Title of Session: Benkyoukai - Using the Web to Improve Reading and Communication
Moderator: Keiko Schneider
Guest Speaker: Nobuko Taguchi
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KeikoS: I would like to welcome today's presenter, Nobuko Taguchi...
NobukoT: Thank you very much for inviting me to the benkyookai forum, today.
KeikoS bows to Nobuko sensei.
KeikoS: First intro.
KeikoS: Everybody types a few lines of intro, please...
KeikoS: Nobuko sensei...
NobukoT: Hai
NobukoT: I am teaching Japanese at SMU and try to use the technology in the class
KeikoS: I am Keiko Schneider, the organizer of benkyoukai.
KeikoS: Everybody please introduce yourself.
PhilB teaches English and does teacher training in EdTech integration in southern France.
ShuniI: Teaching networked based English learning class for the fourth year at a Tokyo college.
RinaSefriH: Hi, I am a graduate student at Mcneese State University, LA. A future teacher.
MiyukiF: I'm a grad. student in Indiana.
KeikoS smiles at Rina
NobukoT hello to everyone
RinaSefriH: Rina smile at Keiko
SenninGst1: I am not a teacher just a student of Japanese for my own interest. Marcus.
KeikoS: Sennin?
KeikoS: Good, is that everybody?
IskandarA: hi my name is Iskandar Akbar Iam not a teacher I am an international student who studies in U.S, and I take a master of education as my major
KeikoS: Before I ask Nobuko sensei to start speaking, I would like to show the paper today's presentation is based on.
KeikoS: Click on the blue link will show her paper.
KeikoS: http://fll.smu.edu/~ntaguchi/BenkyookaiTaguchiPaper.html
KeikoS: Is everybody familiar with the paper?
MiyukiF: Yes. I've read it
TkitagaGst5 joined the room.
KeikoS: Kitagawa san?
IskandarA: yes, I read it before I join this discussion board
KeikoS: We are just starting. Maybe introduce yourself?
TkitagaGst5: Konbanwa, ohisashiburidesu.
TkitagaGst5: Hi, this is Toshihiko Kitagawa from Turkey.

KeikoS hugs Kitagawa sensei.

KeikoS: Can I ask Nobuko sensei to start a brief summary of her paper?

KeikoS looks around.

NobukoT: Thank you for your interest in my paper. I would like to introduce classroom activities, using the internet in order to improve students' reading and communication skills.

NobukoT: These activities have been integrated at SMU Japanese program since last year.

NorikoGst4 joined the room.

NobukoT: For each course, I used 5 or 6 activities per semester

KeikoS: Welcome, Noriko sensei.

NobukoT: I set three goals for these activities

NorikoGst4: Ok. Now I should say Tatuchi-san Ohisasshiburidesu! Doozo

NorikoGst4: Yoroshiku.

NobukoT bows

NobukoT: First goal: To gain the background culture necessary for appropriate communication

NorikoGst4: Sorry about disturbing you.

JanAP joined the room.

NobukoT: Second goal: To develop students' skills for finding information on the web

NobukoT: Third goal: to have students interact actively each other in Japanese with the authentic tasks, using the web information

TkitagaGst5: please forgive me for interruption, but what is "SMU"?

NobukoT: Sorry ... SMU is Southern Methodist University where I am teaching Japnanese

NorikoGst4: How many students do you have in one class when you conduct this activity?

TkitagaGst5: I get it, cheers.

KeikoS: We will let Noriko sensei say a few words...

KeikoS: Then take questions.

KeikoS bows

NobukoT: I do have around 10 each for the first and the second

NorikoGst4: It is a good size.

NobukoT: Yes,

NobukoT: Activities consists of three parts, as you see in the paper

KeikoS: http://fll.smu.edu/~ntaguchi/BenkyookaiTaguchiPaper.html

IskandarA: yes

KeikoS: Click on the link if you like to see her paper.

NobukoT: First activity: give web sites about Japanese culture written in English

NobukoT: So that, students can learn background culture for the following tasks

NobukoT: Second activity: give web sites written in Japanese and ask them to pick important information

NobukoT: The third activity: I have students communicate each other based on the information found in the previous section

NobukoT: Everyone, are you with me?

