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「グローバルネットワークを活用した参加型漢字学習システムの構築と検証」

“Construction and Verification of a Participatory Kanji Learning System
Using a Global Network”

関かおる

神田外語大学教育イノベーション研究センター

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1. はじめに

日本語学習者にとって日本語を学習する際の障壁の一つになるものに漢字学習がある。特に非漢字系学習者にとって、漢字は形が複雑だけでなく、読み方が単一でないこともその難しさに拍車をかけているということが複数の先行研究で指摘されている。常用漢字は2,136文字だが、これは単漢字の数であり熟語にすると一体いくつの漢字を学ばばよいのかと、学習者が暗澹たる思いになるのも頷ける。

本研究は、2021年4月から2024年3月までの3年間に、非漢字系の日本語学習者の漢字学習をテーマとし、漢字語彙習得が進まない原因を分析し、学習者の学習意欲を維持し高めるための学習方法の開発に焦点を当てたものである。研究過程において、漢字語彙学習についての新たな知見を得、その知見を活かした漢字学習システムを構築し、試験運用と検証を行った。本稿は、システム構築という着想に至った調査とその結果を踏まえて作成したワークブックについても触れ、さらにワークブックを用いて実施した複数回のワークショップを経て得られた結果と課題についても述べることとする。

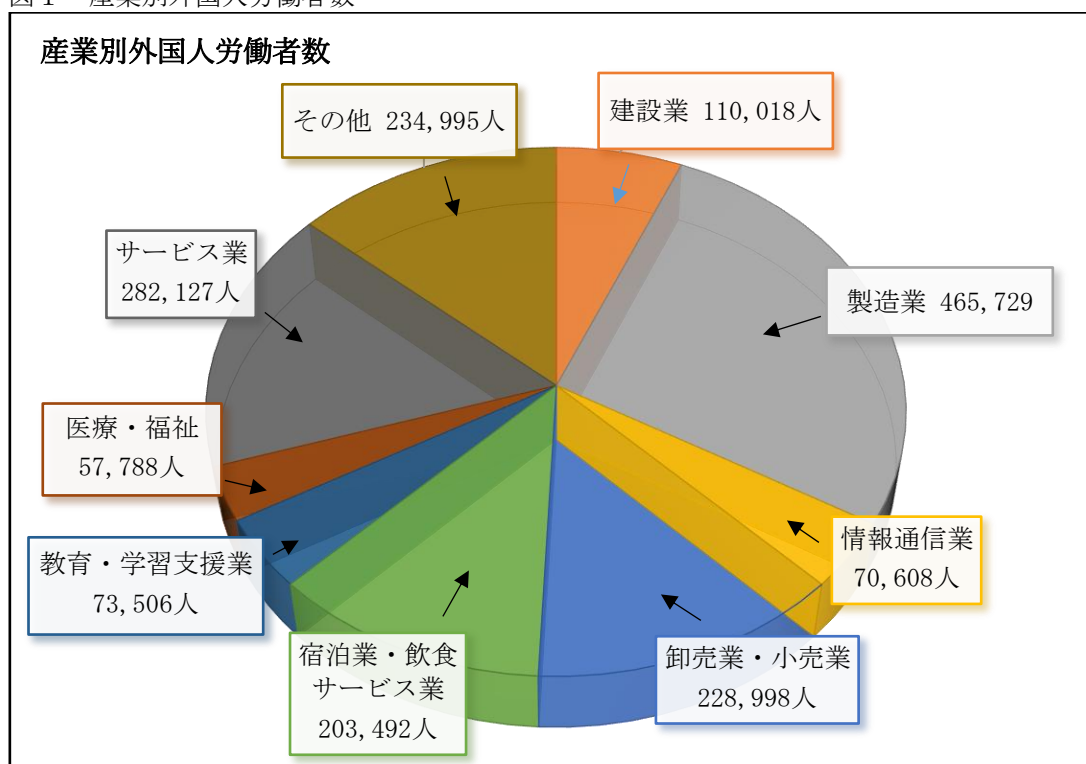
2. 背景

国際交流基金（2021）の最新の調査によると、2021年の海外における日本語学習者数は約379万人で、日本語教育機関は18,272機関である。また日本語学習者数上位の国は、中国（1,057,318人）、インドネシア（711,732人）、韓国（470,334人）で、次に、オーストラリア（414,348人）、タイ（183,957人）、ベトナム（169,582人）、米国（161,402人）と非漢字系の国が続く。また、厚生労働省（2022）によると、来日する外国人労働者数は1,822,725人（厚労省2022年）で2020年と比べても95,504人増加し、届出が義務化され

た平成 19 年以降、過去最高を更新した。国籍別ではベトナムが外国人労働者数全体の 4 分の 1 強を占め、次いで中国、フィリピンと続く。前年より増加率が高いのはインドネシア、ミャンマー、ネパールなどである。在留資格別にみると、「専門的・技術的分野」が最も多く、次いで「特定活動」、「身分に基づく在留資格」となる。一方で「技能実習」は、2020 年より減少している。外国人労働者が多い都道府県を見ると、一位が東京、次いで愛知県、大阪府となるが、前年と比べて増加率の高いところを挙げると、長崎県、大分県、山梨県である。外国人労働者が都市部だけで増加しているのではないことがわかる。

次に、厚生労働省「外国人雇用状況届出状況まとめ」（令和 4 年 10 月末現在）による産業別外国人労働者数をグラフ 1 に示す。これを見ると、「製造業」が最も多く、全体の 27% を占めていることがわかる。次いで「サービス業」が 16%、「卸売業・小売業」が 13%、「宿泊業・飲食サービス業」が 12% である。整理すると、外国人労働者の 4 分の 1 を占めるのがベトナムで、さらに産業別外国人労働者では製造業が一番多いということになる。さらに労働者は都市部だけではなく地方にも増えているのが現状である。

図 1 産業別外国人労働者数



厚生労働省令和 4 年度外国人雇用状況

以上の状況において、様々な問題点が浮き彫りになる。まず、漢字習得の点から考えると、成人した後日本語を学ぼうとする非漢字系学習者でも、ある程度の数の漢字語彙を覚えなければ、生活はもとより、仕事に就くことも難しいということである。次に、業種によって、必要とされる漢字語彙が異なることである。産業別労働者数の中で最も多い製造業と宿泊・飲食業では、業務上

必要とされる漢字語彙について、ある部分は共通であろうが、現場で使用する語彙は全く異なることが予想される。さらに、学習方法である。多くの成人学習者は、学習する時間が限られている。また子どもの時であれば、何度も書いて覚える反復練習のような方法で漢字を習得していくことも可能であろうが、成人ではそれは困難を伴うものとなり、継続が難しく、やる気を失ってしまう。さらに学習環境の点から考えると、前述のように都市部、地方ともに外国人労働者が増加しているにもかかわらず、十分な教育環境が整っていないことも大きな課題となっている。

しかし、これは、日本で働くことを選んだ学習者に限ったことではない。日本または自国の高校、大学または日本語学校で学び、卒業後に母国の日系企業で仕事に就こうとする学習者も同様である。そしてこれらの非漢字系学習者にとって、学習の大きな障壁になっているのが漢字の習得なのである。

栗原（2019）でも述べられているように、日本語学習者に漢字を初めて提示するとき、象形文字を使い、その成り立ちや意味を教える方法は多く用いられていると思われるが、残念ながら象形文字は常用漢字 2,136 文字のうち、256 文字しかない。さらに絵を描いて漢字の成り立ちを説明できるものは数十文字しかない。これらの漢字はほとんどが JLPT（日本語能力試験）の N5 または N4 レベルのものである。象形文字のあたりは、わかりやすいこともあり、学習意欲が続くが、象形文字では説明できなくなった後の漢字学習は単純に「ひたすら覚えていく」ものになってしまい、多くの学習者が漢字学習の意欲を減少させていくのである。

3. 本研究の前提となった調査

3. 1. 調査を実施した日本語教育機関

本研究会では、前述のように非漢字系学習者がある時期になると漢字学習についての意欲を急激に減少させてしまう原因を探るべく、自国でどのように漢字を学習しているのかについて調査する必要があると考えた。そこで、2016 年から 2017 年にかけてミャンマー、ベトナム、タイ、ラオスの日本語教育機関を訪れ、学習者ならびに指導している現地の日本語の先生方にインタビューする機会を持った。表 1 に訪問した国とそれぞれの教育機関について示す。

表 1 調査のために訪問した教育機関

国名	ミャンマー	ベトナム	タイ	ラオス
訪問時期	2016 年 9 月	2017 年 3 月	2017 年 9 月	2017 年 9 月
訪問先	ヤンゴン外国語大学（日本語学科）	ホーチミン師範大学（日本語学部）	Dhurakij Pundit University（日本語学科）	National University of Laos（人文学科日本語専攻）
学生数	3 年生 8 名	3 年生 30 名	4 年生 4 名 3 年生 1 名	35 名

レベル	N2 : 4名 N3 : 4名	N2 : 1名 N3 : 21名 N4 : 3名 未受験 : 5名	N3 : 2名 未受験 : 3名	
訪問先		Van Hien University	JEDUCATION CENTER (インテンシブクラス)	
学生数		2年生 18名	13名	
レベル		未受験 18名	N4 : 5名 N5 : 1名 未受験 : 7名	

各国で実施したインタビュー調査について触れる前に、各日本語教育機関について簡単に述べておきたい。

ヤンゴン外国語大学の前身は 1964 年創設の国立外国語学校であり、現在でもミャンマーにおける外国語教育の中核機関として多くの学生を集めている。ミャンマーにおける大学入試は日本の大学入試センター試験に似た形式を経て、成績上位者から医学部、工学部、歯学部、言語学部の順に進学する学部が選ばれる。基本的には理系の方に人気がある。訪問した日本語学科は大学創設当初から開講されており、大学入試試験に失敗して日本語学科に来たという学生もいたが、昨今は日本での就職が現実的なものとなり、理系ではなく第一志望に日本語学科を選ぶ学生も増えてきているようだ。

ホーチミン師範大学は前身がサイゴン師範大学で 1957 年に開学され 1976 年にホーチミン師範大学と改名された。学生数 17,000 人を越え日本からの留学生も 14 人学んでいる (2005 年度)。Van Hien University は、1997 年に設立された比較的新しい私立大学である。IT、電気通信などの理系から外国語、観光などの文系の科目まで学ぶことができる。ベトナムには漢越語があるので、漢字学習にこれを取り入れて学ぶ効果の是非についてそれぞれの大学の先生方に聞いたが、漢越語を授業に取り入れることについては、あまり積極的ではなかった。漢字語彙で類似の音を出すものはあるが、意味が異なることがあるので難しいということだった。漢越語は苦手だと話す先生方が少なくなかったことも影響していると思われる。

Dhurakij Pundit University は 1968 年設立のタイ最大規模の私立大学で、言語関連の科目以外は、英語で授業が行われ、ヨーロッパ、アメリカ、オーストラリアなどの指定された大学に留学する機会がある。ここで日本語を学び、卒業時に日本語能力試験 N2 を取得できれば、郊外にできた日本資本の工場での通訳として高給で職を得ることができるという。ただ、学年が上になるにつれ、日本語学習の難しさから学ぶ学生が減ってしまうことが課題になっていた。JEDUCATION CENTER は、バンコク中心部にある日本語学校で、日本への留学または、タイの日系企業への就職を目標とする学習者を集めたクラスを開講していた。1 クラス 10 名前後の少人数で週 5 日、1 日 4 時間の授業を行い、その中で漢字学習については 1 日 4 ～ 5 個覚えて、半年で約 300 個の漢字の読

み書きができることが目標になっていた。

最後に 1996 年に設立されたラオス国立大学であるが、ここは 1 年の教養課程を終えた後、4 年制の各学部に進級するという 5 年制の大学である。ラオスで初めて日本語教育を導入した教育機関でもある。筆者らが訪れたときは、日本語学習者の数が本大学の入学試験実施以来、急激に増加した後だったこともあり、多くの学習者にインタビューすることができたが、昨今は経済的な資本提供を背景に中国語を学ぶ学生が増えたと聞く。

以上が訪問してインタビュー調査を実施した教育機関である。

3. 2. 調査方法

前述のいずれの教育機関でも加納ほか(1989)の自由放出法(注1)を参考にしたアンケート調査を実施した。まず、それぞれの教育機関で協力してもらえるクラスを訪問し、担当の先生に同席いただき、調査の趣旨を日本語または先生方に翻訳していただきながら説明した。次に調査対象者(以下、対象者と記す)にアンケート用紙を配り、対象者が思いついた「好きな漢字」「覚えやすい漢字」を上限 5 個記入してもらった。アンケート用紙には記名の欄を設けたが、研究倫理的配慮として記入は任意とした。またアンケート調査結果を公開する際は個人が特定されないことも説明したのち、記入してもらった。

「好きな漢字」については、好きな理由はアンケートでは問わず、後で実施したインタビューで対象者に確認した。「覚えやすい漢字」についても同様に、理由についてはインタビューで確認した。本稿では、主として「好きな漢字」「覚えやすい漢字」の回答、その理由の分析に基づいて論を進める。

3. 3. 調査分析と結果

以下の表 2 は、対象者が「好きな漢字」「覚えやすい漢字」として挙げた理由を 10 項目に分類したものである。

表 2 「好きな漢字」「覚えやすい漢字」の出力理由の分類方法

分類項目	分類方法詳細
① 意味 1 (価値観)	学生が、その漢字が表す意味、概念が好きな漢字。特に、自分が大切にしている価値観を表す漢字。
② 意味 2 (好きなもの、身近なもの、興味があるもの)	学生が好きな物を表す漢字。特に、身の回りの好きな物、身近な物、興味がある物を表す漢字。
③ パーツ	漢字の一部分に、既に知っているパーツがある漢字。あるいは、パーツそのものの漢字。
④ 形	ストローク数が少なく、書きやすい漢字。象形文字のように、漢字の形をストーリーで理解できる漢字。
⑤ 熟語	その漢字を使って漢字熟語が作りやすい漢字。一つ覚えておくことで、効率的に漢字熟語のバリエーションが増える漢字。

⑥ 頻度	日本語学習の際によく出てくる、また使う漢字。
⑦ 属性	名前、生まれた曜日、干支、性格、年齢など、自分の属性を表すときに使う漢字。
⑧ 学習順	日本語学習における学習順位が早い漢字。あるいは、学生自身の漢字学習において、学習の順番が早かった漢字。
⑨ 読みやすさ	学生のこれまでの日本語学習においては、複数の読み方が出てこなかったため、読み方を覚えやすかった漢字。
⑩ その他の興味	上記①～⑨以外

栗原、関（2018）、p. 21

次に、表2の「分類項目」を大きく「意味」（①②⑤⑦）、「形」（③④）、「頻度」（⑥）、「その他」（⑧⑨⑩）に分け、対象者が「好きな漢字」「覚えやすい漢字」として回答した漢字の出力理由の割合について分析した結果を表3、4に示す。

表3 「好きな漢字」の出力理由

好きな漢字	ヤンゴン外国語大学	ホーチミン師範大学ほか	Jeducationセンター	ラオス国立大学
意味	81%	71%	46%	66%
形	19%	20%	36%	17%
頻度	0%	10%	16%	15%
その他	0%	2%	2%	3%

栗原、関（2018）、p. 26

表4 「覚えやすい漢字」の出力理由

覚えやすい漢字	ヤンゴン外国語大学	ホーチミン師範大学ほか	Jeducationセンター	ラオス国立大学
意味	8%	25%	3%	19%
形	39%	52%	66%	46%
頻度	39%	18%	22%	30%
その他	14%	0%	8%	4%

栗原、関（2018）、p. 26

表3から、対象者が「好きな漢字」として挙げた漢字の理由としては、「意味」がかなりの割合を示していることがわかる。また表4から、対象者が「覚えやすい漢字」として挙げた漢字の理由としては、「形」が他の理由より高いことを示している。具体的にどのような漢字が挙げられたのかを表5に示す。

表5 国別「好きな漢字」「覚えやすい漢字」

	好きな漢字				覚えやすい漢字			
	ミャンマー	ベトナム	タイ	ラオス	ミャンマー	ベトナム	タイ	ラオス
1	愛情	愛	雨	雨	一	人	一	雨
2	幸	家族	犬	行	人	美	川	行
3	優勝	成功	海	女	花	日本	口	多
4	正直	楽	風	川	幸	金	山	女
5	椿	母	楽	語	言	肉	雨	木
6	蘭	父	歌	愛	草	料理	行	愛
7	幸せ	旅行	旅	雨	親	日	木	森
8	楽	夏	今	犬	女	目	語	犬
9	働く	好	終	海	心	天	日	海
10	動く	犬	川	家族	十	好	出	川

表5から、「好きな漢字」として挙げられたものは、対象者の興味関心のあ
るもの、個人の属性に関連するもの、個人の母文化に関連するものであるこ
とがわかる。また「覚えやすい漢字」として挙げられたものは、対象者の地域や
興味関心に関係なく、「形」すなわちある漢字のパーツになっていたりストロ
ークが少なく書きやすかったりする漢字であることがわかった。この点から
「覚えやすい漢字」には共通性があるのではないかと考えた。

以上の調査結果から、「覚えやすい漢字」は「形」の共通性を考えてクラス
授業での学習が効果的であるが、「好きな漢字」については、学習者自身の興
味関心を中心にした学習がよいのではないかと思われた。「個別学習」を踏ま
えて今後、この結果を踏まえた学習方法について具体的に考えていく必要があ
るという考えに至った。

4. ワークブックの制作と課題

海外の日本語教育機関の調査を終え、非漢字系学習者が漢字を学ぶ際に「楽
しい」と感じるためには、個人の興味、関心に焦点を当てた個別学習が重要な
要素になることが明らかになった。そのことにより、学習者が漢字を習得して
いく過程は様々であり、学習者が漢字を記憶していく手がかりが複数あれば、
学習がより効果的に進む可能性があるのではないかと考えた。そこで、学習者
が興味を持ちそうなテーマに基づいた漢字学習用のワークブックを作成するこ
とにした。選んだテーマは、①天気・季節、②大学の生活、③旅行、④病気・
薬、⑤恋愛・結婚の5つである。語彙と読み物で構成されたA4サイズの見開
き8ページのワークブックは、写真やイラストを多用し非常にカラフルで学習
する人の目を引くものになった。（注2）

4. 1. ワークブックのフォーマットと作成

ワークブックを作成するにあたり、フォーマットを二つ準備した。

(1) 辞書型

テーマを説明するのに必要な語彙を辞書のように提示し、それを使って読み物を作成する。前述のワークブックの①天気・季節、②大学の生活、④病気・薬が、これに当たる。

図2 作成したワークブック

Figure 2 shows three templates for a workbook. The first template, labeled '表紙' (Cover), has a title box, a subtitle box, and a 4x8 grid of 32 small boxes. The second template, labeled '語彙表' (Vocabulary Table), has a 3x3 grid of boxes. The third template, labeled '読み物' (Reading Material), has a large empty box with instructions: '文字のみ 160字まで' (Only text, up to 160 characters), '絵、イラストなどは入れない' (Do not include drawings, illustrations, etc.), and '漢字にルビは振らない' (Do not add romaji to kanji).

(2) 時間型

時間の流れに沿って語彙を提示し、最後に読み物を作成する。前述のワークブック③旅行、⑤恋愛・結婚が、これに当たる。

図3 作成したワークブック

Figure 3 shows three templates for a workbook. The first template, labeled '表紙' (Cover), has a title box, a subtitle box, and a 4x8 grid of 32 small boxes. The second template, labeled '語彙表' (Vocabulary Table), has 4 rows of boxes with arrows indicating a sequence. The third template, labeled '読み物' (Reading Material), has a large empty box with instructions: '文字のみ 160字まで' (Only text, up to 160 characters), '絵、イラストなどは入れない' (Do not include drawings, illustrations, etc.), and '漢字にルビは振らない' (Do not add romaji to kanji).

漢字のレベルを決めずに、テーマに沿って作成したワークブックであるが、使用した漢字語彙が日本語学習者にとってどの程度のレベルになっているのかを確認してみた結果が、下記の図4、5である。

図4 表紙に使用されている漢字

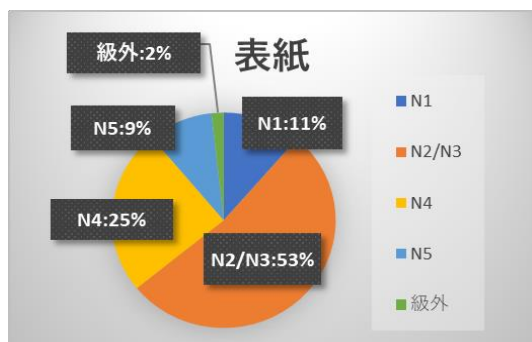


図5 表紙以外に使用されている漢字

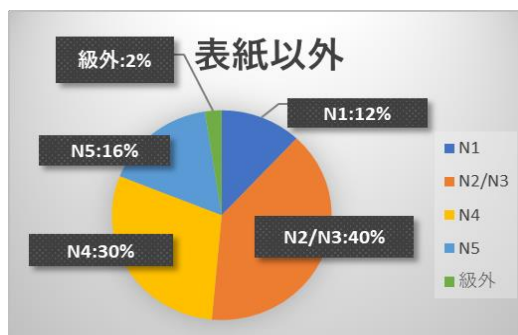


図4、5の通り、結果的には、ほぼ日本語能力試験N4～N2の範囲に収まっていることがわかった。

4. 2. ワークブックを使った授業

2019年3月に、ベトナムのハノイにあるドンズー日本語学校で実施した授業では、作成したワークブックを使用し、学習者の反応を観察した。クラスは12名の男女混合のクラスで、主にビジネス日本語を学習している学生で構成されていた。

最初に、前述の①～⑤のワークブックを紹介し、内容を簡単に説明した。クラスを3つのグループに分け、各グループが興味を持ったワークブックを選び使われている漢字や内容に焦点を当てて40分間の活動を行った。グループが選んだワークブックは、①天気・季節、③旅行、⑤恋愛・結婚である。学習者たちは、グループ内でワークブックを広げ、漢字を読む、絵やイラストを見て意味を確認する、読み物を読んで内容を確認する、書かれている漢字を書いてみたりするなどして学習を進めた。わからないことがあれば、グループ内や学習者同士で随時、質問し合うことはもちろん、著者2名に質問してもよいとして著者2名は、机間巡視で学習者の進捗状況を確認した。授業は60分だったため最後の20分で、ワークブックを見て、覚えた漢字、印象に残った漢字をそれぞれノートに書いて発表してもらった。

学習者にとって、ワークブックに載っていた漢字は既習のものも初出のものも両方あったようだが、どちらもワークブックを見ながらお互いに質問したり、話したりすることで理解し、覚えることができたようであった。学習者が最初から興味を持って選んだ「好きな」ワークブックが、絵やイラストからの「楽しさ」や「面白さ」を通じて、漢字を学習し覚えるというモチベーションにつながったのではないかと推測した。

4. 3. 作成したワークブックについての考察と課題

海外だけでなく、国内の大学でもワークブックを授業内で使用したが、学習者からの感想は、

「わかりやすくて便利だと思った」

「都道府県の地図が面白くて役に立つと思った」

「絵があると本当にわかりやすい」
「写真があるのは、それが何かはつきりわかるのでいい」
というものであった。

ベトナムや国内での実践を通じて得た考察は以下の通りである。

- (1) 学習者は自分が興味、関心を持っている話題に関する語彙であれば、使用頻度があまり高くない漢字でも積極的に覚えようとする。
- (2) 学習する漢字に関連する話題について学習者同士、または教員とコミュニケーションをとることは、漢字に対する興味を深め、学習者の記憶に残る助けになる。
- (3) 短時間の学習でも「覚えたい漢字」に焦点を当てることで、学習者の記憶に充分に残る。

さらに、課題として以下のことを検討する必要があると考えた。

- (1) ワークブックはあくまでも紙の教材であり、A4 見開き 8 ページは分量として適当かどうか。
- (2) 絵やイラストを多用することは、学習者の興味関心を引くが、今後作成していくときには著作権の問題をクリアする必要があるのではないか。
- (3) A4 見開きは使いやすいが、海外の教育機関で使ってもらうには、印刷が煩雑になり、経費がかかるのではないか。
- (4) コンセプトを残したまま、より多くの学習者に使ってもらうためにはインターネットを使った方法に転換していく必要があるのではないか。

5. システム制作の動機と構想

5.1. システム制作の目標

ワークブック制作から得た知見を生かし、「楽しく」漢字を学習できる方法を開発するために進めたのが、オンラインで漢字学習ができるシステムの研究と開発である。システムの開発を目指した理由としては、第一に、折しもコロナ禍となったことで、全世界で対面授業が難しくなり、オンラインでの学習方法の開発が急務となったことがある。第二に、政府の外国人受け入れ拡大方針により、日本語教育が新たな課題に直面するようになったことがある。その問題とは、概ね次の 3 点である。1) 外国人労働者受け入れ拡大の方針を背景として、非漢字系の日本語学習者が増加した。それに伴い、非漢字系の学習者が学習意欲を維持して学べる漢字学習方法の必要性が高まった。2) 日本語学習者の増加に伴い、学習環境が多様化した。具体的には、日本国内外を問わず日本語学習が行われる地域が広がった。それに伴い、教育機関以外で学ぶ学習者が増加した。3) 日本語学習者が多様化したことに伴い、日本語教師が不足するようになった。そこで、システム開発の開発にあたっては、以下の 4 点を目標とした。

目標①：ネット環境があれば、どこでも学習できる。

目標②：日本語レベルに関わらず、自律的に学習できる。

- 目標③：テキストを買わずに学習できる。
 目標④：日本語教師がいなくても学習できる。

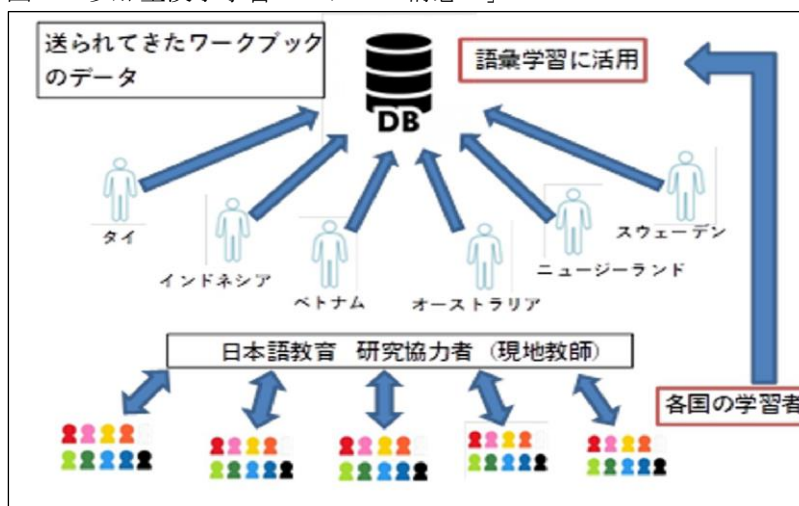
そして、この目標を達成するための方法として、以下の方向でのシステム開発に着手した。

- 目標①について：学習者は、個人のパソコンを使用してシステムを使用できる。
 目標②について：様々なテーマ、レベルのテキストが継続的に作成、蓄積され、学習者は蓄積されたテキストを自由に検索、閲覧できる。
 目標③について：誰でもシステムに参加することができ、無料で簡単にテキストを作ったり閲覧したりできる。
 目標④について：日本語教師でなくても、システムを使って学習管理ができる。

5. 2. システムの構想

5. 1で挙げた①から④の目標を実現するために最初に構想したシステム（参加型漢字学習システム「構想 1」）のイメージを、以下の図 1 に示す。

図 6 参加型漢字学習システム「構想 1」



参加型漢字学習システム「構想 1」による漢字学習の特徴は、以下のとおりである。

- ・システムに参加する学習者は、ネットワークを通じて全員がつながる。
- ・学習者は、システムからダウンロードできる共通フォーマットを活用して、自らテキスト（以下「ワークブック」）を作成し、システムにアップロードすることができる。
- ・アップロードされた全てのワークブックは、PDF 形式でシステムのデータベースに蓄積される。
- ・学習者は、アップロードされている全てのワークブックを検索、閲覧できる。
- ・研究協力者（現地教師）は、学習者がシステムを利用してワークブックを作成、使用するのを適宜サポートする。

本研究では、まず、参加型漢字学習システム「構想1」をもとに「システム1」を制作した。(注3)ただし、構築したシステムを実際に運用するためには、学習者の立場に立ち、作業のしやすさや学習の進め方などを十分に検討し、更に試験運用を繰り返す必要がある。そこで、「システム1」の実運用を目指し、まずは、ワークショップを行い、以下の観点から、学習者が作成するワークブックの内容と使い方についての検討を行った。

- ・ワークブックについて

参加型漢字学習システムで作成するワークブックは、どのような構成と内容にするのがよいか。また、誰もがワークブックを作りやすくするためには、どのようなフォーマットがよいか。

- ・学習方法について

作成したワークブックをどのように使って学習すると、学習者は「楽しい」と感じるか。

6. ワークショップ実施内容

2022年から2023年にかけて、以下の3回のワークショップと1回の交流会を実施した。各ワークショップの概要を簡単に述べておく。

表6 ワークショップ実施概要

	日付	方法	参加人数
第1回ワークショップ	2022年11月19日	オンライン	12名
漢字教材交流会	2023年2月25日	対面式(名古屋)	9名
第2回ワークショップ	2023年3月18日	オンライン	27名
第3回ワークショップ	2023年8月2日	オンライン	16名

6.1. 第1回ワークショップ

第1回ワークショップは、ワークブック作成に至った研究のコンセプトを提示し、作成したワークブックを紹介した上で、参加者には実際に「辞書型」のフォーマットでワークブックを作成してもらった。作成後、意見交換の時間を設けた。参加者の多くは、非漢字系学習者のクラスを担当している先生方で、①時間の制約のある中で覚えてほしい漢字が多く、どのように教えたらいいかわからない②漢字の授業を面白くすることができない③音読み、訓読みがぐちゃぐちゃになってしまう④漢字の定着が悪く、さらに授業がマンネリ化しているなどの問題を抱えていた。ワークショップ参加者からの感想には、

「教師側から与えるのではなく、学習者が興味のあることを主体的に学ぶという発想に改めて気づかせてもらいました」

「学習する漢字を自身で主体的に選ぶことが楽しめる方法として参考になりました」

「お互いに漢字語彙を出し合うことも学びにつながると思いました」

「学習者の学習意欲を刺激しうる有益なツールだと思った」

などの感想があり、すぐにでも自分のクラスで取り入れてみたいという積極的な意見があった反面、

「大学生以外には面白くない部分が入るかもしれない」

「教えている学生はパソコンが使えない学生もいるので、授業に取り入れるのは難しい」

などの意見もあった。

6. 2. 漢字教材交流会

漢字教材交流会は、名古屋で【漢字を学んでどんなこと】というタイトルで対面式で実施した。参加者は全員同じ写真画像を見て「地図型」でワークブックのアイデアを考えた。交流会は対面で行ったため、オンラインでのワークショップでは十分にできなかった、コミュニケーションをとりながらの発表を行うことができた。参加者は、

「教えるときは漢字のレベルを考えないといけないのかと思い込んでいたが意識が変わった」

「自分は漢字が苦手だが苦手でも教材が作れることがわかって嬉しかった」

「難しいけれど漢字は面白いということが伝えられると思った」

「従来の漢字学習の視点とは違うところが本当に面白かった」

「個別化が大切だということに気づいた」

などの感想を送ってくれたが、

「作っているとどうしても学習者のレベルを考えてしまう」

など、教師側の持つ意識にも課題があることが明らかになった。

6. 3. 第2回ワークショップ

第2回ワークショップは、海外からの参加者、漢字系学習者を教えている先生方も参加してのワークショップとなった。今回は自分の好きな写真を見て、「地図型」のフォーマットを使い、語彙や読み物を書いたオリジナルワークブックを作成した。さらに作成したワークブックを全員が Padlet で見られるようにし、印象に残ったものに「いいね」を付けてもらった。人気の高かったものを作った人、選んだ人にそれぞれ理由を話してもらい、最後に全体で意見交換する時間を設けた。参加者からは、

「作り手へのフィードバックが話題にありましたが、【いいね】という評価の足跡が残るとモチベーションアップにつながると思う」

「よくあるように、単語リストがあって読解をするのというのとは違い、自分で生成することができると思うし、同じ写真を見てもみな違うことを発想しますし、それを聞いたり読んだりすれば刺激になると思いました」

「教材づくりというと、どうしても従来型のものをイメージしがちで苦手なのですが、今回のように個別化できる教材と言う点が大変興味深かったです。楽しく参加させていただきました」

「従来の地道な漢字学習はもちろん大切ですが、自分も日本語で話したいと思えるような教材はあまりないと思います。個人に応じた使い方ができるものになるのではないかと期待しています」

などの感想が寄せられた。

6. 4. 第3回ワークショップ

第3回ワークショップは、前回まで同様、参加者には自分の好きな写真を見て、そこから語彙や読み物を書いてもらった。今回はテーマを「食べ物」とした。参加者全員がワークブックで使用した語彙がわかるようにし、興味を持った語彙を選んでもらい、その語彙が使われているワークブックを全員で Padlet を使って見られるようにした。使われているキーワードは異なるが同じ教材が挙げたり、キーワードは同じでも異なる教材が挙げたりすることで、キーワードを使ったワークブック検索の疑似体験をしてもらうためである。参加者には、多くの語彙の中からなぜその語彙に興味を持ったのかについて話したり、語彙から検索されたワークブックを作った人には、自分のテーマになぜその語彙が必要だったのかなどについて話してもらったりする時間を作った。

参加した人からは、

「学ぶ人の好奇心を刺激するものは、魅力的になることを知った」

「自分が楽しいと思うトピックは教材が作りやすいですし、興味がある

トピックは読みたいと思うということを改めて感じました」

「漢字を勉強しながら、日本に関する情報が伝えられる、何気なく提示できるのはいい」

「【作ったもの】ではなく、【リアルなもの】の力は大きいと知った」

「無意識に学習向けの教材を考えていることに気づかされました。貴重な体験をさせていただきました」

「コミュニケーションが大事だし、面白いというところに共感しました」

などの感想が寄せられた。

ただ、「教室活動として学習者が教材を作る場合、誤用はどこまで訂正するのか」という疑問を持つ参加者もいた。

以上が実施したワークショップの概要である。ワークショップを実施して得られた様々な知見をシステムにどのように生かしていくかが、本研究会の大きな課題となった。

7. ワークショップを通して得られた知見

7. 1. ワークブックの内容とフォーマットについて

ワークショップを実施したことにより、ワークブックの内容とフォーマットについての再検討が必要であることがわかった。以下の表7で、ワークショップ前後のワークブック仕様についての想定の変更を示す。

表7 ワークブック仕様についての想定の変更

	検討項目	ワークショップ前	ワークショップ後
1	使用機器	パソコン	スマートフォン
2	ワークブックの ファイル形式	パワーポイント	ブラウザの画面上の指示に従って必要項目を入力することで、 ワークブックが自動的に組みあ

			がる
3	用紙サイズ	A4	使用機器の画面サイズ
4	ページ数	6 頁	1 画面
5	構成	「表紙」：1 頁 「語彙」：3 頁 「読みましょう」：2 頁	「表紙」「語彙」「読みましょう」をスクロールして1画面で閲覧する
6	フォーマットの 種類	3 種類（辞書型、時間型、地図型）	1 種類

表7のように想定を変更したのは、ワークショップを通じて以下の3点が明らかになったことによる。1) 日本語教育現場の環境として、学習者全員が一人一台のパソコンを使用できるとは限らない。学習者が使う機器としては、スマートフォンを想定する方が現実的である。スマートフォンを使用するのであれば、用紙サイズ、ページ数という概念は不要である。2) パワーポイントでのワークブックの作成に時間と手間がかかる。実際に作業をしてみると、ワークショップで提示した3頁分のフォーマットでも30分では完成にいたらない参加者が複数いた。構成はシンプルにし、慣れれば15分程度で完成させられるワークブックであることが望ましい。3) ワークブックを作成するためのテーマや語彙の選び方の手引きとして、「辞書型」「時間型」「地図型」というヒントがあること自体は良いが、ヒントに合わせてワークブックのフォーマットが複数あると、その違いや使い分けの基準が学習者にとってわかりにくい。「誰でも簡単に作業が進められる」ことを目的とするならば、フォーマットは1種類の方が使い勝手がよい。

7.2. 学習を通して感じる「楽しさ」について

本研究が開発している参加型漢字学習システムには、ワークブックを「作る」機能と「使う」機能がある。「6. ワークショップ実施内容」で述べたように、実施したワークショップ第1回、第2回および交流会では、参加者は「作る」プロセスを体験し、ワークショップ第3回では「使う」プロセスを体験した。ワークショップ中の参加者同士の意見交換の内容、ワークショップ後のアンケート結果をまとめると、参加者はワークショップを通じて、以下のことに「楽しさ」を感じていた。

「作る」楽しさとは

- ・自分の個人的な経験や関心事について、画像を選んだり文章を考えたりしたこと。
- ・他の参加者の個人的な経験や関心事を知ったこと。
- ・他の参加者とワークブックの内容についてやりとりしたこと。

「使う」楽しさとは

- ・同じテーマであっても、他の参加者が自分とは異なる視点で作ったワークブックを見たこと。
- ・自分が選んだ検索ワードで、意外な内容のワークブックがヒットしたこと。

- ・ヒットしたワークブックの写真、語彙、作文の内容について、参加者同士でやりとりしたこと。

ワークショップの当初の実施目的は、将来の研究協力者として想定される参加者が、参加型漢字学習システムで想定しているワークブックの作成と使用を体験する機会を持つことにより、ワークブックと学習方法についての検討を行うことであったが、結果的に、学習者はどのようなプロセスを「楽しい」と感じるのかという学習のポイントについて、示唆を得ることができた。上述の「『作る』楽しさ」、「『使う』楽しさ」として述べられていることは、自分自身のことをテーマに発信し、他の参加者に興味を持ってもらうことの楽しさ、他の参加者とコミュニケーションすることの楽しさである。実際、参加者が作成したワークブックは、内容が個人的であればあるほど他の参加者の興味を引き、背景や追加説明について、活発なやりとりが行われていた。このことから、「漢字を楽しく学ぶ」方法を考えるためのポイントとして、まず、学習者自身が当事者であり関心事項であるテーマを糸口に学習に参加すること、そして、各々の学習者が他の学習者とコミュニケーションを行う仕組みを作ることが、学習意欲につながるという知見を得た。本研究では、この学習の方向性を「個別化」と称し、システム開発を進める上でのコンセプトとした。

8. 参加型漢字学習システムの構想およびシステムの修正

4回のワークショップを経て、システムを実際に運用するためには、以下の5点について、「システム1」の構想と仕様を修正する必要があることがわかった。以下の表8では、大きな修正を必要とした5つのポイントについて、ワークショップ前後を比較して示す。

<「システム1」の要修正点>

- 1) システム参加者の階層
- 2) 学習者のグループ化
- 3) データログ
- 4) 学習者の使用機器
- 5) ワークブックのフォーマット

表8 「システム1」についての変更

	検討項目	ワークショップ前	ワークショップ後
1	システム参加者の階層	二階層 ・システム管理者 ・学習者	三階層 ・システム管理者 ・学習管理者 ・学習者
2	学習者のグループ化	しない	する
3	データログ	取得しない	取得する
4	学習者の使用機器	パソコン	スマートフォン
5	ワークブックのフォ	・ファイル形式：パワーポイン	・ファイル形式：なし（ブラウ

	一マット	ト ・サイズ：A4 ・ページ数：6 頁 ・種類：3 種類（辞書型、時間型、地図型）	ザを使用してワークブックを作成するため） ・サイズ：使用機器の画面サイズ ・ページ数：1 画面（スクロールする） ・種類：1 種類
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表8の5つのポイントについて、修正が必要となった理由は、以下のとおりである。

● システムの機能についての考え方

表8の1) 2) 3) の変更の背景には、本研究が開発する参加型漢字学習システムの機能についての考え方の変更がある。「システム1」は、「ワークブックのデータベース化」に重点を置いた考え方になっており、学習者が作成したワークブックを全てデータベースに保存し、保存されたファイルを全ての学習者が検索、閲覧できる機能を持たせることを、システムの第一の目的としていた。一方、「システム1」のベースである「構想1」を発展させた「構想2」は、「学習のマネジメント」に重点を置いた考え方になっている。これは、システムの普及を念頭に入れ、その途中段階として、まずは、多くの研究協力者がクラスにシステムを導入しやすく、また、全ての学習者が簡単にシステムを使えることを第一の目的にしている。これは、4回のワークショップを通じて、新しい学習方法を導入し運営するためには、その使い方についての説明やサポート、進捗管理が必要であることがわかったからである。

そのための方法として、「構想1」では曖昧だった研究協力者に、「構想2」では「学習管理者」としての役割を持たせた。そして、「学習管理者」がシステムの管理画面を操作し、学習者のワークブック制作をサポート、管理する仕組みとした。この仕組みでは、全ての学習者は一人の学習管理者に紐づけられ、学習管理者ごとにクラスのような小グループが形成される。小グループ同士をまとめて一つのグループにすることもできる。このようにすることで、学習管理が行いやすくなり、必要があればグループ内での学習内容の機密保持もできるため、学習管理者にとっては、システム導入のハードルが下がる。つまり、システムの使用場面を企業研修や子どもが参加する日本語教室まで広げて考えると、グループ内で作成したワークブックを外部に公開したくない、できないという状況が想定できるため、管理機能によりグループ内の機密が守られる状態であれば、システム導入に安心感がある、という考え方である。また、今後のシステム改修のためのデータ収集という観点から、学習者のシステム使用に関するデータログの信憑性を高めるためには、学習管理が行われている状態であることが望ましいと考えた。

● 学習者の使用機器についての考え方

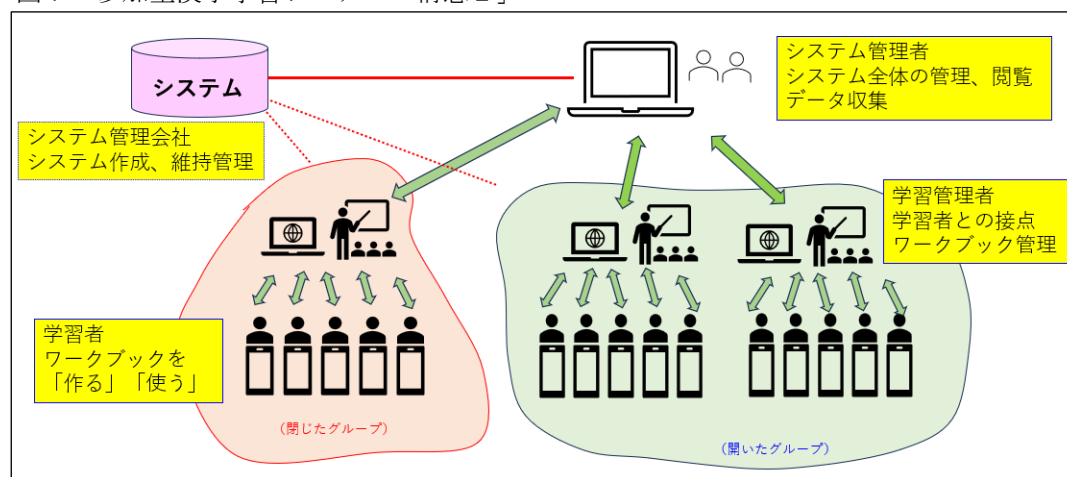
表8の4) 5) の変更の背景には、本研究が開発する参加型漢字学習システムの使用場面についての考え方の変更がある。「システム1」では、学習者が

