

Web2.0による日本語学習環境

Panel Discussion

Web 2.0-based Learning Environments for Japanese as a foreign language

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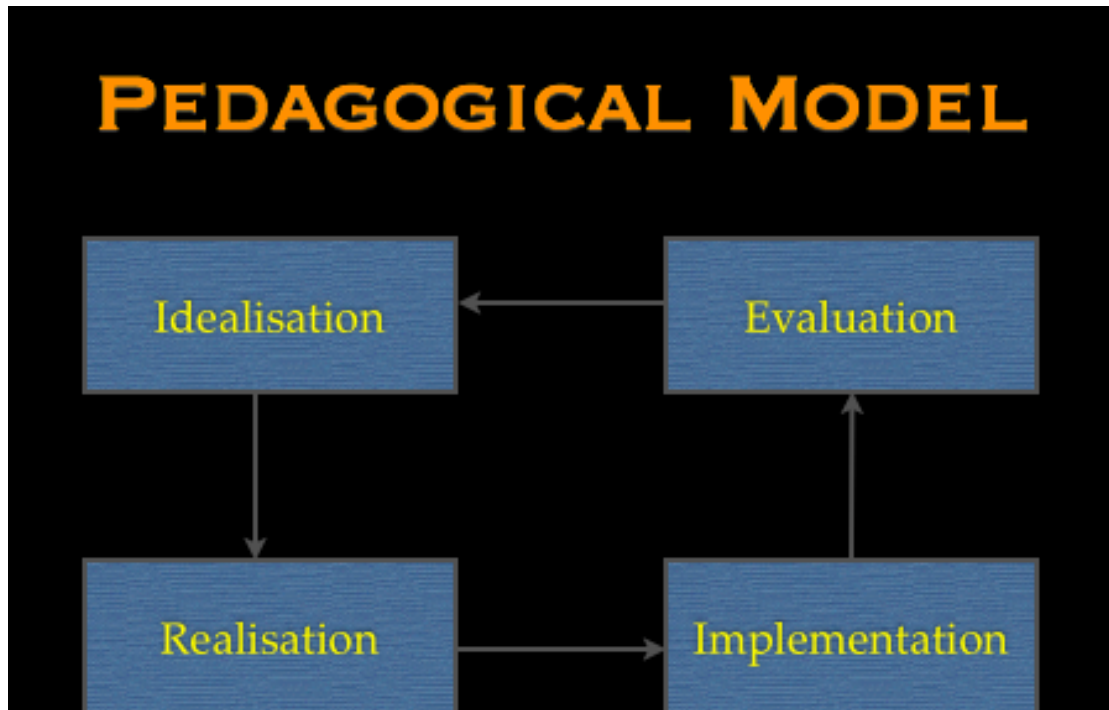
概要：Web2.0とは、ブログ、ソーシャル・ネットワーキング（SNS）、Skype、YouTubeなどの情報技術のツールを意味する。その特徴は、同じ「興味・目的」(goals)を持つ者同士がオンラインによってコミュニティを形成し、個人では創り得ない知識体系を構築できることにある。すなわち、ヴィゴツキーらが提唱したSocial Constructionism（社会構成主義）がオンラインの形をとって実現していることになる。

日本語学習者は、すでに教室内外でこれらのツールを積極的に活用しながら、日本語を使って日常的な交流を図っている。たとえば、オンライン・コミュニティや「ミクシィ」のようなSNSに参加したり、日本への留学生であれば、渡日前に事前学習、渡日後には学生、先生、研究者達との教育研究交流、そして、帰国後は日本で獲得及び習熟した知識や技能をもとに継続学習ができたりするようになり、時空を超越し、生涯に渡って継続的に日本語や日本文化を学び続ける存在であると言える。

このパネルでは、Web2.0の各ツールをどのように利用し、その利用によって日本語学習者の日本語運用力や文化理解の向上にどのような影響力を持つのかを議論する。

Introduction

When we decide to create a learning environment for language learning we need to consider at least 4 discrete stages, decision of learning aims, instructional design, implementation and evaluation. In this panel we decided to adopt the following model proposed by Debski.



Idealisation Stage

At this stage the teacher/designer decides on the goals for the system to be created, including deciding on what educational theory the system will be based on. The aim of this stage is to brainstorm an ideal system in relation to pedagogical rationale and available hardware/software.

Realisation Stage

At this stage the teacher and software engineers, graphic designers etc work together to create an actual system, taking available tools and creating new tools that will deliver the intended goals of the learning environment, based on the pedagogical principles decided upon.

Implementation Stage

This is where the environment is actually implemented with learners in real educational settings.

Evaluation Stage

When the system is implemented evaluation is also carried out using methodologies decided upon by the researcher (who may be the teacher, research assistant or institution). In the panel here, we will discuss the use of qualitative methods of evaluation focusing on ethnomethodology, involving the implementation of questionnaires, interviews and observation techniques.

The results of the evaluation are then used to inform the teacher/designers about the original model that was decided upon and suggest any revisions to the model, thereby resulting in a cyclic process of revision and improvement of the environment.

Panel Discussion

In this panel we adopted the educational theory of Social constructivism for the idealisation of the environment. For the realisation phase we decided to choose Web2.0 tools as the means of delivering the methods and approaches suggested by Social Constructivism such as active learning, autonomous learning and collaborative learning. The panel members have taken data over a period of time through ethnomethodology fieldwork methods in teaching environments in Japan (Kobe University and the Japan Foundation Japanese Language Center, Urawa) Taiwan and the UK

Characteristics of the fieldwork

Kobe University: international students in Japan

Harrison and Sanehira collected data from international students currently studying at Kobe university about how they used Web2.0 tools to prepare for their study abroad before coming to Japan, during their study in Japan and how they intent to maintain their Japanese language skills after they had returned home.

Japan Foundation Japanese Language Center, Urawa: teacher' s perspectives

Shimada collected data from teachers who participated in teacher training programs in Japan, and how they think about and use Web2.0 tools for teaching in their various situations across the globe.

Taiwan: learners from Kanji-based backgrounds

Iwasaki collected data on the state of Japanese learners in Taiwan how they use Web 2.0 to learn about Japanese language and culture from outside Japan.

UK: learners from a non-Kanji background

Bunt looked at learners who are remote from Japan geographically, and how they use Web2.0 to gain access to information on Japanese language and culture. In particular he chose a case study method to investigate one particular student who was highly proficient in the use of the internet and belongs to a community of Web2.0 users that use Japanese dramas for learning Japanese by adding subtitles to the dramas that available via the internet.

Issues

Current models of instructional design are based around the notion that design is led by the teachers and pedagogical theorists in collaboration with instructional designers.

However, what we are finding more and more that students are constructing their own environments through the advent of the Web2.0 tools, which are based on the notion that individuals can access freely available tools and 'mash' them together to create an environment which is tailored to their needs and goals.

This challenges the existing models of learning environment design and implementation and brings with it the need to carry out longer and deeper research on how students are constructing their own reality towards learning.

Conclusion

Although the term Web2.0 is now widely accepted by internet users and increasingly more in the educational world, the term is still vague and there is insufficient research on how it is being used by different parties in the educational process. The biggest change that Web2.0 is bringing is the means for the individual to create their own learning environment due to the flexibility of the tools now available, that are free, need minimum technical knowledge to implement, and are technically attractive to users from the point of view of usability.

What is now needed is a wider discussion of the implications of this shift in web usage, and we hope that the data we will present here will add to the debate about the current and future uses of the internet for learning Japanese.

Bibliography

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