RinaSefriH: ic

RinaSefriH: I am

ShuniI: Listening

MiyukiF nods

NobukoT: Time assignments are always difficult for these activities

KeikoS nods

NobukoT: First part: 5 min or so

NobukoT: Second part: 10-15 min. But students need more time than I expected

NobukoT: The last part: 20 min or so

ShuniI: So do my students.

IskandarA: yes I am with you

TkitagaGst5: yes, me too

NobukoT: Keiko-sensei, would you ask for questions?

NorikoGst4: Yes, I am taking a look at an example "Lunch at Universal Studio Japan" for the first year Japanese course. When I was reading about this activity, I was thinking about having our students do the same kind of thing as a homework assignment. Do you think it will work in the same way as classroom activity you are doing?

NobukoT: I assign them in the classroom

MiyukiF: Nobuko-sensei, I have a question about integration

ShuniI: I do both.

MiyukiF: To what extent are activities integrated into curriculum?

NobukoT: The reason I do in classroom is that I would like to give them time limit for reading. I would like them to read quickly.

NobukoT: About every three weeks, I do this kind of activity

PhilB: This is a fascinating activity: to the extent that the final activity is an authentic task that results in autonomous student production (in this case interaction in the target language) it is very similar to the WebQuest approach. One of the key problems is designing help for students with limited language proficiency.

HanabusGst6 joined the room.

KeikoS: Welcome Hanabus.

NobukoT: what is WebQuest approach?

KeikoS: The paper Nobuko is referring is at
http://fll.smu.edu/~ntaguchi/BenkyookaiTaguchiPaper.html

PhilB: Nobukosensei, too involved to get into here, but your activity is close to the WebQuest plan.

NobukoT: Everyone, if you have questions, please ask me

ShuniI: I'm not sure Phil.

MiyukiF: About integration, I mean how closely the activities are connected to other part of course

NobukoT: PhilB-sensei, Thank you.

PhilB: Nobukosensei, how do you deal with the inevitable students with very limited language proficiency? Or don't you have any students like that?

NobukoT: For the first year students, their proficiency is very limited. I tend to use web sites which have lots of katakana, such as Universal Studio Japan.

IskandarA: As far as I know webquest usually give enough sources and information for the students, and then at the end of the session they will be given a hands-on activities or task. I think it's kind of similar with the program of Nobuko T for Japanese language

NobukoT: Or movie theater web sites, which have a lot of Hollywood movie

NobukoT: So that, students can guess meaning from the websites

NobukoT: I believe these activities are good for the intermediate students or advanced ones.

ShuniI: It's the multimedia reading.

NobukoT: Yes, there are many sources, such as sounds, images, links

ShuniI: Text plus audio/graphic scaffolding.

IskandarA: I have a question related to your program how do you measure the student's progress using this program or in other word what kind of rubric do you use to evaluate student's improvement

ShuniI: Which is closer to real context.

NobukoT: I do not evaluate their performance for grading purpose. These activities give confident to the students, using the real
information

PhilB: I guess I was really wondering whether you plan to pre-teach any elements they are likely to encounter on the web prior to the web-based session, or if you plan on having online aids to student understanding or production. For me, as a foreign language teacher, these have been important considerations.

PhilB agrees with Nobuko about evaluation - it is a mistake to want to evaluate *everything*.

IskandarA: I see

RinaSefriH: I have a question.

NobukoT: I would like my students talk freely based on the information they got from the web

IskandarA: I understand

KeikoS: Nobuko sensei , are you ready for Rina's Q?

RinaSefriH: Which websites do you usually advise your students to go to in order to help them in their lesson?

NobukoT: Sorry, I got so busy reading lines

RinaSefriH: no problem

NobukoT: Yes,

NobukoT: I am ready.

RinaSefriH: which websites do you usually advise your students to go to in order to help them in their lessons at school?

NobukoT: I pick up web sites very very carefully.

NobukoT: Based on several criteria listed on the paper

NorikoGst4: Could you tell us more about criteria?

NobukoT: Sure

NobukoT: If they are the first or the second year students, I pick up the web sites with lots of katakana.

NobukoT: It is difficult to find the ones with lots of hiragana

KeikoS . o O (interesting)

NobukoT: Also, I pick up the sites for famous or typical ones.

