Focus on task provides essential insights into how students use target forms and interact with other learners as they complete different task types. These concerns of course are pertinent to improving our understanding of how second language acquisition can be fostered in an EFL classroom.

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Appendix A

Transcription Conventions

.	falling intonation (final)
?	rising intonation (final)
:	colon following a word indicates lengthening of the sound
=	latched speech between speakers
[]	overlapping talk
<i>Italics</i>	Japanese words used by students
(.)	a short pause in the speakers speech
(())	descriptions of non-verbal behaviour
{ }	idiomatic translation of Japanese utterances

(2011年 9 月 5 日受理)