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8 - 001 10:00-17:00 **3F Lobby**

Telling Stories L1 and L2: A Study of University Students in Hong Kong

Leung, Cheung Shing, City Univ. of Hong Kong, China

story-telling, Cantonese, English: This paper investigates the different narrating ability in Cantonese (L1) and in English (L2) of Chinese-speaking tertiary students in Hong Kong. Following the technique of using wordless story-books on narrative research as reported in Bamberg (1987) and Berman & Slobin (1994), we used the same technique in eliciting the data. Forty Hong Kong university students told a story in English and in Chinese (Cantonese) based on wordless story books. The spoken data from both languages were transcribed and analysed. In this paper we focus on comparing and contrasting the differing uses of linguistic devices and story-telling strategies by these advanced students in encoding connectivity in English (L2) and in Cantonese (L1).

(study is co-authored by Shuk Im Chan, City Univ. of Hong Kong, China.

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8 - 002 10:00-17:00 **3F Lobby**

Politeness Strategies in TV Interviews

Souma, Yukika, Seisen Univ., Japan

politeness strategy, news interview, face threatening act: The distinctive politeness strategies in TV interviews can be seen as a result of two features: the power relationship of the interview's floor control to make the program a success and the fact that a program has outside viewers makes the interlocutors in the interview process more conscious of their positive and negative face wants than in private, dyadic discourse. In order to verify this hypothesis an interactive functional analysis (Berendt 1988) of three TV interview programs has been made focusing on how the relationships are established and maintained. This relationships-bonding utterances function, while secondary to the interview's transactional purposes, is the locus for politeness strategies. Three American TV talk shows are used as data: the first (A) is a regular, transactional formal interview, the other two (B) and (C) are heated discussions in formal talk shows. B and C show more aspects of interactional discourse in which the interlocutors' 'ive and negative face threatening acts are outstanding. The . .e the formality of the process, the politeness strategies are more strictly maintained. In the relationship bonding features pejoratives may threaten the positive face wants of the addressee. By examining floor control and the interlocutors' discourse roles, especially questioning routines, the characteristic of the power relationship becomes apparent. If the interlocutors break rules, they may destroy the positive face in the relationship. It is argued that a comparison of interview programs with talk shows high-lights aspects of the interview process but also the politeness strategies in relationship bonding.

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8 - 003 <JACET SIG> 10:00-17:00 **3F Lobby**

E-mail Analysis of Japanese University Students

Ueno, Yukie Hokkai Gakuen Univ., Japan; Abe, Akio, Hokkaido Tokai Univ., Japan; Oda, Tomohiko, Sapporo Univ., Japan; Sasaki, Masashi, The Hokkaido Education Research Inst., Japan; Hayasaka, Keiko, Hokusei Gakuen Univ., Japan

corpus linguistics, TEFL, writing: E-mail analysis of Japanese university students (Leech 1992) describes corpus linguistics as putting more emphasis on linguistic performance, linguistic description, the quantitative language model, and the empirical attitude. In the field of education, the learner's corpus is an important element in SLA research. This collection of language learners' interlanguage also contributes to the compilation of such dictionaries as the *Longman Dictionary of Contemporary English* (3rd ed.). The JACET Hokkaido CALL group has been devel-