NobukoT: I mean...

NobukoT: If I assign shopping tasks, I pick up the famous department
store's web site

NobukoT: Also, I check if they have unique web sites.

PhilB: From what I've seen, you design each activity around a *single* website, rather than sending students to a list of sites as some teachers do.

NobukoT: If they do, I do not pick up their sites

NobukoT: Right!

RinaSefriH: could u give at least an example of the website that use a lot of katakana.

NobukoT: One is Universal Studio Japan

NobukoT: Disneyland Tokyo

MiyukiF: What do you mean by "unique"?

NorikoGst4: Have you considered using some websites for Japanese children? If so and if you found something useful for college/high school students who are learning Japanese as a foreign language, let us now.

NorikoGst4: The last word should have been "know"

NobukoT: I meant "Unique" as unusual information organization or disorganized...

MiyukiF: I see

KeikoS . o O (oh?)

IskandarA: so basically Katakana is used for the website from other country and translated to Japanese

ShuniI: They tend to have more katakana, yes.

NobukoT: So that, even the first year students can guess the meanings from katakana

PhilB still doesn't really understand what Nobukosan means by a "unique" (and hence undesirable) website.

NobukoT: Well, maybe I should put it "web sites which even Japanese people cannot follow, because the interface is disorganized or something

NorikoGst4: Sorry interrupting you again, but I will ask the previous question later again...but in my understanding, this "unique" meant that it is more suitable for learners of Japanese overseas? What do you think, Nobuko-sensei?

NobukoT: It is not suitable for learners. I pick something opposite

NorikoGst4: It is not suitable, so you picked? I do not understand, either.

NobukoT: Sorry, I confused you.

IskandarA: I am still listening

NobukoT: I pick up the web sites which do not have "unique" web sites.

PhilB: Thank you, Nobukosensei, it is very logical to want to discard websites that would confuse students. I do the same.

NobukoT smiles

RinaSefriH: May be it is because we don't really familiar with Japanese characters and the ways teachers teach this lesson, we got a little confuse.

PhilB: The choice of resource sites for students is essential - and can be a very time-consuming process, if you don't find what you are looking for immediately.

MiyukiF agrees with PhilB

ElisabethS joined the room.

ElisabethS: hi everyone

PhilB: One of the problems with explaining the design process behind exercises like this to other teachers is overcoming their fear of having to invest too much time in creating the activity in the first place.

NobukoT: Yes, it is very time consuming process to choose the site! I really hope that if

I can share some useful web sites for practice with you.

ShuniI: In Japanese language, it's got to be very hard to find good site.

NobukoT: Some of the activities went very well, some did not. I spent a lot of time for preparing. Hope everyone could share ideas

RinaSefriH: and not many of them

NobukoT: I agree with Shun sensei

PhilB: Nobukosensei, could you talk briefly about how you deal with problems - activities that did not go well.

TkitagaGst5: it seems that websites of the multinational companies have identical web design in different languages, so you may ask going English version first, then Japanese version.

IskandarA: yes, choosing the complicated website will mislead the Japanese overseas, that is why Nobukosan chose the website with Katakana language because Katakana is easier to understand because borrowing English term

KeikoS: I am afraid the time is getting limited.

KeikoS: Any last comment or question to Nobuko sensei?

NobukoT: I am really glad to share my activities with you. Also, thank you very much for your comments!

MiyukiF thanks Nobuko-sensei for her presentation

NobukoT bows to everyone

KeikoS: Thank you so much.

TkitagaGst5: Many thanks for your presentation, Nobuko sensei.

IskandarA: I just want to say I really appreciated of what you have done for your language.

PhilB bows to Nobukosensei.

NobukoT: Thank you very much for Keiko sensei for organizing this forum today

RinaSefriH: Thank you for sharing Nobuko. ;=)

KeikoS: The transcript of this session will be available probably sometime next week.

ShuniI: Very good presentation!

NobukoT: thank you, everyone!

KeikoS: There is a link from here and benkyoukai page.

NobukoT bows bows bows

KeikoS: Thank you, Nobuko sensei and participants.

IskandarA: Thank you everybody

KeikoS: What a great discussion!

KeikoS smiles

NobukoT with big smiles

IskandarA: special thanks to Keiko