パソコンを使用できること、パワーポイントでファイルを作成できることを前提としてワークブックの書式を作っていた。しかしながら、ワークショップを通して明らかになったことは、「個人所有のパソコンでパワーポイントを使用する」ことが難しい参加者が少なからずいる、ということである。まず「パワーポイントがインストールされている一人一台のパソコン」という想定が現実には合わず、また「全員パワーポイントの操作に慣れている」という想定も現実的ではない。

個人の属性、日本語力、学習環境を問わず、誰でもシステムに参加しやすい仕組みにするためには、学習者が、パソコンよりも個人のスマートフォンでシステムを使用できるようにする方法が、現実合っている。そうすると、ワークブック作成にあたり、「ファイル」「ページ」という概念はなくなる。ワークブック作成をシステム上で行えるようにすれば、学習者は、スマートフォンの画面に表示された指示に従って必要項目を入力すればよく、入力が完了すれば、自動的にレイアウトされたワークブックができ上がり、スマートフォンの画面上に提示される。この方法であれば、一度ワークブックを作ってみれば使い方がわかり、二度目からは、要領がわかって徐々にスムーズに作業を進められるようになる。また、個人のスマートフォンであれば、学習場所を問わず、いつでもシステムを使うことができる。

以上の考え方の修正により作成した、参加型漢字学習システム「構想2」のイメージを、以下の図2に示す。この「構想2」をもとに、参加型漢字学習「システム1」の修正版として「システム2」を制作し（注4）、教育現場での試験運用と検証を行った。

図7 参加型漢字学習システム「構想2」



9. 「システム2」の試験運用結果

9. 1. 教育機関での試験運用と結果：アイスランド

以下に試験運用の詳細を記す。

国内の大学は1～2月はほぼ授業が終了していることもあり、アイスランド大

学に協力を依頼し、1、2年生の漢字クラスでこのシステムを使った漢字学習を実施してもらった。表9は、実施したクラスの構成である。

表9 アイスランド大学の漢字クラス

	クラス1	クラス2
学年	1年生	2年生
人数	登録 20 名	登録 10 名
1 学期	『Look and Learn』	『Look and Learn』
8 月～11 月末	L1～L6	L15～L23
2 学期	『Look and Learn』	『Look and Learn』
1 月～4 月上旬	L7～L14	L24～L32

アイスランド大学の学生の特徴は次のようなものである。

- ①日本語学習者はアニメおたくが多い。（90%程度）
- ②日本語は耳で覚えていることが多い。（フレーズで覚えている）
- ③日本語は英語に次いで2番目に学生数が多い外国語学部。アイスランド全国から進学する。
- ④国立の大学で年8万円程度なので仕事をしながら大学に通う学生も多い。
- ⑤小中学校では宿題がほばないので、家で勉強するという習慣がなく、高校や大学で苦労する。
- ⑥公用語のアイスランド語は活用が多く、複雑な言語。（名詞も活用する）この影響で語尾を活用してしまう学生が多い。
- ⑦発音は〈R〉が巻き舌なので、ラ行の言葉は巻き舌で発音する。

授業では、1回の授業で覚えなければならない16の漢字をクラスの全学生で分担し、それを元に自分のワークブックを作成する。次の授業では、作成されたワークブックについて学生同士で話をしたり、教師からフィードバックをもらったりするという進め方であった。筆者らは、数回授業にZoomを使って参加し、ログインをし、ワークブックを作成する様子を観察させてもらった。

大学の教室にはパソコン、プロジェクターが備え付けてあり、教師が提示する画面を見ながら作業を進めることができるようになっていた。学生の反応として、1年生は興味を持って取り組んでいる様子が見られ、作成したものをお互いに見て話をしているようだったが、2年生については、元々物静かな学生が多いということもあり、各自作成して終わっていた様子であった。最終日にこのシステムを使った漢字の授業についての感想を聞いたところ、1年生のクラスからは来年度も使ってみたいという声があったが、2年生はクラスの人数が少ないため、分担する漢字数が多くなるということもあり、通常の学習方法の方がよいという声が多かった。手順が難しかったという声がある一方、新しい学習方法で楽しかったという声もあった。

9. 2. 企業での試験運用と結果：A 社での試験運用

参加型漢字学習「システム 2」の企業での試験運用にあたっては、A 社に協力を依頼した。A 社は、外国人材の採用に積極的な企業として地域でよく知られており、地方自治体からも、外国人材活用のモデル企業として、頻繁に紹介されている企業である。「システム 2」の試験運用に関しては、事前に A 社の役員、人事責任者、日本語教師に依頼と打ち合わせを行い、A 社の工場で社内転勤者に対して行っている日本語授業で「システム 2」の試験運用を行うことへの承諾を得た。「システム 2」の試験運用実施内容詳細については、表 10 のとおりである。

表 10 A 社での試験運用実施内容

項目	内容
業種	建設
事業内容	各種プラント設備製作、据え付け、配管工事等
試験運用場所	工場
授業目的	社内での日本語でのコミュニケーション力を上げる
授業形態	日本語教師 1 名（会社採用）による対面授業
授業頻度	週 1 回（17 時～18 時 30 分）
学習者	・人数：2 名 ・国籍：ベトナム（2 名とも） ・職種：エンジニア（溶接、組み立て） ・JLPT:受験経験なし（N 5 程度：日本語教師より） ・A 社工場での日本語学習歴：1 年程度
試験運用日時	・2024 年 1 月 22 日（対面） ・2024 年 1 月 29 日（対面） ・2024 年 2 月 5 日（オンライン） ・2024 年 2 月 19 日（対面） ・2024 年 3 月 4 日（対面） ・2024 年 3 月 11 日（オンライン）
試験運用内容	学習者が個人のスマートフォンを使用し、本日の業務内容に関するワークブックを作成する。

ここで、A 社での 6 回の試験運用から明らかになった事項を、以下 5 点にまとめる。

1) 参加型漢字学習システムの使用用途

A 社で「システム 2」の試験運用について事前相談を行った際、システム概要について説明を聞いた役員から、「業務日誌に使うという用途が考えられる」との提案があった。この提案を受け、A 社での試験運用では、ワークブック作成のテーマを「本日の業務」とすることにした。作成されたワークブックを管理者側からまとめて閲覧すると、学習者の当日の社内外の様子が垣間見られるというメリットがある。日本語力が低い社員にとって、日本語を使って業務報告をすることは容易なことではない。慣れれば 15 分ほどで作成できるワ

ワークブックは、作り方と使い方を整備することで、業務管理方法の一つとして活用できる可能性がある。社内で「システム2」を活用することが、外国人社員の日本語学習のみならず、社内のコミュニケーションに貢献するのであれば、外国人社員を採用している企業へのシステムの普及に可能性が見えてくる。簡単な作業でシンプルな成果物を作る「システム2」には、発展的な用途を持たせる可能性があることがわかった。

2) 「システム2」の使用によって漢字の学習効果が見られた点

学習者が本日の業務で使用した語彙を使用してワークブックを作成したことで、業務で使用している語彙の漢字変換が、1回の授業でできるようになった。学習者が初回のワークブック作成で使用した語彙は「溶接」「図面」「組み立て」「のこ盤」である。ワークブック完成後、学習者が語彙と文章のページを読んでみたところ、漢字を見て「ようせつ」「ずめん」「くみたて」「のこばん」と、すぐに読めるようになった。これらは、学習者の想定日本語レベルであるN5の漢字ではない。このことから、特定の語彙の「漢字変換ができる」「漢字を見て読める」ようになる速さと、学習者の日本語レベルとの間には相関関係がないことが窺えた。

3) 「システム2」の使用で難しかった点

まず、スマートフォンでの日本語入力に予想以上の時間がかかった。A社の学習者の場合、仕事が目的で来日しているため、通常はスマートフォンで日本語入力をする必要がなく、スマートフォンの使用言語は母語になっていた。日本語力がN5程度の学習者にとって、スマートフォンから、ひらがなやカタカナや数字の入力をするのは、慣れるまで非常に時間がかかる。ワークブックを作る初回の作業では、テーマの画像が1枚、タイトル、語彙の画像が4枚、言葉が4個、4個の言葉を使った文章を1つ作るのに、90分でも時間が足りるか足りないか、という様子であった。

また、「システム2」の画面は、全て日本語のみで表示されているため、学習者が初めて作業を行う時は一人で作業を進めることができなかった。日本語で書かれている指示が全く読めないため、作業を進めるためには、画面を見て説明をしながら、入力項目を一つずつ、教師と一緒に作業する必要があった。

4) 「システム2」に改修が必要な点

まず、システムに表示される指示をわかりやすくし、学習者がシステムでの作業を進める際の管理者の負担を軽減する必要がある。指示をわかりやすくする方法としては、1) 日本語表現を工夫する、2) 指示を多言語表示にする、3) 直観的に作業を進められるような画面構成、デザインを工夫する、などの方法があり、試験運用を繰り返しながら検討を進める必要がある。

次に、大きな課題として、音声についての検討が必要である。現在の「システム2」には、音声読み上げの機能がない。しかし、学習者がワークブックを閲覧して内容確認を行っている様子からは、学習者が入力した語彙や文章の音声読み上げ機能を追加する必要性が強く感じられた。学習者がワークブックに

入力した語彙は、毎日の仕事で使う語彙である。過去に4回実施したワークショップから得た知見であるが、本研究では、参加型漢字学習システムを使用して学習することの最も大きな特徴を「ワークブックを題材にコミュニケーションしながら学ぶ」ことであると考えている。漢字変換ができ、読めるようになるだけではなく、日本語らしい発音、アクセントを確認できること、再生された音声を参考に自分自身も発話し、他の学習者とのコミュニケーションに生かすことは、本研究が目指す漢字学習のために必要な学習プロセスである。

5) 学習者の日本語レベルに応じた参加型漢字学習システムの使い方

A社の学習者の日本語力は、二人とも「おそらくN5」とのことであった。二人とも、スマートフォンを使ってワークブックを作成する作業に熱心に取り組み、担当業務に関わる語彙に使用される漢字を短時間で変換でき、読めるようになっていた。この様子から、通常授業を担当している日本語教師から「このシステムは、特に日本語力が低い学習者に適しているのではないか」というコメントがあった。この様子により、N5程度の学習者にとって、「システムを使って自分自身についてのワークブックを作り、学習者同士で閲覧し合う」というプロセスは、意欲的に取り組めるものであることが窺えた。

一方、学習者の様子を観察し、日本語教師へのインタビューを経て、たとえ同じA社であっても、日本語レベルや担当業務の異なる学習者であれば、システム活用プロセスの同じ箇所にも、同じような面白さを感じるとは限らないことも予想できた。同じシステムを使用するとしても、学習者の日本語力や業務内容に合わせて使用目的をどのように設定するか、また扱うテーマや、システムを活用して学ぶプロセスのどこに重点を置くかは、改めて実際に試験運用を重ね、検討する必要がある。

10. 今後の展望と課題

本稿では、漢字を「楽しく」学ぶための方法を探る研究として、これまでにを行った調査、研究内容をまとめ、現在開発を進めている参加型漢字学習システムについて説明した。本研究では、実用化を目指して、現在もシステムの開発を継続している。本稿の最後に、次の研究課題として取り組むべき課題について述べておきたい。

今後取り組むべき研究課題の一つ目は、システムの改修である。「8. 『システム』」の試験運用結果」でも述べたように、「システム2」の操作手順を難しいと感じる学習者がいる。また、学習者の日本語レベルによっては、指示が日本語だけで書かれていることが理由で、サポートなしで操作を進めることが難しい場合もある。システムの実用化を目指すにあたり、学習管理者が学習者に付き切りで操作や学習のサポートをすることなく、基本的には学習者が一人で画面操作を進められることが望ましいため、その方法を検討しながら、より使いやすいシステムに改修していく必要がある。

今後取り組むべき研究課題の二つ目は、ワークブックを活用した学習方法の開発である。現在のシステムでも、学習者はワークブックを作ったり使ったりすることはできるが、本研究がシステム開発を含めて最も重視しているのは、

システムという学習ツールを使って、いかに学習者同士がコミュニケーションを行い、自律学習を進められるようになるかという部分である。本研究は、「日本語教師が教えなくてもよい」「管理者が日本語教師でなくてもよい」仕組みの中で、漢字学習が進められるようになることを目指している。今回のシステムの試験運用に協力してもらったクラスでは、ワークブックを作った後の授業内容を指定していなかったため、一通りワークブックが作れるようになると、「次は何をするのか」という疑問が起こっていた。今後、参加型漢字学習システムを広く学習に活用できるものとするためには、次の段階として、「ワークブックを使って何をするのか」の部分に焦点を当てた研究を進めていく必要がある。本研究が目指す「楽しく漢字を学べる」仕組み作りのために、学習ツールの使い方を提案することは、ツールの開発に続く重要なプロセスである。

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〈注〉

- 1 自由放出法とは、制限時間を設け、被験者に頭の中に浮かんでくる漢字を自由に書き出させ、出力された漢字の時間的变化や、どのような漢字が出力されたか、また連続的に出力された漢字どうしの関係から被験者の連想の傾向を見るという手法である。
- 2 ワークブックは、JSPS 科研費 JP15K12897 の助成を受けて作成した。
- 3 「システム1」は、住友電工グループ社会貢献基金の助成を受けて制作した。
- 4 「システム2」は、JSPS 科研費 JP21K00640 の助成を受けて作成した。

本稿の執筆において、関は1、2、3、4、6、9.1を担当した。栗原は5、7、8、9.2、10を担当した。

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〈付記〉

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A METAMORPHOSIS IN LANGUAGE LEARNING: LEVERAGING AI FOR TAILORED READING JOURNEYS

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ABSTRACT

Second language reading instructors are frequently desperate for accessible and captivating books for students. Extensive reading can enhance vocabulary, broaden cultural knowledge, and boost language study motivation, but finding books with the right balance between level-appropriateness and compelling writing can be a difficult task. Some classic literature has been adapted into graded readers, but those may not be the correct level. Thankfully, the emergence of Large-Language Models (LLMs) such as ChatGPT provides the means to fine-tune nearly any available body of work into the right percentage of familiar words to ease reading for any class of any level. This paper will explain the text-grading process and how it was used in the context of a freshman reading and writing course in a private university in Japan. This case study will show how Franz Kafka's "The Metamorphosis," now in public domain, was itself transformed into a comfortable read for these students, as well as examine their reflections upon finishing. Implications of this technology for teachers and researchers alike will be discussed, and a call for further research into the use of Artificial Intelligence (AI) in extensive reading will be made.

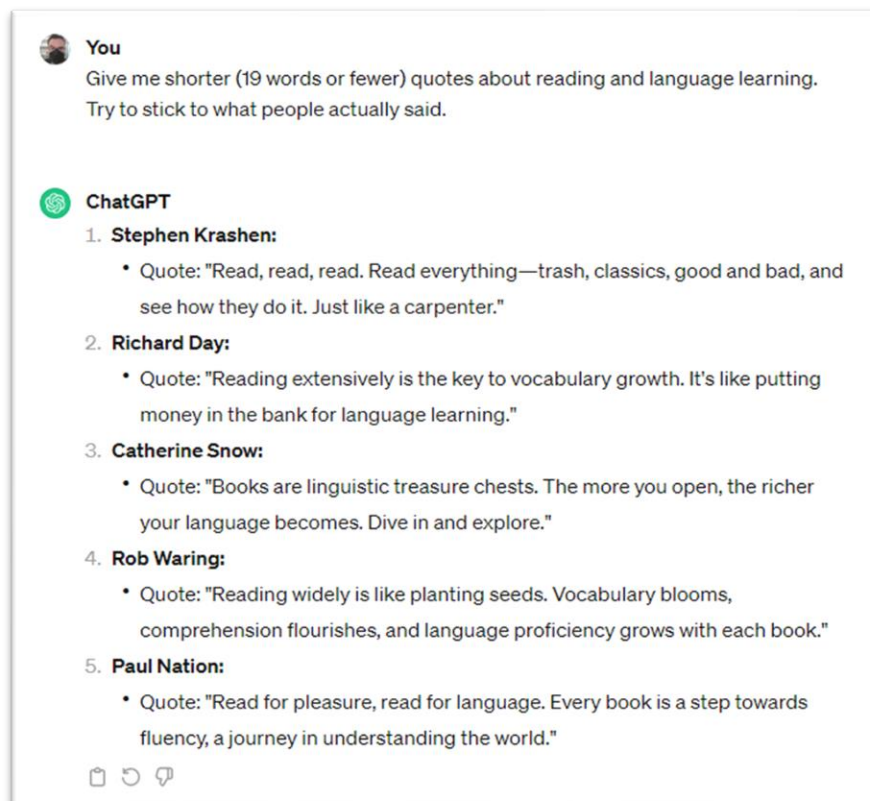
INTRODUCTION

"Read for pleasure, read for language. Every book is a step towards fluency, a journey in understanding the world." Paul Nation did not write those words, but the Large Language Model (LLM) known as ChatGPT falsely claimed, or hallucinated, that he did (see Figure 1).

Although *Chat Generative Pre-Trained Transformer*, or *ChatGPT* as it is commonly known, cannot be relied on to generate accurate information, the LLM excels at summarizing text (Vázquez-Cano et al., 2023) and at generating that summary in different styles or CEFR levels (Bonner et al., 2023). LLMs are statistical models of language, derived from a large training dataset, which can recognize and process natural language input and produce natural-sounding language output. These skills make LLMs invaluable tools for language teachers in search of reading materials for their students. In this descriptive classroom practice paper, I will explain why and how ChatGPT can be used by EFL or ESL teachers to tailor any legally-available text to their specific students' needs. I will demonstrate this through the case study of using Franz Kafka's *The Metamorphosis* in a reading and writing freshman English class at a private university in Japan.

Figure 1

Results of a ChatGPT Request for Quotes on Reading and Language Learning



Note: None of the quotes in Figure 1 appear to be quotations from any of the writers they are attributed to.

RATIONALE

Reading Materials for L2 Learners

For decades, language teachers have encouraged students to utilize reading materials outside of class to stimulate vocabulary growth naturally, among other benefits (Nation, 1997). However, most authentic texts written for fluent speakers of a language contain vocabulary too high-level and sentences too complex for second language (L2) learners to read them without strenuous effort. Many researchers concur with Nation's findings that 98% vocabulary coverage, that is, only 1 unfamiliar word per 50 words, is a Goldilocks difficulty level: not too easy, and not too hard (Nation, 2006). Furthermore, grammatical complexity is also an issue for learners of various levels; ideal texts should avoid lengthy, complex constructions such as embedded sentences and passive forms in favor of simple and clear language (Waring, 2012). As addressed by McAlpine (2012), clusters of "miniwords" or words of 1-3 letters can also indicate low readability for L2 learners, because such short words generally have either multiple meanings (as in the component

words in phrasal verbs, e.g., “get on,” “look over,” “put off”) or no meaning on their own (making up part of a cliché or colloquialism, e.g., “at the end of the day” or “make a go of it”). Authentic texts may have a multitude of uncommon vocabulary, long sentences, and miniword clusters, which makes it imperative to encourage students to stick to appropriate reading material that will continue to motivate them and foster their reading abilities.

Beyond such concerns about readability, there is also the question of desirability to read. Success and pleasure in reading will lead to motivation to do more reading. “Students read a lot and read often” is one of the fundamental principles of any extensive reading program (Maley, 2008). If students cannot read comfortably, i.e., the text has not been leveled to meet their needs, they may feel demotivated and give up on absorbing texts. However, many teachers focus on checking ease of reading, and few stop to consider the engaging nature of the texts. Prowse (2002) argues that in extensive reading programs, reading should be “an end in itself” (Widdowson, 1979, p. 180), an activity that is pleasurable and interesting to the learner. Maley (2008) points out that learner’s texts should be “compelling,” but also that few texts geared to learners could be said to be “compelling” literature.

Therefore, when the L2 reading teacher is choosing books for their class, it is often difficult to find longer texts that satisfy all these criteria. Graded readers are plentiful, but which ones will be well-suited to the teacher’s particular set of students? Additionally, without the authentic voice of the original author, even graded readers adapted from classic literature may not be engaging or compelling for the students. In my experience, significant dramatic or psychological moments in the original work might be overlooked or simplified when adapted for lower levels. The unfolding of the plot, captivating in its author’s hands, can become matter-of-fact and devoid of emotional weight.

ChatGPT as Text Tailoring Tool

Enter ChatGPT, the famous LLM that utilizes Natural Language Processing to understand, interpret, and generate human language in ways that are meaningful and contextually relevant. Thanks to a large amount of training data, including publicly available literature, ChatGPT can understand its users’ requests (called “prompts”) and produce desired natural language as output without the need for laborious training and instructions (Brown et al., 2020).

Some initial studies on the suitability of ChatGPT output as comprehensible material for language learners have shown promise. With the intent to show the LLM’s potential to help students create more readable texts on their own, Young and Shishido (2023) prompted ChatGPT to adjust articles from “The Jakarta Post” with a simple instruction: “Please rewrite the content below so it will be easier for English as a Foreign Language readers” (p. 158). On several metrics such as sentence length and miniword clusters, they show that the generated texts were easier or rated similarly to the original articles, but they admit that with more prompting, better output would likely have been obtained.

To date, most studies focusing on text generation or adaptation have promoted or used only short articles, most likely designed for summarizing or comprehension exercises in class (see Lyon 2024, this issue). The use I put ChatGPT to was long-form text adaptation. When deciding on a text that would be a compelling, interesting, and culturally-important for my freshman students (18-19 years old) to read, *The Metamorphosis* came to mind.

The Metamorphosis

My rationale for this book choice was based on my understanding of the age of my students and the kind of reading material they might be able to relate to. *The Metamorphosis* is a German-language masterpiece of a classic dilemma: the outside of the protagonist (Gregor Samsa) has changed into a large insect, but on the inside he still feels himself. At first he cannot understand why people are treating him differently, or why he can understand them but they cannot understand him. His place in society is also disrupted; he worries about not being able to catch the train due to his inability to roll out of bed with his now dome-like carapace of a back. He had occupied an important if subservient role in his family, but he witnesses how they despise him now that he is different. Kafka narrates the actions of the family through Gregor's eyes, his emotions as he watches them navigate their new relationship, and his tender intentions to not cause trouble for them. Teenagers and those on the cusp of a new transition in life should be able to put themselves in Gregor's shoes.

Clearly, Kafka's language, even in translation, had to be adapted for my context at Kanda University of International Studies in Chiba, Japan. US high school teachers (such as Dickson, 2017) find Kafka's *Metamorphosis* full of old-fashioned constructions and difficult vocabulary for their presumably native English speaker classes, so it stood to reason that I ought to use an adaptation of the book for the students in my mixed-level reading and writing class. As part of the class, students were encouraged to do extensive reading on their own but also in class together. When independently choosing comfortable-level books for themselves, they tended to stick to CEFR-level A2 or B1 graded readers. As the level of the freely-available translation of *The Metamorphosis* was above that, I wanted to give them a similarly-leveled adaptation, but I had trouble finding any.

Interestingly, Nation & Anthony (2013) had already attempted to adapt *The Metamorphosis* into mid-frequency reader versions, aligned to the 4,000-, 6,000-, and 8,000-word levels (available at <https://www.wgtn.ac.nz/lals/resources/paul-nations-resources/readers>). They searched the text for words that, for example, were in bands above the 4,000-word mark, and they replaced those with vocabulary that lower students might know. The structure of the sentences was intentionally left as much alone as possible, to retain the flavor of the original translation. Therefore, I felt that the complexity of the long sentences that Nation and Anthony had retained would still be too opaque for my students to enjoy.

Finally, *The Metamorphosis* was selected due to no perceived problems with legality. With his death in 1924 and no entity retaining copyright, the original German work has entered the public domain in most countries. However, using ChatGPT on the original German would have proved

too difficult to even try. This project would have been abandoned were it not for an English translation that has also been labeled public domain for years (Johnston, 2003). This passage is not to be construed as legal advice, however, and teachers and researchers are advised to confirm the availability of texts for fair use in education according to the copyright laws of their own countries.

METHOD

On January 2, 2023, I accessed the free [Dec 15 \(2022\) version](#) of ChatGPT and, asking it directly, inquired as to its awareness of vocabulary levels of different English learners. ChatGPT assured me that it was familiar with them. Then I began experimenting with prompting and pasting in chunks of the public-domain translation, three paragraphs at a time so as to monitor the output more easily. I was not sure what kind of output I would receive, so my early prompts were not very specific. My first 10 prompts, including my requests for the LLM to complete or redo the task, are reproduced below, with the first lines of text to adapt put into italics.

I'd like you to rewrite the following text into more basic english that is comprehensible for an intermediate learner of English: *"One morning, as Gregor Samsa was waking up from anxious dreams, he discovered that in bed he had been changed into a monstrous verminous bug...."*

Okay, good. Now rewrite that passage into text that is comprehensible for a learner with a basic level of understanding.

Please rewrite it into smaller sentences.

I'd like you to rewrite the following text into more basic English that is comprehensible for an intermediate learner of English: *As he was thinking all this over in the greatest haste, ...*

why did your response cut off?

Let's cut down on high-level vocabulary; there should be only one high-level vocabulary word in each paragraph. Please rewrite this for university students with a per-intermediate vocabulary level of English: *It was very easy to throw aside the blanket....*

that was good. Please continue: *However, after a similar effort, while he lay there again, ...*

please continue

Good! Let's continue: *He had already got to the point where, ...*

Please try again, this time keeping more of the introspective elements.

As can be seen, I struggled to find the best prompt for the output to appear to be comprehensible for my mixed-level class. I ended up asking for the chatbot to create a text for a pre-intermediate

learner of English at a university, but I wanted to include “introspective elements” of the text to keep the emotions of the protagonist front and center.

The output was acceptable, I judged, based on the shorter sentences and lower-level vocabulary. I continued experimenting with prompting. I was not overly concerned with consistency; as long as the output from ChatGPT looked decent, I pasted them into my spreadsheet (see Figure 2) and moved on.

The method of pasting three paragraphs at a time was a compromise between speed and accuracy. I found that I could quickly glance over the output of three adapted paragraphs (sometimes more if the LLM decided they were too complex) and evaluate the job. ChatGPT did not seem able to handle the long paragraphs consistently, thus my need to prompt it to continue and sometimes redo sections multiple times. However, pasting 119 paragraphs one by one would have been too daunting a task. As it was, the pasting, the repeating of the instructional prompts, and the occasional re-generation and re-generation of difficult passages ended up taking about 6 hours over the course of 2 days.

Figure 2

Sample of Spreadsheet Containing Both Johnston’s Translation and the Corresponding ChatGPT Adaptation

	A	B	C
1	I.		I.
2			
3	One morning, as Gregor Samsa was waking up from anxious dreams, he discovered that in bed he had been changed into a monstrous verminous bug. He lay on his armour-hard back and saw, as he lifted his head up a little, his brown, arched abdomen divided up into rigid bow-like sections. From this height the blanket, just about ready to slide off completely, could hardly stay in place. His numerous legs, pitifully thin in comparison to the rest of his circumference, flickered helplessly before his eyes.	1	One morning, Gregor Samsa woke up and realized that he had turned into a big ugly bug while he was sleeping. He lay on his hard back and saw that his belly was divided into stiff, curved sections. His many thin legs waved helplessly in the air.
4			
5	"What's happened to me," he thought. It was no dream. His room, a proper room for a human being, only somewhat too small, lay quietly between the four well-known walls. Above the table, on which an unpacked collection of sample cloth goods was spread out—Samsa was a travelling salesman—hung the picture which he had cut out of an illustrated magazine a little while ago and set in a pretty gilt frame. It was a picture of a woman with a fur hat and a fur boa. She sat erect there, lifting up in the direction of the viewer a solid fur muff into which her entire forearm had disappeared.	2	"What's happened to me?" he thought. It wasn't a dream. His room, a normal room for a person, was a little small and was surrounded by the four familiar walls. On the table, which had a collection of cloth samples spread out on it, was a picture that Gregor had cut out of a magazine and put in a nice golden frame. It was a picture of a woman wearing a fur hat and a fur scarf. She sat upright and held a big fur muff covering her whole arm.

Due to the learning curve and after trial and error, I found myself in the end prompting with consistent elements regarding level, emotional content, dialogue, action, and vocabulary. See below for the last substantive prompt I gave ChatGPT:

Please continue rewriting texts into more comprehensible, lower-level reading material for pre-intermediate learners of English. Please maintain the emotional content and most of the dialogue, but rewrite so that it is easier to understand the action. Only one or two high-level vocabulary words per paragraph please. Please rewrite the following:
"Get out of my apartment immediately," said Mr. Samsa...

This prompt needed to be reiterated often, but sometimes the chatbot would retain the instructions well, requiring only "Rewrite for pre-intermediate learners" for spans of text.

For teachers who seek to use this kind of technique to utilize ChatGPT for adapting texts, it is advisable to consider what kind of terminology will get you the ideal results for your particular students. ChatGPT can approximate different CEFR level output, and the vocabulary can also be limited according to word frequency bands, and yet it may be inconsistent in adherence to such limits (as evidenced by my need to monitor output closely and remind it of the task).

Furthermore, limits on sentence length or embedded clause constructions may be attempted, with varying results. No matter what the prompt, it seems necessary to keep a careful watch on the output. Still, a tool that allows you to adapt a classic novella in six hours is a teacher's timesaver. The process provided me with weeks of extensive reading material for my students.

RESULTS

Although in this case study I neglected to measure the level of the material I had created before passing it on to students, it is recommended that teachers use tests such as the one at EnglishGrammar.Pro (<https://englishgrammar.pro/test.php>) to check CEFR levels of the vocabulary and grammar of the LLM-generated text (Pack & Maloney, 2023). In preparation for this paper, I used this tool on the entirety of the two texts. I found that the Johnston translation and adapted version had differences, but the overall level of words and structures had not decreased as much as I had expected. The online tool generated statistics of how much percentage of the text matched what would be expected for certain CEFR levels or IELTS scores, and it gave a "best guess" for the kind of level overall. Overall, EnglishGrammar.Pro noted that the original was similar to C1 texts, as those "often have this much advanced or academic language," but the evaluation of the adaptation was that it matched the level of a B1-B2 text. I had hoped that the process might bring the overall difficulty of the adaptation down to A2, or at most B1.

Table 1 shows the evaluations by the online tool at EnglishGrammar.Pro of both versions. There was some shifting of percentages of A1-C2 language, but these were not substantial. Appendix A contains color-coded samples of both translation and adapted text and highlights the differences in language in the final paragraph of Kafka's novella.

Table 1

Summary of Level Identification from EnglishGrammar.Pro for Both Versions

Level	Johnston Translation	ChatGPT Adaptation	Change in Percentage
A1 Elementary	10,577 (55.4%)	7,123 (57.4%)	+2%
A2 Pre-Intermediate	3,407 (17.8%)	2,477 (20%)	+2.2%
B1 Intermediate, IELTS 4-5	2,680 (14%)	1,771 (14.3%)	+0.3%
B2 Upper-Intermediate - IELTS 5.5-6.5	1,624 (8.5%)	796 (6.4%)	-2.1%
C1 Advanced - IELTS 7	356 (1.9%)	112 (0.9%)	-1%
C2 Proficient - IELTS 8+	429 (2.2%)	129 (1%)	-1.2%
Most common academic words	19 (0%)	8 (0%)	0%
Academic collocation	1 (0%)	11 (0%)	0%
Academic words	0	0	0%
Total number of words rated	19,903	12,427	

Note: The number of words rated here does not equate to the number of words in total. This is because first words were tagged with Lancaster University's [free CLAWS web tagger](#). In this process, some words, such as proper names, were tagged so as to be excepted from the evaluation.

In Table 1, as in Appendix A, one can see that the main advantage of the adaptation is that it is shorter. With respect to CEFR levels, there are few differences in percentages, but perhaps the lower quantity of difficult, uncommon words (limbs, corpse, unconsciously) helped students go through the paragraphs. Still, when bearing in mind the 98% coverage target (Nation, 2006), ChatGPT failed to deliver.

In the prompting, shorter sentences were also occasionally called for. This may have affected the McAlpine EFLAW™ Readability Score (McAlpine, 2012). The McAlpine test, chosen for its focus on readability for L2 readers, was run and the results can be seen in Table 2. From McAlpine's explanation, the scores run in 4 bands:

- 1-20 very easy to understand
- 21-25 quite easy to understand
- 26-29 a little difficult
- 30+ very confusing

Table 2*Summary of Results of McAlpine EFLAW™ Readability Score Test for Both Versions*

	Johnston Translation	ChatGPT Adaptation
Number of words	21,934	14,025
Number of mini-words	9652	6,218
Number of sentences	1012	961
Words per sentence	21.7	14.6
Readability Score	31.2 (very confusing)	21.1 (quite easy to understand)

The McAlpine test showed that the ChatGPT adaptation had reduced the miniword clusters that second-language readers tend to find confusing, and it had also decreased the overall word count by nearly a third while maintaining a similar number of sentences. According to these metrics, the text should be accessible grammatically for lower-level students, as long as they were prepared to find many words that they had never encountered before.

STUDENT REACTIONS

I used this text twice. Once, in January 2023, I gave only the first chapter of the adapted book to students in my Academic Year 2022 reading and writing class ($n=22$). I asked them to predict what was going to happen, then read 8 paragraphs silently, then discuss what they read and if their predictions had come true. We also worked on critical thinking, with me asking them if the story was an allegory or not, or even if the insect transformation had happened at all or if Gregor was hallucinating it. Student discussions were active. They claimed to be disgusted by the idea of turning into a bug, but they were interested to know what came next. There wasn't sufficient time left in the semester to assign the rest, but I asked students if they wanted to continue reading. A few responded yes, and a smaller number voiced their disinterest. I sent them a copy of the adapted version, as well as a copy with both versions side-by-side.

In Academic Year 2023, I again taught the same reading and writing course ($n=21$), with similar students of mixed-levels. This time, I incorporated the reading project earlier in the semester, to provide them with the opportunity to finish it as a class. Again, the first chapter was read and analyzed in five 90-minute lessons (not including some time for other weekly assignments). This time I asked them to finish chapter 2 the following week outside class, with a reflection done in class. Students requested extra time to finish chapter 3, so they were given two weeks outside of class to do so. From their reflections, it was likely that students did not read the chapters closely on their own, but most were able to finish it, and none complained about the level of the language.

Finally, in tandem with discussion partners, students were asked to reflect on their reaction to the book and were invited to draw comparisons to other books they had read as part of the extensive reading activities we had previously done. I will present an overview of students' perspectives with some quotes from their reflections.

Most students indicated some preference for previous books that they had self-selected. The primary reason seemed to be that Kafka's work was "negative" or "sad," but the other books they had read were more "moving and inspiring," or simply "happier":

"'Billy Elliot' is a moving and inspiring story, but 'The Metamorphosis' is a mysterious and heartbreaking story... Billy Elliot makes you feel more positive than 'The Metamorphosis'."

"Ghoost in the guiter makes you happier than The Metamorphosis. For these reasons, you should read Ghoost in the guiter."

However, students were clearly affected emotionally by Gregor's story or indicated other ways in which it had touched or interested them:

"I felt so sorry for Gregor after finishing the story. It made me really sad. Even his sister, who had been taking care of him, suggested they should get rid of him in the end, and that's really heart-breaking."

"A depressive episode means a tragic development, but such developments often occur suddenly. The more you can't read how things will unfold, the more you'll be absorbed in the story."

"It mean, they changed their thoughts just his appearance. It was so terrible and miserable."

Three students specifically noted that they had liked reading the story, with one explicitly preferring it to other books he had read:

"...the story has a bad ending, but other than that I like this story..."

"After reading the story, I felt sad. Because I couldn't expect that Gregor dead, but I like the story, too. I like depressing and to be considered story, so I could read with fun."

"If you want to read a deep story, you should read Metamorphosis."

Students were aware that I had adapted *The Metamorphosis* using ChatGPT, and although I did not survey their feelings on the matter, it seemed as though it was a non-issue for them. In the next extensive reading project ramp-up, I asked students if they had liked all reading the same book, and a majority said they preferred to do that again. I polled them on books they wanted to read, and George Orwell's *Animal Farm* won the nomination by popular vote. We worked together as a class to adapt the text of *Animal Farm* using ChatGPT and a shared document.

Students apparently took an interest in this way of adapting text, but again, I did not survey them about it.

IMPLICATIONS AND FUTURE RESEARCH

The ability of ChatGPT and other LLMs to synthesize text and mold it into different-level material is a game-changer for the language teacher who seeks to supplement classes and extracurricular activities with text to read. Students can receive bespoke texts that fit their abilities better than authentic ones. While authentic texts still have a place in a language-learning journey, graded reading material can ease students into practicing their reading skills without as much effort and focus. Successfully enjoying a book can be motivation to press on and pick up new books in their target language. The time-saving capability of ChatGPT to adapt text, while not perfect, can allow teachers to blaze new paths.

While this paper has focused on the abilities of a teacher to adapt materials using the free version of ChatGPT, more capabilities are rolling out for the higher-tier GPT 4 subscription-based version of the LLM. It may be possible, with a subscription, for students to create their own GPTs that could be more consistent in following language changing instructions. Students can already use the free version to adapt their own texts, but custom GPTs may soon be available for creation or for purchase if they have a subscription to OpenAI. Thus, teachers may in the future be able to ask students to start with any text and have their GPTs customize it for themselves.

As seen in the results section, the vocabulary was not kept to the standard that was asked for, but the complexity and length of sentences decreased quite a bit. A future research question is, do lower-level students feel most comfortable with a text that reduces miniwords, reduces high-level vocabulary, or both? It also bears asking how students feel about their teacher providing them with LLM-adapted text, or how useful they think that function could be to them outside the classroom.

CONCLUSION

Extensive reading in the age of LLMs ought to be explored in more depth. We must put out a call for more studies on reading longer, adapted texts and whether or not they are useful to students in vocabulary learning and other reading skills. Will giving students original texts and adapted texts, side-by-side, help them to engage with the original, more difficult writing? Will teachers know how to engineer prompts for effective, engaging output? Are there any benefits to having students adapt texts on their own? There are many avenues of this metamorphosis in language learning to explore. Hopefully, we as teachers can learn to use this tool efficiently, as LLMs become more and more efficient tools.

ACKNOWLEDGEMENTS

This paper exists mostly due to my wife, who not only suggested that *The Metamorphosis* would be an excellent choice for my students, but who also took on more than her share of responsibilities to allow me to finish this writing. I would also like to thank Euan Bonner, Ryan Lege, Amanda Yoshida, and Phoebe Lyon, all of whom encouraged me to present on this topic and publish my work. Finally, thank you to my students, who came with me on this bizarre reading journey. It was truly gratifying to work with you.

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Appendix A

CEFR-Coded Excerpts from Original Translation and Adapted *Metamorphosis*

This appendix consists of two excerpts from the analysis performed by EnglishGrammar.Pro (as accessed on 2/28/2024) on the full texts. Words and structures are highlighted if they have been found by the program to conform to different CEFR levels; see Figure A1 for a legend of the colors. The excerpts are from the last paragraph of Franz Kafka's *The Metamorphosis*. Figure A2 shows the text from the original Johnston translation, and Figure A3 shows the text from the ChatGPT-adapted version.

Figure A1

Legend

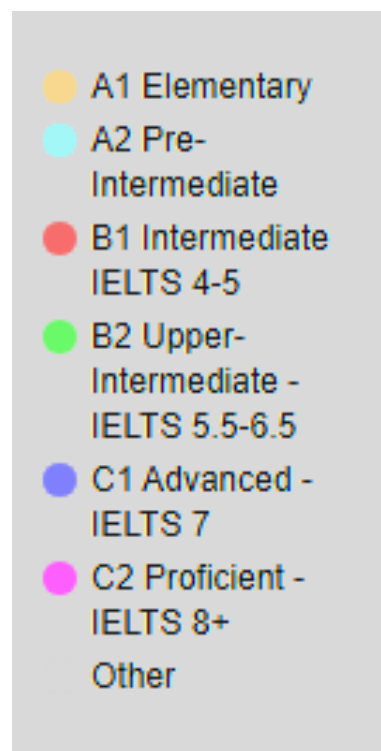


Figure A2

Final Paragraph of Original Johnston Translation.

Then all three left the apartment together, something they had not done for months now, and took the electric tram into the open air outside the city.

The car in which they were sitting by themselves was totally engulfed by the warm sun.

Leaning back comfortably in their seats, they talked to each other about future prospects, and they discovered that on closer observation these were not at all bad, for the three of them had employment, about which they had not really questioned each other at all, which was extremely favourable and with especially promising prospects.

The greatest improvement in their situation at this moment, of course, had to come from a change of dwelling.

Now they wanted to rent an apartment smaller and cheaper but better situated and generally more practical than the present one, which Gregor had found.

While they amused themselves in this way, it struck Mr. NB and Mrs. NB Samsa, almost at the same moment, how their daughter, who was getting more animated all the time, had blossomed recently, in spite of all the troubles which had made her cheeks pale, into a beautiful and voluptuous young woman.

Growing more silent and almost unconsciously understanding each other in their glances, they thought that the time was now at hand to seek out a good honest man for her.

And it was something of a confirmation of their new dreams and good intentions when at the end of their journey their daughter got up first and stretched her young body.

Figure A3

Final Paragraph of ChatGPT-Adapted Version:

The three of them took an electric tram to the countryside.
The sun was shining and they had the car to themselves.
They talked about their future plans and realized that they were not so bad.
They all had good jobs and they wanted to find a smaller, cheaper, and better apartment to live in.
Mr.
NB and Mrs.
NB Samsa also noticed that their daughter had grown into a beautiful and attractive young woman.
They thought it was time to find a good husband for her.
At the end of the trip, their daughter stood up and stretched her young body, which was a good sign for their new plans and good intentions.

