日本語教育と国際コミュニケーション：情報通信技術による マルチ・ニューメディア開発

Intercultural Communication and JFL/JSL: Developing Multi- and New Media through ICT

A Tale of Two Courses

David R. Bogdan

1. INTRODUCTION

We often hear the term ICT, or Information and Communication Technologies, used in two areas: government and education. Here we are concerned with the later, education, or more specifically, Education for International Understanding (EIU, or *Kokusai Rikai Kyoiku* 国際理解教育 in Japanese).

The portion of EIU we concentrate on in this article is the understanding and promotion of Japanese language and culture. In his review of literature regarding education for international understanding, Ozaki (2004) stresses the need for understanding of, a knowledge of, and an interest in both one's own and other cultures. He also lists an understanding of, an ability in, and an interest in communicating in foreign languages as necessities. In addition, Ozaki refers to portions from the report on "Internationalization and Education" from the Central Council on Education (1996), in which the authors stress the need for Japanese to establish their own identity as Japanese and to have a good understanding of traditional Japanese culture.

As for ICT, people often confuse it with or use it interchangeably with the more commonly heard term IT (Information Technology), but it is actually more far-reaching, encompassing all media used to record and disseminate information, including, but not limited to: broadcasting, recording devices, computer hardware, storage media, and new media through the Internet (e.g. podcasting). ICT is playing an ever-increasing role in education, and educators need to adapt to this fluid situation.

For this study, we examine the evolution of two courses－International Communication and the Computer (ICC) and Intercultural Communication－both offered through the EIU Course at the Faculty of Education of Ehime University and taught by DRB. We show how ICT has played a major role in the evolution of these courses.

2. THE COURSES

Originally, the ICC class was mainly a computer skills course, with an emphasis on web page construction in both English and Japanese. The students used a basic text editor to produce the pages in raw HTML. No textbook was used; materials were drawn from the instructor's experience and sources from the Internet. A modicum of cultural information was included in the students' discussion of hometown, hobbies, and general self-introduction, but it was quite limited.

The Intercultural-communication class, on the other hand, began with a strong weighting towards English. In fact, an English textbook was used: English for Self-Expression (Miller and Nishimoto). Its saving grace was that each chapter covered a different cultural issue in Japan. These issues were discussed, and the students produced and acted out simulations/role-plays based on these cultural issues.

a. Early ICC: a Sample of a JavaScript Web Page

The following is a brief description of a portion of a web site produced by students in the Fall 06 ICC Course. This portion covers foreign influences on Japanese culture.

For the exercise, the reader could chose one of two media: a static reading passage or an embedded sound file of the passage read by a native speaker of English.

Read or listen to the passage, then choose and click on the correct answers to the questions below.

A lot of different cultures have had an influence on Japan. For example, many kinds of food were introduced from abroad. Pumpkins were brought by the Portuguese from Cambodia. Potatoes were introduced by Dutch from Indonesia. Udon and miso came from China and Korea.

But we still have many parts of our own traditional culture in our lives. For example, we still use Furoshiki. Furoshiki are very useful because we can make fold them small, pocket size, and carry them any time. Also, Furoshiki are very beautiful and have many kinds of patterns taken from the beauty of nature and scenes from Japanese seasons.

Following this, the viewer was invited to take a multiple-choice quiz on the content of the reading. They would just click on the radio button of the answer. Following are three of the questions used:

1. Where did pumpkins come from?
   a) Portugal
   b) Cambodia
   c) China
3. What country or countries introduced Udon to Japan?
   a) China
   b) Korea
   c) China and Korea
5. Where do Furoshiki patterns come from?
   a) People's faces
   b) Other cultures
   c) Nature and Japanese seasons

At the end, a click on the "Score" button activated the scoring script, which would provide the score along with a list of correct answers. We will show an illustration of the scoring section in one of the following descriptions.
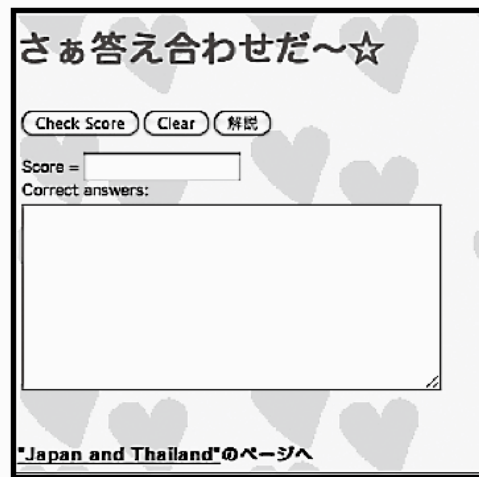
b. Present-day ICC

One group's project begins with a quiz about wedding ceremonies around the world. It consists of 10 questions, each about a ceremony in a different culture.

