AATJ/JFLA Webinar

Synergy of synchronous and asynchronous learning environments: A new hybrid-model with the power of "un-“ & “re-“

July , 2021

Presenter: **Dr. Takako Aikawa, Massachusetts Institute of Technology (MIT)**

Facilitator: Yoshiko Saito-Abbott, California State University, Monterey Bay
AATJ Professional Development Director

AATJ Membership

Membership registration: https://www.aatj.org/membership (January 1 - December 31)

- Quarterly newsletter, semiannual journal
- Member rate for two annual conferences (ACTFL, AAS)
- Professional development programs
- Japanese National Honor Society (high school or college level)
- National Japanese Exam
- Membership in a regional or state Japanese language educators' association
- Teacher Awards
- Special Interest Groups

AATJ Teacher Awards

- Awards are given annually in two categories:
  - K-12 Level Teacher Award
  - Community College/College and University Level Teacher Award
- Nomination Deadline: July 31, 2021
- Eligibility:
  - Candidates must have three years' teaching experience at the level for which they are nominated.
  - Candidates must hold a current membership in AATJ.
  - Nominators may be anyone familiar with the nominee's teaching (e.g., a colleague, administrator, parent, or student).
  - Nominators who are teachers of Japanese (language, literature, culture, etc.) must be current members of AATJ. No current AATJ board member is eligible to receive one of these awards.
- Information: https://www.aatj.org/prodev-awards

AATJ/JFLA/Laurasian

July 15 4PM PT/7PM ET

Could you use a grant for your Japanese language program? How about resources, tips, or even a hand in the classroom? Whether you're really struggling or you just want to get your program to that next level, you won't want to miss this unique online event.

-Opportunities currently available to you and your students
-Time to connect with peers and experts to talk through challenges & lend support to fellow teachers

K-12 will be primary focus, but college teachers can also benefit.

To register:
laurasian.org/register

AATJ

Globally Connected Online Japanese Language Education Series
グローバルにつながるオンライン日本語教育シリーズ

Virtual Panel and Online Event

「多言語社会の日本語教育」

Japanese language education in a multilingual society

August 7, 2021 (8:00 PM EDT/7:00 PM CDT/5:00 PM PDT)

More information will be coming soon!

JFLA Upcoming Online Virtual Events

Panel Title: Academy Museum of Motion Pictures - Hayao Miyazaki

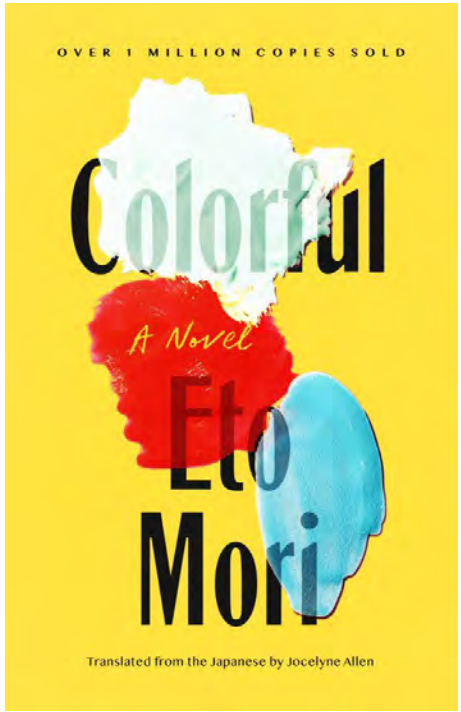
Content Details: Japan Foundation LA and the Academy Museum present a sneak preview of the exhibition Hayao Miyazaki, opening with the museum on September 30, 2021. Join curators Jessica Niebel and J. Raúl Guzmán as they share glimpses behind the making of the exhibition, the first of its kind in North America.

Date/Time: July 3rd @ 2:00pm (PT). Video will be on-demand until 7/16. To watch, tickets to Anime Expo Lite needs to be purchased. Tickets for Anime Expo Lite are available here !

Duration: 45 Minutes

JFLA Virtual Event (July 23rd, 2021)

Colorful: A Conversation with Eto Mori and Julie Lythcott-Haims



In collaboration with Counterpoint Press, The Japan Foundation, Los Angeles invites you to listen to internationally-acclaimed author Eto Mori discussing her bestselling book, "*Colorful*", which is going to be available in English end of July! She has won numerous major awards in Japan, including the Naoki Prize. Joined by *New York Times* bestselling author Julie Lythcott-Haims, the authors discuss not just their crafts and writing practices, but also the tragedy of depression and suicide amongst youths.

The book *Colorful* provides comfort and perspectives of both parents and youths. After a year of quarantine and crises all over the world, such conversations are needed now more than ever. Translation services are provided by award-winning *Colorful* translator, Jocelyne Allen.

Stage Beyond Borders

The Japan Foundation (JF) has started the project “STAGE BEYOND BORDERS—Selection of Japanese Performances,” which presents outstanding Japanese stage performances online for people throughout the world who are seeking opportunities to enjoy Japanese stage performances amid the spread of COVID-19. The most recent performance is Bunraku and all videos have English subtitles.

To see the past performances, click here !
For upcoming performances, click here !

2021 Japan Foundation Institutional Survey

Table 2-5-1 Number of institutions, number of teachers, and number of learners in North America

Country and region	2015			2018								Population* (People)
	Institutions (Institutions)	Teachers (People)	Learners (People)	Institutions (Institutions)	Teachers (People)	Learners (People)	Learners per 100,000 population (People)	Composition by educational stage (learners) (People)				
								Primary education	Secondary education	Higher education	Non-school education	
United States	1,462	3,894	170,998	1,446	4,021	166,905	54.1	17,609	70,455	68,237	10,604	308,745,538
Canada	178	727	19,601	161	662	19,489	55.4	90	4,375	9,774	5,250	35,151,730
North America overall	1,640	4,621	190,599	1,607	4,683	186,394	54.2	17,699	74,830	78,011	15,854	343,897,268

Source: *Population and Vital Statistics Report 2019*, by United Nations

The time has arrived for our 2021 survey! We will be conducting our 2021 Japan Foundation Institutional Survey and would like to receive information about new institutions and updated contact information. We have been contacting Japanese teachers associations but if there's any questions/updates, please contact lena_kelly@jflalc.org!

Advocacy Goods

We have updated our advocacy goods list with masks from The Japan Foundation, New York & CGP's Mask Up 2020 contest! The winners of the contest had their designs printed on the face masks and has been donated to various U.S.-Japan related organizations across the U.S.

There are also summer related items such as uchiwa (hand fans) and our original bandana has been quite popular as well! Please email lena_kelly@jflalc.org if interested.

Protocols

- Please mute your mic.
- Please turn off your camera.
- Please use the Chat Room for questions only.
- Feel free to respond to the question in Chat.
- There will be time for Q&A at the end.
- This session is recorded and will be available at the AATJ Site.
- Please complete the evaluation.

AATJ/JFLA Webinar

Synergy of synchronous and asynchronous learning environments: a new hybrid-model with the power of "un-“ & “re-“

July 3rd, 2021

Presenters: Takako Aikawa, MIT

Facilitator: Prof. Yoshiko Saito-Abbott, California State University, Monterey Bay
AATJ Professional Development Director

Outline

Reflection of Remote Instruction

Designing learning activities based on the Modality Axes Plot (Aikawa, T. 2021)

Sample learning activities

Takeaways from remote instruction during the pandemic period

A pathway to the new normal language pedagogy

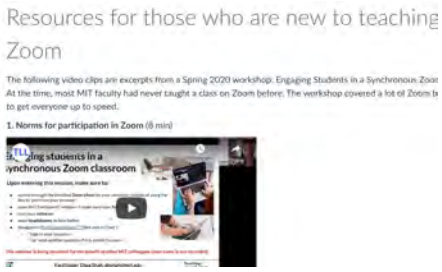
Q&A

A reflection on our remote instruction

We are in the age of digital transformation.
The role of technology has become more invaluable than ever before to our teaching.

