

The qualitative change of action research theses in Japanese Language Teaching
— Content analysis on the Journal of Japanese Language Teaching —

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This report is based on the action research theses which analyzed the qualitative change in the Journal of Japanese Language Teaching. These theses can be classified in three periods. Firstly, from 1966 to 1979, almost all theses stated there is no connection with theory and practice. Secondly, from 1980 to 1989 theses based on theory and teaching method appeared. Thirdly, after 1990, theses based on setting up a hypothesis and experiment, or interaction and reflection were introduced. Many theses did not have data that showed the process of educational practice and educational philosophy. This was the problem.

Keywords: action research, qualitative analysis, theory in practice, data of educational practice, educational policy