世界の結婚
世界各国の結婚にまつわるクイズにチャレンジしてみましょ〜☆

Here we see one of the questions, in this case about Russian ceremonies.

10. ロシアでは結婚式を行う家において、その家の両親があるものを用いて新郎新婦を出迎えます。そのあるものとはな〜んだ？
a. パンと塩
b. ウォッカとチーズ
c. ジュースとクレープ
d. ワインとニシンの酢漬け

The participants can check their answers using the sections seen below.

さぁ答え合わせだ〜☆
Check Score Clear 解説
Score =
Correct answers:
"Japan and Thailand"のページへ

Then they can go on to the Japan and Thailand page on which the viewer can learn about the ceremonies in the two countries.

First, they are presented with a dialog box which

asks them to provide their name.
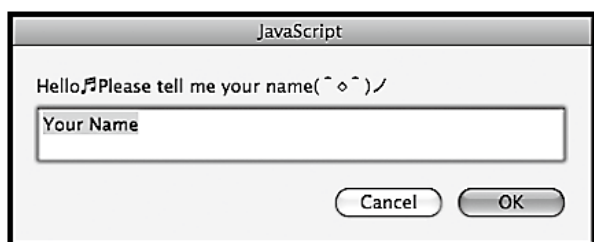
When they type in their name and click on the "OK" button,

their name is used on the main page to give a little more familiarity to the activity.

The part about Japan serves a dual purpose; it checks English with fill-in blanks, while providing cultural information about Japanese wedding ceremonies. The quiz-taker can both listen to the complete sentence, or, if they click on the question number,

they will be presented with a JavaScript alert, which gives an explanation in Japanese.
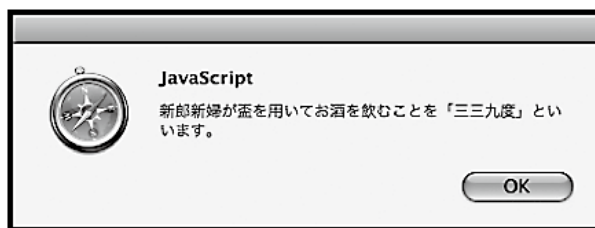
The Thai portion is also multifaceted. When a person clicks on the top button, they are presented with a timed reading passage about Thai weddings. When the 40 seconds are up, they are redirected to a 10-question True or False quiz.
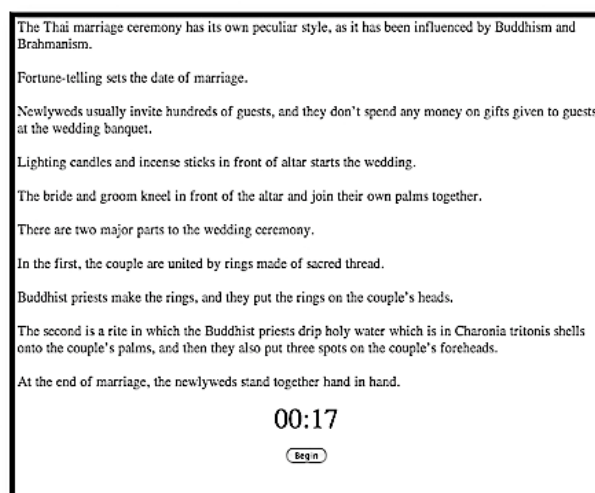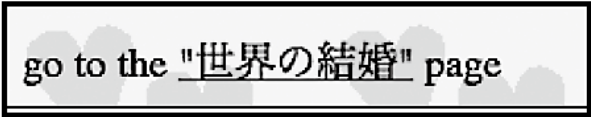