YouTube 動画におけるタイ語の授業の実践

—意見交換と意見文に重点をおいて—

ウィモンサラウォン・アパポーン

神田外語大学

The Classroom Practice of Thai Language Learning from YouTube Videos

-Focusing on Exchanging Opinions and Writing Opinions-

Apapohn Wimonsarawong

(Kanda University of International Studies)

1. はじめに

総務省情報通信政策研究所（2023）が行った令和 4 年度情報通信メディアの利用時間と情報行動に関する調査によると、YouTube が年代別で 10 代から 30 代で 90%を超える高い利用率となっているという。このことから、YouTube 動画は生きた教材として大学生のタイ語学習動機にも繋がり、そこから様々な語彙や表現を学習すると共に聴解力を向上することができると考えられる。また、学生に YouTube 動画に対してタイ語で意見を述べることで、思考力や表現力、特に意見文を書く能力も育成していくことができるのではないかと考えた。

そこで、ある程度言語能力を持っているタイ語専攻の 3・4 年の学生を対象とし、広告や、ニュース、ドラマといった様々な種類のコンテンツについての YouTube 動画を教材とした授業を行うこととした。本授業は YouTube 動画を視聴することによって口頭表現に焦点を当てたタイ語聴解力と共に、日タイの文化や社会の理解を深めながら、その YouTube 動画に対してタイ語で意見を述べる能力・意見文を書く能力を向上させることを目指した。本稿は実践授業の概要と流れを記述し、特に意見交換を行うためのディスカッションのテーマ及び意見文の書き方に関する指導学習項目、学生の意見文における誤用に重点をおいて報告し、筆者の振り返りを基にタイ語教育における授業改善に向けた今後の課題を明らかにしたい。

2. 実践授業

2.1 授業の概要

受講生：神田外語大学タイ語専攻 3・4 年生（11 名）

期間：2023 年度前期（4 月 13 日～7 月 20 日、90 分×15 回の授業）

授業名：タイ語総合Ⅲ

授業の計画：以下の＜表 1＞授業計画に記入した。

＜表 1＞授業の計画

	日時	内容
第 1 回	4 月 13 日	オリエンテーション：【例の課題】
第 2 回	4 月 20 日	聴き取り練習・語彙/文法と表現：【課題 1】
第 3 回	4 月 27 日	意見交換：【課題 1】
第 4 回	5 月 4 日	【授業外学習の課題】
第 5 回	5 月 11 日	聴き取り練習・語彙/文法と表現：【課題 2】
第 6 回	5 月 18 日	意見交換：【課題 2】
第 7 回	5 月 25 日	聴き取り練習・語彙/文法と表現：【課題 3】
第 8 回	6 月 1 日	意見交換：【課題 3】
第 9 回	6 月 8 日	聴き取り練習・語彙/文法と表現：【課題 4】
第 10 回	6 月 15 日	意見交換：【課題 4】
第 11 回	6 月 22 日	グループ発表：【課題 5】
第 12 回	6 月 29 日	グループ発表：【課題 6】
第 13 回	7 月 6 日	グループ発表：【課題 7】
第 14 回	7 月 13 日	グループ発表：【課題 8】
第 15 回	7 月 20 日	期末テストと解説

2.2 授業の流れ

第 1 回のオリエンテーションでは、授業の目的と授業の概要を示した。そして、授業の進め方について例の YouTube 動画を取り上げ、筆者の作成した資料を用いて【例の課題】のディスカッションのテーマで意見交換を試み、宿題をする際に使う意見文の書き方と宿題提出方法を説明した。

第 2 回～第 10 回（第 4 回を除く）は、筆者の選択した各 YouTube 動画につき、2 回分にわたって学習する授業であった。1 回分の授業は、まず「聴き取り練習」のセクションで、YouTube 動画を視聴する前に理解確認問題を読んでもらった。次に YouTube 動画視聴は 2 回行い、初回で動画を

止めずに再生した後、理解確認問題に対する答え合わせをしながら動画をもう一回再生した。それから、「語彙/文法と表現」のセッションは、筆者の作成した資料の中で、動画から抽出した必要な語彙の意味をグループで調べ、表現・文法を用いて作文練習を行った。2 回分の授業では、「意見交換」のセッションで前回の YouTube 動画のディスカッションのテーマに対してグループ内で意見交換を行った後、グループ代表が意見をまとめて発表してもらった。

第 11 回～第 14 回の授業は、学生がグループで興味を持って選択した YouTube 動画（長さは 10 分以内）について発表をする授業であった。まず、発表する前に YouTube 動画から学んだ語彙や文法と表現、ディスカッションのテーマを設定した資料を学生が作成した。次に、発表の当日に選択した YouTube 動画を紹介し、学んだ語彙や文法と表現、感想を発表し、ディスカッションのテーマに対してみんなで意見交換をした。

この授業の宿題として、【課題 1】～【課題 8】におけるディスカッションのテーマについて、学生が意見文を書き、Google Classroom を通して提出してもらった後、筆者による添削をして返却した。また、第 4 回の授業では【授業外学習の課題】を与え、学生に興味がある YouTube 動画を選択し、内容を要約し、選択理由・感想文を書くように指示した。最後に、第 15 回の授業における期末試験では、全体のまとめとして学習した語彙や文法と表現、意見文を書く問題を出題した。

3. 指導学習項目

本授業の指導学習項目として、YouTube 動画の視聴による理解確認問題、その YouTube 動画に見られた語彙や文法と表現があるが、ここでは本授業に重点的に取り入れた意見交換を行うためのディスカッションのテーマ及び意見文の書き方について述べていく。

3.1 ディスカッションのテーマ

初回の授業で紹介された【例の課題】と、【課題 1】～【課題 4】は、筆者が選択した YouTube 動画に対するディスカッションのテーマを設定し、

授業における意見交換の活動と、意見文を書く宿題に使用された。詳細は以下の＜表 2＞教師によるディスカッションのテーマに記述する。

＜表 2＞教師によるディスカッションのテーマ

【例の課題】	YouTube 動画	ผู้หญิง...สิ่งลึกลับของจักรวาล 女性...宇宙のミステリアスな存在
	種類	CM 広告
	URL	https://www.youtube.com/watch?v=E6ZDmYc1pE0
	ディスカッション のテーマ	①スティーブン・ホーキング博士によると「宇宙最大のミステリーは女性だ」というが、それはどういう意味だと思いますか。この言葉に賛成かどうか、意見を述べてください。 ②付き合っているときに、女性が男性に期待していることと、男性が女性に何を期待していることは何だと思いますか。 ③タイ人はヤードム（嗅ぎ薬）をよく使う人が多いのですが、あなたは使ったことがありますか。ヤードムはどのような効果があると思いますか。
【課題 1】	YouTube 動画	ดราม่าจนทิพย์ เด็กสอบติดแพทย์ แก๊งเงินขอบริจาคใช้ของหรู 偽の困窮か、寄付を募った医学部入学合格の生徒が高級品を使用
	種類	ニュース
	URL	https://www.youtube.com/watch?v=nqlp4hPhAms
	ディスカッション のテーマ	①もしウィンさんが本当に困窮していたら、奨学金の寄付を募るべきだと思いますか。 ②iPhone または Apple Watch を持っていることは、その人の身分を表すことができると思いますか。ICT 機器が勉強に必要だと思いますか。 ③日本ではニュースのようなことがありますか。学生が希望大学に合格しましたが、学費が払えない場合はどうすればいいですか。日本には困窮学生に対して援助するためにどのような制度がありますか。
【課題 2】	YouTube 動画	เราใส่ชุดนักเรียนกันไปทำไม 私たちはなぜ制服を着ているのだろう

	種類	ドラマ（ホルモンズ・ワイフ・ウン）
	URL	https://www.youtube.com/watch?v=QIQ5uYB07B4
ディスカッション のテーマ		① 学生が制服を着なければならないルールがある大学に賛成ですか。それはなぜですか。制服の長所と短所は何ですか。 ② 学生の問いかけによってタイでは制服のルールが良い方向へ向かうようになりました。日本の社会に対して何か問いかけをしたいと思ったことがありますか。またはこれまで問いかけによって変化を引き起こしたことがありますか。 ③ 高校生と大学生はどのような違いがありますか。
【課題 3】	YouTube 動画	Gen Z เปลี่ยนโลกได้ยังไงบ้าง เมื่อพวกเขาสำคัญกับอนาคต Z 世代が将来の重要な存在としてどのように世界を変えていくのか
	種類	番組（The MATTER）
	URL	https://www.youtube.com/watch?v=JPzJL9rLQxU
ディスカッション のテーマ		① あなたはどのような仕事をしたいですか。またはどのような形でどんな会社で働きたいですか。仕事をするにあたって何が最も重要ですか。 ② 今の日本の組織文化または日本人の働き方が Z 世代に適切だと思いますか。それはなぜですか。 ③ どのようなビジネス、サービス、または商品が Z 世代に興味を引かれると思いますか。
【課題 4】	YouTube 動画	เราต่างก็อยู่ในวงจรการบูลลี่โดยไม่รู้ตัว#หยุดทุกการบูลลี่ 我々が知らないうちにいじめの循環に入っている #ストップいじめ
	種類	ショートドラマでの宣伝
	URL	https://www.youtube.com/watch?v=dcCP5u7MkT0
ディスカッション のテーマ		① いじめはどのような種類があると思いますか。 ② あなたはいじめられたことがありますか。いじめられた人を見たことがありますか。または日本でどのようないじめのニュースがありましたか。 ③ いじめの原因は何だと思いますか。いじめが起らないようにどうしたらいいと思いますか。

【課題 5】～【課題 8】は学生がグループで選択した YouTube 動画に対するディスカッションのテーマを設定し、授業における意見交換の活動と、意見文を書く宿題に使用された。詳細は以下の＜表 3＞学生によるディスカッションのテーマに記述する。

＜表 3＞学生によるディスカッションのテーマ

【課題 5】	YouTube	ร้านเพื่อฝันของพ่อแม่ GrabStories
	動画	両親の夢のためのお店 GrabStories
	種類	番組 (echo)
	URL	https://www.youtube.com/watch?v=P6qLS06aG94
ディスカッション のテーマ		①あなたは Grab や Uber などのフードデリバリーサービスのアプリを利用したことがありますか。フードデリバリーサービスのアプリはレストランにとってどのような長所と短所がありますか。 ②将来、フードデリバリーサービスのアプリの利用者が増えると思いますか。それはなぜですか。
【課題 6】	YouTube	วันรวมญาติอะเกน แอนด์ อะเกน
	動画	再会の親戚集合日
	種類	CM 広告
	URL	https://www.youtube.com/watch?v=10djEzLt6cE
ディスカッション のテーマ		①あなたは支払いをするときに現金それとも電子マネーを利用していますか。それはどのような長所と短所がありますか。 ②将来、どのようなアプリが役に立つと思いますか。それはなぜですか。
【課題 7】	YouTube	“นาซา” เปิดยุคใหม่อธิบายปรากฏการณ์ “ยูเอฟโอ” วิเคราะห์สถานการณ์ต่างประเทศ
	動画	NASA が新世代を開き、UFO の現象を発表 海外における状況の分析
	種類	ニュース
	URL	https://www.youtube.com/watch?v=RiL4UMbSnMQ
ディスカッション のテーマ		①あなたは UFO が実際に存在すると思いますか。それはなぜですか。

		②将来 UFO に連絡することができると思いますか。連絡することができたらどのような役に立つと思いますか。
【課題 8】	YouTube 動画	โฆษณา Thai Smile Airways : Happy Take Off Thai Smile Airways の広告：幸せな出発
	種類	CM 広告
	URL	https://www.youtube.com/watch?v=PLstmSChE4A
ディスカッション のテーマ		①あなたは、移植臓器を受け取るために飛行機の出発時間を遅らせることに賛成ですか。それはなぜですか。 ②献体についてどう思いますか。

3.2 意見文の書き方

意見文の書き方のガイドラインは【例の課題】を例として挙げ、以下のように指導した。

- 3.2.1 質問がいくつあるのか把握し、すべての質問に答えること
- 3.2.2 どの質問に答えるか分かるように書くこと
- 3.2.3 丁寧表現の「ครับ/ค่ะ (khráp/khâ?)」を文末につけないこと

学生が各課題のディスカッションのテーマについて意見文を書いた宿題は、筆者が添削して返却した。意見文における誤用をパワーポイントにまとめ、学生が意見文をよりよく書けるように改善ポイントを指導した。

4. 意見文における誤用

本授業は学生にディスカッションのテーマに対する意見文を書く宿題（【課題 1】～【課題 8】）を与えた。提出した宿題を添削して返却した後、授業内で意見文における誤用について解説し、学生が各自の宿題を訂正して再度提出するように指示した。以下の＜表 4＞意見文における誤用は本授業の 9 名の受講した学生がタイ語で意見文を書く上で見られた誤用をまとめたものである。なお、タイ語の音韻表記については宇戸(1992)に従う。

＜表 4＞意見文における誤用

誤用分類	誤用数	割合	誤用分類	誤用数	割合	誤用分類	誤用数	割合
文法	336	48.1%	構文	170	24.4%	語彙の綴り	152	21.8%
接続詞	108	15.5%	文体	54	7.7%	声調符号	42	6.0%
動詞	106	15.2%	不完全文	53	7.6%	末子音	39	5.6%
名詞	68	9.7%	ヴォイス	27	3.9%	母音	32	4.6%
修飾詞	29	4.1%	不要挿入	25	3.6%	頭子音	28	4.0%
前置詞	25	3.6%	アスペクト	11	1.6%	その他	11	1.6%
						意味不明	40	5.7%
合計							698	100%

＜表 4＞から見られるように、誤用の 698 か所中、「文法」が 336 か所で 5 割に迫っており、最も多かった。次いで「構文」が 170 か所（24.4%）、「語彙の綴り」が 152 か所（21.8%）となっている。また、「意味不明」の誤用が 40 か所（5.7%）であった。誤用の大分類とした文法、構文、語彙の綴りについてどのようなものがあつたか見ていく。

4.1 文法の誤用

文法の誤用（336 か所, 48.1%）の中で「接続詞」が最も間違っており、108 か所で 15.5%となっている。次に、「動詞」は 106 か所で 15.2%となっており、接続詞の誤用数との差があまり見られず、1 割以上を占めている。そして、「名詞」（68 か所, 9.7%）、「修飾詞」（29 か所, 4.1%）、「前置詞」（25 か所, 3.6%）の順に誤用が見られた。以下は文法の各分類における具体的な誤用例を挙げる。

4.1.1 接続詞の誤用例

① ので

「[原因文・理由文] ので [結果文] 」というように、例 1) では結果を表す接続詞としての「**กึ่งเหตุ (kônləəy)**」という話し言葉を使うのではなく、

「จึง(cuŋ)」という書き言葉を使うべきである。また、結果文は「主語+ก็เลย(kôlœy)/จึง(cuŋ)+動詞+目的語」という形式が正しいが、「ก็เลย(kôlœy)/จึง(cuŋ)」を主語の前においてしまう誤用が多く見られた。

例 1) × มีแฟชั่นหลากหลายประเภท ก็เลยฉันคิดว่าถ้าสร้างแบรนด์เสื้อผ้าจะขายได้

mii fœchân làaklăay praphêet kôlœy chán khít wâa thâa sân
brœn sũaphâa cà? khăay dâay

○ มีแฟชั่นหลากหลายประเภท ฉันจึงคิดว่าถ้าสร้างแบรนด์เสื้อผ้าจะขายได้

mii fœchân làaklăay praphêet chán cuŋ khít wâa thâa sân brœn
sũaphâa cà? khăay dâay

訳: ファッションは様々な種類があるので、服のブランドを作ったら売れると思います。

② によって

「ด้วย(dûay)」と「โดย(dooy)」の両方は手段を表すが、「ด้วย(dûay)」の後に名詞が続かなければならないため、例 2) のように「โดย(dooy)」を使うのが正解である。

例 2) × ทำร้ายด้วยใช้ความรุนแรง

thamráay dûay cháy khwaamrunrœŋ

○ ทำร้ายโดยใช้ความรุนแรง

thamráay dooy cháy khwaamrunrœŋ

訳: 暴力を振るうことによって傷つけます。

また、「โดยไม่(dooy mây)」(～ずに)は、何らかの動作が行われるときの状況が「～ない状態だ」と説明するために使われるため、例 3) には「โดย(dooy)」を「ไม่ต้องเสียเงินค่าธรรมเนียม(mây tōŋ sǐa ɣœn khâathamniam)」(手数料がかからない)の前に入れる必要がある。

例 3) × ส่งเงินได้ไม่ต้องเสียเงินค่าธรรมเนียม

sòng ɣœn dâay mây tōŋ sǐa ɣœn khâathamniam

- ส่งเงินได้โดยไม่ต้องเสียเงินค่าธรรมเนียม

sòŋ ɣən dāay dooy mâ y tɔŋ sǎ ɣən khâathamniam

訳： 手数料がかからずに送金できます。

③ それから／または

例 4) ～例 5) は「และ(léʔ)」を使って間違った場合である。「และ(léʔ)」は等位接続詞として2つのものを並べて列挙するとき使用される。例 4) は前半の文の「แต่งงานมีลูก(tèŋɣaan miilûuk)」(結婚して子供がいる)の後に、後半の文の「ลาออกจากงาน(laaʔòok càak ɣaan)」(退職をする)が継続を表すために「แล้ว(léɛw)」(それから)を使わなければならない。

例 4) × ผู้หญิงแต่งงานมีลูกและลาออกจากงาน

phûuyǐŋ tèŋɣaan miilûuk léʔ laaʔòok càak ɣaan

- ผู้หญิงแต่งงานมีลูกแล้วลาออกจากงาน

phûuyǐŋ tèŋɣaan miilûuk léɛw laaʔòok càak ɣaan

訳： 女性は結婚して子供がいて、それから退職をします。

例 5) は「และ(léʔ)」を使うと「金髪と縮れ髪」の両方という意味になってしまった。「金髪または縮れ髪」という意味にするためには2つのものからどちらかの場合に使用する「หรือ(rûu)」(または)に訂正する必要がある。

例 5) × บางคนมีผมสีน้ำตาลและผมหยิก

baaŋkhon mii phǒm sǐináamtaan léʔ phǒmyik

- บางคนมีผมสีน้ำตาลหรือผมหยิก

baaŋkhon mii phǒm sǐináamtaan rûu phǒmyik

訳： 金髪または縮れ髪を持っている人がいます。

④ 関係節接続* : ที่(thîi)

日本語では「たくさんの休日がある会社または学校」というように名詞と節の間に関係節接続が必要ではないため、例 6) のように、「บริษัทหรือโรงเรียน(borísàt rūu roonrian)」(会社または学校) という名詞を「มีวันหยุดหลายวัน(mii wanyùt lăay wan)」(たくさんの休日がある) という節に繋げる「ที่(thîi)」を入れていない見違いが多く見られた。

例 6) × ฉันต้องการทำงานในบริษัทหรือโรงเรียนมีวันหยุดหลายวัน

chán tōṅkaan thamṇaan nay borísàt rūu roonrian mii wanyùt lăay wan

○ ฉันต้องการทำงานในบริษัทหรือโรงเรียนที่มีวันหยุดหลายวัน

chán tōṅkaan thamṇaan nay borísàt rūu roonrian thîi mii wanyùt lăay wan

訳: たくさんの休日がある会社または学校で働きたいです。

⑤ 補語節接続* : 「ว่า(wâa)」

「ว่า(wâa)」は「คิด(khít)」(考える)や「เข้าใจ(khâwcay)」(分かる)といった発言や思考動詞の後につける補語節接続の一つとして、「คิดว่า(khít wâa)...」(～と考える)や「เข้าใจว่า(khâwcay wâa)...」(～と分かる)のように使われている。例 7) は動作を共にする相手を表す言葉の「กับ(kàp)」(と)を使って間違った場合である。また、例 8) は、名詞と節の間に繋ぐ関係節接続「ที่(thîi)」を使って間違った場合である。

例 7) × ไม่ต้องคิดหนักกับใส่เสื้ออะไรดี

mây tōṅ khítṇàk kàp sày sūa ?aray dii

○ ไม่ต้องคิดหนักว่าใส่เสื้ออะไรดี

mây tōṅ khítṇàk wâa sày sūa ?aray dii

訳: どんな服を着ればいいのかと重く考えなくてもいいです。

* 高橋 (2013) はタイ語の節接続を「1.等位節接続」と「2.従属節接続」に大分類し、そして「2.従属節接続」の中に「2.1.副詞節接続」(เมื่อ ถ้า ถึงแม้ など)、「2.2.補語節接続」(ให้ ว่า ที่ など)、「2.3.関係節接続」(ซึ่ง อัน ที่ など)に分類している。

例 8) × ถ้าจ่ายเงินสดจะทำให้เข้าใจง่ายที่ใช้เงินเท่าไร

thâa càay ɲənsòt cà? thamhây khâwcaɲɲâay thîi cháɲ ɲən thâwray

○ ถ้าจ่ายเงินสดจะทำให้เข้าใจง่ายว่าใช้เงินเท่าไร

thâa càay ɲənsòt cà? thamhây khâwcaɲɲâay wâa cháɲ ɲən thâwray

訳： 現金で払えば、どのくらいお金を使ったか分かりやすいです。

4. 1. 2 動詞の誤用例

① 動詞の意味

以下は動詞の意味が不適切な場合である。例 9) は「เอา(ʔaw)」が使われたのが誤用であった。「เอา(ʔaw)」は「要る」というより「受け取る」という意味が強いため、意味的に適切ではなかったのである。「必要」という意味にするのに、「จำเป็น(campen)」を使わなければならない。

例 9) × ฉันคิดว่าตอนเรียนไม่เอา

chán khít wâa tɔɔn rian mâɲ ʔaw

○ ฉันคิดว่าตอนเรียนไม่จำเป็น

chán khít wâa tɔɔn rian mâɲ campen

訳： 私は勉強するときに必要ではないと思います。

次の例 10) は、「อาศัย(ʔaasăy)」と「พึ่งพา(phûɲphaa)」は両方とも「頼る」という意味であるが、「家族と先生」といった人を頼る場合のコロケーションでは、「พึ่งพา(phûɲphaa)」を使うのが正しい。

例 10) × นักเรียนมัธยมอาศัยครอบครัวและครู

nákrian mâtthayom ʔaasăy khrɔ̀ɔpkhrua lé? khruu

○ นักเรียนมัธยมพึ่งพาครอบครัวและครู

nákrian mâtthayom phûɲphaa khrɔ̀ɔpkhrua lé? khruu

訳： 高校生は家族と先生に頼ります。

また、例 11) のように「人気がある」という意味として「ดั่ง(dan)」という話し言葉を使ってしまったため、「เป็นที่นิยม(penthîiníyom)」という書き言葉に訂正する必要がある。

例 11) × บริการแบบนี้ดั่งในคนต่างชาติ

bɔɔrikaan bèɛp níi dan nay khontàaŋchâat

○ บริการแบบนี้เป็นที่นิยมในคนต่างชาติ

bɔɔrikaan bèɛp níi penthîiníyom nay khontàaŋchâat

訳: このようなサービスは外国人に人気です。

② 助動詞

例 12) ～例 14) は助動詞の誤用である。例 12) において「ต้อง(tôn)」は助詞の前につけて義務や当然、必然を表わす「～なければならない」という意味であるが、ここでは相手に自分の意見や一般的な意見を相手に提案する言い方にする方が適切なため、「ควร(khuan)」(～すべき／～した方がいい) という助動詞を使わなければならない。

例 12) × ฉันคิดว่าเขาต้องเปิดขอรับบริจาค

chán khít wâa kháw tôn pòet khǎw ráp bɔɔricàak

○ ฉันคิดว่าเขาควรเปิดขอรับบริจาค

chán khít wâa kháw khuan pòet khǎw ráp bɔɔricàak

訳: 私は彼が寄付を募るべきだと思います。

例 13) は假定表現で、確実な結果になると限らないため、「もし先生がもっと学生の面倒を見る時間があれば、いじめの件数が減る」というのは必ずそのような結果になるという意味合いになってしまった。従って、「อาจ(?àat)」(かもしれない) という助動詞を入れるべきであった。

例 13) × ถ้าครูมีเวลาสนใจนักเรียนมากขึ้นทำให้อัตราการกลั่นแกล้งลดลง

thâa khruu mii weelaa sǒncay nákrîan mâak khûn thamhây
?àatraa kaan klànkhlêɲ lótloɲ

- ถ้าครูมีเวลาสนใจนักเรียนมากขึ้นอาจให้อัศจรรย์การกลั่นแกล้งลดลง

thâa khruu mii weelaa sŏncay nákrían mâak khúun ?àat
thamhây ?àttraa kaan klànkhlēɛŋ lótlɔŋ

訳： もし先生がもっと学生の面倒を見る時間があれば、いじめの件数が減るかもしれません。

また、例 14) のように、可能表現の形式の「文+ไม่ได้」を使うべきであったが、過去の否定の形式の「ไม่ได้+動詞」を使って語順が間違った場合も多く見られた。

- 例 14) × ข้อเสียคือไม่ได้จ่ายตอนไม่มีอินเทอร์เน็ต

khŏwsǐa khuu mâyday càay tɔɔn mâymii ?inthəɔnèt

- ข้อเสียคือจ่ายตอนไม่มีอินเทอร์เน็ตไม่ได้

khŏwsǐa khuu càay tɔɔn mâymii ?inthəɔnèt mâyday

訳： 短所はインターネットがないときに支払うことができません。

4.1.3 名詞の誤用例

例 15) は、名詞の意味を間違って使った場合である。冗談について「ขีดจำกัด(khìitcamkàt)」(限界)という言葉にする場合は可能性の最大限という意味になってしまうため、許容できる範囲内での最大許容点をいう「ขอบเขต(khòɔpkhèet)」(限度)に訂正する必要がある。

- 例 15) × เราควรรู้ขีดจำกัดว่าพูดเล่นได้แค่ไหน

raw khuan rúu khìitcamkàt wâa phûutlên dâay khêe năy

- เราควรรู้ขอบเขตว่าพูดเล่นได้แค่ไหน

raw khuan rúu khòɔpkhèet wâa phûutlên dâay khêe năy

訳： 私達はどこまで冗談が言えるか、限度を知るべきです。

例 16) のように「ใจ(cay)」(心)より、「จิตใจ(cìtcay)」(精神・感情)の方が「ทำร้าย(thamráay)」(害する)という言葉とのコロケーションで適切である。

例 16) × ทำลายสิ่งของคนเพื่อทำร้ายใจ

thamlaay sɯŋkhǎwŋ khon phu̯a thamráay cay

○ ทำลายสิ่งของคนเพื่อทำร้ายจิตใจ

thamlaay sɯŋkhǎwŋ khon phu̯a thamráay cìtcay

訳：感情を害するために物を壊します。

例 17) のように「วินาที(wínaathii)」(秒)を「วิ(wí)」で省略の形式の話し言葉を使用してしまう場合も見られた。

例 17) × ใช้เวลาแค่ 1 วิ

cháyweelaa khêɛ 1 wí

○ ใช้เวลาแค่ 1 วินาที

cháyweelaa khêɛ 1 wínaathii

訳：1秒しか時間がかかりません。

その他、例 18) のように、「It's good to+動詞」(動詞+のはいいですね)という英語表現の影響を受け、「It」を「มัน(man)」に訳してしまった場合が見られた。しかし、タイ語の書き言葉では、前述の語句の代わりにしか用いられないため、ここでの「มัน(man)」は適切ではない。さらに「OT」、「fashion」、「online」のように英語を書いたままの場合もあった。

例 18) × ฉันคิดว่ามันคงจะดีถ้ามีแอปพลิเคชันที่สามารถแลกเปลี่ยนเงินอิเล็กทรอนิกส์เป็นสกุลเงินต่างประเทศได้

chǎn khít wâa man khon cà? dii thâa mii ?épplikheechân thîi sǎamâat lîékplian ɲon ?ilékthronik pen sakunɲon tǎanprathêet dâay

○ ฉันคิดว่าคงจะดีถ้ามีแอปพลิเคชันที่สามารถแลกเปลี่ยนเงินอิเล็กทรอนิกส์เป็นสกุลเงินต่างประเทศได้

chǎn khít wâa khon cà? dii thâa mii ?épplikheechân thîi sǎamâat lîékplian ɲon ?ilékthronik pen sakunɲon tǎanprathêet dâay

訳： 私は電子マネーで外貨両替できるアプリがあったらいいだろうと思います。

4. 1. 4 修復詞の例

例 19) では、「大量」という意味の「เยอะมาก(yó? mâak)」という話し言葉で使ってしまったため、「เป็นจำนวนมาก(pen camnuan mâak)」という公式な書き言葉に訂正すべきであった。

例 19) × ยืมเงินมาเยอะมาก

yuum ɲən maa yó? mâak

○ ยืมเงินมาเป็นจำนวนมาก

yuum ɲən maa pen camnuan mâak

訳： たくさんの借金をしました。

例 20) は「อย่างรวดเร็ว(yàaŋrew)」(早く)を、適切な意味の修飾詞の「ทันที(thanthii)」(すぐに)に訂正した場合である。

例 20) × ข้อดีคือสามารถบอกได้อย่างเร็วว่าคุณเป็นนักศึกษา

khôwdii khuu sāmāat bòk dāy yàaŋrew wāa khun pen náksùksāa

○ ข้อดีคือสามารถบอกได้ทันทีว่าคุณเป็นนักศึกษา

khôwdii khuu sāmāat bòk dāy thanthii wāa khun pen náksùksāa

訳： 長所は、あなたが学生であることがすぐに分かることです。

4. 1. 5 前置詞の例

例 21) は「เพื่อ(phûa)」と「สำหรับ(sāmrap)」を取り違えて使ってしまった場合である。「เพื่อ(phûa)」は目的を表し「～ために」という文に使われるのに対し、「สำหรับ(sāmrap)」は「～にとって」という意味で使われるため、「สำหรับ(sāmrap)」を使うのが正しい。

例 21) × สะดวกเพื่อทุกคน

sadùak phûa thúkkhon

○ สะดวกสำหรับทุกคน

sadùak sămràp thúkkhon

訳： みんなにとって便利です。

例 22) は動作をともしにする相手、または動作・関係の対象を表す「กับ (kàp)」を入れなかった場合である。

例 22) × ตอนนี้เราสื่อสารคนพูดภาษาต่าง ๆ ได้

tɔnníi raw sùu sǎn khon phûut phaasǎa tàaŋ tàaŋ dâay

○ ตอนนี้เราสื่อสารกับคนพูดภาษาต่าง ๆ ได้

tɔnníi raw sùu sǎn kàp khon phûut phaasǎa tàaŋ tàaŋ dâay

訳： 今、私達は違う言語を話す様々な人とコミュニケーションが
取れます。

4.2 構文の誤用

構文の誤用（170 か所, 24.4%）の中で「文体」（54 か所, 7.7%）と、「不全文」（53 か所, 7.6%）が誤用の多い順にある。また、「ヴォイス」（27 か所, 3.9%）、「不要挿入」（25 か所, 3.6%）、「アスペクト」（11 か所, 1.6%）の順に誤用が見られた。以下は構文の各分類における具体的な誤用例を挙げる。

4.2.1 文体

まず、文全体で意味が伝わるが不自然である場合で、例 23) のように「ใครก็รู้ได้ง่ายว่าเป็นนักศึกษา (khray kǔu rúu dâay nǎay wâa pen náksùksǎa)」(誰も学生だとわかりやすい) というより、「แค่มองก็รู้ว่าเป็นนักศึกษา (khêe mɔŋ kǔu rúu wâa pen náksùksǎa)」(見るだけで学生だと分かる) の方が自然である。

例 23) × ข้อดีของการใส่เครื่องแบบคือใครก็รู้ได้ง่ายว่าเป็นนักศึกษา

khôwdii khǎwŋ kaan sày khruāŋbèep khuu khay kǎw rúu dāay nāay wāa pen náksùksǎa

○ ข้อดีของการใส่เครื่องแบบคือแถมองก็รู้ว่าเป็นนักศึกษา

khôwdii khǎwŋ kaan sày khruāŋbèep khuu khēe mǎwŋ kǎw rúu wāa pen náksùksǎa

訳： 制服を着る長所は見るだけで学生だと分かることです。

例 24) も同様に意味が伝わるが言葉の意味と位置によって不自然になった場合である。まず、日本語では「人」という言葉を使用して「他人」という意味にすることができるが、タイ語では、「คน(khon)」(人)という言葉を使わず、「คนอื่น(khon?uun)」(他人)を使わなければならない。また、日本語の「人の外見から判断しない」を直訳した「ไม่ตัดสินจากภายนอกของคน (mây tatsin càak phaaynǎok khǎwŋ khon)」というより、「ไม่ตัดสินคนอื่นจากภายนอก (mây tatsin khon?uun càak phaaynǎok)」(外見から他人を判断しない) というように文体内の位置を変えた方が自然になる。

例 24) × ไม่ตัดสินจากภายนอกของคน

mây tatsin càak phaaynǎok khǎwŋ khon

○ ไม่ตัดสินคนอื่นจากภายนอก

mây tatsin khon?uun càak phaaynǎok

訳： 外見から人を判断しません。

また、例 25) は「เห็นการเสียของเงิน(hěn kaan sǎa khǎwŋ ɲon)」(お金のかることが見られる) という名詞節を使用しているが不自然なため、「เห็นว่าเสียเงินไปเท่าไร(hěn wāa sǎa ɲon pay thāwray)」(どれくらいお金がかかったか見られる) という動詞節を使用した方が適切である。

例 25) × ข้อดีคือฉันสามารถเห็นการเสียของเงิน

khôwdii khuu chǎn sǎamāat hěn kaan sǎa khǎwŋ ɲon

- ข้อดีคือสามารถเห็นว่าเสียเงินไปเท่าไร

khôwdii khuu saamâat hên wâa sǎa nɔn pay thâwray

訳： 長所はどのくらいお金がかかったか見られるということです。

4.2.2 不完全文

ここでの不完全文は「主語＋動詞＋目的語」というタイ語の文構造になっていないことを示している。例 26) と例 27) は、主語や目的語を名詞化するために「การ(kaan)」を動詞の前に付けなかった場合である。

- 例 26) × เปิดร้านในออนไลน์เป็นที่สนใจของคน Gen Z

pòet ráan nay ʔoonlaay pen thîi sǎncay khǒwɔŋ khon Gen Z

- การเปิดร้านในออนไลน์เป็นที่สนใจของคน Gen Z

kaan pòet ráan nay ʔoonlaay pen thîi sǎncay khǒwɔŋ khon Gen Z

訳： オンラインショップを開けるのは Z 世代に注目されています。

- 例 27) × เราสามารถป้องกันเป็นโรคต่าง ๆ ได้

raw saamâat pǎŋkan pen rôok tàaŋ tàaŋ dâay

- เราสามารถป้องกันการเป็นโรคต่าง ๆ ได้

raw saamâat pǎŋkan kaan pen rôok tàaŋ tàaŋ dâay

訳： 私たちは病気にかかるのを防ぐことができます。

例 28) において、立場を示すときに日本語で「名詞＋として」を使うが、タイ語では「ในฐานะที่เป็น(nay thǎanáʔ thîi pen)＋名詞」(～である立場で)を使うため、動詞の「เป็น(pen)」を追加する必要がある。

- 例 28) × ฉันอยากสร้างคุณค่าในฐานะที่มนุษย์

chán yàak sǎaŋ khunkhâa nay thǎanáʔ thîi manút

- ฉันอยากสร้างคุณค่าในฐานะที่เป็นมนุษย์

chán yàak sǎaŋ khunkhâa nay thǎanáʔ thîi pen manút

訳： 私は人間として価値を作りたいです。

4. 2. 3 ヴォイス

例 29) では、タイ語の「เศร้าใจ(sâwcay)」(悲しむ)が自動詞のため、「ทำให้เศร้าใจ(thamhây sâwcay)」(悲しませる)という他動詞、すなわち、「そのようにせしめる」という意図的性格を持つ想定使役(田中 2018)に訂正しなければならない。

例 29) × ฉันรู้ว่าการบริจาคอวัยวะจะเศร้าใจครอบครัว

chán rúu wâa kaan bôoricàak ?awayyawá? ?àatcà? sâwcay
khrôopkhrua

○ ฉันรู้ว่าการบริจาคอวัยวะจะทำให้ครอบครัวเศร้าใจ

chán rúu wâa kaan bôoricàak ?awayyawá? ?àatcà? thamhây
khrôopkhrua sâwcay

訳: 移植臓器の寄付をするということは家族を悲しませるかもしれないと分かっています。

また、タイ語の受身標識としての「ถูก(thùuk)」は一般的に被害が明確な場合にしか用いられない。例 30) のように「วิพากษ์วิจารณ์(wíphâakwícaan)」(非難されている)という被害が明確であるため、「ได้รับ(dâyráp)」を「ถูก(thùuk)」に訂正すべきである。

例 30) × พวกเขาซ่อนหลักฐานจึงได้รับการวิพากษ์วิจารณ์อย่างหนัก

phûakkháw sôon làkthăan cuṅ dâyráp kaan wíphâakwícaan
yàaṇnàk

○ พวกเขาซ่อนหลักฐานจึงถูกวิพากษ์วิจารณ์อย่างหนัก

phûakkháw sôon làkthăan cuṅ thùuk wíphâakwícaan yàaṇnàk

訳: 彼らは証拠を隠していたため、厳しく非難されました。

4. 2. 4 不要挿入

例 31) と例 32) のように複文の場合、主節の主語「ฉัน(chán)」があるため、従属節に「และ(lé?)」や「ที่(thî)」の接続詞の後に「ฉัน(chán)」を省略した方が冗長性を減らすことができるので訂正した。また、一般的なことについて述べるときに「ฉัน(chán)」という主語を付けない方が適切である。

例 31) × ฉันอยากเป็นครูที่สอนภาษาญี่ปุ่นและฉันต้องการพัฒนาตัวเอง

chán yàak pen khruu thîi sǎon phaasǎa yîipùn lé? chán tǒŋ
kaanphátthanaa tua?eeŋ

○ ฉันอยากเป็นครูที่สอนภาษาญี่ปุ่นและต้องการพัฒนาตัวเอง

chán yàak pen khruu thîi sǎon phaasǎa yîipùn lé? tǒŋkaan
phátthanaa tua?eeŋ

訳: 私は日本語の先生になり、そして自己啓発をしたいです。

例 32) × มหาวิทยาลัยให้ฉันเรียนอะไรก็ได้ที่ฉันอยากเรียน

mahǎawítthayaalay hây chán rian ?aray kǎw dǎay thîi chán
yàak rian

○ มหาวิทยาลัยให้เรียนอะไรก็ได้ที่อยากเรียน

mahǎawítthayaalay hây rian ?aray kǎw dǎay thîi yàak rian

訳: 大学は学びたいことを何でも学ばせます。

4.2.5 アスペクト

タイ語では、条件節を表す「ถ้า(thâa)」(もし)はよく「จะ(cà?)」と共に
しており、条件文の条件節は予期の状態を変化させた原因だと見なすこと
ができる (Rattanaseriwong 2014)。例 33) のように、「財布を落とす」
という条件節が「買い物できる」状態から「買い物できない」の状態に変
わり得ると言える。このように、状態が変化する前の基準的段階を示すた
めに、変化された予期の節に「จะ(cà?)」を入れた方が適切である。

例 33) × ถ้าทำกระเป๋าตังค์หล่น ไม่สามารถซื้อของได้

thâa tham krapǎwsataaŋ lòn mây sǎamâat súu khǎwŋ dǎay

○ ถ้าทำกระเป๋าตังค์หล่น จะไม่สามารถซื้อของได้

thâa tham krapǎwsataaŋ lòn cà? mây sǎamâat súu khǎwŋ dǎay

訳: もし財布を落としたら買い物することができません。

4.3 語彙の綴り字の誤用

語彙の綴り字（152 か所, 21.8%）の中で、「声調符号」が間違った語彙が 42 語で 6%になっており、最も多かった。その次に、声調符号との差が大きい「末子音」は 39 語で 5.6%になっている。声調符号と末子音は同様に話すときに発音が正しくなければ、書くときに変換し間違えられると考えられる。また、タイ語の末子音は同じ発音でも様々な子音字が使われるため、書き方を覚える必要がある。その他に、「母音」（32 語, 4.6%）、「頭子音」（28 語, 4.0%）、「その他」（11 語, 1.6%）がある。以下は各語彙の綴りの例を挙げる。

4.3.1 声調符号

- × นิดหนอย、ขอเสีย、ตั้งแต่、ช่วย、ขำนั่น、ใช่、เลือก、ทำไม、อยาก
- นิดหน้อย、ข้อเสีย、ตั้งแต่、ช่วย、ขำนั่น、ใช่、เลือก、ทำไม、อยาก

4.3.2 末子音

- × มัธยม、สิ่งแวดล้อม、สิ่งเหล่านี้、สิ่งคำ、เหรียญ、บริจาค、โอกาส、ชีวิต
- มัธยม、สิ่งแวดล้อม、สิ่งเหล่านี้、สินคำ、เหรียญ、บริจาค、โอกาส、ชีวิต

4.3.3 母音

- × เพิ่ม、สัมคัญ、สัมผัส、บริษัท、ยัง、หรีเปลา่、อานาคต、เคย
- เพิ่ม、สำคัญ、สัมผัส、บริษัท、ยัง、หรือเปลา่、อนาคต、เคย

4.3.4 頭子音

- × คำเนนการ、ประเภท、ลามารถ、รู้ศึก、เคื่องบิน、ขอบคร้ว、สำหรับ
- ดำเนนการ、ประเภท、สามารถ、รู้ศึก、เครื่องบิน、ครอบคร้ว、สำหรับ

4.3.5 その他

- × เหตุการ、รถยนต์、สมัย
- เหตุการณ์、รถยนต์、สมัย

5. 筆者の振り返りと今後の課題

まず、実践授業の計画について振り返ってみたい。筆者の選択した YouTube 動画に関する作成資料及び設定したディスカッションのテーマ（【課題1】～【課題4】）を使って、全8回分の授業（各 YouTube 動画に付き2回分の授業）も要したため、授業内で学生が視聴できる YouTube 動画のバリエーションが少なかった。今後は、語彙・文法と表現の学習と、意見交換を1回分の授業に絞った方がいいと考える。

次に、本授業の教材とした YouTube 動画について、筆者の選択したものをを使うというより、学生に興味関心があるものを自由に選択してもらう機会を増やした方がより高い学習動機付けに繋がると考えられる。また、今回筆者の選択した YouTube 動画が字幕なしのものが多くてハードルが高いという学生の声があった。そのため、今後は学生のレベルに合わせて、字幕付きの YouTube 動画から紹介し、難易度を上げていく必要があるであろう。それに加え、YouTube 動画を再生する際にスピードを調整することで、学生の理解度に配慮することも大事であると思う。

また、意見文を書く活動について、本授業は筆者が学生の提出した宿題をチェックした後、意見文を添削した誤用をまとめて指導した。今後は、今回見られた誤用をもとに、意見文を書くのに必要な事項や間違いやすいところを授業の前半に指導する必要があると考えられる。

最後に、意見文における誤用から分かるように、前後の文の関係性を作る役割をもつ接続詞と、書き言葉で適切な動詞や名詞、タイ語の自然な文体、正確な文構造、語彙の声調符号・末子音の綴りが多く誤用されたことが分かった。今後、これらの誤用から指導の改善ポイントを取り入れ、学生の意見文を書く能力を向上するためにより良い授業を行いたい。

6. おわりに

筆者はタイ語専攻の学生を対象として YouTube 動画という教材を通して、語彙・文法と表現を学び、ディスカッションのテーマに対してタイ語で意見交換をし、意見文を書くという授業を実践した。YouTube 動画は、タイ語の言葉や文法、表現だけでなく、タイの社会風刺また文化的背景も含ま

れているため、学生にとっては一步踏み込んだ内容を学べる教材であったと思う。また、意見交換・意見文を書く課題を通して学生のアウトプットをする機会を作れ、思考力や表現力を向上できたと思う。本稿では、本授業の概要と流れ、特に意見交換に使用したディスカッションのテーマ及び学生の意見文の誤用を報告した。本授業の振り返りを踏まえて今後のタイ語の授業を改善していきたい。

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INNOVATIVE WAYS TO USE GOOGLE CLASSROOM AND DISSEMINATE TEACHER FEEDBACK AND PEER FEEDBACK

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ABSTRACT

Wanting ways to provide feedback efficiently and effectively is an ever-evolving task for most teachers. In this paper, I demonstrate some innovative ways to use Google Workspace and Google Classroom efficiently to track student feedback by providing students with a running document, enabling them to notice their progress throughout a semester. I explain how to use Google Sheets to score and comment on student projects so all the scores and feedback are in one place. By pasting the individuals' scores and feedback to a running Google Doc throughout the semester, they can respond to the feedback and notice their progress on all major projects. For projects that ask for peer feedback, Google Forms can collect comments, and then the data can be organized and pasted into the same running Google Doc. Students can see their peers' and teachers' feedback and then decide how to respond to the score they received. Google Sheets provides an excellent way to keep all scores and feedback in one place to maximize the capabilities of teachers and students. This paper explains how to use Google Suite, its benefits, and some tips to make grading and providing feedback easier.

