

2014 SPRING AATJ Conference, SAFLA SIG Panel

文化重視の留学プログラム：重要言語奨学金 2013 日本インスティテュートから学ぶこと
Culture-Heavy Study Abroad: Lessons from the 2013 Critical Language Scholarship Japan Institute Experience

Organizer & Chair: Mari Noda 野田眞理, The Ohio State University, noda.1@osu.edu

言語の習得を目標とした夏期集中留学プログラムにおいて、教室の授業、宿題、課外活動など全ての面で言語を文化の一部と捉え、授業と課外活動の連携を図った実践の報告をする。米 국무省が主催する重要言語奨学金 (CLS) プログラムは、8 週間の留学を通してアメリカ人学習者の言語、文化的能力を著しく向上させることを目標の一部に掲げている。2013 年に姫路で行われた CLS インスティテュートでは、週 20 時間の日本語の授業と「課外活動」と位置づけられる文化体験、その他の時間の「宿題」などの全てを行動文化を軸に連携させることを試みた。教師の実地指導の入らない課外の場面でこそ積極的に日本語を使用して地域の人とコミュニケーションを図る、他者の視点から状況を捉え、それを物語として伝えるなどを課題とした。本パネルでは、言語と文化の接点を能動的に増やす試みを 4 つの側面から報告する。

竹田は明確な語用の授業、教室外での実体験による探求型の課題、さらにこの二つを組み合わせた応用授業をどのように展開したかを報告し、そのような仕組みが留学経験と言語学習に与える影響を考察する。桃原は、スキヤフォルディングの重要性を浮き彫りにし、比較的低いレベルの学習者が留学環境から最大限を学ぶために、教室で行うスキヤフォルディング活動の例を紹介する。鈴木は発話能力が優れていても、聞き手として会話を進めることが不得手な中級レベルの留学生に対して行った、聞き上手になるためのトレーニングについて報告し、今後の課題を提供する。ラフトは協働を通して地域の人とのコミュニケーションを促進し、プログラムへの参加意識を高める目的で行われた委員会活動について検討する。

Presenters:

Yuya Takeda 竹田悠耶, Becker College, yuya.takeda@becker.edu

Connecting the rich cultural environment and the classroom in study abroad:

Mixture of explicit and implicit instructions

留学プログラムの豊かな地域環境と教室の連携: 明確化された授業と探求型授業の融合
Study Abroad (SA) education for the purpose of language learning offers immersion in a rich cultural and linguistic environment. However, research on study abroad suggests that simply immersing students in a different culture/environment does not necessarily ensure positive learning outcomes. I will present a curricular model that supports students' language learning in a short-term study abroad environment through three cumulative experiences: (1) pragmatic, explicit instruction, in which students practice acting out various scenes with explicated purposes; (2) implicit instruction (also referred to as "action" instruction) that is designed to provide opportunities to apply in the field what has been acquired through explicit instruction; and (3) application/blended implicit-explicit instruction, in which the field experiences are revisited through enactment and recall narratives for revision work through explicit instruction. The model was implemented in the Japan Institute of the 2013 Critical Language Scholarship to strategically connect the requisite 20 hours per week of in-class instruction and the independent field experiences that students had. Observation of students' adaptation in linguistic and cultural areas

suggests that the model can potentially have a strong impact in the following areas: (1) engagement with the target society and people, (2) linguistic and cultural adaptability toward pragmatic functions, and (3) development of self-identity within the target culture. I will present insights gained from personal experience as an instructor and feedback from students who participated in the experience, and discuss in detail successes and failures in the implementation of the model. Suggestions for improving the overall learning experience during SA will also be highlighted.