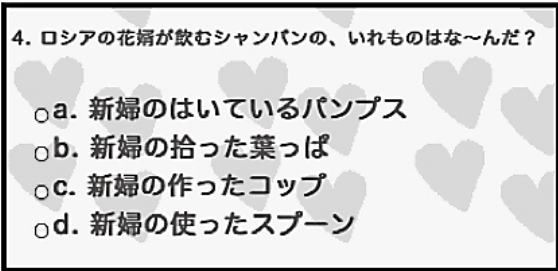They can also access the Japanese translation of the passage:

《日本語訳》

タイの結婚式は仏教とバラモン教の影響を受けた独特のスタイル。
式の日取りは占いで決める。
普通は客を何百人も呼び，引き出物にもお金をかけない。
式は祭壇の前で線香とろうそくに火をつけることから始まる。
新婦と新郎は祭壇の前にひざまずき，合掌する。
式中は二つの儀式がある。
吉祥糸（モンコン・フェート）を結ぶ儀式では，僧侶があらかじめ作っておいた糸の輪を，新郎新婦の頭上にのせる。
聖水の儀式では、ホラ貝の器から新郎新婦の掌に聖水をかけ，両者の額に白粉で三つの斑点をつける。
式の最後は，新郎新婦が互いに手を組み合わせ，同時に席を立つ。

At the bottom of the page, the viewer can click on a link back to the 10-question multiple-choice quiz on various marriage ceremony customs from around the world:

go to the "世界の結婚" page

Here we see another question regarding Russian wedding customs:

4. ロシアの花婿が飲むシャンパンの、いれものはな〜んだ？

○a. 新婦のはいているパンプス
○b. 新婦の拾った葉っぱ
○c. 新婦の作ったコップ
○d. 新婦の使ったスプーン

We won't go into full detail of the remaining three projects, but rather give a brief rundown. One part of the second group's project involved Haiku. The viewer is presented with a welcome screen in Japanese.

JavaScript
俳句の世界へようこそ
OK

Following this, they are presented, as with the project discussed above, with an dialog box, but with a slight twist:

JavaScript
御主の名前をいれ給へ
太郎
Cancel   OK
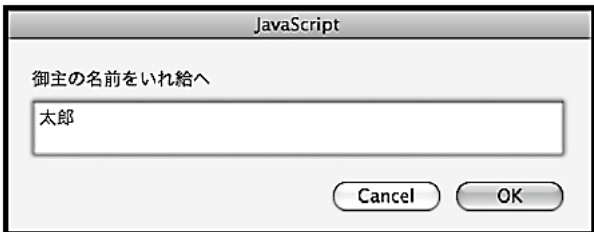
They are then welcomed to take a 10-question multiple-choice Haiku quiz, asking either about the Haikuist or the season word.

俳句の世界

ごきげんよう 太郎！
俳句の世界へようこそ

それぞれの俳句の正しいと思う作者・季語を選んでください
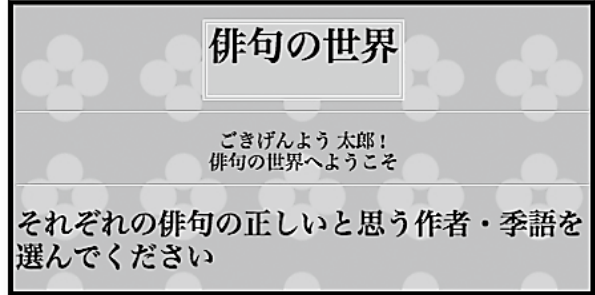
For example, with the first haiku comes the explanation about how different terms can be used with butterflies for season words:

蝶は春の季語だが，秋蝶は秋の季語。凍蝶，冬蝶は冬の季語

The quiz also has a scoring component at the bottom similar to those described above.

The third group project presents, in three separate sets of webpages, three facets of Japanese culture: *janken*, Japanese art, and the Japanese *otaku bunka* subculture. The pages present these aspects of culture in various forms.

For example, a rather detailed presentation of the *janken* custom (along with an illustration) is scrolled twice at a moderate reading speed. The reading covers how *janken* is performed, when it is used, its possible origins, and the terms associated with it . When the scrolling has finished, the viewer can take the quiz. The quiz is similar to those of the other groups.

The Japanese art presentation has the viewer read a timed passage (also in English) and then participate in a multiple choice quiz which permits linking to Japanese explanations via JavaScript alerts. The quiz covers kanji, history, and current events in Japanese art.