INTRODUCTION

The basic functions of Google Classroom allow teachers to organize lesson materials (slides, documents, surveys, etc.), assign work to students by disseminating individual copies of assignments, score assignments, and exchange private comments with students regarding specific assignments. A helpful function of Google Classroom is that teachers can set it up to calculate the graded assignments according to the weighted categories determined by the teacher. In addition, any Google Workspace (apps under the umbrella of Google) can be used with Google Classroom to maximize efficiency and productivity.

In this paper, I will focus on three apps I use in my Google Classroom to disseminate teacher and peer feedback to students regarding their projects and presentations. Although my examples will be from a discussion and presentation-based course, I have also used the same practices in my writing classes. Following is a short description of three Google Workspace apps: Docs, Sheets, and Forms.

Google Documents

Google Docs is a cloud-based word-processing application similar to Microsoft Word. Like other Google applications, docs can be shared between teachers and students so that editing and commenting can be done in real-time. When using Google Classroom, teachers have three options: First, they can disseminate assignments, such as worksheets, and one editable copy will go out to each student with their name embedded into the file names. The second option is to provide one shared copy of a Google Doc to the whole class so that students can work on it simultaneously. This is useful for in-class activities, such as brainstorming or writing exercises. The third option is to send out a view-only Google Doc, which is useful for sending out reading passages, instruction guides, etc. Google Classroom refers to these view-only documents as “materials.” In this paper, I will show examples of how Google Classroom can be used to disseminate individual feedback documents where students can read about their project/presentation scores in detail.

Google Sheets

Like Google Docs, Google Sheets is also cloud-based, but it is a spreadsheet application similar to Microsoft Excel. It can also be shared among students and teachers and comes in handy when students perform tasks such as collecting and organizing data and then creating graphs or charts to display it. Most importantly, Google Sheets’ primary function is to organize data and perform calculations, such as addition, multiplication, etc. Before Google Classroom, many teachers used applications, such as Google Sheets or Microsoft Excel, to calculate grades. Although Google Sheets can be used the same way as Docs in Google Classroom, this paper will explain how it can be used behind the scenes to score and comment on student work. The primary functions of Google Sheets, such as calculating scores, moving rows and columns, and creating worksheet tabs, allow teachers to organize the student feedback easily.

Google Forms

Google Forms is a cloud-based application that can be used to create and distribute surveys, questionnaires, and quizzes. For quizzes, teachers can include the correct answers so that the Form will automatically score the questions. Surveys and questionnaires come in handy to collect student opinions, experiences, and prior knowledge. Collecting peer feedback via Google Forms is another way to collect student feedback and disseminate it to the target groups or students. This is because Google Forms automatically creates a Google Sheet spreadsheet, and data can be organized easily. This paper will explain in more detail how the Forms, Sheets, and Docs can be used to disseminate peer feedback quickly and efficiently.

The above three Google Applications (Docs, Sheets, and Forms) work seamlessly together to maximize Google Classroom's capabilities for teacher and peer feedback. This paper explains how to combine the functions of Google Suite, its benefits, and some tips for managing feedback and making grading easier.

TEACHER FEEDBACK

Google Sheets can be a one-stop place to keep and organize student feedback. Each file can be divided into multiple worksheets and organized. Worksheets can be duplicated or copied into new files. Collecting peer feedback from students via a Google Form allows users to save the data into a Google Sheet worksheet in the same file if desired. Using one Google Sheet file to track student feedback on semester projects is an easy way to type or dictate the feedback into columns for each student, copy and paste if using the same comments repeatedly, and total the points. By providing students with a running document on Google Docs, teachers can copy and paste the columns into the running doc so students can see the comments and scores. Using a running document to provide feedback for projects or essays allows students to notice their progress throughout the semester better than receiving feedback separately for each assignment. Tracking their progress in this way can help students reflect on their strengths and weaknesses more effectively (see Figures 1 and 2).

Steps for creating a Google Sheet

1. Set up a Google Sheet. In the first column, paste the categories and descriptions from the rubric. Each of the following columns can indicate the groups or individuals assessed.
2. Type a 0 in each row corresponding to the rubric categories. Use the calculator function to add the category scores in the Total Score row so that the numbers automatically add up as you input scores.
3. Make a row for teacher comments. One idea is to make a row for “What you did well” and another row for “What you may like to work on for next time.”
4. Use the same spreadsheet for all courses and make new tabs for each assignment or project that will be graded using this method. When using the same rubric for multiple classes, simply create one spreadsheet the way you want and duplicate each sheet. It will create a new tab at the bottom, and you can rename the tabs.

Figure 1

Setting up a Google Sheet for Group Projects

2023 FALL ME U.1-4 Project Rubrics ☆ 📁 ☁		
File Edit View Insert Format Data Tools Extensions Help		
🔍 Menu ↶ ↷ 🖨 🔗 50% \$ % 0.0 0.00 123 Times ...		
N18		
A	B	C
Social Media Platform (Unit 1)	Group 1	Group 2
Class 2	Group Members' Names	Group Members' Names
Title of App	Make With	Trade
Originality/Creativity		
Very original with a well-developed USP. Logos, branding, and design are well-illustrated and match the purpose of the site. 10 9 8 7 6 0	10	10
Questions/Persuasiveness		
Difficult questions are answered and dealt with. Very persuasive and engaging. 20 18 16 14 12 0	14	16
Content Details		
Concept is very clear. Excellent supporting details. All major features well-explained. Many examples. Fits together logically. 20 18 16 14 12 0	16	20
Language/Fluency		
High-level vocabulary. Many course vocabulary words. More complex grammar is used. Very smooth delivery. 20 18 16 14 12 0	16	18
Presentation Skills		
Good eye contact, gestures, posture, and voice. 10 9 8 7 6 0	8	10
Slide Design		
Very attractive with well-made images, fonts, colors and placement. The design enhanced the understanding of the information. 20 18 16 14 12 0	16	20
Q and A Time:		
	4	5
Total Score:	84	99
What you did well:	I like the logo very much. It is so colorful and catches my interest. The slides are well-designed and clear.	explained the app concept. explained the brand details. roduced the functions of the site. Wow, there are 12. Amazing. I think your app idea is very well thought-out. I am sure you had to think about all the things that potential customers would want in one place. I am surprised this site is free though. Why is it free? The USP was explained by. I like that you can research about food items in the area and figure out what is possible for you to eat. explained the benefits and the drawbacks. I hope your app doesn't have system errors too often.
What you may like to work on for next time:	Try to predict what people might ask you about so you have some clear answers ready to go. It's one way to make sure you cover all your bases. I think you did a good job answering our questions, but it could be a little smoother. I would have liked to see some screenshots that show how this app looks like on a smartphone.	This app should be offered as a free version and a paid version so that customers don't have to see so many ads I can imagine that a free app has a lot of system errors or that it has a lot of ads. So, many customers would be willing to pay a little money for such an app.
Please read your feedback and write a few sentences in response. What are your thoughts on your presentation now that you have seen the feedback from Amanda?		
Feedback from your classmates:		

Note. This spreadsheet represents a group project in which all members would receive identical scores.

Figure 2

Setting up a Google Sheet Individual Feedback

Steps for Combining Google Sheet and Google Doc

1. When the scores and comments are completed in the Google Sheet, it is time to copy and paste them into each student's individual rubrics and feedback doc. Click on "View" in the menu and choose "Freeze." Here, you can freeze specific columns and rows to easily copy and paste each column, hide the column, and move on to the next. Doing this will allow you to copy and paste the frozen columns and rows, which have the rubric information and students' names, and the column that immediately follows it.
2. Once the table has been pasted into the Google Doc, you may need to adjust the columns and rows slightly.

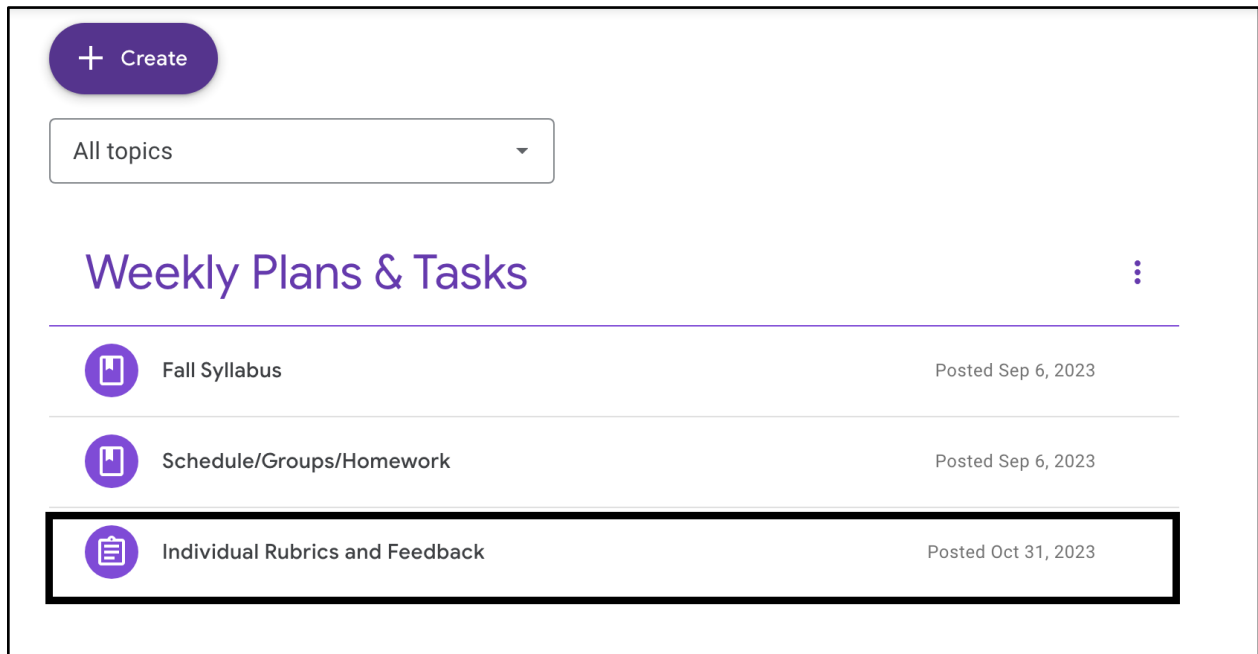
Figure 3
Setting up an Individual Rubric and Feedback Document

FALL Semester Individual Rubrics & Feedback			
Contents:			
1. Rubric/Feedback for Unit 1 Social Media Group Presentation			
2. Rubric/Feedback for Unit 2 Project A: Newspaper & Article			
3. Rubric/Feedback for Unit 2 Project B: News Video & Presentation			
Unit 2 Project B: News Video and Group Presentation			
News Video Project (Unit 2)		Student's Name	
		Group 5	
Class 2		Group Members' Names	
Individual: Article to Video Script The student used a newspaper article and created a video that reflects the major point of the original story. The report includes all the necessary details, including information related to the 5 W's + H. 20 18 16 14 12 0	20		
Individual: Video Content The report includes a mixture of firsthand research, interviews or quotes from witnesses or experts, and video or photos related to the theme and/or voice narration where necessary. 20 18 16 14 12 0	18		
Individual: Video Production Quality The video has been edited with graphics that match the other group members' videos. There are titles and in-shot videos/photos to go with the story. Transitions and cuts are smooth and well-placed. The sound quality is decent. 10 9 8 7 6 0	7		

Figure 4
Setting up an Individual Rubric and Feedback Document

instructions and deadlines, helped groups members and assisted with editing and design of this project. 20 18 16 14 12 0	
Total Score:	84
What you did well:	Your headline was really good and it would get people interested in Japanese culture - well, a very small, but important, aspect of the culture. ██████████, the writing was good, and you took on my advice and feedback. I noticed your group members did not really take peer editing/reviewing seriously, so I am glad you listened to me. Your article came out really well. I like the photo of the very patient young woman waiting for her friend. The layout of the newspaper is mostly good - it's clean and bright. I do think that ██████████'s article needed more content rather than trying to hide the white space with random images of clocks. Perhaps the group members could have pushed him to add more content. ██████████, I think an interview or two with some students about their sleep habits would have filled out your content a lot! We will see if your news reporter includes anything new in their video! ██████████ your article is interesting because who doesn't care about money, right? I think you needed a lot of feedback from me and your group members to fill out your content, but you did a good job of taking it in and using it to make your article better. I am looking forward to seeing the video version of your article! I also like the photo you chose to use in your layout.
What you may like to work on for next time:	Absent on 11/17 (-10 points on final score)
Please read your feedback and write a few sentences in response. What are your thoughts on your presentation now that you have seen the feedback from Amanda?	

Figure 5
Creating an Ungraded Assignment for Google Classroom



Note. In Google Classroom, create an assignment that will be disseminated to each student.

Benefits

The benefits of using this combination of Google Sheets, Docs, and Google Classroom allow teachers to see all their feedback and scores in one place on Google Sheets for easy copying and editing later. It helps keep scoring more consistent between students, groups, and even classes if you teach multiple classes in the same course. Users can select and drag to paste comments when, for example, they want to use the same feedback for multiple students. The running doc can be disseminated as an ungraded assignment so that each student receives a copy. This also makes it editable, and teachers can add a space for students to respond to the teacher's feedback and score. The running doc allows them to compare their feedback and scores throughout the semester and notice improvement. If a student were to attempt to change their scores or add/delete teachers' comments, it would not affect the master copy that the teacher has in Google Sheets. In addition, the teacher can use Google Classroom to record the final scores of the projects rather than each of the category scores from the rubric.

Tips

- Keep all feedback in one Google Sheet file by using the tabs function.
- Include the score increments in the rubric descriptions.
- Use colors to differentiate between classes.
- Freeze columns and rows to make copying and pasting to the running document easier.

- Add a row for students to comment on their scores and teacher feedback. This allows teachers to ensure that students have read the feedback, and if they have questions about it, they have a space to ask in writing.
- Since the individual rubrics and feedback docs are Google Classroom assignments, they are editable by students, so the teacher must use their master rubrics in their Google Sheets when referring to scores or comments in the future.
- The final step is to copy the final scores into the assignments so that Google Classroom can calculate the scores for the final grades. Private comments are optional since all comments are kept in the running Google Doc for each student; however, I do always remind students in the private comments to check their *Individual Rubrics and Feedback* docs for more details about their scores and to read the teacher comments. This can be done globally when the grades are released to the students.

PEER FEEDBACK ON PROJECTS AND PRESENTATIONS

In addition to teacher feedback, peer feedback can be collected via the Google Form, and the comments can be pasted into the Feedback Google Doc described above or pasted onto another document. I usually paste it to the top of each project group's "Project Guide" so they can see it easily. The Google Form should include the group # or name they are providing feedback on and a few questions. Open-ended questions allow peers to provide feedback on what they did well and what could be improved. Teachers can save the results on a Google Sheet and duplicate the sheet to re-organize the data according to classes and groups. They can also re-organize the data according to each peer so points can be awarded to students who complete the Google Form. When copying and pasting the peer comments to each group's project or individual feedback docs, include only the columns you want them to see.

Steps for Creating and Viewing Responses using a Google Form for Peer Feedback

1. Create a Google Form. Add the questions you want classmates to answer about each project or presentation. (Include a question for their name, making it easier to sort responses later.)
2. Set up the form so students can answer the same questions for each group (see Figure 6).
3. Create an assignment in Google Classroom and paste the link to the Google Form (see Figure 7).
4. After students have responded to the questionnaire and submitted their answers, click "Create Google Sheet" to view the responses in one place (see Figure 8).

Figure 6

Creating a Google Form for Peer Feedback

The image shows a Google Form titled "Social Media Platforms - Peer Feedback". The form is divided into sections. The first section, "Section 1 of 7", contains the title and a question: "What do you think of your classmates' projects?". Below this is a note: "This form is automatically collecting emails from all respondents. [Change settings](#)". The second section asks "Which class are you a member of? *" and provides three radio button options: "ME Class 2", "ME Class 16", and "ME Class 19". The third section asks "Please write your name. *" and provides a "Short answer text" input field. The fourth section asks "Please choose the group. For your own group, please write N/A for all answers. *" and provides two radio button options: "Group 1" and "Group 2".

Section 1 of 7

Social Media Platforms - Peer Feedback

What do you think of your classmates' projects?

This form is automatically collecting emails from all respondents. [Change settings](#)

Which class are you a member of? *

☐ ME Class 2

☐ ME Class 16

☐ ME Class 19

Please write your name. *

Short answer text

Please choose the group. For your own group, please write N/A for all answers. *

☐ Group 1

☐ Group 2

Note. Create a simple Google Form that will collect information and feedback from students about each other's projects and presentations.

Figure 7

Assigning a Google Form for Peer Feedback in Google Classroom

U.1 Social Media

Icon	Assignment Name	Category	Due Date
	Have you ever...?		Posted Sep 22, 2023
	U.1 Social Media Group WRKST	Assignments/Qui...	Due Oct 10, 2023, 10:00 PM
	U.1 Social Media PROJECT (Slides)	Unit Projects	Due Oct 10, 2023, 4:30 PM
	Social Media Platform - Project Peer Feedb...	Participation	Due Oct 13, 2023

Posted Oct 10, 2023

Please fill out the survey to provide feedback to your classmates about their presentations.

0	0	21
Turned in	Assigned	Graded

Google Forms: Sign-in
<https://forms.gle/WAFJfZzX8sG>

[View instructions](#)

Steps for Organizing the Peer Feedback Responses in the Google Sheet

1. The tab in which the Google Form responses appear should not be edited. However, you can duplicate the worksheet and sort the responses as you like in a new tab (see Figure 8).
2. First, sort by class. Because I teach multiple classes, I duplicate the worksheet for each class (see Figure 9).
3. Delete any columns you do not need, such as names, email addresses, group numbers, etc. The answers will appear horizontally across the sheet and not be separated or labeled by Group number. However, it's easy to see the questions along the top row and to imagine that the first set of questions belongs to Group 1, the second set belongs to Group 2, and so on.
4. Color and label each set of questions and responses. Delete any rows that do not have responses.

Figure 8

Looking at Data Collected from the Google Form in a Google Sheet

C	D	E	F	G	H	I	J	K
Which class are you a member of?	Please write your name.	Please choose the group. For your own group, please write N/A for all answers.	What feature stands out to you as interesting, useful, or unique? Please explain.	How might this group improve their ideas?	How might this group improve their presentation skills or slide design?	What feature stands out to you as interesting, useful, or unique? Please explain.	How might this group improve their ideas?	How might this group improve their presentation skills or slide design?
ME Class 2		Group 1	Collaborative project is unique point for me.	If there are more benefits, I want to use this app.	I can understand easily thanks for their slides, but letters are little small.	I think the logo is unique because there is a smile face in it.	Not especially.	I think using more image picture is easy to understand of this app's features. And also I want color in the slides.
ME Class 2		Group 1	Their target ordinance was clear. They seemed to consider about security a lot. I think that it is quite great and nice focuses.	If they have more creative ideas which is different with other companies.	They kept their eyes on slides, so they need to use eye-contact.	I love their idea, because I am interested in creating social media. They created some images and logo by considering deeply.	I have no ideas....	They should use body language.
ME Class 2		Group 1	Collaborative projects is interesting. Users can collaborate with others.	This group might improve other app's idea.	In slide, there are a lot of words, so it is a little hard to see.	It is useful for travel because we can get the information of travel.	Probably they like traveling and they want this idea, so they generate them.	This group's slide is easy to see and understand and their voice is also good.
ME Class 2		Group 1	I feel interesting that the apps for workers who want to work together with someone.	I thought searching the people who want to work together is difficult.	Sometimes, their presentation sheet has a lot of sentence, so I feel it is difficult to see. I think they have to improve that point.	The logo with letters makes smiling face is so unique idea.	It has many functions, so I feel that is great. However, I thought the beginner of the app will be confused. The functions have to decrease.	They almost looked at the memo, so they have to see the listeners.
ME Class 2		Group 1	People can corporate to make music or something. It is good for creative worker.	If this app share with some creator, it is very good for them.	I want some example of the app.	The logo meaning is very creative and interesting.	This app very useful for travel, and sharing system is good!	The letter is a little small. Others are very good!!

Figure 9
Organizing the Peer Feedback Data in a Google Sheet

Social Media Platforms - Peer Feedback (Responses)												
Group 2			Group 3			Group 4			Group 5			
What feature stands out to you as interesting, useful, or unique? Please explain.	How might this group improve their ideas?	How might this group improve their presentation skills or slide design?	What feature stands out to you as interesting, useful, or unique? Please explain.	How might this group improve their ideas?	How might this group improve their presentation skills or slide design?	What feature stands out to you as interesting, useful, or unique? Please explain.	How might this group improve their ideas?	How might this group improve their presentation skills or slide design?	What feature stands out to you as interesting, useful, or unique? Please explain.	How might this group improve their ideas?	How might this group improve their presentation skills or slide design?	
I think the logo is unique because there is a smile face in it.	Not especially.	I think using more image picture is easy to understand of this app's features. And also I want color in the slides.	I think the logo is cute and target audience is good. Also, reduce food loss is good point.	If make punishment for bad comments, it will improve.	Their slide is clear and voice is good.	There are a lot of targets, so I think this app will be popular.	Especially nothing.	If there are more eye contacts, it will be good.	Targets age and location are wide so I think this app will be famous and popular.	Especially nothing.	I like their slide design, it's very cool. And also, their voice is comfortable.	
I love their idea, because I am interested in creating social media. They created some images and logo by considering deeply.	I have no ideas...	They should use body language.	they introduced why they made this app. Other groups did not explain about it so it was one of good points.	Creating some images of the screen on the app.	Confidence. They seems not to have confidence, and they read script all the time.	they explain clearly and fluently. They target audience clearly and consider details of their needs.	Text. It was a little difficult to read it.	Eye contact	Slides	More details of advantages.	Eye contact	
It is useful for travel because we can get the information of travel.	Probably they like traveling and they want this idea, so they generate them.	This group's slide is easy to see and understand and their voice is also good.	I think purpose is useful because this site's purpose is do not waste food. This is kind for the environment.	This idea is similar to cook-pad, but this site has comment, so it is easier to understand than cook-pad.	Their slide is easy to understand. However, some people should speak more loudly.	Interesting point is that this app allow people to communicate with animals.	This group's people may have pets and they want to talk with animals, so this app is made.	Their slide is only black and white color, so it is easy to see. Their presentation skill is high because one of them can present without looking at something like a passage.	My group	My group	My group	
The logo with letters makes smiling face is so unique idea.	It has many functions, so I feel that is great. However, I thought the beginner of the app will be confused. The functions have to decrease.	They almost looked at the memo, so they have to see the listeners.	The function of sharing recipe is common, but they add to more functions like connect with others are very interesting.	They need to make more functions to differentiate from other apps.	I think their presentation sheet has a lot of images but they don't use for explanation. That group has to use pictures.	This group makes their own brand, so I thought their settings are detailed. That is unique point for me.	Their idea is pretty good, but I feel people will be boring with this app. So, it need to a lot of updating which add more functions to catch users.	Their presentation sheets used black and white, so it is very easy to see but it is also lonely.	N/a	N/a	N/a	
The logo meaning is very creative and interesting.	This app very useful for travel, and sharing system is good!	The letter is a little small. Others are very good!!	n/a	n/a	n/a	The idea is very interesting, and it is everypople's dream.	This app needs technology.	You didn't look at the script, so it is good point!	"Create furniture" on smartphone is very unique and interesting.	I think it is good idea, but the furniture maker will be very tough.	It is good slide to use screen.	
Na	Na	Na	I like their logo. It is simple but easy to guess what kind of brand. I like cooking but it is difficult to use all of ingredients and I waste it	I always know what food I can cook with my ingredients but difficult to choose one recipe, if this app have roulette	They look at their smartphone during the presentation, so they have to remember what they	Their logo is really cool. I like it. Their idea is unique and interesting, app can translate animals	I think if animal can talk each other like dogs and cats talk, it is more interesting.	Their presentation is perfect. No suggestion	I am a very particular person, so I want to make customized furniture	I like their idea. No suggestion.	Their slide is simple and easy to understand especially custom images part. If they have eye contact,	

Steps for Displaying Peer Feedback

1. Copy and paste each set of responses into each student's feedback doc or the group's Project Guide. I often put this into each group's Project Guide because I know they can each access it, and it saves time. I create a shared "project guide" for each group so that they can access the instructions and use the document for brainstorming and drafting (see Figure 10).
2. When releasing project scores to the students, let them know where their peer feedback can be found in the private comments on Google Classroom.

Figure 10

A Closer Look at the Peer Feedback Data

Group 5		
What feature stands out to you as interesting, useful, or unique? Please explain.	How might this group improve their ideas?	How might this group improve their presentation skills or slide design?
Targets age and location are wide so I think this app will be famous and popular.	Especially nothing.	I like their slide design, it's very cool. And also, their voice is comfortable.
Slides	More details of advantages.	Eye contact
"Create furniture" on smartphone is very unique and interesting.	I think it is good idea, but the furniture maker will be very tough.	It is good slide to use screen.
I am a very particular person, so I want to make customized furniture with this app.	I like their idea. No suggestion.	Their slide is simple and easy to understand especially custom images part. If they have eye contact, their presentation is improved.
They started good start. It's very useful for the person who are searching for furnitures. Their slide was very creative and s fascinate.	They use good explanation and have creative idea.	They have missing person, but they explained about what she did for group. I thought they are so kind. They need to use more body language.

Benefits

The benefits of using this combination of Google Sheets, Docs, and Google Forms allow teachers to manage the information and quickly feed it back to the students and project groups. Seeing all the peer comments on the Google Sheet makes it easy to delete blank areas (when a student has not left a comment) or delete rows where students would be commenting on their presentations, which is unnecessary to show in "peer feedback." By organizing the data to see whether all students have provided peer feedback, a Google Sheet makes it very simple to see how many groups any given student provided peer feedback and the quality/quantity of their feedback.

Tips

- Less is more. I stick to three questions for peer feedback.
- Use colors to differentiate between groups.
- Make sure to hide or delete the names of the peer commenters before pasting them onto the doc.
- After the peer feedback has been copied and pasted, unhide the names of the peer commenters and give them credit for their participation in the peer feedback assignment. I count this as part of their participation grade.

CONCLUSION

For some teachers, using Google Workspace and Classroom takes getting used to, but there are many ways to take advantage of the integrative opportunities. Other Learning Management Systems (LMS), such as *Canvas* or *Blackboard*, may be used by teachers. However, teachers still use MS Office software or Google Suite to create and disseminate documents to students. This paper attempted to explain ways that teachers can provide detailed feedback and collect and distribute peer feedback by using Classroom, Docs, Sheets, and Forms, which could also be used with other Learning Management Systems, primarily when many university systems use Google Drive and Gmail as the basis of their communication systems. Using my recommended method for providing teacher and peer feedback comes with caveats. Teachers must be willing to organize their feedback and disseminate it consistently, remind students to look at it, and possibly even motivate them to read it and respond by asking them to discuss it together or write a written response. Teachers could offer participation points to students for reading and reflecting on the feedback they receive from teachers and peers. It is only sensible to do this amount of background work when students take the time to read it and apply it to future assignments.

中等英語科教育法と初等英語科教育法の音声学的関係性

—日本人英語学習者のための教員・保育士養成における言語習得論
的考察—

Phonetic Relation between Methods in Teaching English and
Methods in Teaching Child English:

Language Acquisition Consideration to Teacher and Childcare
Training for Japanese Learners of English

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Abstract

This paper proposes how phonetic relation is significant between methods in teaching English and in teaching child English. The former indicates teacher training for junior and senior high schools, and the latter does for elementary schools and kindergartens and childcare training for nursery schools. Both of them tend to be separated out; especially, English phonetics mainly focuses on foreign language teaching related to language acquisition. Such an idea, however, should not be regarded as teacher training for junior and senior high schools which is different from one for elementary schools and kindergartens and childcare training for nursery schools. This is mostly because there are not only different aspects but also similar ones between the two methods in teaching English. The characteristics are pertinent to regarding the latter as the preceding stage of the former and the former as the following one of the latter. According to the step-by-step chain of methods in teaching English based on English phonetics and language acquisition, the consideration can be a sort of references to

teacher and childcare training for Japanese learners of English.

キーワード：中等英語科教育法、初等英語科教育法、教員・保育士養成、英語音声学，言語習得論

Keywords: Methods in Teaching English, Methods in Teaching Child English, Teacher and Childcare Training, English Phonetics, Language Acquisition

1. 目的

本論文は、「中等英語科教育法」(Methods in Teaching English)と「初等英語科教育法」(Methods in Teaching Child English)においてどのように音声学的関係性が重要であるのかを提唱している。前者は中学校・高等学校の教員養成を指し、後者は小学校・幼稚園の教員養成と保育士養成を指すが、全く異質なものと考えられる傾向がある。特に「英語音声学」(English Phonetics)では「言語習得論」(Language Acquisition)と「英語教授法」(Foreign Language Teaching)との結び付きを重視している。しかしながら、中学校・高等学校の教員養成と小学校・幼稚園の教員養成と保育士養成が全く別のものとして扱ってはならないはずである。その理由の1つに挙げられることは、前者と後者には相違点だけでなく、類似点も存在しているためである。よって、中学校・高等学校の教員養成の前段階としての小学校・幼稚園の教員養成と保育士養成、または小学校・幼稚園の教員養成と保育士養成の後段階としての中学校・高等学校の教員養成と扱うことが妥当であると考えられる。「英語音声学」と「言語習得論」を基に、この「段階を経た一連の英語科教育法」(Step-by-step Chain of Methods in Teaching English)という枠組みから、教員・保育士養成において、日本人が英語を学ぶ際に注目しなくてはならない点は何であるのかを提唱する。

2. 英語音声学との関わり

2. 1. 中等英語科教育法における英語音声学との関わり

中学校・高等学校の教員養成となる「中等英語科教育法」においては、「英語音声学」が深く関わることになっている。文部科学省（2017a, 2018a）におけるコアカリキュラム「英語コミュニケーション」では、「聞くこと」、「話すこと」（やりとり）、「話すこと」（発表）の2技能3領域に関連し、聞き手と話し手の立場を想定した音声コミュニケーションに焦点が当てられている。更に、コアカリキュラム「英語学」では、英語音声の特徴を理解することが求められ、発音記号を基にした発音の仕方が重要視されている。この発音記号に関しては、中学校1年生の段階において、カタカナ表記を用いていた検定教科書は発音記号の表記に戻った経緯があるため、発音記号を指導に組み込むかどうかの前段階として、指導する上では発音記号を理解しておく必要があることが垣間見られる。

大山（2018）によれば、「文字と違って音声は目に見えない」ということを認識する必要がある、「内容語」(Content Words)と「機能語」(Function Words)の2つの概念を熟知することが良いとしている。前者は文の意味を示す品詞の総称で、名詞、動詞、形容詞、副詞、疑問詞、間投詞、否定詞などを指し、後者は文の構造を示す品詞の総称で、代名詞、be動詞、助動詞、冠詞、前置詞、接続詞などを指す。前者は辞書通りの発音となり、後者はその通りにならないことを理解することが英語音声の特徴の1つとなるリズムを理解することに繋がるのである。仮に「機能語」を強く発音してしまえば、「強勢」(Stress)の応用形(「対比強勢」(Contrastive Stress)や「誇張表現」(Emphatic Expression)など)に当てはめられ、ある種の特別な意味が付与されてしまい、「文字を超えた情報」が含意されることに注意する必要があるとしている。

2. 2. 初等英語科教育法における英語音声学との関わり

小学校・幼稚園の教員養成と保育士養成となる「初等英語科教育法」においても、「英語音声学」が深く関わることになっている。文部科学省（2017b）における学習指導要領では、小学校中学年3・4年生の外国語活動と高学年5・6年生の外国語科において、音声指導としての「聞くこと」、「話すこと」（やりとり）、「話すこと」（発表）の2技能3領域に関連している。文字指導としての「読むこと」と「書くこと」の2技能は、高学年5・6年生の外国語科のみとし、音声指導が先行されている。

しかしながら、小学校の教員養成とは違って、幼稚園の教員養成（文部科学省，2018b）と保育士養成（厚生労働省，2018）においては、外国語（英語）活動に関しては明文化されていない。明文化はされていなくても、養成課程科目において前者では英語が必修科目に、後者では選択科目に位置付けられている傾向にある。この点を考慮すると、後段階となる小学校の教員養成の前段階であることから上記の小学校外国語活動・外国語科の前段階の内容が妥当であると解釈することは可能である。認定こども園（内閣府他，2018）においても、同様に外国語（英語）活動に関しては明文化されていない。

大山（2020）によれば、文字指導の前段階としての音声指導を鑑み、「体験して習得すること：体得」（Experiential Acquisition）が肝要であるとし、指導側が「音声指導から文字指導へ」を意識し、子どもが「覚えるより慣れる」ことで可能になるとしている。この「体得」は聞く・話す活動に文字を介さないようにするための方法であると考えられる。特に、「児童英語教育」（Teaching Child English）を考慮する際には、保育園、幼稚園、小学校の学習環境において、「幼児英語」（Toddler English）から「保育英語」（Childcare English）、「児童英語」（Child English）までの一連

の流れにおける「英語コミュニケーション」(Communicative English)には相違点もあるが、多くの類似点が見出されている(大山, 2021a, 2022)。具体的には、大山(2022)によれば、小学校・幼稚園教諭希望者、保育士希望者の大学生 77 名に対するアンケート調査において、「小学校中学年で週 1 時間、高学年で週 2 時間が適切な週の学習時間である」とする回答が一番多い結果となった。この理由として考えられることは、他教科などの別に重要視している教育内容があり、英語の授業だけを増やすことが出来ないと思っているためである。

加えて、大山(2022)によれば、「保育園でも幼稚園でも英語の活動では、ALT などのネイティブスピーカーの先生で行われることを望んでいる」ことと「近い将来の受験も考慮しても、保育園でも幼稚園でも英語の活動では、身近な内容と音声中心の内容だけで良いと思う学生が多い」という回答が挙げられた。一方で、「幼稚園から英語の活動を望んでいても、保育園から英語の活動を望んでいない」ことと「幼稚園での英語の活動では、小学校の前段階の活動内容を望んでいても、保育園での英語の活動では、幼稚園の前段階の活動内容を望んでいない」ことから、前者では幼稚園と保育園での活動内容の類似点が、後者ではそれらの相違点が垣間見られている。以上のことから、「英語音声学」を中心とした「初等英語科教育法」における外国語(英語)活動の内容を総体的に精査し、確立することが急務であると考えられる。

3. 言語習得論を考慮した類似点と相違点

3. 1. 中等英語科教育法と初等英語科教育法の類似点

「中等英語科教育法」と「初等英語科教育法」の類似点としては、学習者の学習段階に応じた教授法が必要となっている点である。換言すれば、学習者の年齢に応じたものではないことに注意を払うこ

とが大切である。理由の1つとして挙げられることは、例えば、児童の時期でも海外滞在が長く、帰国子女程度の英語力があると、私立中学校の受験を控えた学習者よりも優れている可能性があるためである。特に、「中間言語」(Interlanguage) (Selinker, 1972)を理解しているかどうかで、学習者が対象言語である英語は母語と違うことを理解し、意識的に母語を使用しないようにしていることに気付けるかどうかことが重要となり得る。つまり、マルかバツかの二項対立ではなく、マルでもないバツでもないサンカクという中間的な評価が出来るかどうかことが学習者の年齢に応じた教授法にはない特質であると考えられる。

学習者の学習段階に応じた教授法では、英語教育学的な「自然性」(Naturalness)の視点から、Implicational Hierarchy (IH) (Jakobson, 1941)と Markedness Differential Hypothesis (MDH) (Eckman, 1977)を基にするのが妥当である。前者は容易なものから困難なものへと習得する学習プロセスであり、後者は言語普遍的特徴を示す「無標」(Unmarkedness)から言語固有的特徴を示す「有標」(Markedness)へと習得する学習プロセスである。この2つを基にすると、「英語音声学」では「分節素 (Segmental Features) から超分節素 (Suprasegmental / Prosodic Features) へ」と移行することが理想的であるということになる。Top-down 式のリスニングよりも、Bottom-up 式のもののほうが学習者は習得しやすいということになる。換言すれば、Bottom-up 式のリスニングに慣れたから、Top-down 式のを導入するという流れである。具体的には、「選択的リスニング (Selective Listening) からジストリスニング (Gist Listening) へ」と移行することとなる。

3. 2. 中等英語科教育法と初等英語科教育法の相違点

「中等英語科教育法」と「初等英語科教育法」の類似点とした学習者の学習段階に応じた教授法とは対照的に、相違点としては、学

習者の年齢に応じた教授法が必要となっている点である。1 つには、音声の理解プロセスが異なっている。「中等英語科教育法」では、「音声⇒文字⇒意味」というプロセスとなり、音声の次に文字が介入し、その文字から意味を理解する流れが多く採用されている。「文字が分かれば辞書を引くことで意味が分かる」ことが要因であると考えられる。高等学校・大学受験を視野に入れた長文読解などの総合問題では文字の理解は必要不可欠である。しかしながら、このようなプロセスでは「速聴」(Rapid Listening)や「多聴」(Extensive Listening)、「繰り返し」(Repetition)や「シャドーイング」(Shadowing)などには適さない。その大きな理由として挙げられることは、「文字の介入」が生じてしまうためである。音声から意味を理解することが出来ず、文字から意味を理解するため、知覚処理に時間が必要となってしまう。よって、このプロセスのために早い発音を聞くことや1回のみ聞いて理解することに慣れない学習者が存在してしまっている。「英語音声学」の視点からは、綴り字と発音には乖離があり、初めて聞いた発音を綴り字にすることは不可能であるため、この場合には綴り字をカタカナ英語として発音する傾向がある。「綴り字と発音の乖離」を理解するためには、「英語音声学」の知識が必要である。聞いた音を発音記号にし、その発音記号から綴り字にすることで意味を理解する流れが可能となる。

一方で、「初等英語科教育法」では、「音声⇒図・イラスト⇒意味⇒文字」というプロセスとなり、「文字の介入」を避けるために、音声の次に図・イラストが介入し、その図・イラストから意味を理解し、理解した上で文字に移行する流れである。「図・イラストの介入」は小学校では他教科でも用いられている方法であり、児童からは馴染みのある教授法である。小学校では主に身近な内容を題材とするため、「音声指導から文字指導へ」という流れが自然であり、文字習得よりも音声習得が先行することに繋がる。「母語習得論」(First Language Acquisition)において、Native Language Magnet (NLM) (Kuhl & Iverson, 1995)が挙げられる。生後6ヶ月

までに母語の音声習得は完了するため、音声理解が出来るようになって初めて文字理解が出来るようになる。「第二言語習得論」(Second Language Acquisition)、特に「音声・音韻習得論」(Phonetic and Phonological Acquisition)において、「分節素」よりも「超分節素」の方がコミュニケーションに影響が生じる(Pennington & Richards, 1986)ため、リズムに合わせて歌やチャンツを題材にしていると考えられる。この2つを基にすると、「英語音声学」では「超分節素から分節素へ」と移行することが理想的であるということになる。換言すれば、Top-down 式のリスニングに慣れてから、Bottom-up 式のものを導入するという流れである。具体的には、「ジストリスニングから選択的リスニングへ」と移行することとなる。

4. 初等英語科教育法から中等英語科教育法への段階的な英語科教育法

中学校・高等学校の教員養成の前段階としての小学校・幼稚園の教員養成と保育士養成、または小学校・幼稚園の教員養成と保育士養成の後段階としての中学校・高等学校の教員養成と扱うと、Top-down 式のリスニングに慣れてから、Bottom-up 式のものを導入し、Bottom-up 式のものに慣れてから、再度 Top-down 式のものを導入することが肝要となる。この「段階を経た一連の英語科教育法」という枠組みから、「超分節素⇒分節素⇒超分節素」が理想的な音声教育ということになり得る。

以上を基にした指導プロセスと試案は表4のようになる。

表4. 「段階を経た一連の英語科教育法」を基にした指導プロセスと試案

① 「身近な内容」(超分節素が中心) ● 家族や友達の感情 ● 活動やイベントの内容の感想 ↓ ② 「人物の発話内容」(分節素が中心) ● 登場人物の発言 ● 登場人物の役割と目的 ↓ ③ 「場面での内容推測」(超分節素が中心) ● 各場面の決まった台詞 ● 各場面での予想される言動
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表4のように「身近な内容」から「人物の発話内容」へ、そして「人物の発話内容」から「場面での内容推測」へという一連の流れとなる。①では「超分節素」が中心のため、「ジストリスニング」で会話の全体像を把握することを目指す。次に、②では「分節素」が中心のため、①を踏まえて、「選択的リスニング」で会話の発言内容を把握することを目指す。最後に、③では「超分節素」が中心のため、①と②を踏まえて、「ジストリスニング」で会話の全体像から内容を予測することを目指す。

Ohyama (2021b)では、「母語習得論を基にした第二言語習得論」(First-language-based Second Language (L1-based L2) Acquisition)が定義され、母語話者が使っている言語を学習対象として、非母語話者はその習得を目指すことが妥当であると検討されている。換言すれば、「母語習得論」と「第二言語習得論」における類似点と相違点から見据えると、「中等英語科教育法」と

「初等英語科教育法」における類似点と相違点は「段階を経た一連の英語科教育法」を考慮することが大切であるということに繋がる。具体的には、日本人英語学習者を対象とした教員・保育士養成の場合、日本語でも許容される点と許容されない点にカテゴリー化した英語を目標とすることが望ましいと考えられる。なぜならば、英語ということばが全て日本語と違っていると解釈すると、言語学習の「経済性」(Economy)が乏しくなり得る。「経済性」が乏しいと、対象言語を全て母語とは異なると判断し、0 から 100 までを学習する必要性が生じてしまう。他方、「経済性」が豊かであると、対象言語の一部が母語と似ているまたは同じであると判断でき、30 あたりから 100 までを学習することとなるため、効果的に学習することが可能である。

「対照分析仮説」(Contrastive Analysis Hypothesis: CAH) (Wardhaugh, 1970)を代表とする「日英比較」(Comparison between Japanese and English)から類似点と相違点を把握し、類似点は気付きまで、相違点は気付きとその先の習得までが必要となる。そのため、まずは日本語と英語との「音声距離」(Phonetic Distance: PD) (Ohyama, 2021b)を意識することが妥当である。例えば、日本語のラ行音は英語の[l]には近く、英語の[r]には遠い。発音方法や音質などで前者は類似し、後者は相違している。日本人英語学習者にとっては、英語の[l]は気付きまで良いが、英語の[r]は気付きとその習得が必要となる。その理由として考えられることは、英語の[l]を日本語のラ行音で伝えた場合は、英語の[l]として認識してもらえる可能性がある。しかしながら、英語の[r]を日本語のラ行音で伝えた場合は、英語の[r]として認識せずに英語の[l]として認識してしまう可能性が高い。どちらも言い間違いによるエラーではあるが、前者は理解してもらえない場合には、相手の聞き返しによる再度伝える機会は得られる。他方、後者は意図しない内容が相手に伝わってしまう可能性を秘めているため、相手の聞き返しによる再度伝える機会は得られない場合が生じてしまう。ここに

音声コミュニケーション上の重要性が垣間見られると考えられる。

5. まとめ

「中等英語科教育法」と「初等英語科教育法」においてどのように音声学的関係性が重要であるのかを提唱してきた。類似点からは「分節素から超分節素へ」が、相違点からは「超分節素から分節素へ」が導かれた。前者では学習者の学習段階に応じた教授法が重要となり、後者では学習者の年齢に応じた教授法が重要となる。加えて、「段階を経た一連の英語科教育法」という枠組みを見据えた「初等英語科教育法から中等英語科教育法へ」の移行を想定すると、「超分節素⇒分節素⇒超分節素」の知覚プロセスが理想的な音声教育となり得る。

加えて、「初等英語科教育法」においては、小学校の教員養成を基にしながら、幼稚園の教員養成、保育士養成、それぞれでの外国語（英語）活動の位置付けを確立する必要性も垣間見られた。幼稚園と保育園を統合した認定こども園においても同様であることから、幼稚園と保育園での外国語（英語）活動の位置付けが確立すれば、認定こども園での外国語（英語）活動の位置付けも確立することと言える。

今後の中学校・高等学校の教員養成と小学校・幼稚園の教員養成と保育士養成での活性化を目指すためには、「体得」、「中間言語」、IH、MDH、NLM、L1-based L2 Acquisition、CAH、PD を考慮しつつ、多角的な検討をし、共存してゆく必要がある。本研究の方法が今後の「中等英語科教育法」と「初等英語科教育法」への寄与に貢献できると考えられる。

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PRACTICE REPORT: TEACHING GLOBAL ENGLISHES IN THE CLASSROOM

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In recent years, the terms World Englishes, Global Englishes, and English as Lingua Franca have gained recognition in the English teaching community in Japan. However, while teachers and students envision themselves using English to interact with people who use English as an additional language in the future, many of the actual English classrooms still teach English, adopting inner circle group language models such as American or British varieties of English (Harris, 2012). The author considers English classrooms that are designed under the Global Englishes principles, which actively use non-native English speakers' English as the language model, have the power to elevate the authenticity of language learning, facilitate students' engagement with Global Englishes, and enhance their intercultural communication skills for real purposes. In April 2023, the Kanda Institute of Foreign Languages (KIFL) launched a new course, Global Eigo. In this practice report, the writer first articulates the rationale for incorporating Global Englishes perspectives in today's various English educational settings, including KIFL. Then, an overview of the course, materials, and activities implemented throughout the course are provided. The paper also reflects the writer's experiences as an instructor of the course. The paper is expected to provide implications for other teachers who seek to incorporate global Englishes standpoints into their classrooms.