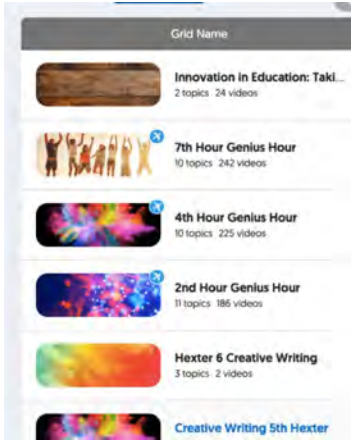
We have learned various applications

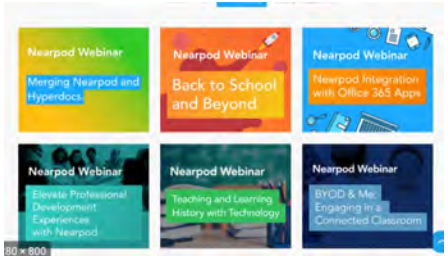
Zoom

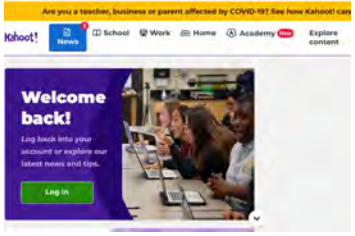


LMS

Educational applications

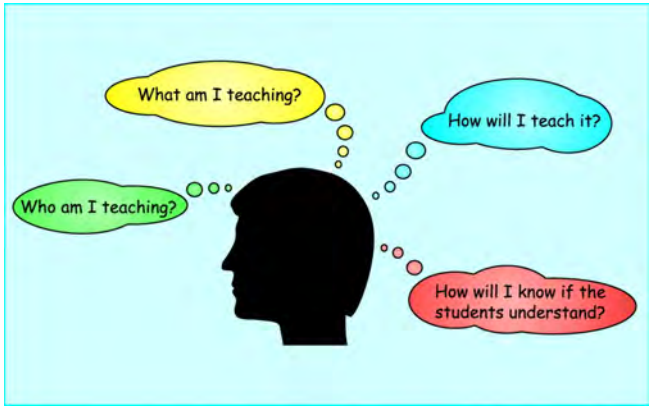






Are students enjoying my class?

How to create engaging and interactive learning activities for remote instruction?



Uncertainties

Looking for guidance for designing learning activities

Science of Remote Learning (Goodell & Kessler, 2020)

https://openlearning.mit.edu/sites/default/files/inline-files/TheScienceofRemoteLearning.pdf

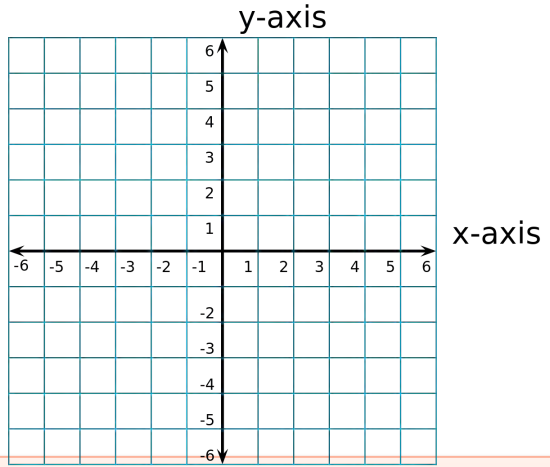
Science of Remote Learning: Purpose

- Key concepts of remote learning from cognitive science research
- Connections between the concepts and the strategies for remote teaching and learning

A tool to explore ways to design (remote) learning activities in a methodical way

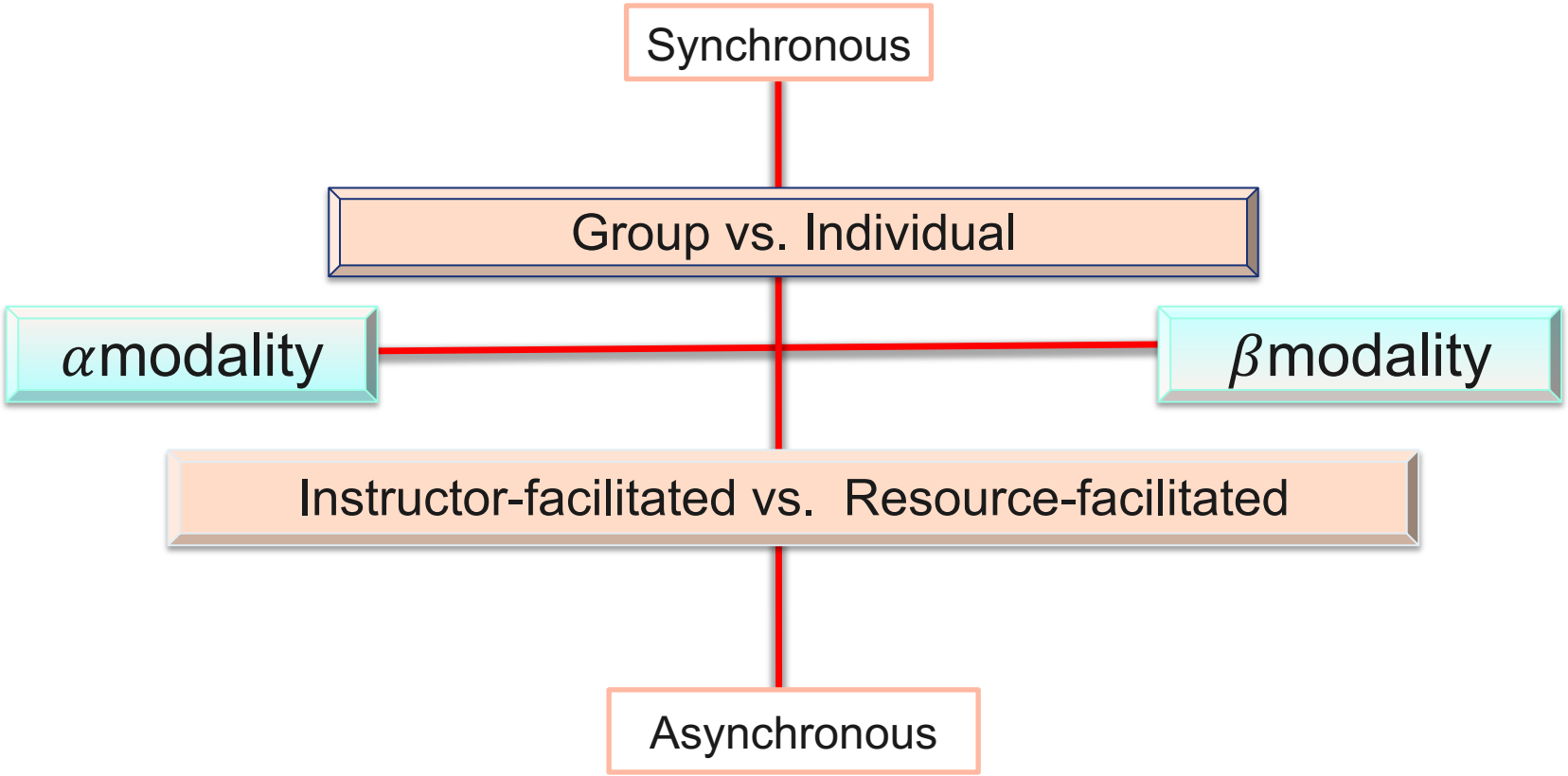
The Modality Axes Plot

Aikawa, T. (2021) Hybrid Pedagogy Guided by Learning Modalities, the Proceedings of the 27th PJPF, Princeton, NJ.