The page on *otaku bunka* goes right to a multiple-choice quiz with the links to explanations in Japanese, and it includes illustrations relating to some of the subcultures.

All of the quizzes, of course, furnished a similar routine for scoring the answers.

The fourth group provided two sets of webpages. One set quizzed the viewer, in Japanese, on the results of five science experiments. They were then invited to view the results with links to either pictures or videos. One of the videos was on YouTube, the other made by the students themselves.

The welcome message is a bit interesting:

The second set of webpages concentrated on JFL. It quizzed the viewer on the names of various sea-life. Each question provided the name of the animal, and the language learner was to fill in the corresponding blanks with the English equivalent and the romanized Japanese version. If they did not know the kanji, they had two hints available to them. They could either listen to an embedded sound file in which the students had recorded themselves pronouncing the kanji, or they could opt to view a linked picture of the animal.

c.The Intercultural Communication Course

As noted above, the Intercultural communication course originally took the form of a content-based course in English. In 2008, however, DRB determined to adapt it to act as a follow-up to the ICC class. In addition to discussing cultural issues, the students formed groups whose goal was to produce multi- or new media materials which could be used to promote intercultural communication.

The three groups came up with varried projects, including a introduction to Matsuyama, a presentation of Japanese cuisine, and a presentation of kimono styles along with the proper way to where them. The final presentation for each group included video along with javascript quizzes on the material covered. The students used iStopMotion to produce stop-motion videos, iMovie to edit and enhance the videos produced either by iStopMotion or normal camcorder video recording, GarageBand to dub in and edit the sound tracks to the videos, and, in the case of the kimono video, iDVD to produce a full-fledged DVD for outside use.

Rather than cover all three, let us briefly go over the project with the kimono video. In addition to the kimono video, the group also composed material covering and testing knowledge on onomatopoeia in Japanese and English, specifically that representing animal sounds in both languages.

The kimono video was only about four minutes long, but was so well-produced that it has been used in other venues subsequent to the class, as we will see in the next section. One member of the group just happened to be taking lessons in kimono wearing, and she demonstrated, while another team member recorded on video, four types of kimono: *homongi, komon, yukata*, and *tsumugi*.

The DVD itself began with a short stop-motion lead-in to the main show, using animated cut-outs to introduce the viewer to the word "kimono" and what it means in Japanese. The main part presenting the kimono types was accompanied by subtitles in both English and Japanese and one student's dubbed-in narration, in which she explained in English the meaning of the name of the type and the circumstances in which it was worn. There was also a music sound track accompanying the narration, edited in using GarageBand with effective ducking effects.

d.Variations on a Theme

As mentioned above, the kimomo movie ended up being used after the course ended. The first time was

when DRB went to the Philippines as a point-man for the Educational GP teaching project which took place at the University of the Philippines, Diliman in January of this year (2009). At the prompting of a colleague who was there with him, he showed the DVD during a Japanese class they were observing. Subsequently, an agreement was made with the instructor of the course to set up a class session in January where four of our EIU students could take part in JFL practice teaching.

Two of the students had just taken DRB's intercultural communication course and all four determined to put that knowledge in use in making two movies to use during their practicum.

As two of the students were from Kagawa Prefecture, an area well-known for its udon noodles, they decided to introduce the Filipino Japanese learners to real udon. They composed a DVD which contained a presentation detailing the history of udon in Japan (in both Japanese and English), followed by a video showing how udon is made and eaten in an actual noodle shop in Japan, and ending with a quiz about udon. One of the things the quiz asked, and answered, was the age-old question of why it is important to make noise when eating noodles.

The other group produced a DVD introducing the Dogo area, a famous resort area in Matsuyama very near Ehime University. However, the students did not limit the material to information for tourists; they added cultural content. For example, during the visit to the shrine, they discussed not only its history, but also proper etiquette when on a shrine visit, including the ritual cleansing, offerings, *omikuji*, and *ema* boards. They employed narrations, presentation effects, and narrative to get across the cultural content.

Both DVDs were well-received by the Filipino students and the viewing followed up by udon making and eating there on the spot. It turned out to be a lively class.

Another place where the ICT content covered in the intercultural communication course came in handy was in the *Sogo Enshu* (General Educational Seminar) class which met the following semester. This is a seminar in which the students are to research means to help society and make a presentation on their research.