oping a text analyzing software called 'Kensaku', which produces the word frequency, word form, KWIC (Key Word In Context) concordance, word list; the distribution quota of the words in the Ministry of Education's requirement vocabulary list (Course of Study) for the Japanese lower and upper secondary education. The purpose of our study is to analyze Japanese university students' e-mail messages with the 'Kensaku' in order to describe the current university students' writing ability in English. By analyzing the quantitative e-mail data, we would like to present: 1) the ratio of the words they studied in their six years of English training in secondary school education; 2) the frequency of their use of present perfect tense, which is not present in the Japanese language, and its correctness, 3) the average number of words in one e-mail message, 4) the average words per sentence, 5) the use of functional words, 6) the comparisons of the above (1-5) with other corpora of native speakers. Subjects: 100 university students are divided in three levels according to a pretest. They also take a posttest at the end of their e-mail correspondence project. Procedure: 100 students in total in six different universities write 10 e-mail messages to their own keypals in an e-mail exchange project. They can choose their own topics and write once a week regularly in class. A learners' corpus is made according to their language level and analyzed with the 'Kensaku'. Results to Date: Our e-mail exchange project has just begun, but a pilot investigation was conducted, which analyzed a 2,000 word corpus of the Japanese students' writings and a native speaker's 2,000 word writing. The preliminary findings showed two significant differences. 1) 50 percent of the Japanese students' corpus consisted of the words in the Ministry of Education's requirement vocabulary list, while in the native speaker's corpus only 36 percent were in the same vocabulary list. 2) Regarding the present perfect, in the Japanese students' corpus the present perfect tense occurred only 4 times, while in the native speaker's corpus it occurred 8 times. A significant aspect of this study is to make the learners' corpora in three different language levels, which is not done yet in the past research. REFERENCE Leech, G. (1992) "Corpora and Theories of Linguistic Performance," in J. Svartvik (ed.), *Directions in Corpus Linguistics*, Berlin: Mouton de Gruyter, pp.105-22.

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8 - 004 <JACET SIG> 10:00-17:00 **3F Lobby**

The Teaching Methodology of English Using Machine Translation System

Hamada, Yoko, Nagasaki Catholic Junior College, Japan; Suzuki, Chizuko, Nagasaki Junshin Junior College, Japan; Saraki, Masashi, Nagasaki Catholic Junior College, Japan

machine translation, personal database, text oriented learning: Text oriented learning is a fundamental method for understanding English, even in the case of using CALL system. Multimedia tools, however, are auxiliary for learners who require environments for considering concepts in English expressions. Machine translation system can assist the learners to understand syntactic patterns of English sentences, by using text processing tools and electronic dictionaries together with the MT. The learners input the following products into text files: polyglots that are outputs from the machine translation, descriptions cited from references such as electronic dictionaries and concordances, and footnotes of their own. Thus, they can build up their own original database to enable them to realize various kinds of English expressions.

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8 - 005 10:00-17:00 **3F Lobby**

CGI-DL2: The Use of Learning Process Records in a Japanese Reading Support System

Kitamura, Tatsuya, Shizuoka Univ., Japan; Kawamura, Yoshiko, Tokyo International Univ., Japan; Tera, Akemi, Hokuriku Univ., Japan

learning process records, learner's acquisition of vocabulary,

reading support system: This study presents a Japanese reading support system, referred to here as CGI-DL2, designed to improve learners' acquisition of vocabulary by using their learning process records. CGI-DL was designed originally by the authors in 1997. It automatically links each word in the input sentences with an English translation. This system uses a natural language processing analyzer (morphological analysis), for dividing sentences into words, and refers to dictionaries in order to link each word with a translation. This system is based on the server and client model, and can be used on a WWW browser (e.g. Netscape Navigator) on any platform through the Internet. By checking on the unknown word, the learner can instantaneously access a translation of the word. As a result, the reading process is not interrupted by looking up words in a dictionary. While CGI-DL is efficient for supporting reading Japanese, this may not be enough to improve the learners' vocabulary, because it does not give feedback about the unknown vocabulary. Furthermore, the teacher is not able to grasp the unknown vocabulary and the learning processes of the learner using CGI-DL. In the present study, we add the following functions to CGI-DL: 1) a record is kept of unknown words the learner accessed via CGI-DL and reports them to the learner, 2) this record is also logged in on the server and can be referred to by the teacher. These functions may help improve the learner's acquisition of vocabulary and help the teacher grasp the learning process and unknown vocabulary of the learner. CGI-DL2 is a tool aimed at furthering self-directed learning. Learners can make use of the language resources on the Internet (e.g.on-line newspaper) as teaching materials, and teachers can individualize their instruction to fit student needs.
This study is co-authored by Jun Uchiyama, Pukyong National University, Korea, and Manabu Okumura, Japan Advanced Institute of Science and Technology, Japan.

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8 - 006   <JACET SIG>   10:00-17:00   3F Lobby
Effects of the Electronic Communication Technologies on the Preparation Work for the World Congress of AILA '99 in Tokyo
Furuya, Chisato, Nagaoka Univ. of Techonology, Japan

JACET, digitization, e-mail: The Japan Association of College English Teachers (JACET) set up a digitization project to promote electronic systems among JACET members in 1995. There were two aims for this project. One was the introduction of electronic technologies into JACET daily activities. The other was the application of these technologies to preparations for the World Congress of AILA '99 in Tokyo hosted by the Science Council of Japan and JACET.