INTRODUCTION

Recently, the idea that English is an international language and the fact that people who speak English as a second or third language outnumber native English speakers has gained acceptance among both educators and learners in Japan. Meanwhile, many scholars have articulated the benefits of incorporating concepts such as Global English (GE), World Englishes (WE), and English as lingua franca (ELF). GE is the general term that describes the

spread of English. It encompasses the ideas of ELF and WE. The term WE refers to the multiple variants of English that are spoken across the globe in various situations. It is represented by Katchru's three circles. ELF has its focus on communication. It regards that languages change through conversation. Speakers change their language to suit their needs. (Galloway & Rose, 2015; Kirkpatrick, 2021; Kamiya, 2008). It is now widely accepted that they are effective in creating an authentic educational environment and addressing the future needs of Japanese students. It is also well documented that students' general idea of WE, GE, or ELF increases their motivation for learning. (Matsuda, 2003). Although awareness of these concepts has increased notably, traditional teaching methods using native English speaker models persist (Harris, 2012).

With evolving demands to regard English as a lingua franca or international language, in April 2023, the Kanda Institute of Foreign Languages (KIFL) responded to these needs by launching a new course called Global Eigo (Englishes). The course was designed for students majoring in Interpreting and Translation. The two-semester, thirty-week course aimed to enhance students' awareness of English varieties and expose them to different cultures, histories, and current events worldwide. Throughout the course, students were exposed to diverse English accents from twelve countries: India, Korea, Egypt, and others. Based on student surveys at the end of each semester and reflective writing assignments after activities it is evident that the course content positively impacted students' perspectives on different English varieties and cultures, including people's ways of thinking. One of the students in the course wrote in her reflection on the interview:

I think it is good experience for me to listen Filipino accent. Actually, I don't like accent by no native person, but I know if I want to learn English and if I want to go abroad one day, I have to learn a lot of accents by not native person. Thanks to this class, I had an experience that learning not native person English. I think I need to learn about a lot of accents in the whole world (Student 1, 2023).

This paper aims to reflect on the course, introducing the course content, procedure, and some activities incorporated during the class. Additionally, it provides implications for teachers interested in incorporating the concept of Global Englishes into their classes.

RATIONALE

The terms Global Englishes (GE), World Englishes (WE), and English as Lingua Franca (EFL) have gained recognition in English learning contexts worldwide (Galloway & Rose, 2015; Kirkpatrick, 2021; Pan et al., 2021). Japan is no exception. The figure below shows a summary

of each terminology, GE, WE, and ELF (Figure 1.)

Figure 1.

A Brief Summary of the Terminology, World Englishes, Global Englishes, and English as Lingua Franca cited from Rose and Galloway, 2015

Global Englishes (GE)	World Englishes (WE)	English as Lingua Franca (ELF)
GE is the umbrella term for the spread of English. It includes the concepts of WE and ELF.	WE is a term used when focused on varieties of Englishes spoken in different areas or contexts around the world. It documents the distinct phonological, lexical, grammatical, and pragmatic characteristics of national variants of English. Represented by Kachru's Inner, Outer, Expanding Circles, Three-circle models.	ELF showcases the use of English among speakers of different first languages. It views communication as a more dynamic and fluid process of linguistic adaptation where speakers adjust the language in response to the demands of the situation.

Though many students and teachers nowadays envision international settings for the practical application of the target language, many classes still use native speaker models. In reality, such speaker models are only achievable for some Japanese learners and affect their confidence and motivation for learning (Harris, 2012). Non-native English teachers also do not benefit from “the old native speaker dominated framework” (Phan Le Ha, 2021, p.43) as it pressures teachers to sound like American or British models (Harris, 2012).

In addition, according to Rose and Galloway (2015), because English is linked to globalization, English language contact is taking place on a global scale, not necessarily with native English speaker intervention. Therefore, language teaching that uses a native English speaker model could be irrelevant.

Considering the scholarly literature, teaching English under the GE umbrella has great benefits for students and teachers in Japan in that it provides meaningful goals and classroom settings that respond to students' future needs, making the most of authentic human resources such as Japanese English teachers or other multilingual teachers

(Kirkpatrick, 2021).

In implementing the concept into actual teaching, Kirkpatrick (2021) summarizes five principles to be applied in designing English classes in East and Southeast Asian contexts, including Japan. These principles are illustrated in the following table:

Figure 2.

A Summary of Five Principles for Designing English Classes in East and South East Asia
(Kirkpatrick, 2021)

Principle	Description
1. Intelligibility over Native Speaker Model	Communicate intelligibility as the linguistic target. Skills to negotiate meanings are more important than imitating native speaker norms.
2. Intercultural Competence	Target intercultural competence. Provide information to understand the cultural background of likely interlocutors.
3. Multilingual, Trained Teachers	Employ trained, multilingual teachers. Students' goal is to interact successfully with English as a Lingua Franca (ELF) speakers.
4. Appropriate Learning Environment	Create realistic and relevant learning environments. Place students in areas where English is naturally used as a lingua franca rather than sending them to inner circle countries.
5. relevant Assessment	Align assessment with the local curriculum and testing framework. Ensure assessments are relevant to the students' actual language use and learning context.

As shown in the table, the principles emphasize intelligibility over native speaker models, targeting intercultural competence, the importance of trained multilingual teachers, realistic and authentic learning environments, and relevant assessments aligned with local curricula.

OVERVIEW OF THE COURSE

In April 2023, KIFL launched a course, Global Eigo. The course was designed for students majoring in interpretation and translation. Forty-eight students took the class, which was divided into two classes according to their TOEIC scores. The course was completed in two semesters.

Course Objectives

The Global Englishes Course at KIFL aims to enhance students' awareness of English varieties and expose them to different cultures, histories, and current events worldwide. The goals of the course are:

1. Students will be able to appreciate the diversity of English.
2. Students will be able to recognize the different accents and expressions in English in different countries and regions.
3. Students will be able to gain vocabulary and expressions.
4. Students will be able to know the different cultures and histories.
5. Students will be able to discuss current events around the world.

Course Structure, Activities, and Materials

Overall, the Global Englishes course's main highlight is its emphasis on giving students rich, immersive experiences that broaden their linguistic and cultural perspectives. Therefore, the main components of the course included the following parts: (1) Exposure to English varieties, (2) cultural immersion, (3) discussion and speaking activities, and (4) reflection on learning and finding.

Exposure to English Varieties

The course adopted a textbook, *World Adventure* (2011), published by Kinseido. The textbook features fifteen countries. Each chapter focuses on one country and offers two online videos in a chapter. The first video introduces some interesting facts and histories of the country, and the second one is the interviews filming of local English speakers. Through the textbooks and supplementary materials, students were exposed not only to different cultures and histories but also to different accents. Other than the resources offered by the textbook, the teacher used YouTube videos and other online materials, such as “Kanda x TUFS English Modules,” which offer natural daily dialogues on various occasions in different accents, and “Listening Practice in Real English,” managed by Kawashima (2020). The website introduces the listening

questions from the National Center Tests for Admissions. The website is designed so that students get to answer the questions online by listening to the original test recording and the reproduced recording by non-native English speakers.

The tasks given to the students using the sound materials were meaning-focused exercises and answering questions about the content of the discourse. In other words, their focus was on receiving the meaning (Nation & Newton, 2009). The goal for such activities was that while students focused on the content, they encountered some challenges in comprehending the main idea of the utterance and, hence, noticed the varieties of pronunciations. However, when the expressions or words used by the speaker were considered worth being focused on, short sentences were asked to be transcribed. The students usually completed the tasks in groups or alone.

Cultural Immersion

One of the course's two main objectives, alongside exposing students to linguistic diversity, was to expand students' cultural awareness. This aspect of the course was intended to enable students to understand and appreciate the cultures, histories, and current events of the countries where English is spoken, which could lead to effective communication with people from different backgrounds (Kamiya, 2008).

The course utilized the textbook to get the target country's cultural information. However, besides the textbook information, the course emphasized the pre-learning activity called the Country Report. A set of two-week classes focusing on one country started with students' mini-presentations, Country Report about the culture or language research of the target country. Students prepared for the class by researching about the country they were learning and bringing it to the classroom. In the classroom, students were assigned groups and introduced their research to the group members. In this mini-presentation, students were instructed to include an aspect of the culture or language they were interested in as well as why he or she was interested in the topic. To encourage students to broaden their research horizons, they were informed of "The Flower Model of Culture" (Dormer, 2016), which describes the level of culture regarding visibility and changeability. It is the concept to remind the students of the classification between visible cultural characteristics, such as food, national attires, festivals, and language, to name a few, versus hidden cultures, such as beliefs, histories, and values. It is the concept to let the students think about what aspect could have more influence on communication. It is essential to give implications for students that such subtle, unseen cultural standards may not always come through in casual

interactions. However, they significantly impact how people perceive things, which could affect communication. (Dormer, 2016)

Speaking Activities

For students to practice speaking the language and to convey their thoughts and ideas, several speaking activities were incorporated during the class. The first opportunity was the mini-presentation, Country Report. As described above, students shared an interesting fact about the target country in this activity. Prior to the in-class presentation, students prepared by researching the country and were asked to create a slide with a picture of the topic. Then, in the class, in a group of three or four, students shared their research by showing the picture to the group members. Depending on the time constraint, students typically presented to two different groups to add fluency through “repetitive production of the same material” (Nation & Newton, 2009, p. 9) and gain more knowledge about the country through the presentation by peers.

Secondly, the listening task using the interview material from the textbook was completed in a group effort. The speaking activities in the group to complete the task allowed students to become active participants, sharing perspectives, knowledge, and skills within the group to answer the teacher’s questions about the interview.

Other than the activities mentioned above, pair activities to answer comprehension questions in the textbook, reading activities, and vocabulary checking were incorporated to maximize the students’ opportunity to speak and negotiate in the target language for real purposes.

Reflection on learning and finding

Students were given opportunities to write short reflection paragraphs after major activities to reflect on and assess their learning. The reflection was designed so that students could reflect on their language learning and the content of the material used. In the paragraph, students typically mentioned the vocabulary or expressions newly learned and the culture, history, and different ways of thinking and pronunciation that impressed them.

Class Procedure and Interview Assignment

When learners study Japanese, a common approach is to study Japanese culture. The same is true if the target language is Korean or German. The classic approach to teaching culture in language studies is to teach the culture where the language comes from. However, seeing English from a Global Englishes standpoint, English no longer belongs to just the U.S. or Great Britain. Therefore, there is no ultimate reason to simply focus on the cultures of inner-circle

countries (Harris, 2012). The course was scheduled to learn about different countries based on this rationale.

Class Procedure

During the course, two classes were spent for each country. Below is the overview of the two-week class procedure. (Figure 2)

Figure 3

A Typical Two-Week Class Procedure

Week 1	1. Introducing nationality adjectives and nouns of the country name. 2. Country Report (mini-presentation) 3. Basic information about the country 4. Reading activity using the textbook (1) Pre-reading activities • Warm-up Exercise • Vocabulary Exercise (2) Reading activities • Skimming • Comprehension questions (3) Post-reading activities Students discuss the main ideas presented in the reading passage. (4) Understanding more about the country through videos • Vocabulary Preview • Getting the main idea • Focusing on details
Week 2	1. Vocabulary quiz from the previous class 2. Listening Exercises using the textbook • Listen to the “Personal Interview” as a class. • The teacher presents questions regarding the interview • Students complete the task of answering the questions in groups. 3. Reflective paragraph writing

Interview Assignment

After fifteen weeks of learning about different countries, cultures, and Englishes in the course, students mainly followed the same procedure in the second semester. However, in addition to the tasks and activities they had been working on, a group collaboration project called “Interview Assignment” was added for the latter fifteen weeks. The Interview Assignment was planned to offer an opportunity for the students to get involved in interviewing any individual who speaks English as an additional language. The assignment was mainly completed outside of the classroom. The assignment components that students worked on in groups were

1. the interview plan,
2. conducting the interview with recording,
3. creating a transcription of the interview,
4. writing a description of the interview setting,
5. writing a description of the interviewee and
6. reflection on the whole assignment experience.

In preparing interview questions, the teacher set three questions, and students were required to ask three original relevant questions that could be interesting to bring into the class.

OUTCOMES AND REFLECTIONS

Student Reflections

Awareness of Communicative Skills

Following the Interview Assignment, a student wrote in her reflection:

It is interesting that the person we interviewed was not perfect with grammar, although his confidence was really convincing. I could understand what he was saying and meaning, and that made me realize confidence is more important than grammar skills (Student 2, 2023).

As seen in her reflective paragraph, many students expressed similar implications about grammar knowledge in actual conversation in their reflections.

Despite a few grammar mistakes, I found her story very engaging. I guess she spoke from the heart. Therefore, I have learned that it is important to speak in a way that shows a person’s personality than grammar and correctness (Student 3, 2023).

“I also realized that when speaking English, it is more important to try to communicate than to use grammar.” (Student 4, 2023)

“I thought that the best way to learn English is to actually communicate.” (Student 5, 2023)

An implication such as these shows that students felt the interviewee’s confidence or willingness to communicate through the interview they conducted. An awareness such as this benefited the students as they could relate to themselves as learners of the same language. Also, it is notable that students naturally learned strategies to improve communicative competence through the tasks. Experiencing an interview with an English learner, students implicitly learned that learning a language does not mean just acquiring vocabulary and grammatical knowledge but that there are knowledge and skills to be learned to actually use the language, which is the vital essence of communicative competence (Kamiya, 2008).

Awareness of English Varieties

Besides the communication strategies mentioned above, many students commented on their notion of English varieties.

“I thought it was interesting that there were accents from various countries, just like there is a Kansai accent in Japanese.” (Student 6, 2023)

I learned from an interview that the accent is so different from other countries. Also, I found that Filipinos have a unique accent compared to other countries’ English. ...I think the most significant of my interviewee’s responses is to speak with international people in English (Student 7, 2023).

From their reflections, it is apparent that although understanding different pronunciations took work, many students were receptive to English varieties, which links to the ultimate goal of conducting a course designed under the GE concept.

And I find the reason why many Chinese people can pronounce English well. He said some Chinese pronunciations are similar to English. So this makes Chinese people easy to pronounce. But I thought the “v” pronunciation was difficult for him. I guess there is no pronunciation like “v” in China. Moreover, “th” is a little weak to hear clearly. However, his way of speaking is frequent (fluent). I feel that the number of teachers who are from China will increase in the future (Student 8, 2023).

The last student's comment shows that he regards his interviewee as one of many English as a

foreign language learners and reflects on how his interviewee's mother tongue affects his pronunciation. The noteworthy point is that the student respects how fluent his interviewee is and implies the possibility of multilingual teachers from neighboring countries teaching in Japan in the future which exceeds the contemporary notion that native English speakers best represent English.

“There were words that were difficult to understand, unlike the American English that I have heard so often all the time.” (Student 9, 2023)

Traditionally, in Japan, teaching pragmatics is limited to how English is used in North America (Harris, 2012). Therefore, as students engaged in a listening activity using Englishes spoken in India, many showed confusion about the way that the speaker used certain words as they were interfered with by their privileged knowledge and “pragmatic expectations”(Harris, 2012)

Awareness of Culture

Some comments about cultural engagement through the interview were:

I interviewed my friend throughout this task, I could really enjoy it. Our mother tongues are different from each other but I realized that we could communicate and learn about different cultures with English....I want to know more about cultural differences from now on (Student 10, 2023).

I enjoyed this interview. I've never done this kind of thing before, so it was interesting. On the other hand, our interviewee had a pretty strong accent, and it was hard to listen to it. She said, “ the difference between Japan and the Philippines is ‘people.’ The Philippines are very loud and very expressive of how to feel.” These are completely opposite from Japan (Student 11, 2023).

Harris (2012) emphasizes that the multicultural approach to teaching English cultures involves students using English to explore the various cultures of people who use it. These comments tell students were able to learn about different cultures that align with his idea, which is one of two pillar course objectives.

Teacher Reflections

Though students understood their potential needs in English lie in the outer and expanding circle area (Kachru, 1996), many students seemed to have never been taught or had a chance

to put thoughts about it explicitly. During the class, the author shared her experience of studying TESOL in America with many other American classmates and asked her students to think about the possible needs or contexts for TESOL teachers in the US. After some discussions, many students seemed surprised to be reminded that people, even in the United States, learn English for different reasons. Explicitly or implicitly, the author believes in the English as a second language (ESL) and English as a foreign language (EFL) distinction to start with; the knowledge about the concepts WE, GE, and ELF helps them see the real needs of English in the real world, which impacts students' motivation for learning English (Kirkpatrick, 2021).

As been articulated, the course was the first attempt. During the limited preparation time, after choosing a textbook that the students could rely on and selecting the main two activities for building students' cultural awareness, the Country Report and English variety awareness, listening to non-native English speakers' speech activities, and the Interview Assignment, the rest was planned and adjusted as the class went by. However, looking back on the course through Kirkpatrick's five principles of the EFL approach, the author believes she was able to design the course activities so that students can focus on intelligibility, not the strict language forms or correctness, and enhance the students' input and output during the class (Principle 1). Also, though not detailed, class material was able to provide basic information necessary for intercultural competence (Principle 2). As one of the Japanese English teachers, the course was filled with authentic and relevant moments to share both successful and unsuccessful interactions with ELF speakers of her own (Principle 3).

CONCLUSIONS

The Ministry of Education, Culture, Sports, Science and Technology (MEXT) has long advocated education to develop communication skills. Many scholars have pointed out that Japan needs to respond better to this advocacy (Shibasaki, 2023). As mentioned, the rationale and necessity for English language education in Japan lies mainly in a global society where people from various backgrounds communicate and exchange information in English for business, academic, and other purposes. It is undeniable that for many learners in Japan, it makes sense to envisage using English in an international context and construct strategies to achieve their objectives there. Therefore, language education that successfully fulfills this objective is considered meaningful, teaching English through the lens of Global Englishes, World Englishes, and English as Lingua Franca.

In Japanese English classes, there is still a substantial weight on correctness, with a focus on

grammar. As Harris (2012) argues, many teachers and students still tend to chase native speakers' language, which is an "impossible dream." (Harris, 2012, p.25). As he continues, it is high time for Japanese English education to function, making most of the time, money, and resources.

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USE OF CANVA SOFTWARE AS ALTERNATIVE APPROACH FOR BRAINSTORMING TOWARDS EFFECTIVE LANGUAGE LEARNING FOR EFL STUDENTS IN JAPAN

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ABSTRACT

Traditional brainstorming, primarily using Q&A format in EFL classrooms, does not meet the learning input needs of all types of learners. This paper explores a two-fold alternative approach using: (1) Canva, as a collaborative brainstorming tool; and (2) Instagram as a supplementary vocabulary log to contextualize language learning. Canva can be used for creative cognitive autonomy—said to play a significant role in “improving students’ proficiency in a second language and establishing their own learning cycles which guarantee their learning throughout their lives” (Kaneda, 2022, p.1). Canva and social media vocabulary log encourage brainstorming towards creative thought—nurturing higher order thinking skills such as problem-solving, critical thinking, inferencing, and comprehension. The two-fold approach also allows a form of brainstorming that nurtures connections and opportunities to share ideas with peers. This study further explores the effectiveness of brainstorming for language learning, and how with the aid of Canva and Instagram as tools, it could improve student performance—under the premise that it resonates with all types of Visual-Auditory-Reading/Writing-Kinesthetic (VARK) learners. Twenty-seven EFL students enrolled in an Ideas & Opinions Class at the Kanda Institute of Foreign Languages were involved in this study. At the beginning of the term, students assumed an English name and decided on an English personality (model persona) to mimic. Canva was then used as a tool for a collaborative brainstorming activity, specifically targeting perceived vocabulary acquisition—students used their model persona’s English “key phrases,” produced content in one shared Canva link, discussed the selected vocabulary use and context, and kept an English vocabulary log via Instagram—for concept reinforcement. New vocabulary comprehension and retention were then evaluated via a student feedback survey and speaking test. Six-week observational study results showed improvement in vocabulary acquisition among students.

INTRODUCTION

The daily exposure of young learners to multimedia avenues, especially with social media, has created an affinity to familiar visuals that capture their interests. Aesthetics and typography in curated feeds of media personalities, the addiction to catchy visuals and one-page stories, have preconditioned learners to instantaneously connect to presentations tailored to their area of interest. Canva, a design software, has enabled content creators to generate these memorable visuals appealing to communicators, especially among the social media-savvy learners of the 21st century—showing the evolution of “engaging content” for many. Meanwhile, in the classroom, although traditional blackboard visual aids have been replaced by the intervention of more catchy media such as PowerPoints, Google Slides, videos, animated flashcards, and online quizzes, some aspects and approaches in the classroom, particularly in language learning, remain unchanged. Traditional Q&A Brainstorming (where a teacher verbalizes a question, then students shall answer), as a common warm-up activity, has changed into various modes of implementation. Pair work discussions, Google Classroom shared questions and comments, Kahoots, and Quizlet flashcards have been alternative methods to introduce lessons. However, these avenues may have not fully considered resonating to all VARK learners at the same time of implementation. Some methods appeal to the Visual Learners only, some to the Auditory or Kinesthetic Learners only, some to the R/W Learners only. Also, these existing alternatives may not have considered the natural inclination and interests of young learners of today. Canva in language learning may fill the gap within the current alternatives to brainstorming approaches.

LITERATURE REVIEW

Brainstorming in the Classroom for EFL Learning

Current Methods of Implementation in Classrooms

There are established merits associated with brainstorming that have been part of the learning processes in academic and corporate institutions for decades. In a recent study by Al Masri and Smadi (2023) involving 240 elementary grade English class students in Jordan, creative problem-solving performance in English (specifically fluency, adaptability, and originality) proved statistically more significant for students who study English language via brainstorming, than via conventional methods (or expository teaching, which presents new information and language concepts through didactic approach). There is also a recognition of the paradigm shift in teaching—specifically the use of online-administered learning tasks as a necessity to implement brainstorming. Bender (2023) also stresses an existing divide between the expectations and practices of digital native learners vs. digital immigrant teachers—leading to a recommendation of adapting teaching methods towards online collaborative learning to engage students and foster deep learning. This means that while interactive brainstorming (teacher-to-student Q&A),

as a practice, has been recognized as an indispensable mechanism to encourage learners to think innovatively, there are unmet expectations among learners belonging to the digital native group, coming from the Millennial Generation (born in 1981 to 1996) to the Generation Z (born in 1997 to 2012). One angle of brainstorming that has reaped positive feedback in the academic community is the idea of the “participative technique,” where student interaction trumps over self-generation of ideas. This way, no “right” or “wrong” answers occur in brainstorming, which reduces learner anxiety (McCoy, 1976). Relatedly, the innate tendency of Japanese learners is to be perfectionists, which is culturally ingrained, as evidenced in the concept of “kodawari,” which loosely translates to “only perfect is done.” Imperfect state is said to cause hypersensitivity, believing it is something “not accepted by others” (Doi, 1961). Hence, an opportunity to express thoughts without fear encourages communication, promoting practical usage of words in speaking and listening form, instead of the traditional word memorization to pass exams that measure proficiency like TOEIC. This means that participative and collaborative brainstorming opportunities could be more beneficial.

Brainstorming Approach that Resonates to All Learning Styles

The long-standing research on the VARK model of learning styles by Fleming—how Four Types of Learners process information—Visual, Auditory or Aural, Reading/Writing, and Kinesthetic (Tomic, 2023), also proves to be a strong rationale for utilizing a brainstorming approach that allows varied learner types to process and acquire language-learning related knowledge.

While the use of VARK to categorize learners as one type over another is highly contested, there is substantial support for the use of VARK styles in adapting modes of instruction in the classroom, to effectively instruct students. Lehman’s research underscored how kinesthetic learners preferred hands-on activities, how read/write learners preferred writing assignments and independent study, and how aural learners preferred group discussions—showing how educational activities contribute to student engagement and reception to learning instruction (Lehman, 2019). In traditional brainstorming, a teacher asks a question verbally for all to hear—aural learners get the upper hand. In contrast, the other learners fail to receive input via the mode of instruction they naturally resonate with, which could limit their processing of information, affecting their language learning process.

Dunn’s research considers the awareness of learning style for the purpose of using it as leverage for teachers—for them to determine practical approaches in the higher education classroom. In his research, which is used as the baseline rationale for this explorative study, he underscores that a learning style is the method by which students begin to concentrate on, process, internalize, and remember new academic information (Dunn & Griggs, 2000). It is also important to consider VARK-adapted approaches, specifically their use alongside multiple modes of input for classroom

instruction (based on the multimodal theory of learning), integrated with the use of technology to strengthen skills acquisition. Using combined theory approaches for instruction has reported significant learning achievement and positive learning process perception among EFL classes (Lee, 2019).

Digital Tools for Language Learning

Defining Language Learning

Language learning is a multifaceted concept. For this study, language learning is focused on vocabulary learning but beyond the usual rote memorization. Vocabulary learning is based on theoretical frameworks and components of language learning strategies, which could be cognitive, metacognitive, and social/emotional strategy (Yongewi & Li, 2017).

For this study, vocabulary learning is defined as the ability to acquire new words, and use them in an original context, explain them to another person, and recall them for a later use in real time or impromptu conversation.

Modern Media for Language Learning

In the contemporary classroom, technology has been used to increase enjoyment and spark motivation among students (Pazilah et. al., 2019). One case study even highlights how the use of Instagram as a tool to enhance learners' speaking skills and motivations, resulted in a substantiated speaking proficiency level among low-level English students in Malaysia (Azlan et al., 2019).

The concept of brainstorming using internet-aided tools is not new. In the 1950s, Alex Osborn already predicted and coined the term "electronic brainstorming," defined as the use of modern technology tools such as email, chat rooms, group support systems, and other various tools to facilitate the brainstorming process, and help individuals share their ideas, and build on the ideas of others (Dhawan, 2022).

Using Canva Software to Teach Writing in College

In a study by Jumami (2021), Canva is used to teach writing to EFL Classroom learners. They had a favorable opinion of using Canva for creative writing, citing the program as a tool to enable learning English to be easier, more enjoyable, and more motivating for the students due to its user-friendly and visual-attractiveness-factor.

On top of increased motivation in learning and participation in assigned tasks, Liku affirmed how writing structures and idea development are achieved through Canva in the classroom (Liku, 2019). Smaldino underscores how Canva in the classroom can be used to: "produce concrete

abstract ideas, encourage students, offer direct attention, repeat material, remember” prior knowledge, and make learning more interesting (Smaldino et. al., 2015). Canva has been a tested medium for engagement in the classroom. Using it in a more collaborative approach, suitable to the Japanese learners (who possess a collective mindset), may prove to be even more useful.

Canva for Teaching Vocabulary

Vocabulary is essential to effectively communicate, and language learners need a continuous increase in vocabulary to communicate ideas clearly and fluently (Zewdu, 2020). Without a strong vocabulary foundation, students are not able to express themselves. Conversely, with ample vocabulary, they could comprehend text and participate in multi-topical discourses, leading to enhanced reading comprehension, language skills, and academic achievement (Waring & Nation, 1997).

While strategies to organize ideas and opinions, or steps to create impactful presentations can be taught in class, vocabulary acquisition remains heavily dependent on self-directed learning. Empowering self-directed learning, thus becomes pertinent for skill development. To achieve this, strategy instruction is considered an essential part of foreign language programs. Strategy instruction could be implemented by demonstrating a how-to approach in picking up vocabulary from random accessible sources, establishing criteria for selection of useful vocabulary, and demonstrating the use and application of new vocabulary in a way that causes most retention—all using the preferred tool such as Canva. Gu & Johnson (1996) identify metacognitive, cognitive, memory, and activation strategies as means for vocabulary instruction.

Canva may fill out some missing gaps in classroom-based language learning as it facilitates student-centered learning, especially when the use of Canva is participative, and permits interaction and immediate feedback. The availability of templates also provide English learners sentence prompts supported by meaningful visuals that permit a text-and-graphic congruence, contributing to faster word associations, in a similar way young children learn from flashcards. Using the theory of constructivism as a baseline for the use of Canva for learning, Delfiana (2023) proved how Canva facilitates construction of vocabulary knowledge by students, through hands-on activities and creative expression. Constructivism, after all, rests on the premise that “knowledge is not absolute but constructed through interactions with others, communities, and environments. In this situation, the teacher facilitates student engagement by making learning an active process” (Harasim, 2018, p.12).

The use of Canva to teach vocabulary, supported by interactive opportunities, considering the objectives of brainstorming, supports concepts on language learning and constructivism. Also,

recognition of the VARK learning styles among language learners serves as the motivation for using a multimodal learning approach in this explorative study.

METHOD

Participants

In this exploratory study, 27 students from Kanda Institute of Foreign Languages, undertook the Canva-aided brainstorming in their Ideas and Opinion (I&O) classes. These students come from two different level classes with varying English proficiency. Prior to this study, all students have previously used Canva in other EIC (English for International Communication) classes primarily for creating posters, followed by producing class projects, and occasionally for language learning. Meaning, students have some level of familiarity and adeptness with Canva.

There were 14 students belonging to a Level 3 class, with an average TOEIC score of 450. Normally, these students were able to comprehend questions with the support of written text. They were able to respond to questions with the help of sentence patterns, and repeated step-by-step verbal instructions, all supported with written instructions on Google Classroom. Occasionally, some students required Japanese translation by the teacher, or they would often translate written instructions on Google classroom, with Google Translate. It was unlikely that they could process verbal instructions and pick up words and meanings at a normal speaking pace, without visuals and text support. All students were native Japanese.

There were 13 students belonging to a Level 2 class, whose members have an average TOEIC score of 550. These students were able to comprehend questions and respond on the spot, although sentence grammar would need correction. These students could comprehend questions without the support of written text. They were able to respond to questions on their own and could pick up verbal instructions at a normal speaking pace. Although written instructions were provided via Google classroom, Level 2 students need not refer to these, and could directly respond to questions and instructions provided verbally by the teacher. These students did not require Japanese translation by the teacher and were not dependent on Google Translate. They were likely to process verbal instructions and pick up words and meanings at a normal speaking pace, without visuals and text support. Occasionally, they would request for clarification or alternative English words to check comprehension and confirm their understanding. Most students were native Japanese, except for one student from China and one from Vietnam, who were both proficient in Japanese and accustomed to Japanese life and collaboration with Japanese classmates.

Preliminary Task

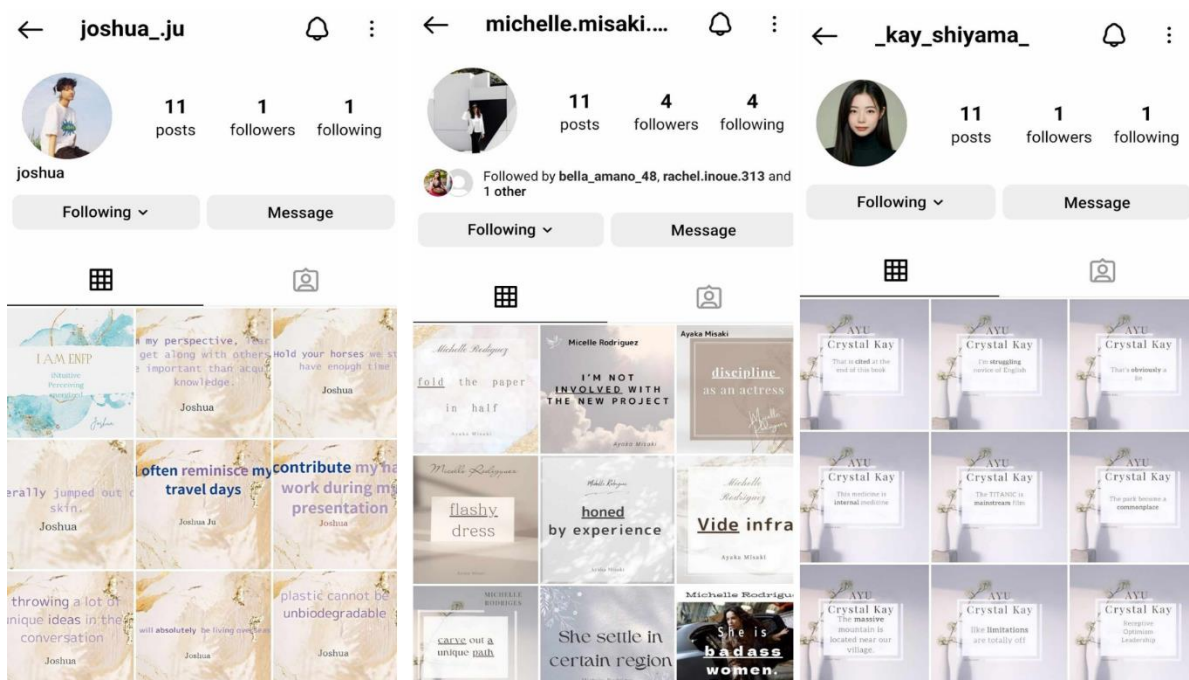
At the beginning of the school term, a “Find Your English Name” quiz was provided by the teacher. Each student received an English name, then he/she chose a notable celebrity personality who possessed such an English name. For example, a student with the English name of “Olivia” picked “Olivia Rodrigo,” an American singer songwriter and actress, aged 20 years old. Male students were tasked to select male English personas, while female students were tasked to select female English personas. Everyone was encouraged to pick contemporary personalities, instead of famous personalities who had passed away, as it is assumed that living personalities still regularly produce up-to-date relevant content. There were exceptions—if the deceased personality had ample videos available on YouTube (including characters depicting the personalities in historical fiction), where he or she is seen speaking. For example, a student with the English name Jackie was permitted to use Jackie Kennedy as her English persona model. All English personality models or English personas had been pre-approved by the teacher. A female student with the name Jackie was discouraged to use Jackie Chan, because native English speakers with the same gender were chosen as English personas. Same gender personalities were used to encourage students to pick up gender-natural mannerisms, verbal expressions, and non-verbal communication they could naturally use, to help strengthen vocabulary acquisition.

Each student was tasked to create an Instagram account, using the English name and their last name. For example, a student originally named Mei Shinohara would be Jackie Shinohara (real names are withheld for privacy).

With the use of an A.I. photo software, they were tasked to create their own manipulated photo and use a photo they’re comfortable with, in their Instagram account. Students followed the teacher, and teacher followed each student, and students were free to follow each other on their English-only Instagram. All these foundational “English persona assimilation” tasks were established on Day 1, although some absentees had to catch up on the task days later.

Figure 1

Samples of actual English-only Instagram accounts of I&O students.



Note. This figure shows some key words or key phrases picked up by the students from their personas and used in their sentences. The Instagram account serves as a student's vocabulary log.

Canva Collaborative Brainstorming Affecting All VARK Learning Styles

After the students had owned an English persona to shadow and learn from, the students were given 15 minutes to watch a short interview or a talking video of their English persona. After Day 1, at the beginning of each class, within the first 15 minutes, each student should *individually* accomplish two things: (1) listen and shadow, (2) pick up and use the phrase by typing a sentence in Canva. Each person's original sentence is typed in an assigned space in a shared Canva link, which everybody can access simultaneously. The shared collaborative link had 13 or 14 Instagram templates/slides/ boxes (depending on the number of members in one class). One student had one box for his/her input. This means, somebody assigned to slide 1, can scroll through the work of the classmate working on slide 9. After the 15 minutes (of individual *listening* by watching persona's video; and collaborative *reading/writing* by typing an original sentence on the Canva shared link), another 10 minutes is used to do *speaking* pair work, with alternating partners. Each pair was given two minutes each time, where both would discuss the meaning of their written phrase on Canva, and how they used it. The students were free to refer to the shared Canva link, to support what they're teaching to their classmates. Within ten minutes, each student would have taught the phrase to four or five partners in class. Then, as a post-discussion task, students had to post their Canva-made Instagram key phrases on their English-only account. Teacher had announced at the onset that the key phrases would be used as prompts for the speaking test—highlighting the goal of mastery of new vocabulary, not just regular information-collection every class.

In a way, this learning approach works like the traditional English journal writing, which is normally done in Ideas and Opinions (I&O) classes at Kanda Institute of Foreign Languages. Although, compared to the traditional writing journal methodology where students have more flexibility to choose their topic and write about anything in short 150 to 300-word essays via Google Docs, this English persona phrase journaling is tied to the content or “key phrases” made available by their chosen English personality. Their input came from their English personas, and their output depended on them using the persona’s key phrases, in their own original sentences.

At the beginning of the school term, the official VARK questionnaire items were not used to categorize the learners as Visual, Auditory, Reading/Writing, and Kinesthetic learners. The teacher did not want the students to be pre-conditioned or tied to their test-validated preferences at the onset, which could affect their response to the effect of Canva. Approximately six weeks after administering the Day 1 task in January 2024, a survey was administered to class members of two Ideas & Opinions classes. By the end of February, a 25-question survey (using Likert scale and multiple-choice questions) was administered. Twenty-four (out of 27) students completed the “Canva-effectiveness” survey. Their learning preferences were identified using survey questions loosely based on VARK. Some questions included: *What is your preferred learning style for new words? (Choices: (1) PowerPoint and YouTube, (2) audio CDs and teacher instructions, (3) read and write new words, (4) conversation practice)*. Aside from the student-perceived effect of Canva answered through the survey, the students were also subjected to a speaking test by end of February 2024, enabling the collection of teacher-perceived effect of Canva in learning.

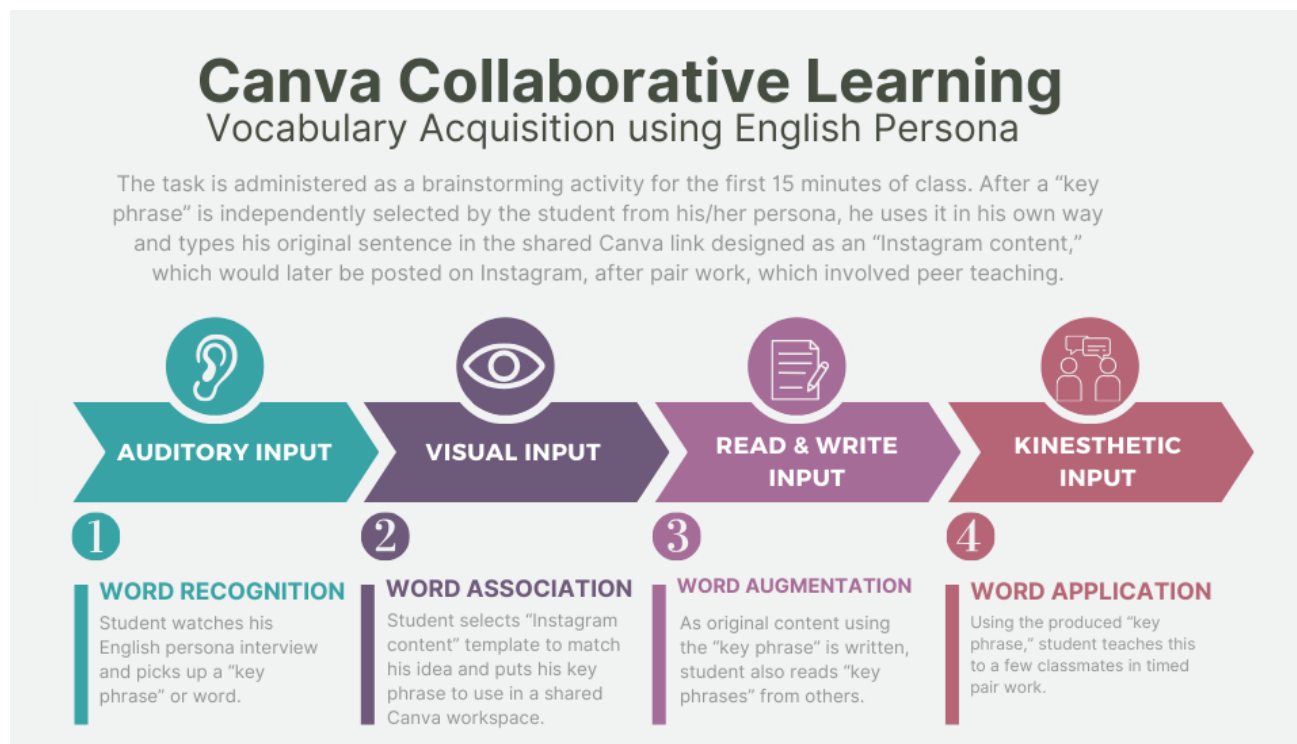
Survey responses indicate that nearly half of the students’ (39%) learning preference leans toward them being Visual Learners (e.g. prefer to watch videos, see PowerPoint/pictures to learn new words), closely followed by responses that indicate that they are also mainly Auditory Learners (38%) as they preferred to listen to audio CDs or listen to teacher's instructions to learn new words.

Figure 2

Canva-aided brainstorming process with VARK consideration.

Note. This figure shows the entire Canva-aided collaborative brainstorming process appealing to all learning styles (Visual, Auditory, Reading/Writing, and Kinesthetic). Tasks 1 and 2 are completed individually in class. Task 3, while individually completed, is done in a shared Canva link, which permits access and reference to classmates’ work while completing one’s own work. Task 4 is fully interactive and done in

alternating or changing pairs.



Findings

Students perceive positive associations to Canva’s use for brainstorming in the classroom, mainly because of the following:

- (1) The ease-of-use of the application (39%)
- (2) the appeal of visually attractive designs (30%)
- (3) Ease-to-scroll to see others’ output for benchmarking (30%)

*1% unidentified

The template with text prompts is not positively considered a source of inspiration or lead to construct sentences. Fifty-seven percent (57%) consider it *very effective*, while 30% of the respondents consider Canva as a *moderately effective tool for language learning*, and 13% consider it *very highly effective* compared to other brainstorming methods in class for language learning. There were no responses indicating it was not effective or less effective than other brainstorming methods.