Designing Learning Activities based on the Modality Axes

Designing Learning Activities based on Online Modalities



Interview Test

Interview Test

Synchronous

Group

Individual

Instructor-facilitated

Asynchronous

Interview Test

Synchronous

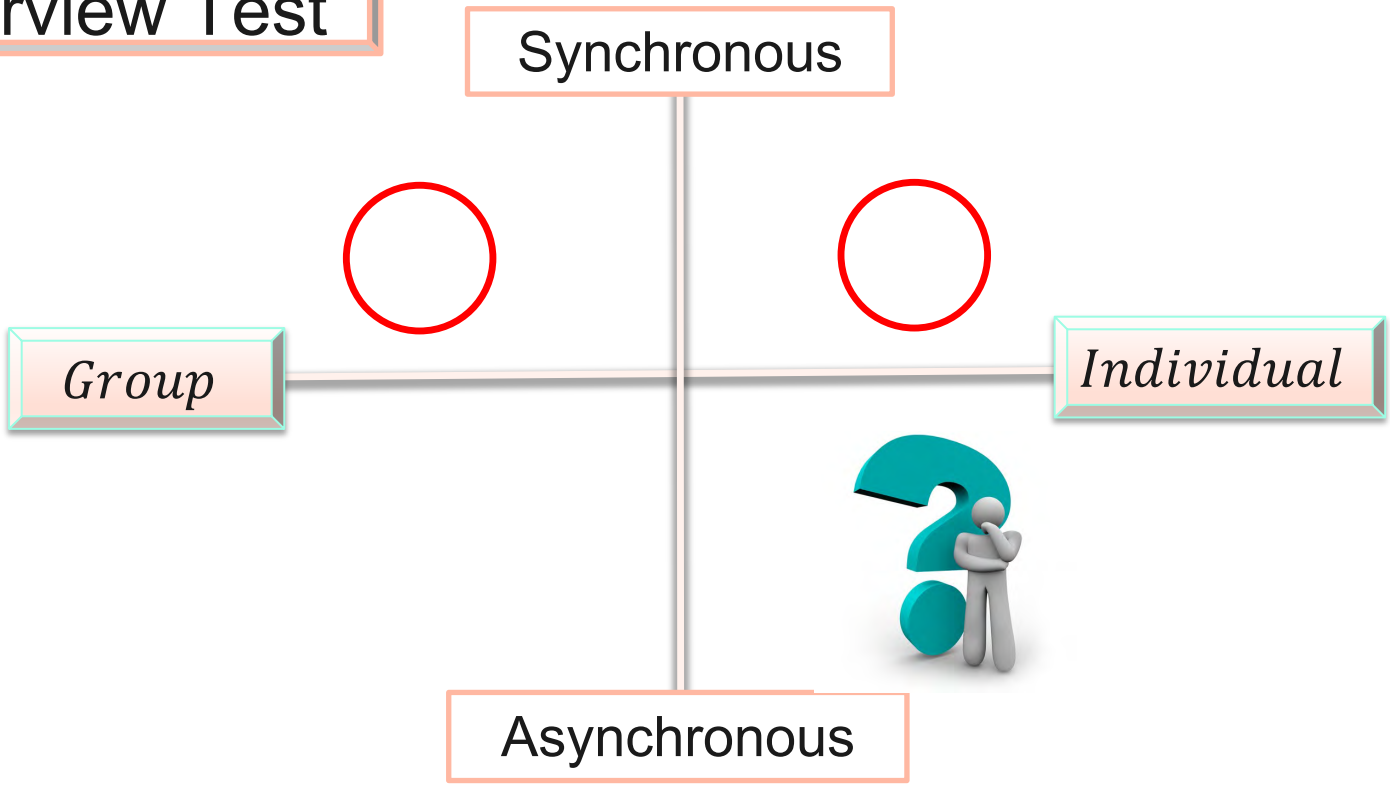
Student-facilitated

Group

Individual

Asynchronous

Interview Test



Synchronous

Q1:
[pause]

Q2:
[pause]

Q3:
[pause]

.....

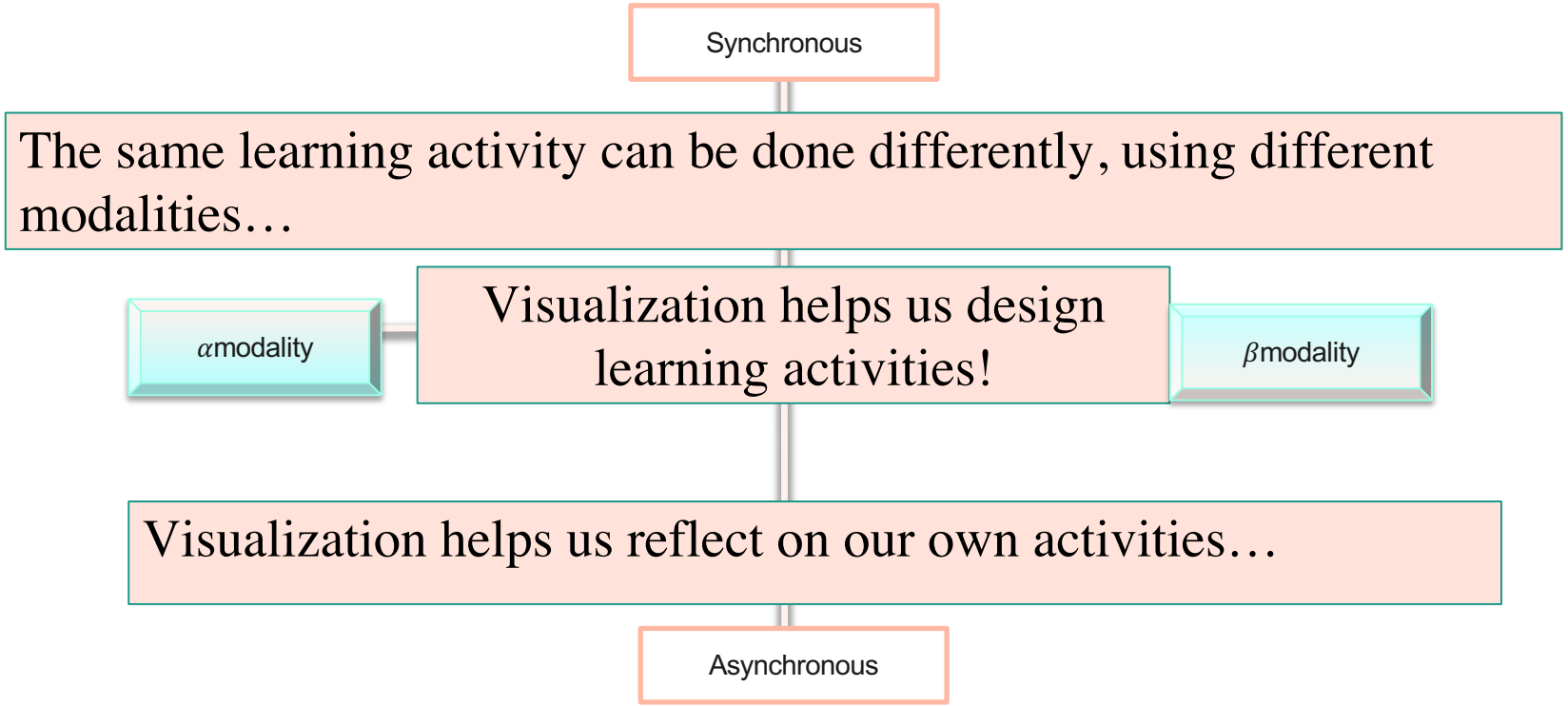
Group

Individual

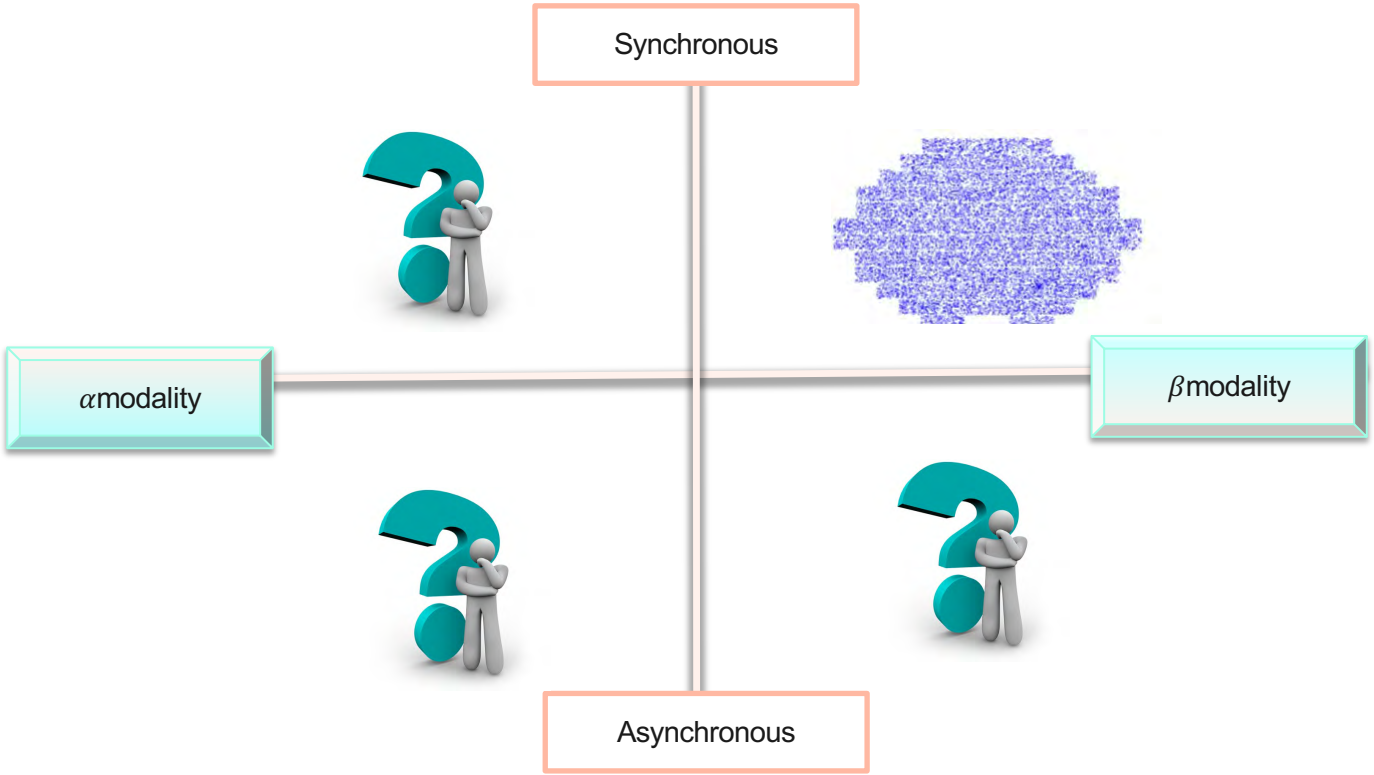
Asynchronous

Students have to answer the questions within the pause period!