Web pages, mailing lists, and e-mail communication system have been used for online collaboration among the AILA '99 preparation committee members. These new types of communication are expected to provide an efficient and economical means for decision-making.

The project also has a group, JACET Digital Communication Special Interest Group, which analyzes and evaluates the digitization project. They have done a survey on the state of the application of electronic technologies among JACET members since 1996. The survey has been done once a year to watch how this technology influences English education researchers in Japan. The results show that more and more members are applying electronic technologies to their research and educational activities.

The present poster describes how the new communication technologies were introduced into the AILA '99 preparation committee work and presents their effects on the efficiency in decision-making and economical savings.

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8 - 007   10:00-17:00   3F Lobby
Narrating Ability in Cantonese-speaking Children
Leung, Cheung Shing, City Univ. of Hong Kong, China

narratives, Cantonese, children: This paper reports a study on investigating the narrating ability of Cantonese-speaking Chinese pre-school children in Hong Kong. Following the successful technique of using wordless story-books on narrative research as reported in Bamberg (1987), Berman (1988) and Berman and Slobin (1994), we used the same technique in eliciting the data. Ninety children (aged 4, 5, and 6) from Hong Kong were asked to tell a story in Chinese (Cantonese) based on the wordless story books. Ten adults were also asked to tell the same story. The adult data serve as control for evaluating the development of children. The spoken data were audio-taped and later transcribed and analyzed. This paper focuses on the strategies used as well as the use of linguistic devices by children in telling stories. The major finding is that a majority of 6-year-olds know the conventional use of story opening and closings and are aware of the global structure of story-telling whereas children aged 4 and 5 do not. Also, the 6-years-olds employ more lingusitic devices, e.g., interclausal connectives and adverbials to make their stories more coherent.

This study is co-authored by Shuk Im Chan, City Univ. of Hong Kong, China.

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8 - 008   10:00-17:00   3F Lobby
Power, Control and Instructional Discourse: An Exploratory Study of Japanese and Brazilian Mothers
Nozaki, Izumi, Federal Univ. of Mato Grosso, Brazil

power, control, instructional discourse: According to Bernstein, there is a clear distinction between power and control. Power operates on the relations between categories and establishes legitimate relations of order. Control establishes legitimate forms of communication appropriate to different categories. Thus, a power relation establishes the relationship between categories, and control relation socializes the individual into the relationship. From this point of view, this paper is concerned with understanding the power and control relations of some Japanese and Brazilian mothers in relationship to their children in instructional contexts. This study considered three categories of analysis: power relation, control relation, and instructional discourse. The analysis of the results of the Japanese mothers showed that they make explicit the categories of "who teaches" and "who is taught" by two modes: imperative or affirmative mode. And the implicit power relation can be established by four modes: solidarity, appeal, representation or mediation, and weak authority. Also, the control relation can be weak or strong depending on the mother's acceptance or resistance to the child's interference upon the instructional situation. Finally, mothers do control and evaluate their children's acquisition of knowledge by repeating to her/him the instruction or by checking the effects of the instruction. The analysis of the results of Brazilian mothers indicated that they establish explicit power relation with weak relation to instruction. The mode of control relation depends on the mother's knowledge about the subject to be taught, and their instructional discourse focuses on child's performance instead of his/her acquisition of knowledge. The results suggest that the differences between mode of relationship and communication of Japanese and Brazilian mothers can influence differently their children's language learning process and their school performance.

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8 - 009   10:00-17:00   3F Lobby
Mother Tongue Teaching Debut: A Qualitative Analysis
Vasconcelos, S.I.C.C.de, Univ. Estadual de Maringa City, Brazil

language, teachers, debut: The aim of this research is to identify the indexes that characterize teaching debut success or failure of schoolteachers of Portuguese as mother tongue. As the beginning of the professional activity is decisive for the whole career, it is important to know why some teachers are successful while others are frustrated. When an educator is not able to reach his/her