

アクションリサーチのためのタスク分析¹

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Abstract

This study is to present a model to assess pedagogical tasks in English textbooks, and develop a framework for task-oriented action research for English language teachers. First, the authors reviewed a variety of task-based learning research and then, based on Skehan (1998), divide them into three main categories: information, operations and goals. These three categories are further divided into eleven task characteristics, which are defined and described in detail. These characteristics include two-way/one-way, concrete/abstract, immediate/remote, familiar/unfamiliar, structured/unstructured, retrieval/transformation, interaction requirement, many/few elements, open/closed, focused/differentiated, and convergent/divergent. These characteristics are then investigated to analyze pedagogical tasks in two textbooks, a Japanese high school textbook for speaking skills and an ESL course book for speaking and listening skills. The results show that all of the tasks in the high school textbook require interaction as well as retrieval of information in order to attain task goals. In addition, almost all of them are one-way, structured, closed, and focused. On the other hand, the tasks in the ESL course book have some diversity, but most of them are two-way, less structured and differentiated. This study then suggests English teachers apply the proposed model of task analysis to their own classes and then do task-oriented action research for their pedagogical decision and classroom management.