First and Last Name: Hiromi Tobaru 桃原裕美, The University of Findlay, tobaruh@findlay.edu

Socialization and language acquisition:

Cases of Novice-level study abroad

社会生活と言語習得: 初級レベルの留学生の場合

Study abroad is believed to provide the best language environment to develop students' foreign language skills, cultural knowledge, and international awareness. In theory, learners have access to a myriad of authentic contextualized opportunities to interact with native speakers in the target language. However, a study abroad context does not automatically ensure that students take advantage of these opportunities that may enhance second language (L2) acquisition. Freed's (1990) study illustrates a positive correlation between the amount of native speaker interaction outside of the classroom and L2 acquisition among learners of intermediate proficiency, but not among students of higher proficiency levels. The study suggests that effective learning styles differ according to learners' proficiency levels. Schumann (1976) argues that the acquisition of a second language becomes more difficult when the social distance between the first culture and the second culture is greater (as in the case of American learners of Japanese). Scaffolding refers to "a process in which a more knowledgeable (or expert) speaker helps less knowledgeable (novice) learners by providing assistance" (McCormick and Donato, 2000, Spada 2006). For beginning-level learners, formal classroom instruction that scaffolds grammar, culture, and communication can help mitigate the gap between the first and second cultures, thus leading novice-level learners towards increasing their cultural competency and ability to participate in interactive opportunities in the host culture. In this presentation, I will first discuss existing literature on features of effective scaffolding in formal instruction for L2 students. Then, using a case from a novice-level classroom in an eight-week long summer intensive study abroad program in Japan, I will present concrete examples of formal scaffolding of the language and culture to associate classroom instruction and students' out-of-class interaction.

Natsumi Suzuki 鈴木菜津美, Purdue University, nsuzuki@purdue.edu

Listening strategy training:

An attempt in an intermediate-level class in study abroad program

聞き上手訓練: 留学プログラム中級クラスにおける試み

2013年に行われた CLS-Japan の夏期集中留学プログラムでは、報告、実践練習、読み、書きの4種類の授業を行った。学生は毎日宿題として、実践練習の授業で学んだことを活かして地域の人と様々な場面でコミュニケーションをはかり、それを報告の授業で発表をした。報告のクラスでは、実体験を教師に報告する当初の形態から、クラスメイトに報告する形態に切り替え、クラス全体がより積極的に授業に参加できるようにし、報告する側は話し上手、聞く側は聞き上手になるという明確な目的を掲げて訓練を行った。そういった授業の過程でまず明らかになったことは、発話能力は優れているため報告をすることに関してはさほど苦勞していなかったのに対し、聞いた報告を元に話を膨らませたり、聞い

た話に対して適切なコメントを返すなど、聞き手のスキルが不足していることである。聞き上手になるためには、ただ単に **interpretative** というだけでなく、積極的に話を引き出す、話の流れを操作する、その場にいる第3者に分かりにくそうなところや話している本人にとって曖昧な部分をクリアにしていくなど、能動的なスキルが必要である。本発表では、中級レベルのアメリカ人留学生を対象に、気配り、空気を読む、状況に応じることが重要な日本の文化を体感できる留学プログラムを通して、聞き上手になるためにどのような訓練を行ったか、また、学生にとって聞き上手になることが難しかった要因が何だったかを報告し、今後の課題を提供する。

Stephen Luft, University of Pittsburgh, luft@pitt.edu

Promoting Language and Culture Learning Outside of the Classroom:
Implementing Student-Led Committees in Study Abroad

教室外の言語と文化習得の促進：留学生による委員会活動の実施

In study abroad, students often fail to take full advantage of the learning opportunities available outside the classroom. This tendency can be particularly strong when students are studying as a cohort that shares the same base language. Furthermore, target-language interactions that do happen outside the classroom often occur with other students, leaving study abroad students with a somewhat narrow scope of social experience. In order to promote meaningful target-language interactions outside of the classroom, to provide students with greater richness in their social experience during study abroad, and to engender a greater sense of program ownership, we assigned students to four committees, each with its own sphere of responsibility. The four committees were a) health and sports, b) events and community outreach, c) travel and transportation, and d) housekeeping and hotel. Each committee was chaired by a student, and overseen by an instructor in the program. Students in the committee interacted with members of the community as part of their committee activities. The instructor assigned to the committee provided linguistic and cultural coaching to students to help prepare them for these interactions. In these interactions, students acted not merely as students, but as representatives of their committee, and of the study abroad program as a whole. Through the committee activities, students gained experience interacting with native speakers as representatives of an organization. As a result, they left the program better prepared not only for casual interactions, but also for interacting with native speakers in a professional role.