Individual asynchronous recording


Synchronous
The same learning activity can be done differently, using different modalities…
αmodality
Visualization helps us design learning activities!
βmodality
Visualization helps us reflect on our own activities…
Asynchronous

Visualization helps us reflect on our own activities



Sample Learning Activities

Interview Test: synchronous & student-facilitated

Written quiz

Invite 2 students into Breakout Room
Other students are taking a lesson
qui Room.

Student A

Student B

Interview Questions A

1. Xxxxxxxx
2. yyyyyyyyy
3. zzzzzzzzzzz

Interview Questions B

1. aaaaaaaaa
2. bbbbbbb
3. ccccccccccc

Teache

Reading

Synchronous

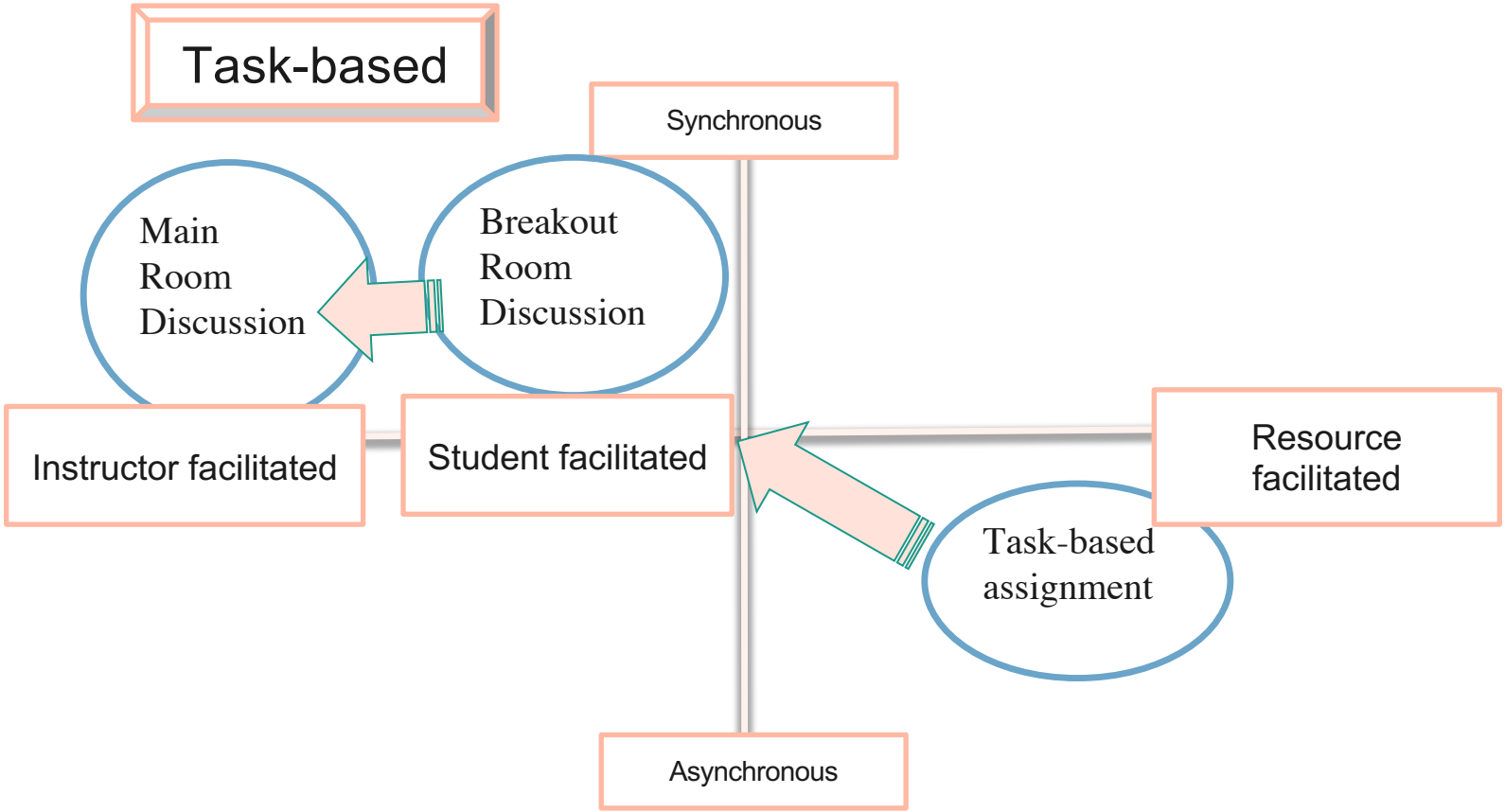
Student-led discussion

Student facilitated

Resource-facilitated

Reading assignment

Asynchronous


Task-based
Synchronous
Main Room Discussion
Breakout Room Discussion
Instructor facilitated
Student facilitated
Resource facilitated
Task-based assignment
Asynchronous

Task-based activity + Breakout Room

VR-tour to Japan

Synchronous

Breakout Room Discussion

Instructor facilitated

Resource facilitated

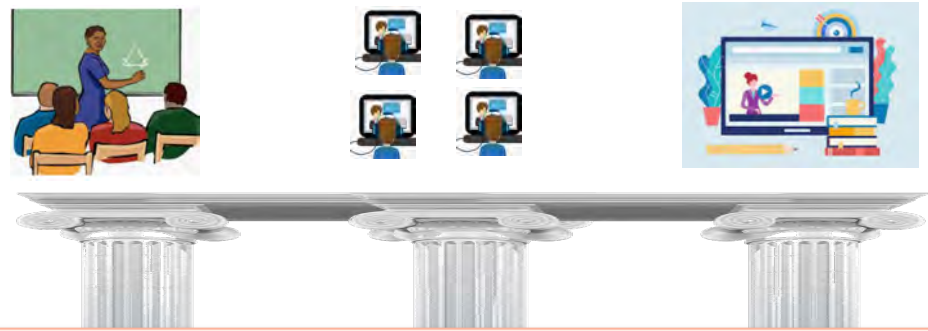
VR-tour to Japan 360 image

Asynchronous

Takeaways from remote instruction

- What works better in synchronous remote instruction?
- What works better in F2F environments?
- What elements of learning activities can we defer to the asynchronous modality?