Respondents rate Canva as *moderately effective* (35%), *very effective* (44%), and *very highly effective* (17%) tool for *vocabulary acquisition* compared to other language materials used in the classroom (ex. textbooks, audio CDs).

Teacher-perceived effects of Canva in language learning were based on the students' performance in the speaking test. The students were subjectively graded based on the following criteria:

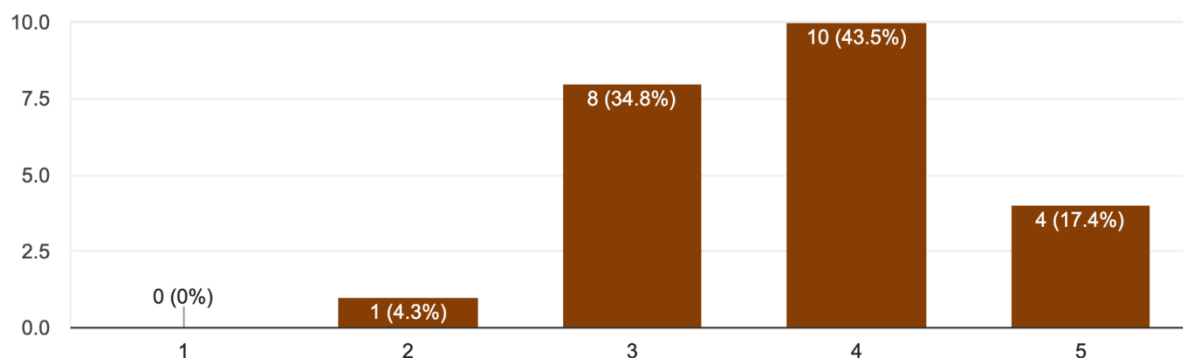
- (1) Comprehension of “word/key phrase use” as a question (For example, the student’s key phrase is “broadened my thinking.” The teacher would ask, “During your study abroad, which specific experience has ‘broadened your thinking’ and why?”)
- (2) Response to the question using correct sentences (Minor grammatical errors and syntax are rated less than coherence and clarity of presentation of ideas.)
- (3) Concept expansion using “Express Your Opinion” framework (The framework has been discussed in class and it was workshopped for two lessons. The same framework had been used in previous terms with other professors.)

Figure 3

One of the questions in the 25-question, Likert scale type student survey.

How do you rate the effectiveness of Canva for vocabulary acquisition compared to other language learning materials in the classroom (e.g. textbooks, audio CDs, etc.)?

23 responses



Note: Although the study originally involved 27 students, some students failed to submit the survey due to absence. This survey shows student-perceived the effectiveness of Canva for language learning.

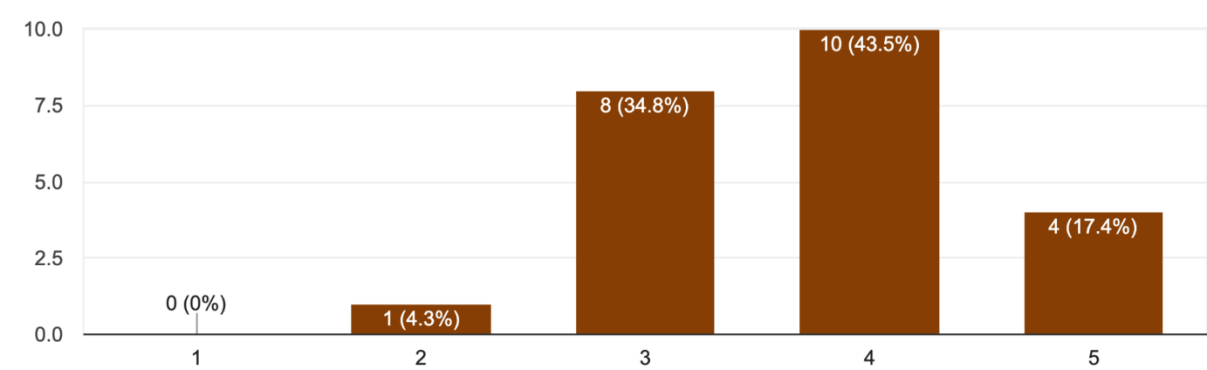
It is interesting to note, however, that when given with PowerPoint or Google Docs, students also consider these as moderately effective and very effective tools for learning new vocabulary. This is also true when asked if they perceive that they could achieve the same results using the same “collaborative process,” but with Canva-writing replaced by Google Classroom Question & Comments-writing. This seems to establish the comfortability of Japanese learners to be given a chance to “read and write” as part of their vocabulary input and learning process, which also confirms the necessity for the brainstorming process to involve R&W learner input opportunities. In fact, 60.9% of the combined respondents considered the Canva collaborative writing space (#2 in the process) still effective (very and very highly) even without pair discussion, or even without English persona modeling.

Figure 4

Canva shared link is considered Very Effective and Very Highly Effective.

Would using Canva shared link/word collaboration writing ONLY (without pair discussion) work for you in remembering new words?

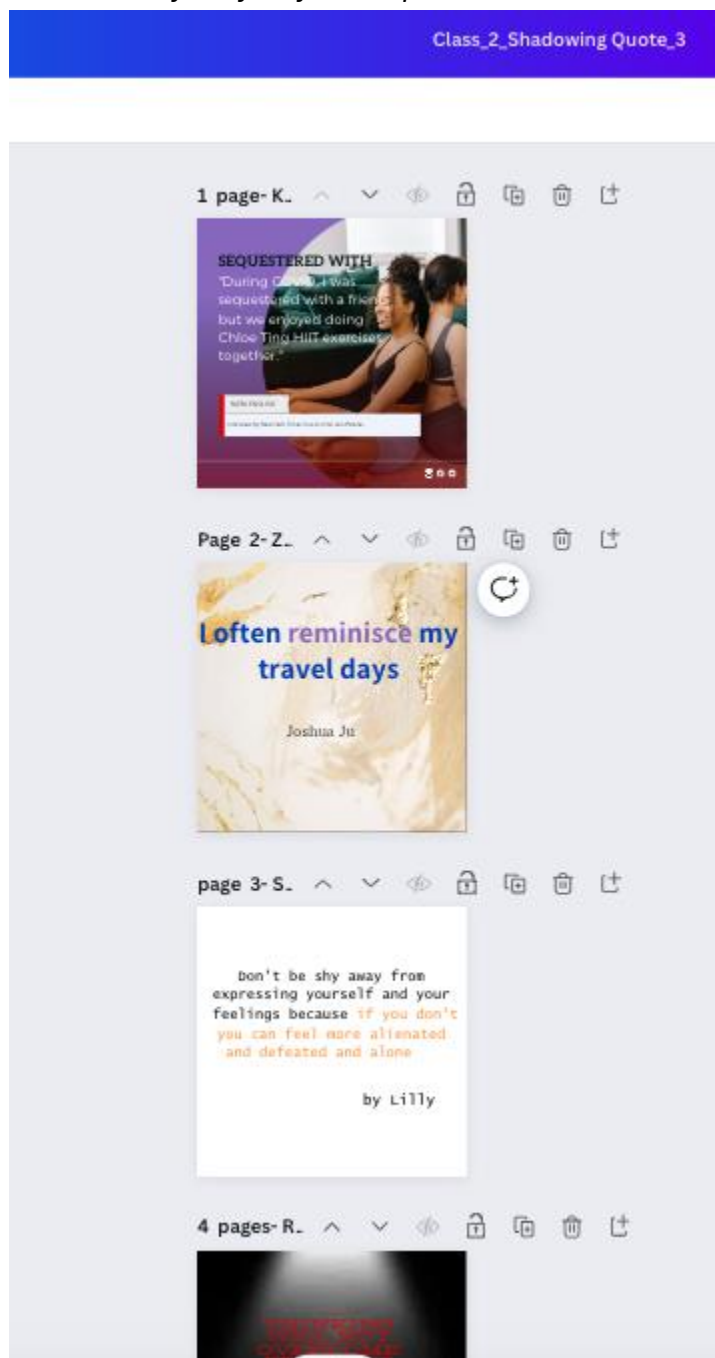
23 responses



Note. This figure shows student-perceived effectiveness of Canva for collaborative language learning. Students tend to use their classmates' work as benchmark for their own work, or reference to word usage in sentences.

Figure 5

Screenshot of the first four outputs in a scrollable shared Canva workspace.



Note. This figure shows the appearance of the shared Canva link, where each student is assigned one slide. While each student must produce his own input on his slide, the scrolling function enables them to refer to or benchmark from their classmates' work while completing their own.

Even though “participative technique” and “constructivism” concepts seem to hold strong relevance to the results, the question with a standout response in percentage value identify “listening to my English persona and picking up words from him/her” (as the part of the 4-step process), as one which worked well for the learners. Also, they (60% of respondents) consider

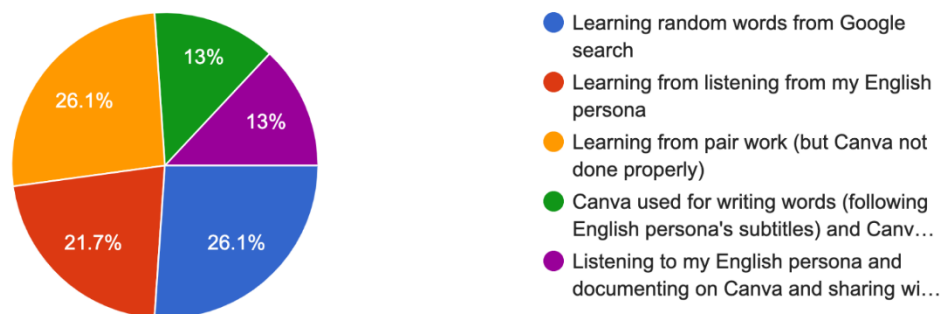
“talking with classmate” (#4 in the process) as the part which worked most effectively for them. They seem to show the least positive reception to the Instagram documentation, which is done after peer discussion.

Figure 6

Survey response to the 4-step Canva collaborative brainstorming process.

Which method helped you most to remember new words?

23 responses



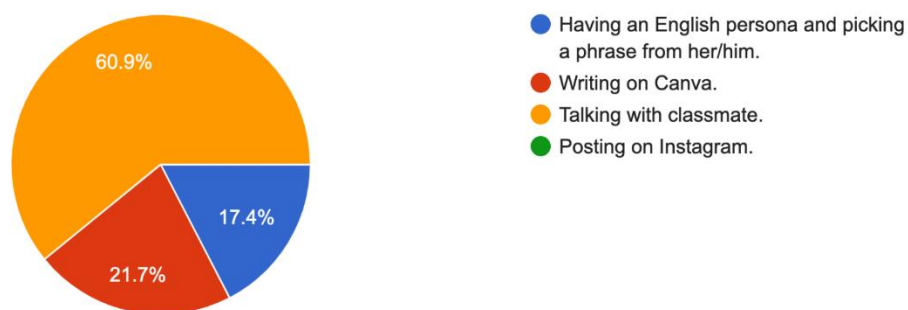
Note. Google search is not a directed part of the process, but an inevitable action of students.

Figure 7

Question variation about the 4-step Canva collaborative brainstorming process.

Which part of the Canva vocabulary task worked for you?

23 responses

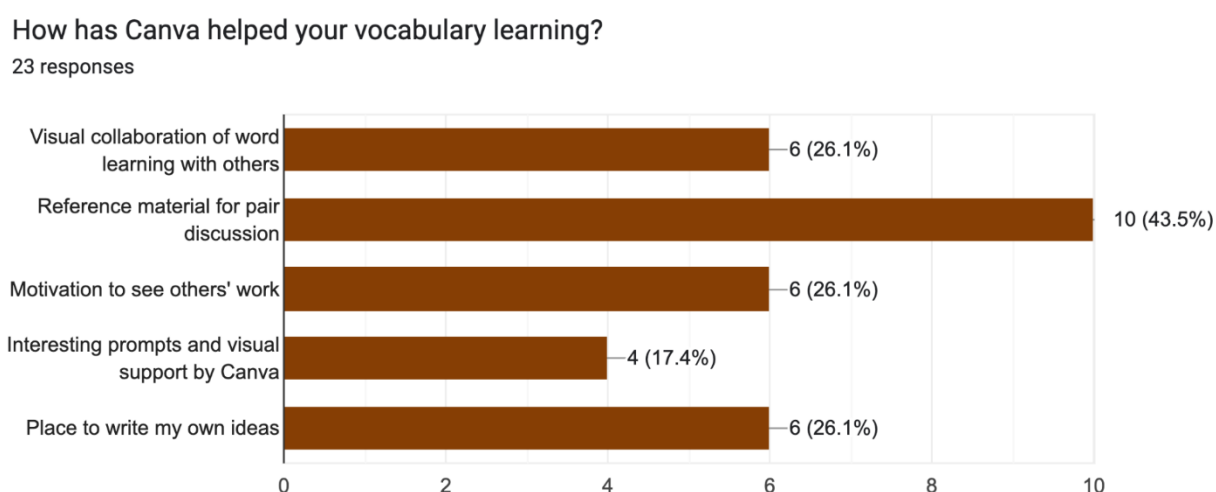


Note. This figure shows that “talking with classmate” or the Stage 4 (Kinesthetic-oriented) part of the Canva Collaborative Process is perceived as the most effective or useful for language learning. It must be noted, however, that during Stage 4, students also listen to their partner (Auditory) and refer to the shared Canva link while talking. This link could also affect Visual and Reading/Writing learners.

On the other hand, when asked about the number of new words retained over a six-week period,

compared with other EIC classes' brainstorming and/or warm-up discussion methods (TOEIC classes not included), respondents remembered more vocabulary from the Canva collaborative process, compared to other methods like Quizlet cards, textbooks, and PowerPoints. Although, when asked how Canva has helped vocabulary learning, it is worth noting that students primarily considered Canva as a reference material for pair discussion (44%), followed by Canva aiding the visual collaboration of word learning with others (26%), tied with motivation to see others' work (26%), and, a place to write own ideas (26%).

Figure 8
Evaluating the Canva effect.



Note. This figure shows “Canva used as a reference material for pair discussion” as the strongest perceived benefit of Canva in the language learning process in the classroom. This also supports the idea that traditional warm-up discussions based solely on verbal Q&A (Auditory), do not consider other VARK learning preferences (see Literature Review and Affordances).

Affordances

Canva as a “visual aid” and “learning prompt” offers a neutral baseline for all types of learners, including those intimidated, non-conversant types of learners in an EFL classroom. It considers commonly overlooked cultural and behavioral communication tendencies of Japanese EFL learners. Canva aids in the learning process—high-order thinking activity alternative to traditional warm-up; and vocabulary activity alternative to traditional flashcards and bookwork, which offer less mastery and usage via input-and-output, or participative opportunities. Canva, as a tool in EFL learning, permits to meet the needs of usually neglected Reading/Writing, Visual, and/or Kinesthetic learners in the classroom, assuming the usual advantage Auditory learners have in the traditional verbal Q&A set-up. However, beyond the value of having multimodal instruction that appeals to all VARK learners, the supposed positive value of Canva as a tool for

brainstorming in the classroom could also be attributed to other factors such as availability of templates, shared project space (one Canva link everybody works on), opportunities for interaction of finished Canva output, and sense of pride from a completed output achieved almost instantaneously.

Limitations

Brainstorming only serves as one aspect of language learning in the classroom and *Canva Collaborative Learning* process could only be implemented in a short span of time, with 25 minutes maximum, including peer discussion. Canva, while user-friendly, with an interface promoting natural and familiar adaptation, remains only a tool. Meaning, it does require input. Vocabulary terminology must be inputted by the student, which he should have picked up from his pre-selected YouTube video featuring his English persona. Without wise selection or focused attention when picking new vocabulary terminologies, the advantages of Canva for the purpose of language learning remains nil.

The study also primarily showcases the student-perceived effects of Canva for vocabulary acquisition. And although this vocabulary acquisition was tested through a speaking test, level of proficiency and quantitative measurement of actual vocabulary acquisition was not implemented—making the “positive effect of Canva” purely subjective.

DISCUSSION

The effect of Canva during brainstorming was tested through a graded speaking test and student survey. Meaning, the effectiveness of Canva for language learning, specifically vocabulary acquisition, is subjective based on student-perceived effect, and teacher-perceived effect. At the onset of the school term, with the introduction of the Canva-based brainstorming task, students were already presented with the end-goal: the use of their acquired vocabulary as speaking prompts or discussion points in an impromptu speaking test scheduled towards the latter part of the academic term.

In the speaking test, the learners who belonged to the Level 2 I&O class showed evidence of word comprehension and mastery, which could be a form of vocabulary acquisition. They could use their acquired vocabulary with ease and express their ideas and opinions using the other concepts learned in class, such as the 3-point exposition guide for impromptu speaking. For example, Student X had the following words and phrases learned, content (original sentence) produced on Canva, taught to peers, and documented via Instagram: *doubting expression, obsessed, go easy on me, as though, make up your mind, hanger-on, run into, alienated and defeated, hand in hand*. During the speaking test, Student X was asked the following question:

- In today's society, what do you think teens are currently obsessed about, and do you think it can be used more for their advantage or disadvantage?

All Level 3 I&O students also comprehended the questions using their “key phrases” with ease, but the lack of other vocabulary hindered them from extrapolation.

In the four-step Canva collaborative brainstorming process, there were other factors that may have contributed to the vocabulary acquisition during the six-week period. As findings show, most learners valued modeling of their persona, vocabulary learning by peer discussion, or vocabulary learning through referencing Canva-written information.

There is a chance to further test and explore the study's results by isolating the variables involved in this explorative study. For instance, peer discussion (conducted every after key-phrase-listening and writing period during warm-up) could be excluded to see if students could pick up and retain vocabulary just by listening to English videos and taking down notes. Another iteration could be to remove the supplementary documentation via the “Instagram posts,” which serve as a writing journal or vocabulary log in short form; and focus only on choosing a key phrase, learning a key phrase, and sharing a key phrase in one workspace, which is the shared Canva link. Another possible variable to eliminate is the assignment of an English persona linked to shadowing of an English persona—because this step alone exposes students to the language use visually, aurally, and kinesthetically (as they do shadowing). Even without Canva, in following the four-step collaborative task, Task 1 or exposure to their English personas alone could already lead them to assimilate an English-speaking personality. Because in solely doing Task 1, they would repeatedly immerse themselves in someone's character for several weeks, causing a language acquisition effect like how mimicking is in children, or assimilation is in adults. Even without the use of Canva as a brainstorming tool, by just using one of the other variables from the four-step process, or a combination of the variables, a positive effect towards vocabulary acquisition and language learning for students could already arguably lead to positive effects. This makes the use of Canva as a tool redundant for language learning.

The consideration for conducting the Canva-based brainstorming approach was to test the value of introducing language learning via multimodal approaches, supposedly addressing the input requirements of all VARK learners in the classroom. Subsequently, the goal was to discover approaches that suit digital native learners, and visually engaged learners to deal with shorter attention spans that have become a common struggle within the last decade.

CONCLUSION

Canva is a preferred brainstorming tool compared to other traditional brainstorming techniques,

primarily for the reason of a shared experience, visual reference for discussion, and opportunity to be motivated by others' work. This means, though, that alternative tools that provide a similar experience may also work. While students perceive a higher level of vocabulary acquisition within the six-week period compared to formerly used brainstorming methods within the same period, they also recognize other "participative and written avenues" such as Google Classroom question-and-answer via comments as potentially useful and effective for language learning, although not necessarily for new vocabulary acquisition. The speaking test showed mastery of the new vocabulary, which had been documented in their "English short journals" (English-only Instagram). Each student comprehended the question or could respond quickly with an appropriate initial response. However, this did not necessarily lead all students to sustain their impromptu arguments, supposedly following the 3-point structure they had learned during their first year and reviewed in the second year. Due to lack of other essential vocabulary to express their ideas, even with additional vocabulary acquired during the Canva collaborative brainstorming, some students could not fully express their ideas.

On a positive note, the learner-feedback could be considered a substantial gauge for effectiveness of considering Canva as an alternative tool, and the value of considering R/W input for class brainstorming. After all, the true measurement of effectiveness of a learning method is known by its effects on the target recipients.

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LYRICS AND LANGUAGE: CLASSROOM ACTIVITIES FOR ENGLISH LEARNERS THROUGH SONG-BASED INSTRUCTION

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ABSTRACT

The manuscript aims to promote an innovative English language learning journey using song-based instruction, where carefully chosen songs are the focal point for targeted language learning. Utilizing the convenience of technology in the classroom, the use of music videos becomes easily accessible with just one click. Students actively engage in various exercises, not limited to listening and pronunciation drills. The activities enhance listening comprehension, introduce new expressions, build vocabulary, and provide a platform for grammar practice, fostering a well-rounded language learning experience. Understanding the lyrics is key to promoting deeper language comprehension and cultural awareness (Tsang and Paran, 2021). In class discussions, participants explore song themes, and lines from the songs are utilized to stimulate conversations and discussions, further enriching critical thinking and fostering cultural exploration. Creative writing activities encourage students to produce language authentically. Additionally, challenges encountered during the lessons will be discussed providing insights into addressing potential difficulties and enhancing the overall implementation of song-based instruction. This manuscript provides some useful ideas for classroom activities and a sample 90-minute lesson plan with worksheets, offering practical tools for educators.

INTRODUCTION

In language education, the use of music as a dynamic and enjoyable tool for learning is a well-acknowledged concept. The effectiveness of incorporating songs into language classes, regardless of age, has been widely recognized in both small and large classrooms. An exploratory study of learners' views in Hong Kong, reports part of a large-scale study of 1,190 secondary schools on the benefits of literature, including poetry and songs (Tsang, Paran and Lau, 2022).

Music plays an important role in literacy. The use of relatable music videos, lyrics, and meaningful activities enhances various language skills as understanding the lyrics provides learners with exposure to language. Exposing students to lyrics with a poetic artistry facilitates learners' development in the intricate nature of language and literature. This is particularly significant for second-language learners who may have limited exposure to it. According to Tsang and Paran (2021), students have a positive view of incorporating literature into their educational journey, experiencing enjoyment and fascination which contributes to their linguistic progress. Reading literature involves forming connections with the text, as well as

connecting with others through it, is a form of intercultural communication (Hall, 2020) hence, by reading and analyzing lines of the song, learners engage in a form of literary exploration. Song-based instruction offers a unique and effective avenue for enhancing language skills and promoting cultural awareness. Furthermore, observing the progression of the music video allows students to comprehend the narrative which involves the grasp of emotions conveyed in the song, from which educators can derive plenty of meaningful ideas for classroom activities.

It is important to note that the ideas and activities presented in this manuscript are derived from the author's personal experiences in teaching classes particularly in higher education through song-based instruction. While the concepts may bear similarities to approaches taken by other educators, the intention is not to replicate existing work but rather share insights gained through practical classroom application. This seeks to provide a unique perspective on the effectiveness of song-based instruction in enhancing language learning. The lesson plan along with the activities presented are designed to fit the approaches and methodology of the author's institution incorporating the essential 4C elements: Communication, Collaboration, Critical Thinking, and Creativity, (Green and Julian, 2022).

SONG-BASED INSTRUCTION FRAMEWORK

Learner

When selecting songs for learners, it is important to consider their age and background. Select songs based on the appropriate age group, ensuring that the song aligns with the developmental and linguistic needs of learners. For example, nursery rhymes should be chosen for toddlers rather than teenagers. It is also important to ensure that selected songs align to learners' linguistic abilities therefore opt for songs that strike a balance between linguistic complexity and an appropriate level of challenge.

Content

Factors to consider when selecting songs and creating a lesson plan based on songs.

Technology Integration: The integration of technology into education has changed the way people learn, especially languages. Digital learning platforms, such as Google Classroom, allow teachers and students to easily access and organize lesson materials, saving valuable time on schoolwork. For music videos, the recommended platforms offer easy, free access with diverse range of content: YouTube (www.youtube.com/) , Lingo Clip (<https://lingoclip.com/>) , and Edpuzzle (<https://edpuzzle.com/>).

Academic Appropriateness: It is very important to select songs appropriate in the academic setting, with accompanying music videos free from explicit content. This creates an environment that is conducive to focused and constructive learning.

Narrative and Lyrics Analysis: Prioritize songs with clear storytelling elements. Choose narratives that students can relate to, fostering a deeper understanding of language concepts. Additionally, acknowledge the significance of lyrics in language learning by designing worksheets that extract key grammatical concepts, facilitating a deeper understanding and practical application.

Interactive Teaching Strategies: Develop interactive activities that encourage active student engagement with the song and its lyrics—applying the 4Cs strategy in your lesson. These components include building and retaining vocabulary, using new expressions in conversations or discussions, group projects and presentations, crafting narratives or stories, and reflecting on linguistic elements and cultural nuances embedded in lyrics to deepen language understanding.

Assessment

In the context of planning a song-based lesson plan, it's essential to consider various assessment methods to effectively gauge student learning and engagement. Self-assessment, peer assessment, and teacher assessment all play key roles in this process and can be seamlessly integrated into the lesson plan. The song-based activities that will be discussed in this paper promote an inclusive learning atmosphere, utilizing these assessment methods. Suggested activities such as filling in the blanks while listening to the song, word recall, and grammar exercises make students evaluate their own performance that leads to self-directed learning growth. Additionally, students can learn from their peers to improve areas of weakness through collaborative learning like sharing their different perspective, giving each other constructive feedback while working on activities together. When a teacher provides the assessment, it is imperative to provide clear instructions to learners as part of the lesson objectives, points allocation should be done before the start of the lesson or each activity or before moving on to the next one and if a lesson plan includes a project or a writing component, additional points may be provided to emphasize its importance. This ensures transparency and serves as a motivational factor for students to participate in the classroom.

IMPLEMENTATION OF SONG-BASED ACTIVITIES

In this section, we'll explore several song-based activities that can be used in the classroom. These activities are designed to engage students and enhance their learning experience through music. It is however necessary to note that some activities listed could be lengthy and consume class time. Therefore, they may not be suitable for a short class session. It's up to the teacher's personal discretion to select appropriate activities when planning a lesson.

In the past, songs were presented to the class using CD players and printed lyrics. Today, there are many music videos online with easily accessible lyrics, and these platforms can be self-taught and very easy to use. Here are some suggestions.

Lingo Clip (<https://lingoclip.com/>) is a fun method to learn English through a game challenge. Students can compete individually or in pairs, using their own devices or sharing one device per pair. They engage in friendly competition by filling in missing words as they listen to songs. Scores are automatically calculated at the end, allowing students to assess their skills.

YouTube (www.youtube.com/) is a video-based website which provides a wide range of music videos. Teachers may opt to display the music video on a large classroom monitor with the lights off creates a more cinematic atmosphere or allow students individually to access the videos on their devices. The goal is to direct learners' attention towards the story and emotions conveyed in the song.

Edpuzzle (<https://edpuzzle.com/>) is a video learning site that allows teachers to edit videos by embedding open-ended or multiple-choice questions, or efficiently trim long videos to free up time for other classroom activities. By merging classes from Google Classroom, teachers can track students' progress in real-time, preventing students from skipping the listening activity.

Note: Whether listening to the song is your first or second activity, it is highly recommended to avoid placing it as the final component of your lesson plan.

Table 1

Vocabulary with Pronunciation Activity

Word Recall

In this activity, students are task to recall words or phrases heard during a listening exercise. This activity helps reinforce vocabulary retention and pronunciation skills.

Students are task to recall and write down the words or phrases they heard during the listening exercise and then have them pair up and practice pronouncing the words they wrote down. They can exchange papers and take turns reading what their partner wrote. Pairs can help each other decode unfamiliar words and provide feedback on specific sounds or words.

Synonym and Antonym

The synonym/antonym activity involves creating a matching activity using words from the song lyrics. Students match synonyms and antonyms, expanding their vocabulary and understanding of word relationships. They then use the newly acquired vocabulary to form sentences, practicing pronunciation, word connections, and intonation. First, create a worksheet with a list of words from the song lyrics, including synonyms and antonyms then students are task to match each word with its synonym or antonym. After completing the matching activity, students use the matched words to form sentences and the pronunciation activity is incorporated by having students read their sentences aloud, allowing them to check the correct pronunciation of the word using their device, and then let them give each other feedback on pronunciation and word usage as they read their sentences.

Crossword Puzzle

The Crossword Puzzle activity builds vocabulary and cognitive skills while improving spelling accuracy. Students can be put into groups for a lively competition, encouraging collaboration and creating a fun and collaborative learning experience. Teachers may create crossword puzzles online or manually. Include vocabulary words from the lyrics as clues. Organize students into groups and make sure each group has access to a copy of the crossword. Instruct students to complete the puzzle within a specified time frame and then award points to team winners.

Homophones

This activity, akin to rhyme activities for kids but more suitable for older learners, involves identifying homophones from the text by analyzing the text. This engaging and enjoyable task allows students to apply their prior knowledge while learning new words that sound the same but have different meanings and spellings. It provides a fun and interactive way for adults to enhance their language skills, making the learning process enjoyable and effective. Teachers may begin with a brief introduction to homophones, which are words that sound the same but have different meanings and spellings. For example, flower and flour, to and too. Then present students with sentences that contain homophones and instruct them to analyze the sentence and identify the correct homophone to complete it.

For example: *You are beautiful like a (flour, flower).*

This is (hour, our) song.

Materials needed

Online or printed worksheets

Table 2
Grammar

Conditionals

Students will have discussions about options, consequences, and choices by creating conversation questions using conditionals related to the song. Students are divided into groups, enabling them to alternate between posing and responding to questions.

Identify Parts of Speech

Students classify words in the lyrics based on parts of speech, such as nouns, verbs, and adjectives also utilize these classified words to create their sentences. This enhances students' grammatical awareness of understanding language structure.

Identify Tenses of Verbs

Understanding verb tenses helps students know when things happen. It makes it easier to talk about what happened before, what's happening now, and what might happen in the future. This helps them express themselves clearly and tell stories more effectively. First, create a worksheet with selected lyrics, leaving blanks for verbs. Indicate whether students should fill in the blanks with the past, present, or future tense of the verb. After completing the worksheet, have students share and give feedback on each other's answers.

Analyzing Descriptive Adjectives in a Video

Engage students to write descriptive adjectives by closely examining characters, moods, and scenes in a video. Students can jot down descriptive adjectives that capture the qualities of

characters, the atmosphere of different moods, and the visual details within various scenes and then let them share what they wrote in class.

Note: When creating a worksheet, whether its goal is speaking or writing, it is essential to focus on one aspect. For instance, if the grammar focus is adjectives, it's best to avoid including prepositions. Given that grammar is subtly integrated into your lesson plan, it is best to be concise, preferably achievable in 15 minutes or less.

Table 3
Song Interpretation

Lyric Analysis

This activity offers students a unique opportunity to connect language learning with real-life experiences and emotions. First, prepare a worksheet by extracting memorable lines from the lyrics, mindful of their relatability to students. Then have students actively engage in analyzing these lines by writing their opinions or discussing them with peers. Higher level students can write their own interpretations of the song while lower-level students can be given multiple choice options to choose the best answer. Next, facilitate a discussion in which students share their analyses and interpretations with their peers and then finally, encourage students to apply their newfound understanding to personal experiences or their own contexts.

Figures of Speech

One of the skills to be acquired when learning Figures of Speech is the ability to recognize and effectively use various rhetorical devices in writing and speaking. For example, when students learn about similes and metaphors, they develop the ability to make vivid comparisons between different objects or ideas. This enables them to add depth and imagery to their writing in creative and effective ways.

Create a worksheet that introduces one or two examples of figures of speech from a selected song. Extract lines from the song and then remove certain words or phrases with blanks, prompting students to fill in the missing elements or with their ideas. Here are some examples.

“Your love is like the sun that lights up my whole world” (Simile) – *Alamid 1994 Your Love*
Your love is like the sun that lights up _____ (students fill in the missing elements)

“You promised the world and I fell for it, I put you first and you adored it” (Metaphor) - *2019 Selena Gomez Lose You to Love Me*
You promised the _____ and I fell for it, I put you first and you _____ (students fill in the missing elements)

Questions Based on Themes

Generate questions related to the songs, either pre-discussion or post-listening reflection. For example, if the song's story involves a break-up, teachers may draw questions from this

theme. Student engagement is evident in this activity because it's highly relatable to teenagers and young adults.

Music Video Creation Project

Students create their music videos, whether through lip-syncing or karaoke. They will conceptualize a shooting location, film, and edit their video, fostering not only creative expression but also enhancing their technical skills. The instructions for this project are entirely up to the teacher, considering factors such as the length of the video, class size, and overall classroom dynamics.

Table 4

Writing

Quick Research

The students conduct a 5 to 10- minute research activity on the artist. Looking for important key facts about their life and how they started. They report findings to the class, sharing insights about the artist's background and early experiences.

Character Reflection

Students choose a character from the song and write a reflection as if they are that character, expressing their thoughts and feelings.

Write a Story Ending

Allow students to be the authors of their own stories. They choose the ending based on their preferences. Encourage them to think more creatively by adding a twist to their story. This fosters critical thinking and imaginative storytelling.

Write a Letter

Crafting a love or break-up letter is an enjoyable and engaging activity for students. The task's relatable and personal nature captures their attention and involvement. Students will also learn and apply skills in writing the basic components of a letter, including the heading, greeting or salutation, body, closing, and signature.

Note: When providing writing worksheets to students, it is more effective and time-efficient to include a template as a guide, especially for lower-level classes (A1-A2).

DISCUSSION, CHALLENGES, and SOLUTIONS

Discussion

In the pursuit of gathering valuable insights on the use of song-based activities in language education, this topic was presented among colleagues from KIFL EIC department. The central question revolved around their experiences with incorporating songs into their lessons. The responses varied, revealing a spectrum of approaches and preferences. The majority affirmed having employed this method, albeit with diverse applications. Some shared recent experiences, while others acknowledged past use but not recently. When asked about the duration of the activity, responses indicated that it typically lasted about 20-30 minutes. The use of songs varied, with some teachers employing them to introduce a topic or thematically tying them to the course material, such as with Mary Glasgow Magazine, and some mentioned using songs as the basis for projects. However, it's noteworthy that none of the participants

have designed an entire 90-minute lesson plan using song-based instruction. Specifically, none have chosen a single song's lyrics as the central focus for teaching material and expanded upon it to create a series of activities. During the presentation, feedback from the participants highlighted that some song-based activities presented were perceived as new information. Specifically, participants expressed interest in the vocabulary activities. One participant displayed significant interest in the music video creation activity emphasizing its multifaceted nature, noting that learners would not only understand the lyrics of the song but also be able to translate that understanding into some form of action. The majority of participants expressed that incorporating songs in class serves as a motivational tool for learners. It is noteworthy that music has a unifying effect, enjoyed by people of all ages. Participants also noted that the presented ideas are fresh and could be particularly beneficial for students who lack motivation in the classroom. They also have a keen interest in applying the song-based activities presented in this paper and signal the willingness to integrate them into their own teaching practices.

Challenges and Solutions

Variability in Completion Times Due to Listening Skills and Language Proficiency

Completion times may vary among students in the fill-in-the-gap listening exercise or other activities, due to differences in language proficiency. To address this challenge, teachers may consider placing at least one stronger student in the group or managing class the activities or considering giving time allowance for a more challenging task. This ensures that students with different proficiency levels can work together effectively and also promotes fairness and equality in the classroom environment.

Guidance and Engagement

When students are not properly guided, the possibility of accessing unrelated videos or listening to other songs during the activity can lead to disengagement, or some students may become overly excited and express eagerness to try playing another song. It is beneficial to set clear expectations at the beginning of the lesson, emphasizing its importance. Reinforce the connection between the song and the planned activities, explaining that exploring other songs can be done outside of class.

Familiarity with Song Genre or Artist

Learners may not be familiar with the chosen song genre or artist, as the majority are often more interested in K-pop and J-pop. While it is advisable to choose current English songs, the key is to ensure that the subsequent activities are relatable and engaging for the learners. In addition, old or classic songs often have artistic lyrics that are beneficial to language learners. The teacher's interest and enthusiasm play an important role in capturing the students' attention and stimulating their interest in the topic or theme.

CONCLUSION

In conclusion, the manuscript advocates an innovative approach to English language learning by integrating music and placing songs at the center of language teaching to achieve learning outcomes while integrating technology for easy access to music videos, students actively participate in a series of exercises, that go beyond traditional listening and pronunciation drills.

The emphasis on understanding lyrics serves as a gateway to deeper language comprehension delving into the meaning and nuances of songs not only exposes learners to diverse vocabulary but also facilitates a deeper understanding of the language, promoting a more comprehensive and enriched learning experience.

Despite challenges encountered, the manuscript offers valuable insights into addressing difficulties derived from the author's experiences implementing song-based instruction in the classroom. Further, discussions with co-educators during the presentation provide practical tips and guidance for teachers interested in incorporating similar activities into their classrooms.

The activities mentioned in this paper are flexible to use various types of class sessions, whether they are 50-minute lesson plans or longer. Additionally, the sample lesson plan below provides some useful ideas on how to create a comprehensive lesson plan using song-based instruction. While the majority of the song-based activities discussed in this paper have been successfully utilized by the author herself with positive outcomes, it is essential for teachers to adapt and tailor these activities to suit the specific needs and preferences of their own students.

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APPENDIX

Table 5

Lesson Plan Topic: Dating and Relationship Yvonne Grace Sato	
Summary <i>This 90-minute lesson plan designed to practice the four macro-skills of language learning: Listening, Speaking, Reading and Writing, along with a grammar exercise. It is tailored for A1-A2 levels, features user-friendly instructions suitable for students in this range. While primarily intended for lower levels, it can also be adapted for use in upper levels. It may be extended into the next session, with the additional time for the writing activity or project presentation in the last section.</i>	Core Objectives <i>Listening activity engages students in healthy peer competition and facilitates self-evaluation based on results.</i> <i>Through collaborative work, students analyze and interpret the emotions and themes in the song, fostering critical thinking and meaningful expression.</i> <i>Students create unique story endings using simple past tense, review writing, practice delivery and present the story to the class, encouraging creativity and reinforcing storytelling skills.</i>
Preparation <i>All materials should be downloaded and uploaded to Google Classroom for easy access. Teachers must learn how to use Lingo Clip. The site is accessible without registration for both teachers and students.</i>	Handouts/Materials Song Title: Teardrops on My Guitar by Taylor Swift Worksheets 1-4

Lesson Sequence	
Warm-up: [5 mins] Pair Work <i>In pairs, SS take turns asking and answering questions. Instruct them to ask follow-up questions.</i>	<i>T writes questions on board. 1. What makes you sad? 2. When was the last time you cried? 3. Have you ever</i>

Activity 1: [10 mins] Quick Group Research <i>Let SS search for the artist on the internet, note down at least three interesting pieces of information about her, and then report the information to the class.</i>	<i>cried because of someone?</i>
Activity 2: [10-12 mins] Listening Fill-in-the Gap <i>Let students listen to the song while filling in the gaps.</i> <i>Award points to the highest scorer, e.g. award 5 points if students score 500.</i> <i>Also, allow them to recall the words and phrases from the song.</i>	Click Song: Teardrops on My Guitar https://lyricstraining.com/en/play/taylor-swift/teardrops-on-my-guitar/UhbW8nMdDh#b7c
Activity 3: [10 mins] Pair Work- Lyrics Analysis <i>Hand in worksheet 1 and in pairs SS analyze the text and choose the answer that best interprets the lines.</i> <i>Remind Ss to never use a dictionary or translation device because this will interfere with the goal of this activity.</i>	See: Worksheet #1
Activity 4: [5-6 mins] Lyric Integration <i>Hand in worksheet 2 and allow students to practice new expressions from the song with their peers.</i>	Worksheet #2
Activity 5: [12-15 mins] GRAMMAR- Verb <i>Hand in worksheet 3 and instruct students to search verbs in the lyrics and use them in creating Simple Past sentences.</i>	Worksheet #3
Activity 6: [20-25 min] CREATIVE WRITING <i>The teacher begins a story, and students are tasked with completing it. After analyzing it they craft a title and ending of the story. They get to decide to make it happy, sad, scary, or shocking. Use Simple Past Tense with word limit of 100.</i>	Worksheet #4
HOMEWORK: PRESENTATION <i>Inform SS to prepare their presentation. They should practice reading their story out loud, focusing on clear and expressive delivery. Encourage SS to be aware of their tone and pace to engage their audience effectively. In addition, T suggests preparing questions for each other.</i>	

Figure 1

Worksheet1

Understanding the Lyrics of the Song

Choose the correct answer that interprets the lines of the song.

1. *Drew looks at me, I fake a smile so he won't see.*

- a. The girl is happy to see Drew.
- b. The girl is not happy and she's hiding it with a smile on her face.
- c. Drew is in love with her that is why he looks at her.

2. *I'll bet she's beautiful, that girl he talks about.*

- a. Drew always talks about his girlfriend and maybe his girlfriend is beautiful.
- b. Drew talks about many girls.
- c. Taylor is tired of listening to Drew talking about the same topic.

3. *I wonder if he knows he's all I think about at night.*

- a. The girl hopes the guy (Drew) notices her and likes her back.
- b. The girl has sleeping problems.
- c. The girl has a lot of homework that she sleeps late at night.

4. *He's the reason for the teardrops on my guitar.*

- a. She watches sad movies and she cries.
- b. Every time she thinks about him (Drew), she cries.
- c. She cries all the time.

5. *He's the song in the car. I keep singing, don't know what I do.*

- a. She likes to sing inside her car.
- b. She listens to sad songs and it makes her sad.

- c. She wrote a song about him and she sings that song in the car.

Figure 2

WORKSHEET2

Speaking Practice

In pairs, take turns asking and answering the questions.

1. Have you ever faked your smile? When? What happened?

Yes, I faked my smile when.....

e.g. I faked my smile when I had a job interview.

2. Who/ What do you usually think about at night?

I always think about.....

e.g. I always think about my favorite Korean actor at night. In fact, I have a lot of photos of him on my wall.

3. Have you ever been so excited, shocked, or scared that you were unable to breathe?

I couldn't breathe when....

e.g. I couldn't breathe when I saw Jun Kook at Narita Airport.

Figure 3

Worksheet 3

Underline(5) **verbs** in this song. Write simple past sentences using these verbs.

e.g.

The man looked at me on the train.

My classmates and I talked about ways to improved our TOIEC score.

- 1.
- 2.
- 3.
- 4.
- 5.

Teardrops on my guitar

by: Taylor Swift

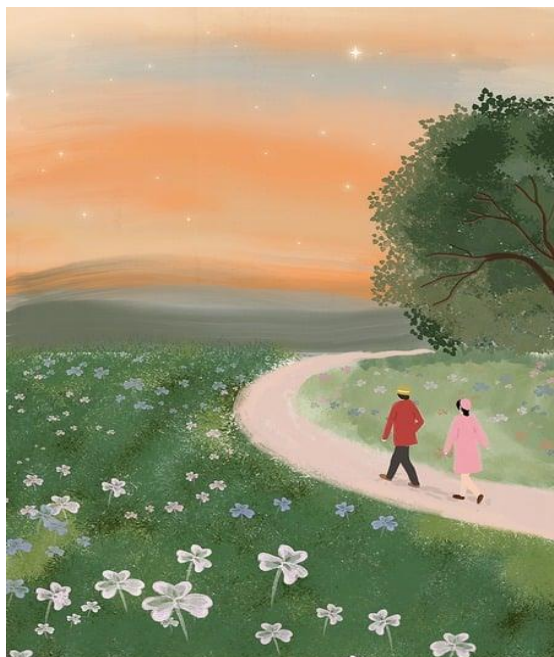
Drew looks at me
I fake a smile so he won't see
That I want and I needing
Everything that we should be
I'll bet she's beautiful
That girl he talks about
And she's got everything
that I have to live without
Drew talks to me
I laugh "cause it just so funny"
And I can't even see anyone
when he's with me
He says he's so in love
He's finally got it right
I wonder if he knows
He's all I think about at night
He's the reason
for the teardrops on my guitar
The only thing
that keeps me wishing

on a wishing star
He's the song in the car
I keep singing

Don't know why I do
Drew walks by me
Can he tell that I can't breathe?
And there he goes so perfectly
The kind of flawless I wish I could be
She better hold him tight
Give him all her love
Look in those beautiful eyes
And know she's lucky 'cause
He's the reason
for the teardrops on my guitar
The only thing that keeps me wishing on a
wishing star
He's the song in the car I keep singing
Don't know why I do
So I drive home alone
As I turn out the light
I'll put his picture down
And maybe get some sleep tonight

Figure 4

WORKSHEET 4



TITLE HERE

Taylor and Drew were classmates in high school. They talked a lot because they sat next to each other. Most of the time, they talked about Drew's girlfriend.