One four-student group decided they wanted to produce educational material which might prove beneficial to promoting homestays to Japan by foreign students. Partway into the course, they decided to make a DVD to educate potential homestay hosts regarding possible pitfalls caused by cultural differences. Three of the students had taken DRB's intercultural communication course the previous semester, and the group approached him to ask him to advise their group in addition to the other group he already had.

The nine-minute DVD they produced consisted of four episodes in which the Japanese students and one Thai student in EIU played the homestay family and the foreign guest, respectively. Each episode covered one misunderstanding based on cultural differences and each was followed by a three-question quiz on the material. The DVD concluded with general advice for would-be hosts. DRB has subsequently used this video in his *Nihon Jijo* (Japanese culture and society) course which is meeting this semester.

Use of the JFL/JSL through ICT experience gained by the students of the Intercultural Communication course does not end here. Recently, when a group of high school students came somewhat unexpectedly to the faculty. These students did not speak Japanese, and one of the students from the Intercultural Communication course was able to use iMovie to quickly add English subtitles to the presentation DVD on Matsuyama. She then used that and the Kimono DVD to provide a brief introduction to aspects of Japanese culture. Use of ICT allows for quick adaptability.

3. THE FUTURE

In his article on CALL and JFL teacher education, Susser (2005) notes that previous writers have recommended "that a CALL teacher education course should cover: (1) CALL theory and research; (2) programming and materials preparation; (3) software; (4) hardware; (5) evaluation of learning materials; (6) learner training; and (7) preparation for online teaching." The two courses discussed above familiarized the students with at least five of these areas: (2), (3), (4), (5), and (7). They were not intended to be lecture courses on theory, but rather to give the students practical hands-on experience at producing educational material for JFL/JSL and intercultural communication.

Susser goes on to point out that teaching materials can now be produced without programming through the use of specialized applications. In his own attempt to investigate the potential of such software, DRB recently took part in a web design course for JFL entitled "2009 Correspondence Course: "How to Create Web Pages / Websites." This online course, sponsored by the Japan Foundation and conducted by Shunko Muroya (Japanese Advisor, Alberta Education, Canada) ran from February 9 to March 9, 2009. The participants created web pages using the free WYSIWYG software KompoZer. The course was nominally offered as a means of preparation for the 2009 Japanese Web Page Contest [http:// www. japanesewebpagecontest.com/], a contest promoting JSL by allowing K-12 students and teachers of JSL to demonstrate Japanese language and computer skills in an enjoyable manner. DRB, of course, could not participate in the contest, but was permitted to complete the preparation course.

The coordinator, Shunko. Muroya, provided very detailed and easy-to-understand instructions for the five tasks required and gave what must have been very time-intensive feedback, considering the number of participants. There were 380 applicants for the course from over 30 countries, but that number was whittled down, as the course went on, to less than half who completed the fifth, and final, assignment.

The course convinced DRB that the software could be useful in composing websites, but he often found himself resorting to raw HTML editing to fine tune the pages. Also, although there is a component for error-checking JavaScript, a person still has to produce the script themself.

Hence, DRB feels justified in continuing the editing and scripting portions of the ICC course. While time-consuming and sometimes quite difficult for the students to pick up, this knowledge gives them much latitude in producing materials. WYSIWYG composing software such as KompoZer could be useful in the ICC class, but some down-and-dirty coding also has its place. Future renditions of the class will attempt to combine the two methods.

As for the Intercultural Communication class, both the hardware (iMacs) and software (iLife, iWork, etc.) are constantly improving, along with the students' inventiveness, so the prospects for the course look promising. Recording equipment at present still leaves much to be desired, and the students complain annually about the lack of an adequate number of Macs, but they will still be able to produce creative and interesting instructional material for the next year or so at least.

Mainly out of security concerns, DRB has refrained from publishing materials online, but he has long hoped to have the students begin looking at podcasting potentials: audio, enhanced, and video. In addition, over the past few years, DRB has been working with the Shiki Team. The Shiki Team coordinates Haikuworld and Haikusphere, sites dedicated to promoting the spread of (mainly English) Haiku throughout the world. He is interested in involving the students in these activities as one form of intercultural communication. As with podcasting, this will also require more online development. There is yet much

work to be done.

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