Pathway to the “New Normal” Language Pedagogy



Three Pillar-Hybrid Model

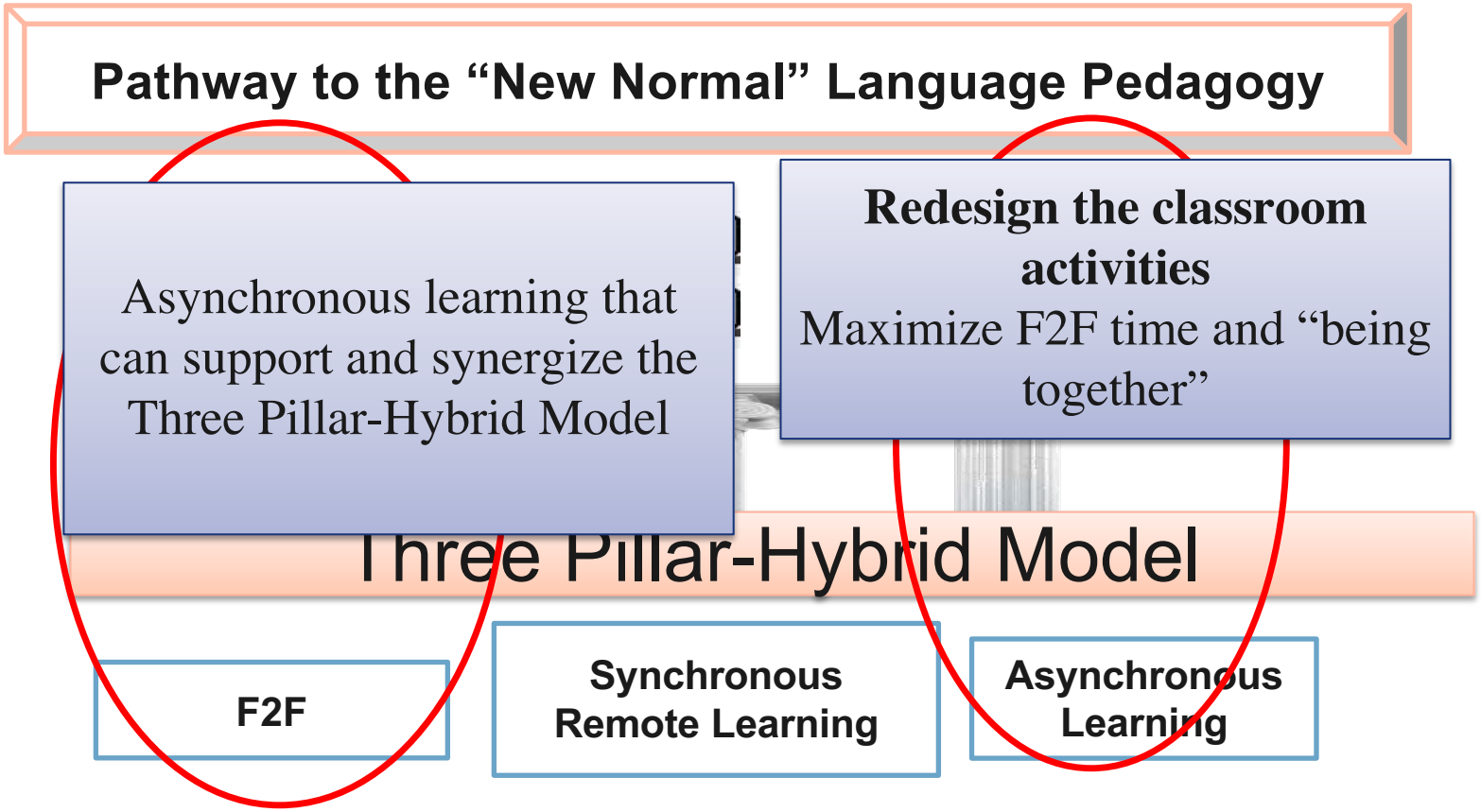
F2F

Synchronous Remote Learning

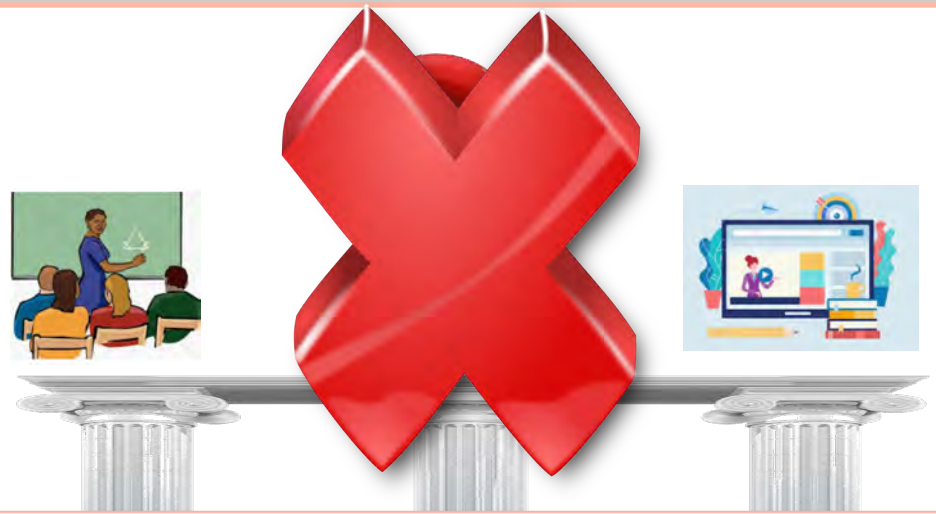
Asynchronous Learning

Aikawa, T. (2021) Hybrid Pedagogy Guided by Learning Modalities, the Proceedings of the 27th PJPF, Princeton, NJ.

Pathway to the "New Normal" Language Pedagogy



Pathway to the “New Normal” Language Pedagogy



Three Pillar-Hybrid Model

- F2F
- Synchronous Remote Learning
- Asynchronous Learning

Necessity to teach “virtual communication skills” (as opposed to “in-person communication skills”)

Potential increase in one-on-one interaction time with students in a smaller setting

Potential use of digital tools to see how they can complement F2F instruction.

Why do we need synchronous remote learning?

nchronous
earning

What works better in synchronous remote instruction?

- Office hours can be done more effectively remotely; more flexibility and availability.
- Zoom's share screen enables us to provide more individualized writing feedback.
- Students' attendance is better in remote settings.
- Zoom recording allows students to review materials when needed.
- Educational applications (Kahoot!, Flipgrid, Google Jamboard, Padlet, etc.) can be used in the remote setting.

What works better in synchronous remote instruction?

- Pair work can be done more easily through Breakout Room.
- Students can see themselves speaking (more self-awareness).
- The exposure to LMS, Zoom, and other types of educational applications allowed us to explore different types of assignments and assessments.
- Video/audio recording assignments (Flipgrid; Canvas media submission; etc.) allow students to pay more attention to their pronunciation.

etc.

Activities	Remote
Office hours	More flexible
Student attendance	better
Review class materials	Possible whenever needed
Feedback	Easier and more individualized through Zoom's share screen
Educational applications	More easily adopted
Assessments and quizzes	Different kinds of assessments and quizzes
etc.	

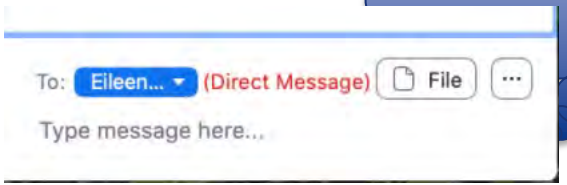
What works better in F2F environments?

What doesn't work in remote environments?

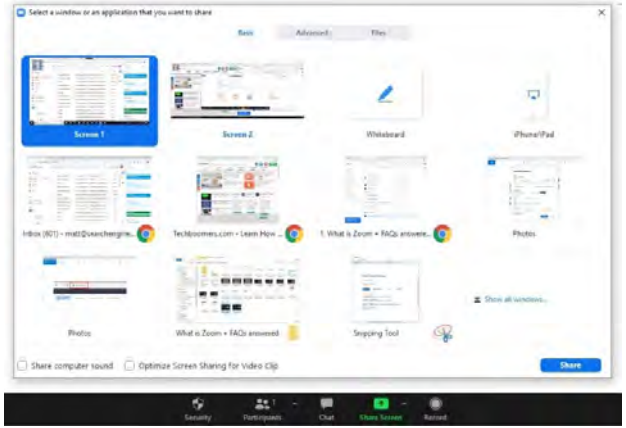
Lack of accidental meetings (偶然的な出会い)
Lack of the sense of community

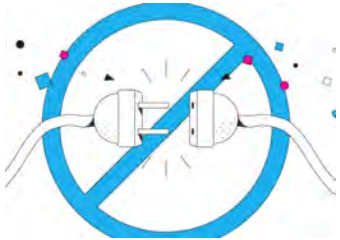
Individuals are inside their own capsule, and there is little freedom to communicate with each other accidentally and spontaneously. This leads to the lack of the sense of