Taylor liked Drew, but Drew only saw Taylor as a friend. Drew always shared stories about his girlfriend, and Taylor listened, pretending to be happy for him. As time passed, Taylor felt sadder. She couldn't sleep at night, always thinking about Drew. Drew was special to her. She even wrote a song about him, but it made her cry when she sang it. Unfortunately, Drew loved someone else, and Taylor was heartbroken.

One day, Taylor finally met Drew's girlfriend...

MY CURRENT BELIEFS AND REFLECTION ON MY L2 LANGUAGE LEARNING AND TEACHING

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Everyone understands that students in English (L2) classes are there to learn. English has been a great focus in our students' language learning. However, what about teachers' L2 learning? (I refer specifically to teachers for whom English is their L2.) Do English teachers just keep teaching their L2 to their learners without learning anything on their end? Is that all we do? No, it is not true, nor should it be. We as teachers also need to learn just the same as our learners do in order to keep teaching L2 to our learners. As our students' learning differs from student to student. Also, our learning differs from teacher to teacher. In this sense, teachers need to continually learn their L2 for their language learning and teaching. Furthermore, teachers will have their certain beliefs as language teachers as long as we teach. At least, I do have certain beliefs and believe in the importance and necessity of L2 learning and teaching as an L2 language teacher. In this essay, I would like to reflect on how I have been teaching and learning L2 and would like to share my beliefs as one of the L2 teachers at my school.

English saved my life. I have been learning English since I was little. However, at that time, I was an inferior student who did not want to study any subjects at all. So, my teacher called me stupid one day when I was a fifth grader. I admitted that I was stupid. But then, somehow, I liked English so much that I wanted to study English and started studying English at the age of 13. (I also studied English for a while when I was younger as well). The more I studied English, the more fun it became. So, I have kept studying English until today. After graduating college, I worked for four companies for 10 years using English, and afterwards I wanted to become an English teacher. Therefore, I opened my own school to teach mainly adult students. Then, I started wondering what it would be like to teach and what teaching is all about. Hence, I went to graduate school at Kanda University of International Studies to study TESOL. I also started teaching at Kanda Institute of Foreign Languages in the middle of my graduate school studies. This is when my real L2 teaching and learning journey began. During the past five years, I have taught various levels and students including students in their sixties and seventies. Here in this

essay, I would like to share my current beliefs and actions that I have been taking in my classroom on L2 language learning and teaching.

There are so many things I have learned during the past five years. These past five years have been a precious and life-changing experience for me in terms of L2 teaching and learning at my school. I would like to talk about nine things I learned at school through my students. The first one is that learning English is a huge time investment for anybody. The second thing is that I have to change the way I teach depending upon the proficiency level of my students. The third thing is that my students are my teachers. The fourth thing is that I need to keep supporting my students until the end of the course, possibly afterwards if my students ask me to. The fifth thing is that I have to keep motivating my learners in their language learning. The sixth thing is that I have to demonstrate my autonomy as a language teacher so that my learners will show their own autonomy (following my example) in their language learning. The seventh thing is that teachers need to reflect on their own L2 teaching and learning. The eighth thing is the importance and necessity of communicating with my learners in our L2 in classroom as well as during our break time as much as possible. The ninth thing is the necessity of giving my learners positive feedback.

Learning English is a major investment for anyone

My students struggle a lot when they study their L2. In particular, lower-level students are likely to have more questions than high-level students. However, if the students are really low-level students, in the worst case, they don't even have any idea what kinds of questions they can ask teachers since they may not understand basic grammar. When they have questions, I respond to their questions on the spot. I encourage them to keep studying since language learning takes time. I have been studying English since I was young. I myself still study as an L2 language learner and teacher. It has been more than 35 years since I started studying English. Since language changes every day, L2 teachers should study their L2 language every day. Also, we should encourage our students to keep studying their L2. Another reason we as L2 language teachers should keep learning our L2 is to improve our class quality. There are various ways we can continue to learn our L2, such as by watching English dramas or movies, attending English teaching workshops, attending graduate school, observing other teachers' classes, and so on.

Tailoring my teaching style to the students

There are various levels of students, so I have to adjust the way I teach depending upon each class. I usually use our L2 as our communication tool in my classroom. However, it is sometimes difficult to communicate with my students in our L2 if the students' level is

relatively low. In that case, I use our L1 as our classroom language. Not only language, but also attentiveness changes depending upon each level. Of course, I try to be attentive in any class as much as possible. However, especially for lower-class students, I try to become more perceptive and observant in my classroom. I normally walk around the classroom more to see if they are having trouble or have any questions to facilitate their language learning. If my students have no idea about what to write, for example, in a TOEIC Speaking and Writing class, I sit down with them and think with them about how they can write. I also encourage many of my students to use dictionaries since some students do not seem to want to use their dictionaries. Using dictionaries enables them to think of the meaning of each word and how they can write, so dictionaries are very helpful and useful tools when it comes to studying their L2.

My students are my teachers

Every time I teach English to my learners, I learn something from them. For example, when my advanced students were supposed to write two essays in my TOEIC SW class, they would not want to write their second essay after they were done writing their first essay. They told me that they were exhausted after writing their first essay. That was when I learned from them that writing one essay takes more than 30 minutes and they use all their mental energy to complete one essay. Even teachers get normally exhausted after they write one essay. Therefore, the next time my learners have to write an essay, I will prepare different materials so that they can easily work on them. I should have known this fact right from the beginning. Since then, I prepare different types of materials that students can work on more easily instead of forcing them to write two essays.

Support students to the end

I need to keep supporting my students until the end of the course. Once I am in charge of a class, I am responsible for those students until the end of the semester. For instance, when I teach a TOEIC SW class to my students, I usually ask them to submit their homework, such as recordings or essays, and I normally check their homework assignments one by one to make sure that everyone gets the right treatment from me. I repeat this until the end of the semester to make sure that they know what they are doing and why they are doing it. So, I occasionally remind them of their upcoming test so that they will hopefully try their best to work hard even only during the class time. For another example, when several students of mine asked me to practice English interview with me for their university entrance examinations, I sat down with them in a classroom and thought about their answers in English during our lunch time or when we could. In the end, they passed the entrance examinations, which made me delighted and felt a sense of accomplishment as an L2 language teacher. I thought I would like to do the same when they ask me again.

Motivating my students

I have to keep motivating my learners in their language learning. Motivation is one of the key factors in my learners' L2 language learning (Dörnyei, 2001). I myself do not recall that my English teachers particularly praised me when I did well academically. However, when I tell my students that they do such a good job on their L2 writing or other things, they look happy and smile. Occasionally, they ask me if I am saying the truth. I make sure that I do say it from the bottom of my heart. They look genuinely happy. When I heard that one of my students' TOEIC score was over 700, I was glad that I had continued to encourage him in a positive way, so that he continued to study English. According to Dörnyei (2011, p.5), "Without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any really useful language." As a language teacher, I need to keep motivating my learners with positive comments for their good job they have done to support their L2 learning.

Teacher autonomy

Teachers should show their autonomy as L2 language teachers so that their learners will follow their example and display autonomy in their language learning. According to Little (1995, p. 175), "...since learning arises from interactions and interaction is characterized by interdependence, the development of autonomy in learners presupposes the development of autonomy in teachers." Benson (2011) even mentions that in order to promote students' autonomous language learning teachers themselves must exhibit some autonomy in their learning and teaching approaches. I believe when teachers are in their classroom, teachers' existence, the way they teach, the way they think and even their autonomy tend to influence their students, because their autonomous language teaching approaches are integrated and communicated in the classroom. Furthermore, autonomous teachers tend to believe that students have the ability to learn autonomously in their L2 language learning.

Teachers' reflection

Teachers need to reflect on their own L2 teaching and learning. In my classroom, I normally reflect on my L2 teaching before, during, and after class. Before I teach L2 to my learners, I think about how I teach; however, it doesn't usually go the way I have planned. Therefore, I reflect on my L2 teaching during my class, thinking that somehow I have to change the way I teach during class time. Even after class, I reflect on my teaching, thinking that I could have done it in a different way. For example, when I was teaching Japan Studies, the students were supposed to discuss a certain topic in even simple English. However, I reflected on it quickly, and I changed the approach so that they would write their opinions in English and submit them on Google Classroom since they were having a discussion mainly in their L1. At the end of the

second semester, I reflected on my teaching. Then, I learned the lesson that next time I teach the Japan Studies, I will give them simple discussion phrases first. If they are low level students, I will encourage them to make English sentences first and then do a discussion in English. This way, it is easier for them to have a discussion in English. Farrel (2007) proposes that teachers should reflect on their learning and teaching as teachers. I strongly believe teachers' reflection makes a big difference and produces different dynamics in their L2 teaching and their own learning in their classroom.

Frequent communication with learners

I learned the importance and necessity of communicating with my learners in our L2 in the classroom as well as during our break time at my school. Most of my students at my school are there to improve their L2. Interacting with them in our L2 is necessary for them to improve their L2 learning. This leads to real-life conversations with my learners. In the same way that my learners communicate with their parents and friends in their L1 to learn Japanese, L2 language teachers should communicate with them in their L2 in their daily school life. Sometimes, communication in our L2 with my learners leads to humorous and spontaneous conversation in our classroom. For example, on a quiz day for my learners at the beginning of the TOEIC Speaking class, I gave them 10 minutes to study. However, one student asked me to give them 15 minutes to study for the quiz. So, I said they could study 15 minutes before the quiz. However, this student ended up mostly chitchatting with the student next to him. So, I gently teased him by saying to him, "You asked me to give you 15 minutes to study for the quiz, but you are chitchatting with the student next to you instead of studying. What's up with that?" Everybody in the classroom burst into laughter and the classroom atmosphere became cozy and better. I believe it's important to have communication like this in our classroom by using the classroom as a platform for authentic and real-life learning in our L2. I have been using this idea from "Bringing real-life language use into EFL classrooms" by Éva Illés and Sumru Akcan in *ELT Journal* (Volume 71, Issue 1, 1 January 2017). The students at my school are usually busy outside of their school life and they mostly use their L1 outside of their school. Therefore, I strongly suggest that L2 language teachers use L2 with their students when they interact with them in the classroom as well as during break time. I believe my students should immerse themselves in the L2 environment because students' L2 language learning requires L2 input before they can attempt to communicate in L2. According to Sato (2015), from an SLA perspective, it is clear that input other than simple classroom English is a prerequisite for language learning, and English teachers are not justified in being reluctant or unable to teach in English. To create an input-rich learning environment, the basic language of the classroom must definitely be L2. Ideally, as Macaro (2011, cited in Sato, 2015) suggests, 80% of class time should be in the target language. In addition, having teachers speak L2 in the classroom allows

students to see practical examples of good use of English and to have a clear picture of their ideal future L2 selves (Dörnyei, 2005, cited in Sato, 2015)

Importance of positive feedback

It is essential to give my learners positive feedback. For example, in my TOEIC SW classes, I asked them to submit their recordings or writings almost every week. I listened to each one of them and checked each one of their writings and gave them feedback through Google Classroom. I almost always started by praising them with my positive feedback. Feedback is significantly important to facilitate their learning and also helps motivate my learners to work harder in their L2 learning. In addition, it could boost their self-confidence. According to Ford (1992, cited in Dörnyei, p. 123), “‘Feedback Principle’, stating that people simply cannot continue to make progress toward their personal goals in the absence of relevant feedback information.” Feedback also plays a critical role for the relationships between the teacher and my learners and enhances our interaction in the classroom and even outside the classroom. At the same time, I give them simple yet motivational feedback. The other day, I heard from my boss saying that the overall TOEIC SW students’ scores this year increased compared to last year. I re-learned the importance and necessity of all the elements I mentioned above after I heard that from my boss. It even motivated me to keep giving motivational feedback even to my future students and to continue to interact with them in our L2 as much as possible.

Finally, I am not saying that all L2 language teachers should follow the things I mentioned above. However, it is extremely important for us to pause a moment and think what teaching is like and what teaching is all about. Each L2 language teacher has their own philosophy. However, two things we should not forget: as long as we teach, we should not forget to reflect upon our teaching to facilitate our students’ language learning. This leads to our growth, autonomy, and learning, and also, we should not forget to keep learning our L2 to improve our L2 class quality for our students. In this sense, I would say L2 teaching and learning are intertwined and interrelated. These are my current beliefs and the actions that I have been taking at my school. What are your beliefs and current practice in your L2 language teaching and learning? I hope this short essay will encourage you to reflect on your teaching practices and beliefs regarding language learning.

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REFLECTING ON THE USE OF AN LLM TO CREATE A READING LESSON

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ABSTRACT

The release of large language models (LLMs) has brought much debate on whether learners should be allowed to use them. However, this new technology is not limited to use by learners; it also brings with it the potential to become an effective resource for teachers to produce creative and original lesson materials. Whilst generative AI tools such as ChatGPT are able to interpret and generate text with a high level of accuracy, they are in reality only as reliable as the data they have been trained on (van den Berg & du Plessis, 2023). Therefore, educators, as material designers, need to be vigilant in overseeing the quality and accuracy of the material that is produced. This paper describes the process of using ChatGPT, a popular LLM, to create an original text and related activities for a lesson in a first-year academic reading course. It will provide examples of the prompts, the challenges experienced with the generated items, how the issues were overcome, and additional insights gleaned between making the lesson (in March 2023) and now.

INTRODUCTION

Textbooks have been used by language teachers for generations. Whilst they present an abundance of activities, teachers often make additional activities and materials to supplement what the books provide. One of the reasons for this practice is to prepare lessons that better address students' needs and whilst this is good practice, it is often very time consuming. The rapid advancements in technology, and more recently, of generative artificial intelligence (AI) have brought with it the potential to revolutionize many sectors, one of those being the education sector. Utilizing generative AI as a lesson-planning tool is a possible game-changer for educators.

One of the benefits of generative AIs is their extraordinary ability to quickly generate coherent and relevant responses. They can therefore be used in many teaching applications, one of those being lesson material creation; educators can harness various AI platforms to produce educational content that is tailored to their learners' needs.

ChatGPT-3.5, an AI-powered large language model (LLM) developed by OpenAI, is one such platform. It is relatively new, having only been made available to the public, for free, on November 30th, 2022. Immediately after its release, and continuing even now, many have written about its potential benefits and demerits within the education sector (Alasadi

& Baiz, 2023; Baidoo-Anu & Ansah, 2023; Kostka & Toncelli, 2023). Nevertheless, there is no doubt that it, along with other LLMs, presents unprecedented opportunities for educators.

A global study conducted by Ohashi & Alm (2023) on ChatGPT, between eight to ten weeks after its public release, indicated that language teachers showed a high level of interest in using it to create language learning resources. Textbook content does not always meet our needs, but with LLMs, teachers are able to provide parameters and give feedback to generate a text. In 2023, Mikeladze pointed out that the same LLM, ChatGPT, is an innovation that gives teachers the means and flexibility to produce materials that can enhance their teaching practice to support students' individual learning needs. Furthermore, this can often be done at a fraction of the time it would otherwise take teachers to create them on their own.

At the time of writing this article, exploring the use of Generative AI tools to produce lesson materials in the English teaching field is still a fairly new phenomenon. In this article, the process of creating ChatGPT-generated lesson materials will be explored. ChatGPT-3.5 was used because it was the only open-source LLM accessible to the public for free use at the time. Details about the prompts used and the output that was generated will be presented along with a discussion of the successes and challenges and ensuing revisions and suggestions.

LITERATURE REVIEW

AI software applications use artificial neural networks (ANNs), which are a class of machine learning algorithms (Yang & Yang, 2014). These AI systems are “trained” using a large amount of publicly available data to produce human-like responses. Krogh (2008) explains that the process used by ANNs mimics how the physical neurons in the brain work when something is learned. They measure the input they have been presented with to then produce a response.

ChatGPT is a Generative Pre-trained Transformer (GPT) type of AI that is proficient in performing natural language processing (NLP) tasks (Brown et al, 2020; Rahman & Watanobe, 2023). ChatGPT is one of the largest LLMs and has access to a huge amount of information sourced from the internet (Lund et al, 2023) and was one of, if not the most, widely used GPTs at the time of writing this article. However, Brown et al. (2020) have shown that there is a potential for bias in text generation. It is also important to note that any text generated is only as reliable as the data the GPT has been trained on (van den Berg & du Plessis, 2023). At the time of writing this paper (mid-February, 2024), when prompted with “How up to date are you?”, ChatGPT-3.5 stated “my knowledge is up to date until January 2022. I don't have access to real-time information or events that have occurred after that date.” It should be noted here, though, that according to Terrasi (2023), an advantage of the newer version of ChatGPT, GPT-4, is that it shows less bias than its predecessor, GPT-3.5. GPT-4, along with other LLMs that have since been released, are able to overcome the limitations of this cut-off date as they can access the internet in real time.

Another concern presented by researchers in 2023 (Kostka & Toncelli; Sykes) and 2024 (Krasnansky) is that some responses might simply be made up and therefore present incorrect information. In fact, ChatGPT-3.5 has a disclaimer at the bottom of the screen that states “ChatGPT can make mistakes. Again, these ‘hallucinations’ are less prevalent in the other aforementioned LLMs. Consider checking important information” (OpenAI, 2023). Of course, these concerns will not always pose an issue and will depend on the intended use of the generated text. For the purposes of the lesson designed in this article, these concerns were not deemed to be of importance since the lesson was about learning a skill rather than learning accurate content. GPT-4, whilst still not perfect when it comes to generating false text (known as hallucinations), now cites its sources when generating content, making it easier to check the accuracy of the generated text (Terrasi, 2023).

The LLM described as a lesson-creation tool will be discussed in this paper in this paper is ChatGPT. It was used to develop the materials for the lesson described in this paper because, in early 2023, it was the most well-known LLM. Specifically, ChatGPT-3.5 was used even though there would have been many advantages to using version GPT-4, for no other reason than it was free. ChatGPT-4 was, and still is, not. Additionally, either other platforms were not available at that time (for example, Gemini, released December 6th, 2023), or were unknown to the author at the time. Therefore, was not used in the creation of the lesson materials described in this paper.

CONTEXT

The purpose of using ChatGPT was to create lesson materials for an academic reading course taught to Global Liberal Arts students in their first year at a university in Japan. The Academic Reading course consisted of three classes and included students with mixed ability. Their levels ranged from CEFR B1 to CEFR C1. The textbook assigned to the class was Longman Academic Reading Series 3, geared towards a CEFR B1+/B2 level. Each chapter in the textbook provides three readings related to a theme. One of the chapters is titled “PSYCHOLOGY: Fears and Phobias” and it was decided that after completing this chapter with the learners an additional lesson was desired. The objective of this extra lesson was to teach students the basics of how to write a summary. The lesson was to be made as a supplement to the textbook, and an original text was desired. It was also decided that the lesson would include comprehension and discussion questions to help students better understand and be able to discuss the main points in the text as a way to help guide them in the summary writing process. Whilst the textbook presented activities on note-taking, it was determined that these were not scaffolded enough for the learners in question and a more structured approach was necessary.

The text and the activities described in this article were generated by ChatGPT-3.5 (henceforth simplified to ChatGPT for simplicity) in March 2023. These activities include 1. a matching activity designed to help learners recognize paraphrases of the supporting details, 2. comprehension questions and 3. discussion questions. The prompts used and abbreviated versions of the generated data can be seen in the next section.

METHOD

Over the course of two separate sessions, ChatGPT-3.5 was prompted to generate the required lesson materials. Following is a list of the prompts, the text that was generated and a commentary based on the output. This section also presents subsequently modified prompting techniques to better meet the specifics of the desired lesson, such as level, word count and improved accessibility for students. Note that ChatGPT's responses have often been abbreviated to be space-economical. Italics have been added by the author to highlight certain parts of the text.

1. Generating the Text

As mentioned earlier, the topic that had just been covered in the textbook was psychology. A quick web search on topics trending on Chinese social media related to psychology produced the topic "hipster-phobia", which inspired the first prompt.

Prompt:

Write a news article about hipster-phobia make sure that the article has a clear main idea and at least 3 supporting details.

ChatGPT's response:

Hipster-phobia on the Rise: Are We Alienating a Subculture?

Hipsters have become a topic of controversy...

One supporting detail for this issue is the widespread use of the term "hipster" as a pejorative...

Another detail is the negative stereotypes that have been associated with hipsters...

A third supporting detail is the potential consequences of hipster-phobia...

This output was determined to be unsatisfactory. While it followed the structure of a traditional five-paragraph essay, the biggest criticism was how it presented the three supporting details in an overly simplistic manner. Therefore, a subsequent prompt, during the same conversation, was issued that included more detail to overcome this issue.

Prompt:

Write a news article about hipster-phobia suitable for *CEFR B1* level English language learners. Make sure that the article has a clear main idea and at least 3 supporting details, but *don't overtly state that "a supporting detail is..."*

ChatGPT's response:

Hipster-Phobia: A Growing Problem in Society

Hipsters have become a topic of controversy...

One reason for this is that the word "hipster" is...

Another issue is the negative stereotypes associated with hipsters...

A third issue is the potential consequences of hipster-phobia. When a particular subculture...

In conclusion, hipster-phobia is a real and...

This time the language used to present the supporting ideas was more appropriate. However, some of the vocabulary words were determined to be quite a niche for the topic of hipster-phobia (e.g. stigmatization, marginalized, elitist) and less so for the general topic of phobias, and therefore unsatisfactory. Another criticism was that the length was not comparable to the texts that students were typically reading in their course textbook. Its length was only 246 words. For the next prompt, it was decided that the topic would no longer be specified and that a word count would be included.

Prompt:

Write a news article *about 400 words long* about *why phobias can be beneficial for society*, suitable for *CEFR B1* level English language learners. Make sure that the article has *a clear main idea that is supported by evidence*.

ChatGPT's response:

Phobias: Beneficial for Society?
Phobias are often thought of as a negative...
One reason for this is that phobias can help...
Another way phobias can be beneficial is by...
Additionally, phobias can inspire creativity...
However, it's important to note that...
In conclusion, phobias can have some benefits for...

This resulting response was favorable, with the only fault now being that the level was deemed a little too easy compared to the texts that the learners were accustomed to reading in the textbook, which was marketed as CEFR B1+/B2 level. An almost identical prompt was used, but this time stating that the text should be suitable for CEFR C1 level English language learners.

Prompt:

Write a news article about 400 words long about why phobias can be beneficial for society, suitable for *CEFR C1* English language learners. Make sure that the article has a clear main idea that is supported by evidence.

ChatGPT's response:

Phobias: How They Can Benefit Society
Phobias are often thought of as a negative...
One potential benefit of phobias is that...
In addition, some researchers suggest...
Another potential benefit of phobias is....
However, it is important to note that not all...
It is also important to recognize...
In conclusion, while phobias are often ...

The resulting text was judged to be mostly appropriate; however, one part of the text “debilitating condition” included what was considered overly challenging vocabulary. Thus, an alternative wording for the text was sought. This serves as a reminder that all materials need to be checked to determine if the AI being used is fulfilling the prompt parameters, as well as meeting your learners’ needs.

Prompt:

other ways to say this: negative and debilitating condition

ChatGPT’s response:

- Unfavorable and incapacitating state
- Adverse and incapacitating ailment
- Unpleasant and crippling disorder
- Detrimental and incapacitating illness
- Harmful and incapacitating affliction

None of these options were easier, so none were substituted in place of the original. Finally, at this point, the title was found to be less than stimulating. The reason for this was most likely due to the prompt being too short and lacking sufficient instruction.

ChatGPT was then used to generate alternative titles.

Prompt:

Suggest some alternate creative titles for this article: "Phobias: How They Can Benefit Society"

ChatGPT’s response:

- "The Upside of Fear: How Phobias Can Benefit Society"
- "Breaking the Stigma: The Positive Impact of Phobias on Society"
- "Fear as a Motivator: The Benefits of Phobias"
- "Innovative Coping Strategies: The Creative Side of Phobias"
- "The Hidden Benefits of Phobias: How Fear Can Help Us Stay Safe"
- "Beyond the Negative: The Surprising Upsides of Phobias"*
- "From Fear to Action: How Phobias Can Inspire Positive Change"
- "Embracing the Unknown: How Phobias Can Lead to Greater Creativity"
- "Fear and Inspiration: How Phobias Can Benefit Society"
- "Phobias Unveiled: The Positive Impact of Our Deepest Fears".

Of the titles generated, "Beyond the Negative: The Surprising Upsides of Phobias" was chosen as the title to replace the original one. Whilst there was nothing wrong with the original title, albeit a little plain in the author’s mind, a new title was requested, mostly to see what ChatGPT would generate. The new title was chosen as in the author’s mind, it highlighted how there are both positives and negatives when it comes to phobias.

It took approximately 15 minutes to generate a satisfactory text and title. This was similar in time to what it might take to find an appropriate article through a web search, but custom-made. However, having now gone through the process and having gleaned what makes for more efficient prompts, this would likely take less time in future attempts.

2. Generating a task: Supporting ideas

A task that was made for the lesson had students match paragraphs from the text with paraphrases of supporting ideas contained within those paragraphs. The rationale for including a task was to reinforce to students the fact that they must not copy directly from a text (i.e. plagiarism, if no citation is included) when they summarize an article, an ongoing issue with students in this course. Just as with generating the text, this also proved to be a process of trial and error that can be seen in the progression of prompts below.

Prompt:

Paraphrase each sentence: phobias can help individuals avoid dangerous situations; some researchers suggest that phobias can be motivating for individuals to seek treatment; inspiring others to think outside the box and find unique solutions to their own challenges; Some phobias require people to seek therapy and should be taken seriously

ChatGPT's response:

- Phobias have the potential to assist individuals in evading hazardous circumstances.
- According to some experts, phobias may act as an incentive for individuals to pursue medical assistance.
- People's creative thinking abilities can be stimulated by phobias, prompting them to develop distinctive ways of coping with their fears and challenges.
- Certain phobias necessitate professional treatment and should not be disregarded.

The responses that were generated were considered to be too challenging for many of the students taking this course. Therefore, the next prompt asked for the language to be simplified.

Prompt:

Simplify the above

ChatGPT's response:

Phobias can help people avoid danger and motivate them to seek treatment, while also inspiring creativity. However, severe phobias require professional treatment and should be taken seriously.

Unfortunately, when ChatGPT revised the initial paraphrases, it reduced the output to only 2 sentences rather than four separate points, making it impractical for a matching activity. Simply asking the AI to “simplify” the content was not providing it with enough parameters or direction on how it was to go about the task. The AI did in fact summarize the four points, just not in the way the author had envisioned. Consequently, a more detailed prompt was typed in.

Prompt:

Write the following points in more simple language: Phobias have the potential to assist individuals in evading hazardous circumstances; According to some experts, phobias may act as an incentive for individuals to pursue medical assistance; People's creative thinking abilities can be stimulated by phobias, prompting them to develop distinctive ways of coping with their fears and challenges; Certain phobias necessitate professional treatment and should not be disregarded.

ChatGPT’s response:

- Phobias can help people avoid dangerous situations.
- Some experts believe that phobias can motivate people to seek medical help.
- Phobias can inspire people to be creative and come up with unique ways to deal with their fears and challenges.
- Severe phobias need professional treatment and should be taken seriously.

The result produced a more satisfactory outcome for this activity and took less than 10 minutes. This is a reminder, once more, to be as specific with prompts as possible. Without enough guidance in the initial prompt, the AI was unaware that the author wanted it to summarize whilst maintaining the four separate points.

3. Generating a task: comprehension questions

As is often included in reading lessons, this lesson would also include a set of comprehension questions. This lesson activity would help not only assess how well the learners understood the text, but also underscore the important details within it, both important skills for them to practice to be able to more effectively summarize a text.

For this activity, a second conversation with ChatGPT-3.5 was initiated, in which the AI was prompted to generate both the questions and answers at the same time. This was based on previous trial and error when after asking ChatGPT to generate answers to previously made questions, the answers did not match the questions. At that time, and again for the assignment, it was found that by prompting ChatGPT to generate both at the same time the issue was overcome.

Prompt:

Make 8 comprehension of details questions with answers for the text

ChatGPT's response:

1. What is one potential benefit of phobias mentioned in the text?

Answer: One potential benefit.....

2. What might motivate individuals with phobias to seek treatment?

Answer: Phobias can have a significant

3. Can phobias lead to increased creativity and innovation, according to the text?

Answer: Yes, according to the text, phobias can

4. What is the importance of seeking treatment and support for debilitating phobias, according to the text?

Answer: Seeking treatment and support for

5. What is a common characteristic of phobias, according to the text?

Answer: A common characteristic of phobias....

6. Can all fears or anxieties be considered phobias, according to the text?

Answer: No, according to the text, not all fears or anxieties are considered phobias.

7. What might an individual with a fear of flying come up with, according to the text?

Answer: An individual with a fear of flying may.....

8. Is it important to take phobias seriously, according to the text?

Answer: Yes, according to the text, phobias

These questions were a good starting point, but not exactly what was desired. The goal for this activity was for students to provide more than a simple “yes” or “no” for their response, which might be the result of simply guessing the answer. Therefore, some of the generated items were adapted to become “Wh” questions, along with some other modifications. The items above have been numbered to help more clearly show where these changes were made. For question three, the word “How” was added to make it an open-ended question (How can phobias lead to...). Question six was deleted as it was decided that it could not be modified into an open-ended question. For question seven, the word “strategy” was added to make it clearer what was being asked (What strategy might an individual...) and for question eight, the word “Why” was added (Why is it important...). With these changes in place, there were seven usable comprehension questions.

It took less than 10 minutes to generate and edit these questions and to confirm that all of the generated answers were correct, which they were. In hindsight, providing the AI with additional guidance, such as asking it to generate “Wh” questions, may have avoided some of the aforementioned issues.

4. Generating a task: discussion questions

The final component that was desired for inclusion in the lesson was discussion questions. Having students discuss the theme of the article would help them remember points in the article that might be useful in writing a summary later. It was determined that three questions would be a good number based on the time available in the lesson. After having

just experienced the issue of ChatGPT not always generating usable material, ChatGPT was prompted to create four questions, one more than was needed.

Prompt:

Make 4 discussion questions related to the above text

ChatGPT's response:

1. What are some examples of phobias that can have potential benefits for individuals and society?
2. How can phobias inspire creativity and innovation, and what are some examples of this in action?
3. How can society better support individuals who experience phobias, and what can we do to reduce the stigma surrounding this condition?
4. What are some effective treatment options for debilitating phobias, and how can individuals access these resources?

It was felt that only one of these questions would lead to a lot of discussion from the students. This was because the students were still new to this topic and may also not have been aware of many phobias or the resources available to people who suffer from them. As such, only question three was kept; however, the word "shame" was added in parenthesis after the word "stigma" to hopefully make it easier to understand. Due to only one being chosen, ChatGPT was prompted to generate another four questions. Note that the above items as well as the ones below have once again been numbered to help with clarification of this explanation. The prompt to get another response from ChatGPT was simply, "regenerate".

Prompt:

Regenerate

ChatGPT's response:

1. How might understanding the potential benefits of certain phobias change the way we view and approach treatment for individuals who experience them?
2. Can phobias be considered a natural defense mechanism that helps individuals avoid dangerous situations, and if so, how does this affect our understanding of phobias as a mental health condition?
3. How might the potential benefits of phobias be leveraged in fields such as innovation and design thinking?
4. In what ways can society better support individuals who experience phobias, and what resources are currently available for those seeking treatment and support?

From this new selection, two discussion questions (numbers one and three) were chosen. Question two was considered to be a little too challenging and question four seemed, once again, to be beyond the scope of what our learners would know a lot about. These two additional questions brought the total number of discussion questions

up to the desired three. As has been previously noted, providing the AI with more guidance, for example, additional information about the type of student and the goal of the activity, could have dramatically improved the output.

Generating, regenerating, editing and choosing the final questions took approximately five minutes. The total time to produce the final lesson was approximately one hour, which also included additional, non-ChatGPT-generated tasks that are not described herein. After reflecting on the effectiveness of the prompts used to design this lesson, it can be assumed that the time to make an AI-generated lesson could be shortened further with well-thought-out prompts. See Appendix 1 for the full lesson.

DISCUSSION

As could be seen, the most time-consuming part of the lesson generation was having to modify the prompt to generate what was considered a more appropriate output. Nonetheless, less than one hour is considerably less time than it would have taken to source an appropriate text from the internet and then create teacher-made lesson activities. As Pack and Maloney (2023) have shown, the more specific the prompt, the better the outcome. Thus, in addition to inputting a learner proficiency level (e.g. CEFR B1), another thing that they suggest that might be useful, and could have helped in this case, is to assign a role or identity when entering a prompt. It was surprising that inputting the CEFR level did not generate the desired level of text. It might be that stating a CEFR level is not the most suitable parameter when trying to get a text for a certain difficulty level. This highlights how important it is for teachers to practice using ChatGPT to get the best outcome for their purposes. It is also an important reminder to always check that the LLM fulfilled the task producing text at the level asked for. Of course, this suggestion is no different from what would be recommended for any new tool a teacher encounters in order to become more proficient at using it. Based on the sometimes less-than-desirable outputs generated, another recommendation is to request more items than necessary to get the final result they desire.

What is important to note is that ChatGPT should not be viewed as a stand-alone solution to lesson planning and material design. As can be seen in the process of designing the reading lesson, while the use of ChatGPT saved time and proved itself to be a very useful resource, it was necessary to evaluate, edit and improve upon what it produced to achieve the lesson objectives. Based on this observation, one might conclude that it might not necessarily be a great tool for teachers new to the field who may lack in-depth knowledge about lesson planning and teaching. However, van den Berg & du Plessis (2023) claim that when teachers critically reflect on the materials generated by ChatGPT, it has the potential to help them grow as professionals and inspire creativity. Hence, it is important to view lesson-generated material as a starting point that will need to be edited. In fact, Sims (2023) says that viewing AI as a tool that enhances teaching rather than as a replacement for teachers can lead to exploring how we can best integrate it into the classroom.

CONCLUSION

Integrating ChatGPT and other similar AI platforms into education presents a transformative potential to revolutionize how we create lesson materials. They provide an invaluable resource for teachers, meaning that they are no longer limited to choosing between often expensive textbooks that may not provide exactly what they need, or the alternative of spending hours upon hours making original content. Instead, they can use free AI platforms, such as ChatGPT, to generate materials using natural language relatively quickly, making it a great time, after a learning curve, and money saver.

Not unexpectedly, the benefits of this technology with its extraordinary abilities do not come without limitations. One needs to be aware there is a learning curve associated with using these platforms. Designing this lesson in early March 2023 was the author's first attempt at using AI to help in lesson material production. As can be seen throughout this paper, whilst some improvements were made with subsequent prompt writing, it was apparent on many occasions that more specific or detailed prompts could have led to results that better met the lesson's goals. Examples are adding details about the level of the students, the purpose of the lesson or activity, and the desired question types. Furthermore, an over-dependence on any innovative software should be avoided, especially if one is not being critical of the materials being created. Users need to be especially aware that the information that is generated is not always accurate. Materials need to be critically evaluated for not only accuracy but also for quality and appropriateness and then adapted as necessary.

Finally, it is important to understand how these platforms can be used effectively and appropriately as a tool to support teaching and assist in material creation. It is clear, at least for now, that AI cannot replace a teacher's knowledge and experience. Therefore, more research into the best practices for using ChatGPT in lesson planning and material development is certainly warranted, as is training for both new and veteran teachers.

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APPENDICES

Appendix 1

Intro to summary writing - Article breakdown

<https://drive.google.com/file/d/1pb12WaSfmPbHNAYyeP3l34Qqfq-ob-E9/view?usp=sharing>

EMPOWERING LANGUAGE LEARNERS: THE SIGNIFICANCE OF DIGITAL PORTFOLIOS IN ENHANCING ENGLISH LANGUAGE PROFICIENCY

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ABSTRACT

The article explores the role of digital portfolios in enhancing English proficiency among students. Digital portfolios, which track learning development over time, offer a dynamic representation of progress through various multimedia elements. Benefits include improving writing and speaking skills, fostering self-reflection, and enhancing digital literacy. Differentiating between digital and e-portfolios, the article notes that while all e-portfolios are digital, not all digital portfolios are e-portfolios.

Literature reviews highlight studies showing digital portfolios' effectiveness in improving EFL speaking and writing skills, enhancing motivation, and facilitating assessment. Methodologically, the article describes a Portfolio Workflow and setting up a digital portfolio using Google Sites. It concludes by recommending digital portfolios for their ability to improve language skills and motivate students, despite challenges such as digital literacy and technical issues. Future directions include further research on effectiveness and developing guidelines for creating and assessing digital portfolios.

INTRODUCTION

This article explores the pivotal role of digital student portfolios in augmenting English proficiency within educational settings. A digital portfolio is an electronic compilation of a student's work that tracks their learning development over a period. These portfolios can come in different formats, such as blogs, websites, or electronic files, and may contain various multimedia elements like text, images, audio, and video (Barrett, 2004). English Language Proficiency, as used in this article, refers to the full command of language skills, including proficiency in listening, speaking, reading, and writing. This paper will explore how these English macro skills are incorporated into the creation of digital portfolios. Digital student portfolios transcend traditional paper-based formats, offering a dynamic and interactive representation of learners' progress. Due to technological advancements, students now have the ability to take control of their learning process. They can actively engage in self-reflection, set language learning goals, and document their achievements, fostering a deeper understanding of language skills. Some benefits of using digital portfolios in the classroom include: a) Offering students a platform to

improve their writing skills through digital journaling. b) Allowing students to practice speaking by sharing and discussing their journals c) Enabling students to observe the cumulative outcomes of their efforts and track their progress. d) Increasing student motivation to complete assignments thoroughly, knowing that their peers will review them e) Teaching students valuable digital literacy skills, such as web page formatting, uploading content, and presentation techniques. f) Providing students with a tool to showcase their portfolios as part of university applications or when seeking employment. g) Offering a more comprehensive representation of student abilities compared to traditional letter grading systems (A, B, C, D, F).

Furthermore, the article underscores how digital portfolios contribute to language proficiency by providing a holistic view of language acquisition. Through incorporating diverse language modalities, such as reading, writing, listening, and speaking, learners can develop well-rounded language skills. The digital portfolio, as an innovative tool, emerges as a catalyst for transformative language education, offering educators insights into individual progress and promoting a learner-centric paradigm in language teaching.

The terms "e-portfolio" and "digital portfolio" are commonly used interchangeably, but there exists a subtle distinction between them. An e-portfolio is essentially an electronic rendition of a traditional portfolio primarily designed for assessment purposes. It typically comprises a collection of student work, reflections on learning, and evidence of achievements, all presented in a digital format (Buzzetto-More, 2010; Jafari & Kaufman, 2006). Conversely, a digital portfolio is a more inclusive term encompassing any portfolio created and maintained digitally. It may incorporate various media types such as text, images, audio, and video, serving a multitude of purposes beyond assessment, including showcasing skills, establishing a personal brand, or documenting professional development (Cambridge English Language Assessment, 2018). Essentially, all e-portfolios are digital portfolios, but not all digital portfolios are e-portfolios (Cabrera, 2020).

LITERATURE REVIEW

Pablo Cabrera (2020) discovered in his research on *The Use of Digital Portfolios to Improve English as a Foreign Language Speaking Skills in Higher Education* that utilizing digital portfolios was effective in enhancing students' pronunciation and fluency. Students utilized their smartphones to construct digital portfolios within Google Drive, containing videos and audios related to specific topics from the course syllabus. The speaking tasks involved recording information at various locations on the university campus (cafeteria, laboratories, library, chapel, sports ground) and other spots around the city. It was established that employing digital portfolios via Google Drive can boost students' motivation to practice their oral skills in the target language. In addition, the findings showed that digital portfolios were effective to enhance students' pronunciation and fluency.

Solano and Cuesta (2019) investigated the effectiveness of utilizing digital portfolios to improve English as a Foreign Language (EFL) writing skills. The study involved 60 students at A1 and A2 levels, as per the CEFR (Common European Framework of Reference), enrolled in an English course at a private university in southern Ecuador. Students used smartphones and laptops to craft digital portfolios on Google Drive, containing shared photos, infographics, and reflective essays on academic subjects related to the course competencies. This intervention spanned 10 months, during which students received ongoing feedback on their work. Upon analyzing the data both quantitatively and qualitatively, the findings indicate that digital portfolios serve as an effective learning aid, enhancing EFL students' writing skills and inspiring them to reflect on their progress.

According to Brown & Abeywickrama (2010), assessment is an integral part of the language learning process, which serves to evaluate students' performance and achievement, inform instruction and provide feedback, and measure progress towards learning outcomes. In a study conducted by Serpil (2023), it highlighted the versatility of digital portfolios as an assessment tool in ESL/EFL education, serving both formative and summative purposes. In formative assessment, these portfolios maintain a continuous record of student progress, enabling teachers to offer timely feedback and support. Moreover, digital portfolios facilitate peer and self-assessment, enabling students to present their language learning journey in a multimedia format that is easily shared and reviewed.

Another study was conducted by Bensalem and Alenazi (2023) about Using E-portfolios to Enhance Oral English Language Skills as Foreign Language. This study explores the implementation of using e-Portfolios as a high-impact practice on enhancing student oral language skills. Data from voice recordings, focus groups, and a survey were collected and analyzed to assess students' learning experiences. A key finding was that students believed e-Portfolios helped improve their English oral proficiency, largely due to the linguistic feedback provided by both the instructor and peers. Moreover, the process of building e-Portfolios boosted students' motivation and confidence in speaking English, particularly among female students and those with varying levels of academic achievement.

Thang and Zulkifli (2012) conducted a study about The Role of Electronic Portfolio in Enhancing Information and Communication Technology and English Language Skills. The findings revealed that the students perceived the development of e-portfolios as beneficial towards their own ICT skills and writing skills. They explicitly stated that they have learned to upload files, edit photos online and manage files. Furthermore, it also demonstrated that problem-solving involved in developing the e-portfolios encouraged students to be more autonomous and positive towards learning.

In summary, Pablo Cabrera (2020) found that using digital portfolios improved EFL speaking skills in higher education, enhancing pronunciation and fluency. Students created portfolios with videos and audios on Google Drive, recording tasks at various campus and city locations. This method increased motivation to practice

oral skills. Solano and Cuesta (2019) similarly showed that digital portfolios enhanced EFL writing skills, with students creating portfolios containing photos and reflective essays. Brown & Abeywickrama (2010) emphasized assessment's integral role in language learning, while Serpil (2023) highlighted digital portfolios' versatility in ESL/EFL assessment. Bensalem and Alenazi (2023) also found that e-Portfolios enhanced oral English skills, boosting motivation and confidence. Additionally, Abrutyn (2012) discovered that e-Portfolios improved ICT and writing skills, fostering autonomy and positivity towards learning.

