An Analysis of Learner’s Mutual Communication Process

— Tendency of speaker's involvement based on the relational description between utterances —

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ABSTRACT

The purpose of lesson analysis is to carry out observation record of the lesson minutely and objectively and to make use of its result in future lesson construction. How are we able to observe and record it minutely and objectively in order to accomplish our purpose? Similarly, when aiming at objectivity, what requirements should be satisfied? In this paper, we investigate the effective application and the possibility of the quantitative method of analysis based on discourse analysis, to construct the system to analyze quantitatively the communication process between students. The frequency of the utterance of each student at the time of learning activities is measured, and in the expansion process of a discourse, how utterance functions is understood analytically. Furthermore, the situational interpretations of the concerned scene are performed qualitatively.

The scenes analyzed are the talks activities (the 19th hour in 23 hours) to improve the contents of a manuscript in the case of the book talk in a Japanese lesson of the third-year student in a junior high school. By producing an analytic category, case analysis of the talking activity process at the group learning and of the reflective process is performed. As a result, the feature and tendency of utterances to appear in the communication process which the selected students performed are clarified.