Zoom direct chat



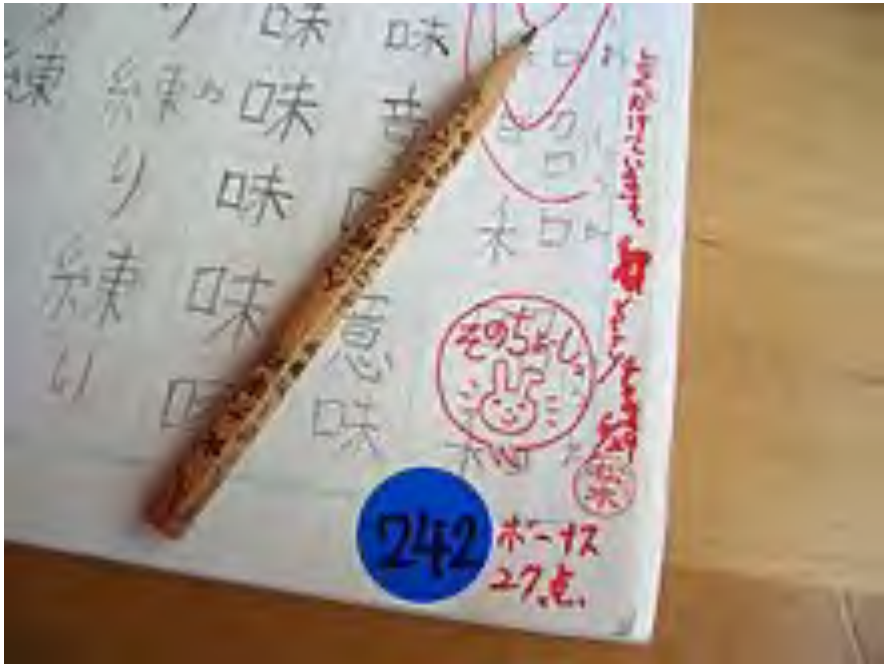
Less time in class instruction…
due to the internet connection and the time loss during a Zoom session (e.g., ‘share screen’, ‘mute-unmute’, etc.)

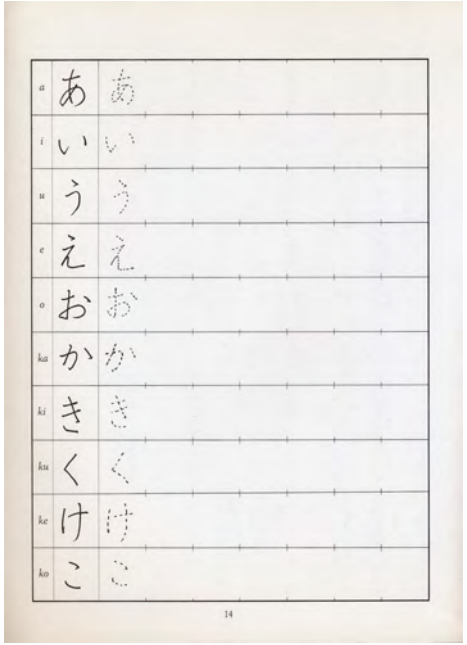




Body-language/Whole body movement

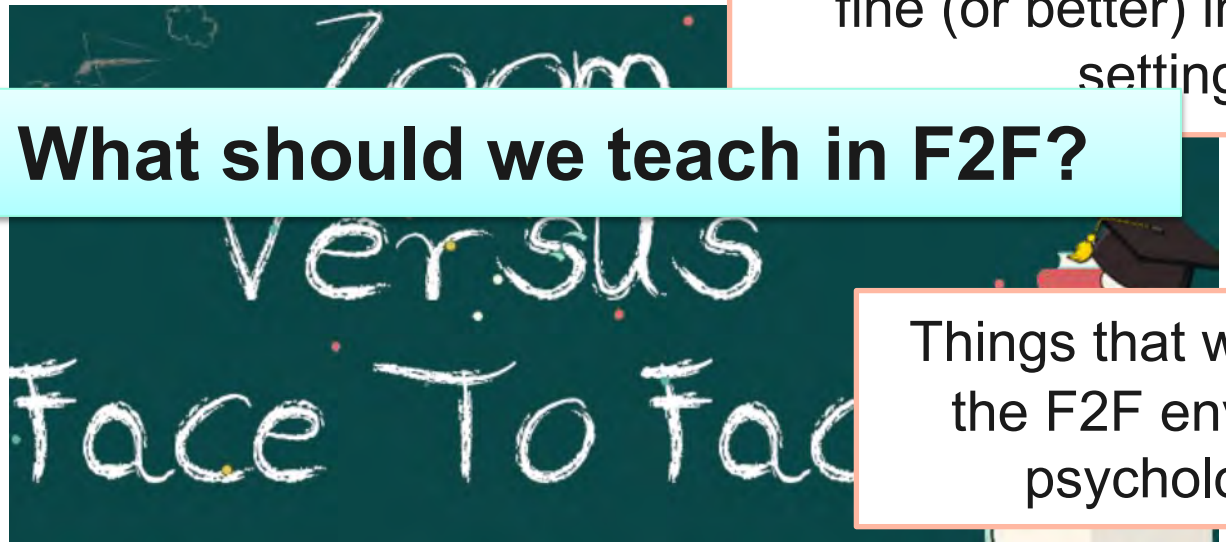
Checking students hand-writing for beginners (by pencil & paper)





When you look at our current situations carefully….

There are lots of things that work fine (or better) in the remote settings.



What should we teach in F2F?

Things that would work better in the F2F environment involve psychological aspects.

What elements of learning can we defer to the asynchronous modality?

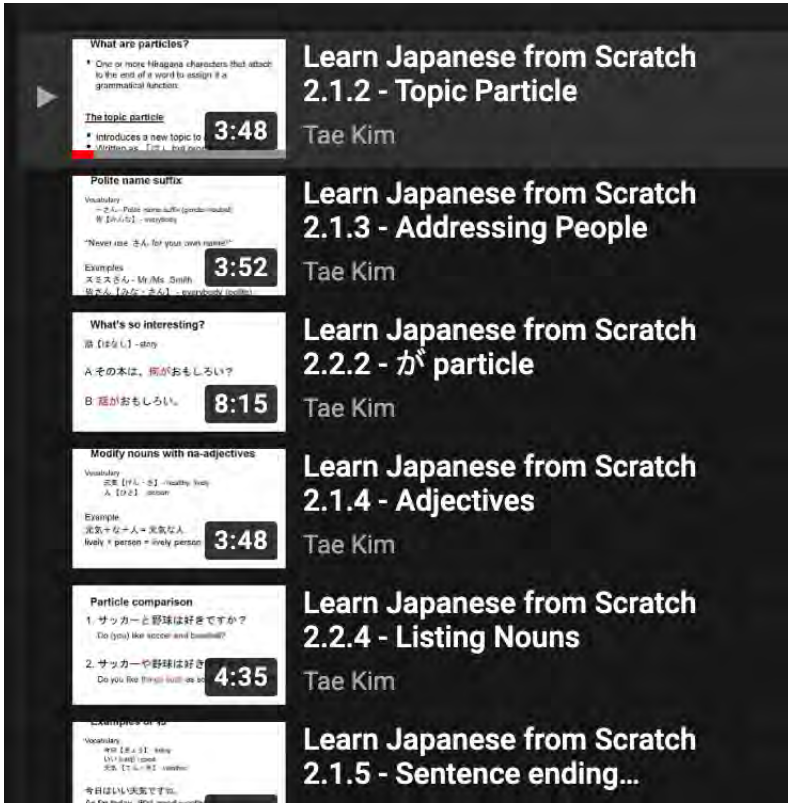
Even before Covid….Under the flipped class environment…

Many teachers have already created videos to teach grammar.

JAPANESE

Getting to know
JAPANESE
LANGUAGE & CULTURE
Getting to Know Japanese Language & Culture
2.84K subscribers
SUBSCRIBE
HOME
VIDEOS
PLAYLISTS
COMMUNITY
CHANNELS
ABOUT
Series 1
PLAY ALL
Lesson 7
Do You Have a Menu?
11:42
9:19
Lesson 8
Do you Drink Coffee Often?
14:04
Getting to Know Japanese Language & Culture - Serie...
Getting to Know Japanese Lan...