METHODOLOGY

This section will describe the portfolio workflow and its process:

Portfolio Workflow

1. The teacher assigns a new task. For example, in a writing class, the teacher assigns a 500-word essay or in a speaking class, the teacher assigns a 2-minute self-introduction video.
2. Students finish the task and hand in the assignment digitally or hand-written (for writing assignments).
3. The teacher reviews, corrects the assignments and gives feedback to students.
4. Students correct the mistakes and address any other issues.
5. Finally, students upload the task to their digital portfolio.

How to set up a digital portfolio?

To create a digital portfolio, students will utilize Google Sites (<https://sites.google.com/new>). The portfolio comprises seven pages: Home, Essay, Slides, Movies, Writing, Graphics, and Others.

1. On the Home page, students will introduce themselves briefly (around 100 words).
2. The Essay page will host all essay assignments, including narrative, descriptive, and opinion essays.
3. Presentations from English classes will be stored on the Slides page.
4. The Movies page will feature vlogs, videos, and interviews.
5. Writing assignments like journals, news article summaries, timed writing, and haiku will be uploaded to the Writing page.
6. Graphics, such as posters, survey analyses, and mind maps, will be displayed on the Graphics page.

7. Any assignments not fitting these categories will be placed on the Others page.

Figure 1

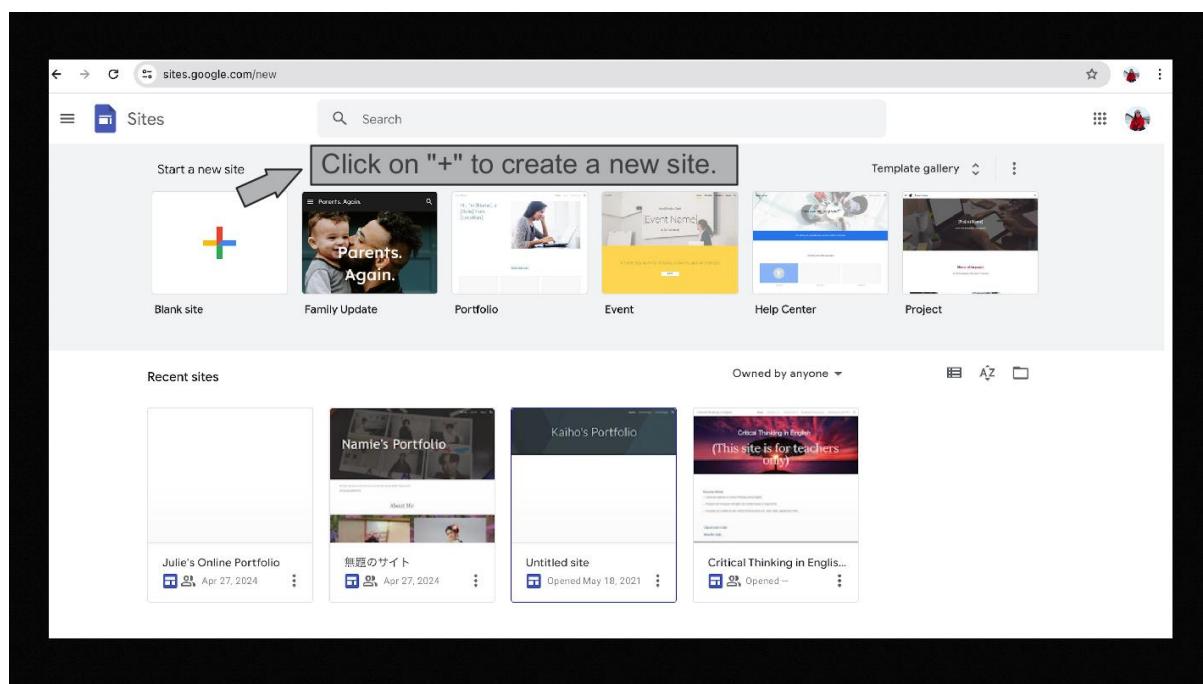


Figure 2

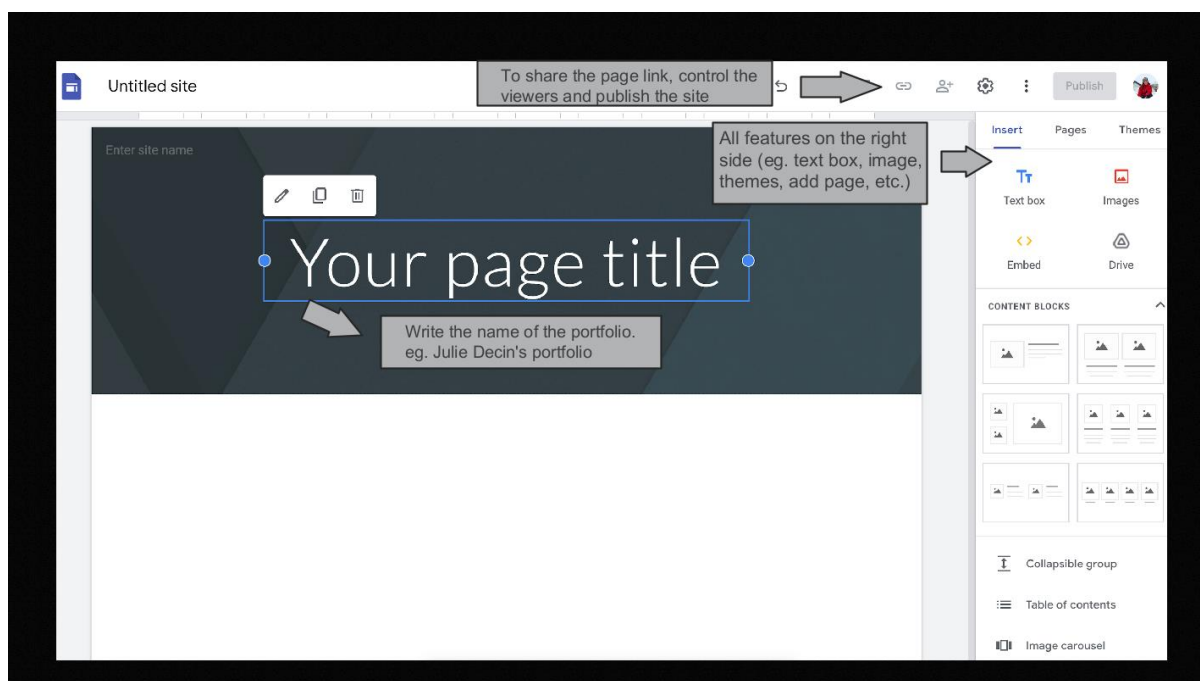


Figure 3

This is how a student's digital portfolio should look like.



DISCUSSION

The Digital Portfolio project is a two-year initiative within the English department at XYZ Institution. It begins in the third term of the students' first year, where they start compiling their portfolio. This process continues into their second year, where additional assignments from various English classes are added. By the end of the third term in their second year, students have amassed a substantial body of work, including writings, presentations, videos, and more.

The benefits of digital portfolios in enhancing language learning make their use highly recommended, especially for college and university students. In addition to improving speaking and writing skills, digital portfolios allow students to showcase their creativity and enhance digital literacy. They also serve as a source of motivation for students, providing them with a sense of pride as they see the compilation of their assignments over the two or four years they spend at school.

Various digital portfolio platforms are available, such as Google Sites, Seesaw (<https://seesaw.com/>), and Weebly (<https://www.weebly.com/>). For this particular project, Google Sites was chosen due to its easy integration with Google Drive and other Google tools.

Despite the benefits, there were some challenges in creating digital portfolios. The main challenge was digital literacy, both for teachers and students. Not everyone may be proficient or comfortable using digital tools or platforms. Teachers need to

be prepared and have basic knowledge of creating digital portfolios to assist students effectively. Similarly, students should be comfortable using digital tools like smartphones, tablets, and computers.

Technical issues also posed a challenge, as setting up and maintaining digital portfolios may require technical expertise. Issues with software compatibility, internet connectivity, and platform usability may arise. Privacy concerns were another challenge, as managing student data and ensuring privacy can be complex. To address this, settings in Google Sites were adjusted to limit viewers to school email addresses and "anyone with the link."

CONCLUSION

This paper discusses the significance of digital portfolios in enhancing English language proficiency, particularly within educational settings. One of the key benefits of using digital portfolios is their ability to improve writing skills through digital journaling, practice speaking by sharing and discussing journals, observe cumulative outcomes, increase motivation to complete assignments, teach digital literacy skills, and provide a comprehensive representation of student abilities. Moreover, digital portfolios contribute to language proficiency by providing a holistic view of language acquisition, incorporating diverse language modalities such as reading, writing, listening, and speaking. Methodologically, the article describes the Portfolio Workflow, outlining the process of assigning, completing, reviewing, and uploading tasks to digital portfolios using Google Sites. It also provides a step-by-step guide on how to set up a digital portfolio on Google Sites, including the creation of different pages for various types of assignments.

The core message of this paper is that digital portfolios can transform the process of learning English into an enjoyable and creative activity. These portfolios promote increased interaction between students and teachers, fostering a more lively and supportive classroom environment. Additionally, they enhance camaraderie among students as they share personal insights and learn from each other, further enriching their educational experience. An important benefit of using digital portfolios is the enhancement of digital literacy skills, which are indispensable in today's globalized world. The portfolios also allow students to accumulate their English assignments in a single collection, providing a sense of achievement increasing their motivation. They also get to track their progress in writing and allow them to self-reflect. Despite facing challenges such as the need for digital proficiency and concerns over privacy, the advantages of implementing such projects far surpass the drawbacks, making them a valuable educational endeavor.

Future directions for using portfolios include further research on their effectiveness in different educational settings and the development of guidelines for creating and assessing digital portfolios. In addition, technology integration in class like the use of digital portfolios should be widespread. Discussion about the integration of

newer technologies with digital portfolios, such as AI for personalized learning experiences, blockchain for securing student data, or AR/VR to create immersive language learning environments must be taken into consideration. These all can open up innovative ways to engage students and enhance learning. Finally, teacher training and development should be a priority among educators to effectively implement and utilize digital portfolios in their teaching practices. Training can focus on both the technical aspects of using digital tools and pedagogical strategies for maximizing their educational impact.

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SHADOWING IN FOCUS: UNDERSTANDING, IMPLEMENTING, AND ENHANCING ENGLISH LANGUAGE LEARNING

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ABSTRACT

Shadowing has emerged as a popular approach in higher education and businesses in Japan over the past few decades. Although the idea of shadowing is well known, the concept of shadowing is poorly defined, and the lack of studies leaves uncertainty about its mechanisms and effectiveness (Hamada, 2016). To employ shadowing effectively, educators need to understand where shadowing is situated within the bigger picture (shadowing falls under the form-focused framework) and balance it with other meaning-focused activities. This paper, therefore, aims first to define shadowing and draw comparisons with similar approaches such as repeating, oral reading, and parallel reading. Subsequently, this paper will review previous studies showing the benefits of shadowing. Then, the steps for introducing shadowing are discussed based on author's research (Goto, 2023) and other empirical studies. Recommendations include how to ensure the effectiveness of shadowing while complementing its weaknesses. This paper clears the misconceptions about shadowing and provides insights into integrating shadowing into English education practices while maximizing its effects.

INTRODUCTION

Shadowing is a language learning technique in which an individual listens and repeats all or part of what the speaker says as accurately and immediately as possible (Rost & Wilson, 2013, p. 114). Originally, shadowing was introduced as a training approach for interpreters and was later incorporated into the EFL context (see Murphey, 2001). Shadowing is now popular in East Asia and globally recognized (e.g., Hamada, 2016; Foote & McDonough, 2017).

Shadowing is often confused with similar approaches, such as repeating, oral reading, and parallel reading. Repeating is when an individual listens to a speaker and repeats it after a sufficient pause (Kadota, 2019). Repeating is considered an offline task, where individuals have time to perform various cognitive tasks (e.g., grammatical or semantic processing) before speaking. On the other hand, shadowing is an online task, where individuals must always focus on immediately producing the sounds of the words they hear without excessively thinking about grammatical structures or meanings.

Oral reading is another approach that needs to be clarified with shadowing. Oral reading involves reading aloud a written text without listening to the audio. Similar to shadowing,

oral reading is considered an online process of decoding written input into phonological codes without paying much attention to the sentence structure of meaning. Unlike shadowing, however, individuals have the autonomy to determine their reading speed during oral reading. Such flexibility in the speed of reading aloud may result in occasional mispronunciations when individuals lack speech input.

Parallel reading is also commonly confused with shadowing. Parallel reading resembles shadowing only in that it is an online task. In parallel reading, individuals read aloud a text along with its corresponding audio. During this parallel process, individuals split their attention on both sounds and letters, and they may not focus solely on sounds like in shadowing.

While repeating, oral reading, and parallel reading each have merits for enhancing English skills; their effects differ from shadowing.

LITERATURE REVIEW

The previous section discussed the characteristics of shadowing compared to other learning approaches. Shadowing resembles the mechanical drills of the audio-lingual method (Bovee & Stewart, 2009) because it emphasizes speech repetition. Therefore, shadowing is often frowned upon by Communicative Language Teaching advocates. To address this negative outlook, this section will delve into the primary benefits of shadowing, shown in previous studies. Shadowing improves learners' listening skills by enhancing their ability to discern nuances in pronunciation, internalizing linguistic rules for effective communication, solidifying procedural knowledge, and boosting motivation to engage with the language as detailed below.

Benefit 1: Improve Listening Skills

Research indicates that shadowing significantly improves listening skills, particularly for lower-level learners over intermediate-level learners. Hamada (2016) found that 15-20 minutes of shadowing for a month increased listening comprehension test scores. Shadowing is effective for beginners because they have weak bottom-up listening skills due to limited processing capacities. Shadowing requires learners to attend to sounds they listen to, blocking top-down processing. This helps learners improve phoneme perception, especially with weak function words (Nakayama & Suzuki, 2012).

Benefit 2: Improve Pronunciation

Although initially adopted to facilitate listening skills, shadowing offers an additional advantage by improving various pronunciation features, thereby enhancing comprehensibility and fluency. In a study by Foote and McDonough (2017), high-proficiency L2 learners practicing 10 minutes of shadowing over 8 weeks with occasional feedback, demonstrated enhanced imitation skills, comprehensibility, and fluency. Their accentedness remained unchanged. However, a recent study by Shao et al. (2023) targeting Chinese high school students revealed that 30 minutes of shadowing over 2 weeks improved both comprehensibility and accentedness. In summary, shadowing improves the comprehensibility and prosody of the learners' speeches and effectively reduces non-native accents in certain situations.

Benefit 3: Internalize Linguistic Rules

Shadowing can scaffold the internalization of linguistic examples and rules. In EFL settings with limited exposure to L2 input, beginner-level learners often need to develop their linguistic resources to achieve meaningful production. Shadowing is a form of deliberate practice that helps learners accumulate declarative knowledge, such as vocabulary and grammar. Learners can understand and be ready to effectively use the language in real communication after practicing shadowing.

Benefit 4: Build Procedural Knowledge of English

Through shadowing, learners can automatize their speech perception, enhance short-term memory, and reinforce rehearsal. Shadowing is a form-focused activity within the four-strands framework (Nation, 2007). Form-focused activities add value to learning because meaning-focused practice alone is often inadequate for learners to acquire the complex aspects of language, especially in EFL situations. While shadowing, learners are forced to pay close attention to the language features in spoken text under time constraints, and this condition is an effective way to proceduralize and automatize skills (DeKeyser, 2007).

Benefit 5: Boost Motivation

Shadowing can serve as motivation for language learning and enhance the perception of learning. According to Hamada (2011b), English learners demonstrated significant improvement in listening self-efficacy after participating in eight 25-minute shadowing sessions over a month. Similarly, a study involving university-level students (Goto, 2023) found that students reported positive perceptions of shadowing, including improvements in listening, speaking, and pronunciation. Despite encountering some initial challenges, most students showed increased confidence and a sense of achievement as they progressed in their shadowing training. This positive shift is attributed to students recognizing their improvement through repeated practice. Surprisingly, positive perceptions remained consistent across proficiency levels (i.e., beginner, intermediate, advanced), with only one out of 32 students finding shadowing boring.

METHOD

Previous shadowing studies were largely independent activities that were void of student interaction. For this reason, Goto (2023) introduced additional steps to increase student interaction. The original framework (Hamada, 2016) contains 7 steps (i.e., Step 1 Initial Listening, Step 2 Mumbling, Step 3 Parallel Reading, Step 4 Comprehension Check, Step 5 Shadowing, Step 6 Monitoring, Step 7 Final Listening). However, discussion and pair monitoring were incorporated into this framework to increase student interaction and communicative practice. Pair monitoring and discussion have been found to increase student interaction and student rapport (Hamada, 2015; Nakayama & Suzuki, 2012). The method for implementing this interactive shadowing is summarized below.

Step 1: Initial Listening

In Step 1, students listen to the model audio without a text while paying attention to speech patterns, intonation, and rhythm. This step is an input stage, preparing students to concentrate on sounds and meaning.

Step 2: Mumbling

Mumbling is speaking quietly without reading the text; students say the words indistinctly, not concentrating on articulation and clarity. Students listen to the model audio and mumble. The purpose of mumbling is to become accustomed to speaking. This step can be skipped depending on the student's proficiency level.

Step 3: Parallel Reading

During parallel reading, students listen to the model audio while reading the text simultaneously. Parallel reading helps students practice the prosody of English and keep up with the speed of the audio. Students can revisit parallel reading after Step 4 for further practice.

Step 4: Comprehension Check

The comprehension check was originally proposed to encourage students to check their understanding of the text for 2-3 minutes, aiming for 100% comprehension (Kadota & Tamai, 2005; Tamai, 2005). Goto (2023) has expanded this step to include an opportunity for discussion, which helps teachers provide students with valuable feedback. This discussion can encompass not only the content of the text but also the linguistic features such as vocabulary, grammar, and pronunciation. The selection of words for discussion should be strategic, focusing on those that are most challenging to pronounce or require formal instruction on blending, assimilating, and reducing certain sounds.

Step 5: Shadowing

In this step, students shadow at least three times, focusing on rhythm, intonation, and chunking, avoiding the urge to pronounce every individual word. Following shadowing, students can review the text (Steps 4 and 5 are repeated), and then students engage in one more round of shadowing, concentrating on both sounds and meanings.

Step 6: Monitoring

Self-monitoring is a process where students record their shadowing performance and evaluate their recordings to identify pronunciation issues. Self-monitoring was found to be beneficial (Hamada, 2015; Nakayama & Suzuki, 2012). However, to enhance communication among students, pair monitoring was introduced in Goto (2023). During pair monitoring, students listen to their partner's shadowing and evaluate pronunciation by marking mistakes, using codes (e.g., circle, triangle, X) on a text. Finally, students submit the evaluation sheet and their recordings on Google Classroom. The recordings are taken by their smartphone recording app.

Step 7: Final Listening

In the last step, students listen to the model audio again, which is important for comparing how much they can hear after practicing shadowing. This step is crucial for students to gauge their own progress, thereby motivating them to continue shadowing.

This section includes steps for discussion and pair-monitoring, which sets this approach apart from previous studies (e.g., Hamada, 2015; Nakayama & Suzuki, 2012). These steps were introduced by Goto (2023) to enhance students' communication skills and motivation to persist in shadowing.

DISCUSSION

This section first outlines the shadowing research conducted in Goto (2023) and discusses its findings. Then, avenues for improving the shadowing practice in Goto (2023) are explored by incorporating suggestions from previous studies. Five tips are then discussed regarding their usefulness for incorporation into future shadowing practices.

Goto (2023) replicated earlier empirical research (Hamada, 2016) to examine the effects of post-shadowing on the listening skills of university students (N=35), following the procedure outlined in the previous section. The results revealed a significant positive impact of shadowing on phoneme perception among the intermediate-proficiency group, with limited effects observed for the low- and upper-intermediate-proficiency groups. There were negligible effects on listening comprehension at all levels. However, most students reported positive attitudes toward the shadowing experience in the questionnaire. The limitations of this study include: a) shadowing was not effective for low- and upper-intermediate proficiency groups, b) shadowing failed to improve listening comprehension, and c) some students reported a need for technological improvement and better materials through the questionnaire.

Drawing from the suggestions from previous studies, five essential tips emerge to ensure the effective implementation of shadowing in the future.

Tip 1: Using Technology Appropriately

Successful shadowing in this technological era relies heavily on technology integration. In Goto (2023), both text and audio were presented on a large TV screen for the shadowing procedure, which consisted of 7 steps. However, feedback from the student questionnaire indicated dissatisfaction with the volume level. The low volume level hindered students' ability to shadow effectively. With students practicing aloud in the same room, poor audio clarity likely contributed to the low success rate.

One solution to this problem would involve equipping each student with individual devices and headphones for shadowing practice. This setup would alleviate interference from peers, provide students with the flexibility to adjust the volume according to their preference, and offer customizable speed adjustment features, allowing variations within a range of plus or minus 20%.

Another option to integrate technology would be to employ audio-to-text converters. For instance, utilizing voice typing in Google Docs allows students to compare computer-generated text with the original, identifying discrepancies and focusing practice accordingly. This technological approach not only saves time but also enhances targeted practice, which should ultimately improve learning outcomes.

In the coming years, advancements in generative and cloud-based AI audio analytics offer promising opportunities. Subsequent research could explore direct interaction between students and AI, enabling immediate feedback on shadowing performance. With this feedback, students could target specific sections of audio that present difficulties. For

teachers, this represents a time-saving measure, as students would not need to practice the entire audio but could receive instant feedback on specific areas of weaknesses.

Tip 2: Choosing Suitable Materials

Selecting materials in line with learners' proficiency levels is crucial. Easier materials allow learners to focus on sounds without being hindered by complex content or grammar (Hamada, 2011a). According to Kadota (2007), shadowing materials that contain more than two or three unknown words per 100 words of speech can be highly frustrating for students. However, when using challenging materials, combining both easy and difficult texts has been found to help develop listening skills in high-school students (Hamada, 2011a). Furthermore, empirical research (Hamada, 2011a, 2016) suggests that learners should study the content and language (e.g., vocabulary, grammar) before shadowing difficult materials.

In Goto (2023), materials were sourced from the textbook assigned in the syllabus. The shadowing text was adjusted according to each student's class level through teacher discussion during the shadowing procedure. However, to enhance comprehension further, additional materials could be accompanied by a bilingual transcript for beginners.

Ideally, the materials should closely reflect the students' interests. In Goto (2023), students expressed a preference for shadowing materials to be more engaging and relevant to them. In the future, materials such as song lyrics, famous speeches, and movie scripts can be used to engage the students.

Tip 3: Appropriate Timing of Shadowing

In Goto (2023), shadowing was introduced at the last step in the series of procedures (see the Method section). This is rationalized by Hamada (2014), who found that timing of shadowing, either before studying content (i.e., pre-shadowing) or after studying content (i.e., post-shadowing) has varying effectiveness based on learners' language levels. Hamada found that pre-shadowing has a greater effect on higher-proficiency learners or when the material is easy enough for learners to understand without any explanation. On the other hand, post-shadowing is effective for enhancing the listening skills of lower-level learners; shadowing after studying content capitalizes on learners' familiarity with the target text, reinforcing previously acquired knowledge while complementing learners' limited cognitive capacity and weak listening skills. Additionally, Hamada (2011b) suggests that post-shadowing may be more beneficial in reducing learners' anxiety, further lowering the psychological hurdles of shadowing.

Tip 4: Combining Shadowing with Other Approaches

Research suggests that shadowing in isolation is less effective than when combined with other approaches (Kuramoto et al., 2007). In terms of reproduction accuracy, Shiki et al. (2010) reports that the reproduction rate likely reaches its peak after four to five shadowing repetitions when performed in isolation. Therefore, a comprehensive shadowing procedure should include steps such as understanding the content, learning vocabulary, and parallel reading, with a limited number of shadowing repetitions, as per the procedure in Goto (2023).

However, Goto (2023) also found that while shadowing helped improve students' phoneme perception skills, its standalone improvement seemed insufficient for enhancing listening comprehension. Since students can improve phoneme recognition but not necessarily focus on the content of the listening, additional activities and top-down listening strategies may be necessary for improved comprehension, especially for low-proficiency groups. Therefore, it would be beneficial to combine shadowing with other listening activities to address its potential weaknesses.

Tip 5: Importance of Initial Motivation

While shadowing may be effective (e.g., Hamada, 2016; Foote & McDonough, 2017), it is not a panacea for language learning. Hamada (2015) found that learners' initial motivation significantly influenced improvement in listening comprehension. Learners with higher initial motivation sustained positive attitudes and showed improved listening performance after shadowing, whereas those with negative attitudes struggled to improve. Therefore, clear communication, positive feedback, and tailored shadowing materials are vital for fostering successful shadowing practices.

In Goto's study (2023), only the intermediate-proficiency group improved their phoneme perception, with no improvement observed in the low- and upper-intermediate-proficiency groups. This may be attributed to the number of practice sessions or floor effects for upper-intermediate-proficiency groups. However, this study did not measure the students' initial motivational levels. Investigating the impact of initial motivation on the effectiveness of shadowing would be beneficial.

CONCLUSION

This paper provides a clear definition of shadowing as deliberate practice and discusses steps to integrate it into communicative learning. While shadowing shows promise for language acquisition, Goto (2023) highlights both its potential benefits and limitations. That study found that intermediate-proficiency groups benefited more in terms of phoneme perception compared to low- or upper-intermediate-proficiency groups. The identified challenges include proficiency variations, technological constraints, material suitability, timing considerations, and motivational influences. This paper, on the other hand, offers five practical solutions for educators to effectively navigate these challenges. Future research should delve deeper into addressing these challenges and investigating the impact of shadowing effects on diverse learner populations. For example, educators can enhance the efficacy of shadowing practice in language classrooms by adhering to the five tips suggested in this paper: first, addressing the issue of using technology while practicing shadowing; second, selecting relevant and engaging materials tailored to learners' needs; third, incorporating post-shadowing activities; fourth, combining shadowing with communicative activities and other listening strategies; and fifth, fostering learners' motivation. By following these five tips, educators can better leverage shadowing as a valuable pedagogical tool, ultimately facilitating more successful language learning experiences and outcomes for learners across various proficiency levels.

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IICP (Innovative Classroom Practice Conference) カンファレンス 2023 開催報告

■概要

2023 年 12 月 3 日(土)に、教育イノベーション研究センター主催の ICP (Innovative Classroom Practice Conference) カンファレンス 2023 を開催しました。ICP カンファレンスは、新しく挑戦的な教育実践・学習環境構築などに関する取り組みを、学校種別は問わず幅広い方々との交流を通じて共有することを狙いとした大会です。2023 年は、学習科学とコンピュータサイエンス (CS) を中心テーマとして開催しました。詳細は以下のとおりです。

1. 日程

2022 年 12 月 10 日(土曜日)10:00～17:00

2. 開催場所

神田外語大学 (GLA コモンズ)

3. プログラム

第 1 部：学内学習施設見学ツアー & 意見交換会

10:00～12:00 学内学習施設見学ツアー & 意見交換会

第 2 部：講演 & グループワーク

13:00～15:00 講演「学習科学から考える〈わかる〉ということとは？～人と AI を比べながら～」

益川 弘如先生 (聖心女子大学) ※御所属は当時

第 3 部：学生企画のワークショップ

15:15～17:00 ワークショップ「家電の動きを作ってみよう」

神田外語大学 KUIS-CS (Computer Science) 学生メンバー主催

4. 参加人数

第 1 部：約 25 名 (千葉大学からの臨時参加学生を含む)

第 2 部：約 10 名

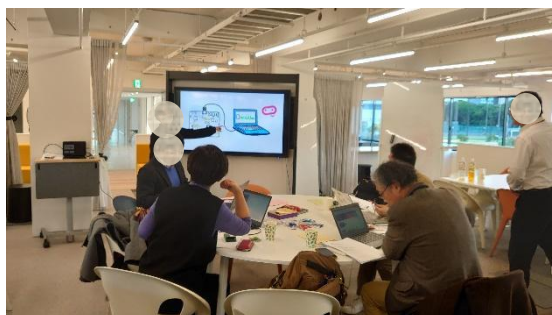
第 3 部：約 10 名

5. 第 1 部～第 3 部の詳細

第 1 部は昨年と同様、ICP カンファレンスの参加申込者、および千葉大学教育学部の英語教育・応用言語学のゼミ生と一緒に学内の学内学習施設の見学ツアーを行った後、参加者の皆様と一緒に「学習施設」について考えるディスカッションを行いました。ディスカッションでは学生から多数の質問があがり、時間を超過しても活発な議論が行われました。



第2部は、聖心女子大学（当時）の益川 弘如先生より「学習科学から考える＜わかる＞ということとは？～人とAIを比べながら～」と題したご講演があり、そのなかで「ジグゾー法」によるグループワークも行われました。講演では、近年の子供の学習方法、学習環境、リテラシーなどに関する課題や、学習科学・認知科学領域の知見の紹介がありました。また、「ジグゾー法」のグループワークでは、日本史教育の一場面を想定し、「どの場所に城を建てるのがよいか」を考えるワークが行われました。同じグループのメンバーごとに、最適な城の拠点に関する異なる説明が書かれた資料が手渡され、それを他のメンバーに説明しながら、最も望ましいと考えられる地図上の場所をチームで論理的に導く学習方法を体験しました。



第3部は、神田外語大学 KUIS-CS（Computer Science）学生メンバーによる「家電の動きを作ってみよう」というワークショップが開催されました。このワークでは BBC の micro:bit という電子端末をパソコンに接続し、パソコンのほうで Microsoft Make Code for micro:bit というアプリを起動し、電子端末にどのような操作をしたらどのような動きが発生するかを自らプログラミングしました。たとえば、micro:bit を「押す」と「音が出る」、「振る」と「文字が表示される」、「周囲を暗くする」と「光る」、「手をかざす」と「ドア開閉の音が出る」などの設定を実現し、プログラミングの設定次第で様々な身近な家電と似た動きができることを体験しました。

※2024 年も 12 月に ICP カンファレンスを開催予定です。詳細は、2024 年の秋に公開される情報をご参照ください。

教育イノベーション研究センター年報 編集委員

STEAM 教育のための学習環境デザインにおける学習者自身の持続的関与

新しいアイデアや形を創る学びのワークショップの実践

近藤秀樹

神田外語大学

教育イノベーション研究センター

森田真緒

神田外語大学

外国語学部

Learners' Sustained Engagement in Designing Learning Environments for STEAM Education: A Report on Workshops for Learning by Creating New Ideas and Forms

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概要

本稿はイノベーション研究センターが ICP2023 で実施したワークショップの実践報告である。家庭用電化製品を題材として、参加者が micro:bit を用いてプログラミングを行い、コンピュータ・サイエンスについて学ぶことを目的とした。本ワークショップは、導入、知識習得活動、創造活動、総括のフェーズから構成されており、参加者はこれらの活動を通じてプログラミングとその結果を体験した。この活動は専門家向けの教育とは異なる学習環境がどのようなものであるのか、学生自身が主体的に参加して構築したものである。当該活動が学生の学習にどのような影響を与えたかを評価するとともに、今後の展望についても論じている。

1. はじめに

本学の学生はコンピュータ・サイエンスや周辺領域の専門家を目指すわけではないが、急速に発展する社会に貢献するためにも、情報通信技術を学ぶことは避けられない。高等教育における情報教育については、大学教育の質保証の観点から参照基準が示されている。同様の内容は一般情報処理教育としても議論されてきた。すべての人が学び活用できるよう、計算論的思考(Computational Thinking)と呼ばれるような内容も整理されている。

こうした学びは、従来の理工系の大学で実践されてきた、専門家のための教育とは異なるものと考えられる。目的が異なるだけでなく、その過程や支援の手法、前提となる学習者像など、その違いは多岐にわたる。このため、専門家教育とは異なる学習環境を探究する意義は大きい。教授者の立場・制約だけからは十分に検討することは難しい。また、学習や教

育は決して授業だけで成り立つものではないこと、むしろ成年以降の学びが授業から離れた場面で営まれることなどから、正課の授業と正課外の学びとを総合的にデザインすることが重要と考えられる。

教育イノベーション研究センター(以下、センター)では、学生とともにコンピュータ・サイエンスやその関連分野の学習・教育について検討・探究する活動を継続している。この活動はセンターの教員と学生有志とで協力しながら行われている。その活動内容は、授業内容が受講生にどのように受け取られるのかを学生がレビューする、改善案を制作する、などの直接的な活動を行うほか、関連分野の情報収集や、新しい学習手法の試行、また、コンピュータ・サイエンスだけでなく学習科学・認知科学・教育工学など人の学びに関する勉強会の開催など多岐にわたる。学生の素朴な思いつき以上の貢献が期待されており、かつ、学生自身がこうした活動を通じて学習に関する知識や価値観を更新することが卒業後の人生に対して大きな意義を持つとの考えに基づく。

本稿では、この活動のメンバーの学生が2023年度に企画・実践したワークショップについて報告する。

2. 学習としてのワークショップ

ワークショップという言葉は広い意味で用いられる。たとえばものづくりの体験会をワークショップと呼ぶことがあるが、同時に、ビジネスの文脈での研修をワークショップと呼ぶこともある。多様な場面で用いられている。山内・森・安齋(2021)はこれらにほぼ共通している要素として何らかの創る活動と学ぶ活動を挙げ、さまざまな形で実施されているワークショップの実態から「創ることで学ぶ活動」と整理した。経験学習(Kolb 1984)の一種として位置づけたうえで、ワークショップの基本構造を4つのフェーズに分けた。(1)導入、(2)知る活動、(3)創る活動、(4)まとめ、である。

3. 「家電の動きを作ってみよう」

ワークショップの基本構造を踏まえ、学生が企画した実践について述べる。

3.1. 概要

本実践はイノベティブ・クラスルーム・プラクティス2023の第三部として企画された。イノベティブ・クラスルーム・プラクティスは本学で毎年開催されるカンファレンスである。教育実践を幅広く共有することを目的としている。学校種別などを問わず、また授業以外の学びも対象となっている。

本実践では家庭用電化製品(以下、家電)をテーマとした。具体的には、家電の特徴をmicro:bitをプログラミングすること表現し、家電がどのように人を幸せにしているかを理解することを目的とした。

3.2. micro:bit

micro:bit は英国放送協会(BBC)が設計したコンピュータである。情報教育のために小学生に無料で配布され、また、一般にも販売されている。外観を図 1 に示す。

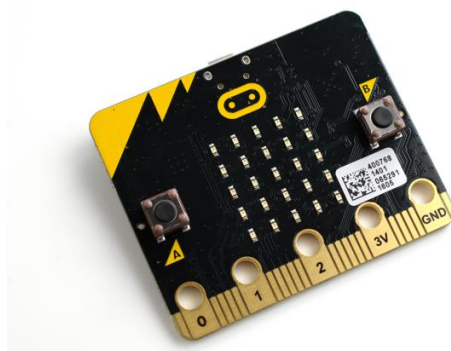


図 1 micro:bit の外観

https://commons.wikimedia.org/wiki/File:BBC_micro_bit_%2826146399942%29.png より

非常に簡素な構造であり、端子や接点がむき出しである。発光ダイオードが5×5に並べられており、簡単な図や文字を表示するために利用できるほか、環境光センサーとしても機能する。ボタンや各種のセンサーも搭載されており、入力を受け付けられるようになっている。

一般のパソコンとは USB ケーブルで接続したり、Bluetooth 無線で接続したりできる。プログラミングはパソコンや iPad で行い、できあがったソフトウェアを micro:bit に転送して実行させる。scratch に似た、ブロックを組み合わせるビジュアルプログラミング環境で開発ができる(図 2)。この図のプログラムは、micro:bit の表面に 5×5 で並べられた発光ダイオードを使って”MICROWAVE OVEN”という文字列をスクロールさせながら表示し、その後、スマイルマークを表示するという動きを表現している。ブロック形のプログラミング環境以外にも、広く用いられている Python や JavaScript などの一般的なテキストベースの言語でもプログラミング可能である。



図 2 ブロックの組み合わせで作られた簡単なプログラムの例

日本国内の小中学生を対象とした情報教育でも広く用いられてきた実績があり、さまざまな実践報告や研究が蓄積されている。つまり本学の学生のように、情報学の専門家を目指さない場面での蓄積があることから、ワークショップに採用した。

3.3. 周知

参加者を募るためにポスター(図 3)を制作して 6-102 に掲示した。



図 3 ワークショップについて周知するポスター

4. 実践結果

2023 年 12 月 3 日 14:30 より、本学 GLA Commons(3 号館 2F)で第二著者が実践を行った。ワークショップ全体で 90 分となるように実践をデザインした。ワークショップの基本構造を踏襲し、以下のような活動を実施した。

(I) 自己紹介 【導入】

参加者同士で自己紹介を行う。氏名だけでなく、自身の好きな家電を挙げて、なぜ

それが好きなのかを言語化する。

(2) ワークシート記入

「家電の良さってなんだろう？」という問いに対して、ワークショップの活動を進める前の考えを書く。

(3) チュートリアル **【知る活動】**

好きな家電の文字列とアイコンを表示するプログラムを書き、micro:bit に転送して動作させる。

次に、micro:bit の周囲が暗くなったら音楽が流れるプログラムを書き、同じように micro:bit で動作させる。

(4) 家電のうごきをつくる **【創る活動】**

参加者でペアを組み、一方がアイデアを考える役割を、もう一方がプログラムを作成する役割を担当し、自分達の好きな家電の特徴的な動きをアレンジして micro:bit に実装する。

(5) 振り返りワークシート記入とまとめ **【まとめ】**

ワークショップの活動のあと、あらためて(2)と同じ問い「家電の良さってなんだろう？」に答える。活動の後で考えが変わっているかどうか、どのように変わるのかを評価する。

参加者は6名であった。当日の様子を図4に示す。



図4 ワークショップの様子

参加者からのコメントを抜粋して以下に示す。

- ボタンを押すと機能がスタートするだけでなく、メッセージが出ると会話しているみたいに感じました
- ニーズ・使用者の希望に沿った機能を付加できる・カスタマイズできる、家電にはたくさんのコードが書かれているんだということがわかった、人の生活において法人・個人に関わらず問題解決してくれる
- 家電は人の生活において法人・個人に関わらず問題解決してくれることがわかった
- 家電は自分が気分を変えられることができる重要なものと思った
- お願いしたいことを手順に沿ってやってくれることが家電の良さ
- 家電は使用者の希望に沿った機能を追加・カスタマイズできる部分が良い
- 家電の良さは「便利さ」だと思っていたが、実は気持ちや心の安定、安心のような感情面での貢献も大きいと感じた

5. まとめと展望

学生を中心としてコンピュータ・サイエンスに関するワークショップを開催した。このワークショップは、本センターで実施している、「学生とともにコンピュータ・サイエンスおよびその関連分野の学習環境についての継続的な検討や議論を行う」活動の成果の一部である。

ワークショップを通じて、参加者がMicro:Bitを用いて作品を創る活動を学ぶという当初計画した学びが実践された。また同時に、家電製品そのものについての学びや検討、プログラミングに関する考察など、当初は想定していなかった学びが生じた。意図した通りの学びだけでなく、それ以上のことを多層的に、同時に人間が豊かに学ぶ姿が見られた。

ワークショップの企画や実践を通じて、本センターで活動する学生もまた、人の学びの多様さを体感した。意図しない学びやインフォーマルな学びについて文献などで確認はしていたものの、実際に起こる学びの実態から、本センターの活動の価値を再認識した。つまり、学びの当事者である学生自身が学びについて学び、対象となるコンピュータ・サイエンスについても学び、専門家教育とは異なる、しかし単なるユーザとしての教育でもない、自分達自身の学習環境の探究として参加することの意義が示唆された。

一方で、こうした活動がはまだ始まったばかりである。実践例が十分に積み重なっているとは言えない。生成 AI などの新技術が急速に発展していることと合わせて、従来とは異なる学習環境の探究を継続する必要があるだろう。

山内祐平，森玲奈，安齋勇樹．(2021)．ワークショップデザイン論 第二版．慶應義塾大学出版会．

Kolb, D. A. (1984) *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.

教育イノベーション研究センター
2023 年度 データサイエンス教育課外活動報告

I. Tableau によるデータ分析体験セミナーの開催

2023 年度前期に、Tableau（タブロー）という BI（Business Intelligence）ツールを使用したデータ分析・可視化セミナーを開催しました。各回ともに、前半は Tableau の基本操作を学ぶ動画を見ながらハンズオン演習をすすめてもらい、後半は学生が自ら設定した問いを検証する「データストーリーテリング」な成果物を作成してもらったうえで、参加者間で発表とディスカッションを行いました。

参加した学生からは、「ゼミや卒業論文のデータ分析で使ってみたい」「ICT 企業への就職が決まっているので学んだことを役立てたい」「Excel よりも早く綺麗にできる」といった感想が寄せられました。

また、今回得られた学生の声や反応を含む Tableau を用いたデータサイエンス教育の経験は、2023 年度後期より開講の外国語学部の基盤教養科目である、「基礎演習Ⅱ」（数理・データサイエンス・AI 教育プログラムのリテラシーレベル関連科目）の教材開発に繋がりました。

○日程

2023 年 5 月 19 日（金）16:30～19:30

2023 年 6 月 17 日（土）14:00～17:00

2023 年 7 月 15 日（土）14:00～17:00

2023 年 8 月 25 日（金）14:00～17:00

○開催場所

神田外語大学（GLA コモンズ）

○参加者数

延べ 11 人（すべて神田外語大学の学部生）

○タイムテーブル（以下は 14 時開始のタイムテーブルの例）

14:00～14:05 趣旨説明

14:05～14:20 学生 Tableau ユーザーの活用事例紹介

14:20～15:30 基礎編：データを読み込む、様々な可視化レポートを作成する

15:30～15:45 コーヒーブレイク

15:45～16:30 応用編：可視化したレポートとストーリーを作成する

16:30～17:00 成果物を見せ合う（ペアまたはグループワーク）

2. Tableau データ分析 AWARD2023 への参加と入賞

グローバル・リベラルアーツ学部の「データ・サイエンス概論」を受講した学生2人が、2023年12月に開催された「Tableau データ分析 AWARD 2023」に出場し、準優勝の成績を収めました。本大会は米国のタブローソフトウェア社の情報分析ツール「Tableau」のユーザー有志で運営されており、2022年12月に第1回が開催されました。本学は第1回大会でも準優勝しており、2年連続の準優勝となりました。

今回出場した学生2人は、日本の自殺問題をテーマに、厚生労働省が発表しているデータを収集・加工・可視化し、Tableau を用いたストーリーを作成しました。具体的には、コロナ禍前後の変化の傾向の説明、独自の仮説検証の結果などを踏まえたうえで、自殺者を減少させるための解決策の提案を発表しました。

大会の詳細や大会参加後の学生の様子などは、参考 URL の情報もご参照ください。

*参考 URL

・神田外語大学、「神田外語大学の学生が第2回「Tableau データ分析 AWARD 2023」で準優勝～平和への貢献を目指す GLA 学部学生による社会課題への解決提案～」，

<https://www.kandagaigo.ac.jp/kuis/news/356452/>

(2024年6月24日最終アクセス)

・TECH PLAY,「Tableau データ分析 AWARD 2023 準優勝チームインタビュー (神田外語大学チーム)」，

<https://techplay.jp/column/1792>

(2024年6月24日最終アクセス)

・神田外語大学,「Tableau 企業分析 AWARD2022 で準優勝！」，

<https://www.kandagaigo.ac.jp/kuis/exploration/240664/>

(2024年6月24日最終アクセス)



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