Tae Kim's Learn Japanese from Scratch Videos



http://genki.japantimes.co.jp/site/video/en/

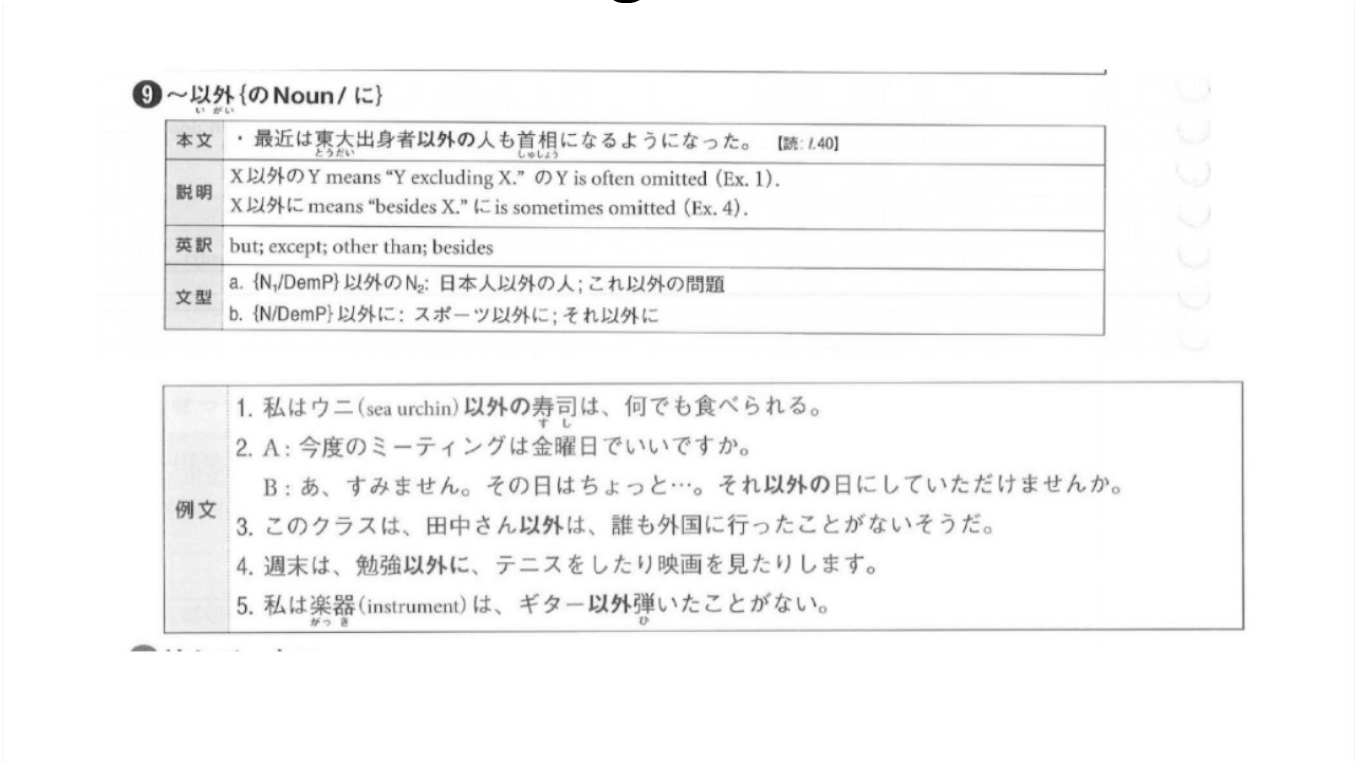
Why don’t we utilize these available resources?

- We want to teach grammar in our own way.
- Many of the grammar videos on the web do not coincide with grammar items in our textbook(s).
- Currently available grammar videos are often ”closed” (=not open to the public).

Record your ‘practice’ lecture before the class, and deliver it.

No cost
It benefits not only students but also teachers

Rehearsal video for grammar lesson



❾ ～以外{の Noun / に}

本文	・最近は東大出身者**以外の**人も首相になるようになった。 [誌: *l.*40]
説明	X以外のY means "Y excluding X." のY is often omitted (Ex. 1). X以外に means "besides X." に is sometimes omitted (Ex. 4).
英訳	but; except; other than; besides
文型	a. {N_1/DemP} 以外の N_2: 日本人以外の人; これ以外の問題 b. {N/DemP} 以外に: スポーツ以外に; それ以外に

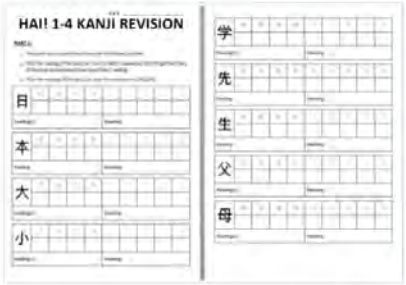
例文	1. 私はウニ(sea urchin)**以外の**寿司は、何でも食べられる。 2. A: 今度のミーティングは金曜日でいいですか。 B: あ、すみません。その日はちょっと…。それ**以外の**日にしていただけませんか。 3. このクラスは、田中さん**以外**は、誰も外国に行ったことがないそうだ。 4. 週末は、勉強**以外に**、テニスをしたり映画を見たりします。 5. 私は楽器(instrument)は、ギター**以外**弾いたことがない。

How about Kanji?

Ther nji
(and

Booklets

Hai! 1-4 Kanji revision booklet
Practice kanji from the Hai! 1-4 series (12 page booklet).
Donated by K McMenamin



hai_1-4_kanji_revision.doc
Download File

HSC Kanji
Kanji booklets (13 booklets = 200 kanji) including stroke order, a space for students to create a hint, pronunciations, meanings and combinations. *(Based on year 12 HSC Kanji requirements and Wakatta textbook.)*
Donated by C Dagger
N.B. This is a large file (64MB) and may take a few minutes to download:

hsc_booklets.zip
Download File

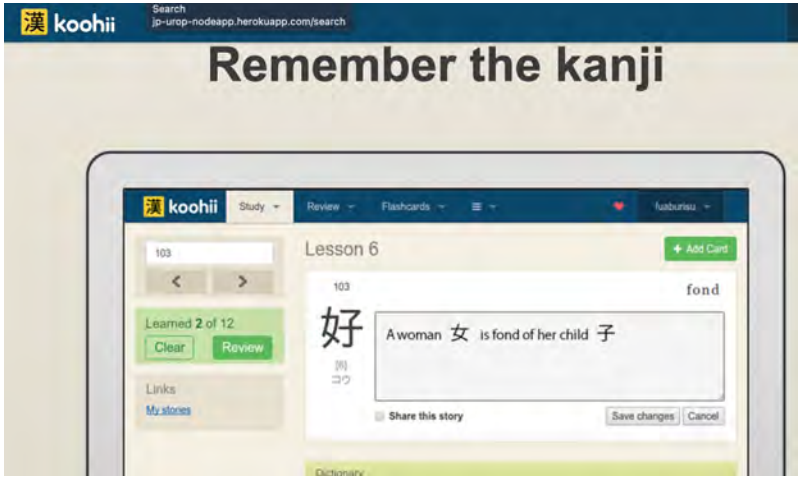
Kanji alive

A free study tool for reading and writing kanji

help Japanese language students of all levels learn to read and write *kanji*.

But not many web materials teach how to memorize Kanji…

Koohii



Kanji Videos

Kanji videos for Tobira LL.6-10 (in collaboration with Meghan Perdue, Open Learning, MIT).

by Takako Aikawa

Published on Apr 03, 2021

漢字ビデオ(Tobira L6)

漢字ビデオ(Tobira L8)

漢字ビデオ(Tobira L9)

Planning to make these videos public through MIT OCW this summer.

How about drills or additional practice materials?

MIT Open Course Ware

Home » Courses » Global Languages » Japar

Japanese I

COURSE HOME

SYLLABUS

INSTRUCTOR INSIGHTS

IN-CLASS ACTIVITIES, ASSIGNMENTS

Lake Kawaguchiko and Mount Fuji in Japan. (Image

Instructor(s)
Takako Aikawa
Masami Ikeda-Lamm
Wakana Maekawa
Emiko Rafique

MIT Course Number
21G.501 / 21G.551

As Taught In
Fall 2019

Level
Undergraduate

SYLLABUS

CALENDAR

INSTRUCTOR INSIGHTS

ASSIGNMENTS

Historic villages of Shirakawa-go and Gokayama where farmhouses were built with a design of steep

Instructor(s)
Takako Aikawa
Masami Ikeda-Lamm
Wakana Maekawa
Emiko Rafique

MIT Course Number
21G.503

As Taught In
Fall 2019

Level
Undergraduate

Three Pillar-Hybrid Model

What can we teach in F2F?

Various language skills
Individualized practice and feedback

Vocabulary
Pronunciation
Listening & Speaking
Writing & Reading
Grammar
etc.

F2F

Synchronous Remote Learning

Asynchronous Learning

Let's sit and talk!

What should we teach in F2F?

“Traditional” one way (Teacher -> Students)

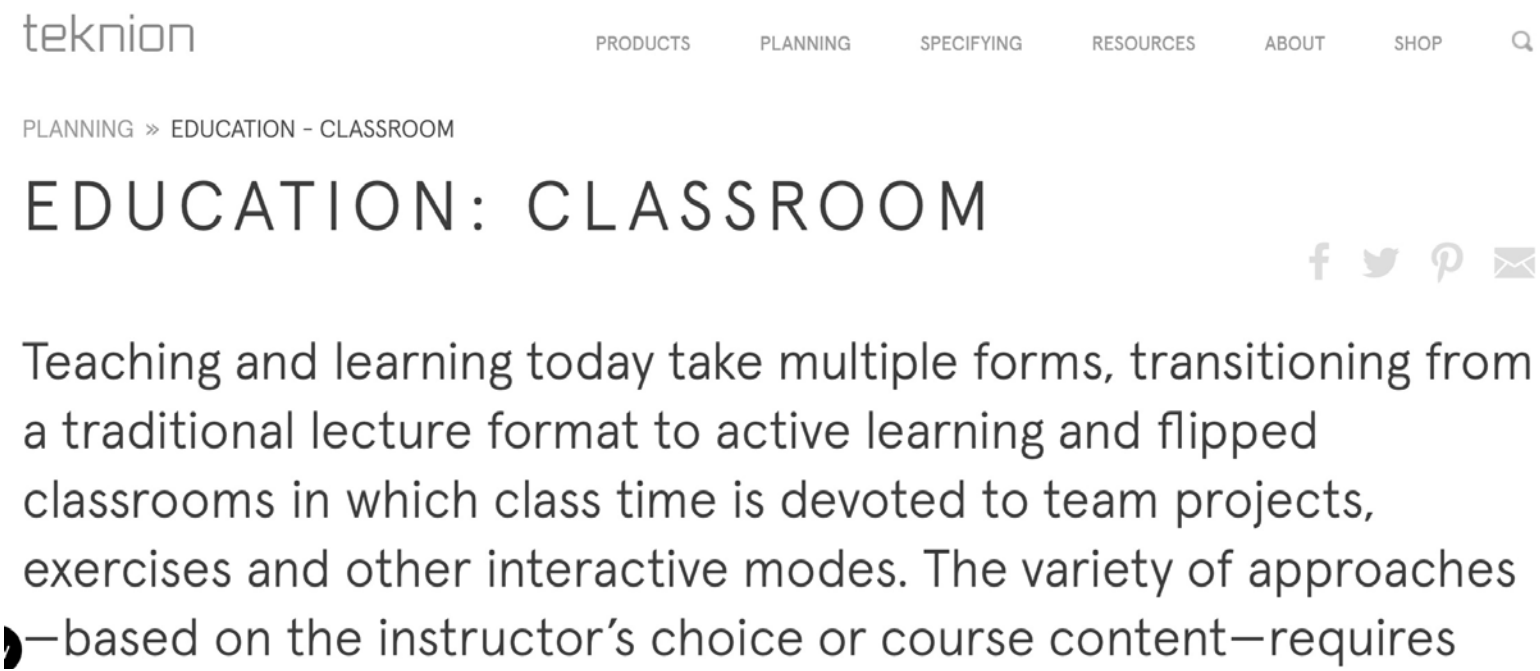
Student-student interactions

Teacher ➔ Facilitator

Collaboration
Community-building
Student-centered
Project-based
Active-learning

Classroom Space is going to be important!

https://www.teknion.com/planning/education---classroom



小姐
Xiǎo jiě
Miss

Summary:
Opportunities created by the pandemic

Opportunity to unlearn and relearn our teaching

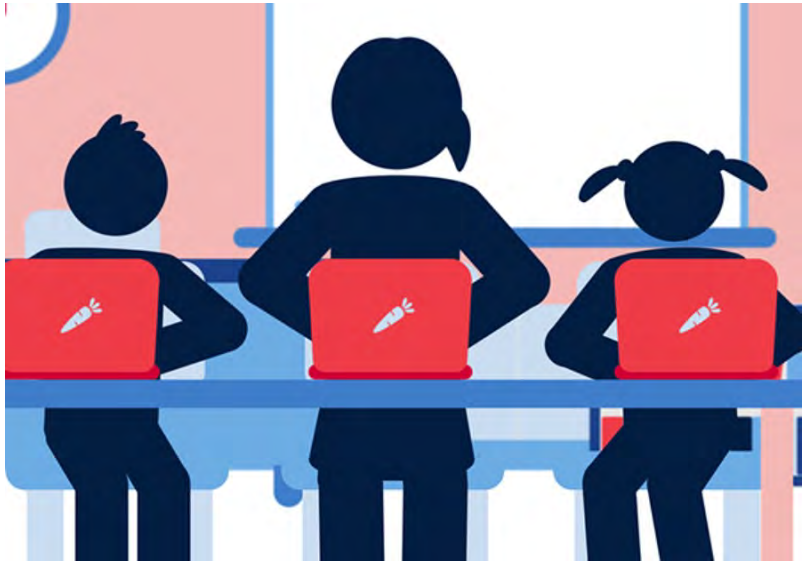
Opportunity to consider how to take advantage of the privilege of “being together”

Let’s take actions now!

Prediction: Lots of confusion...

Prediction: Lots of confusion…

Quizzes and assignments via computer in a classroom?



What to teach where?

F2F

Synchronous Remote Learning

Asynchronous Learning

Lots of unlearning and relearning…

My future research topics

-What do we want to assess? Why and how?-

- What do we mean by “Reading Comprehension (読解)”?
- What type of Kanji assessment do we need? Do we need to assess Kanji writing to be assessed?
- Can we use technology to support our (subjective) 作文 evaluation?

読解とは何か？

IV. Based on the reading passage, answer the following questions in English. Provide as much detail as possible.

先日、学校に通う電車の中で、田中君が笑顔でお年寄りに席を譲るのを見て a)驚いた。前はそういうことは絶対にしなかったし、お年寄りをばかにすることもあったのに。

二年前、田中君が柔道部に入った時、僕も誘われたが断った。b)体力も精神力もない僕は、厳しい練習や上下関係など我慢できないと思った。それに、運動能力の高い田中君と比べられたくなかったのだ。

実際に彼は、最も活躍した選手として奨学金を与えられることになったそうだ。運動せずに色々な種類のビタミンを飲み、着る服の色で健康的なイメージを作ろうとしている自分が c) 少し恥ずかしい。

1. Regarding the underlined part a), what surprised the author. And why?

2. Translate the underlined part b). Do not summarize it.

3. Regarding the underlined part c), why does the author feel this way?

V. Based on the reading passage, answer the following questions in English. Provide as much detail as possible.

島川課長は厳しいことで有名だ。三十歳過ぎで、ユーモアのセンスがなく、a)会議中にジョークを言うことも笑うことも全然ない。エレベーターで二人だけになった時など、僕はとても緊張する。

ところが昨日の晩、町で課長を見てびっくりした。b)女性と楽しそうにデートしていたからだ。c) 相手の顔ははっきり分からなかったが、髪が短く、特徴のある歩き方だった。

d)実は島川課長に恋人がいると僕が言っても、オフィスでは誰も信じないだろうと思った時、急に思い出した。あの歩き方は、上の階のマーケティング課で働いている絵田さんだ！

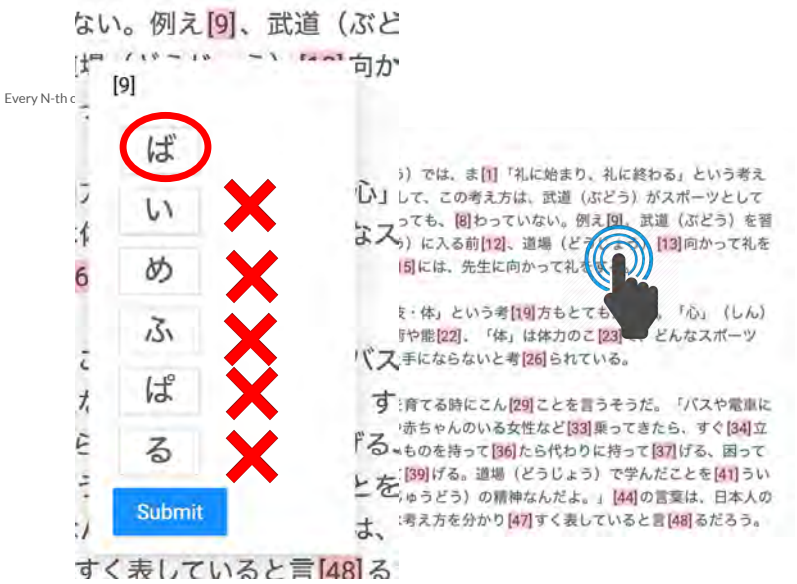
1. Who is under discussion?

2. Describe the person in detail, including how the author feels about the person.

3. What happened last night?

4. Translate the underlined part c).

Deletion/Spot Quiz (穴埋め問題)



Deletion/Spot Quiz (穴埋め問題)

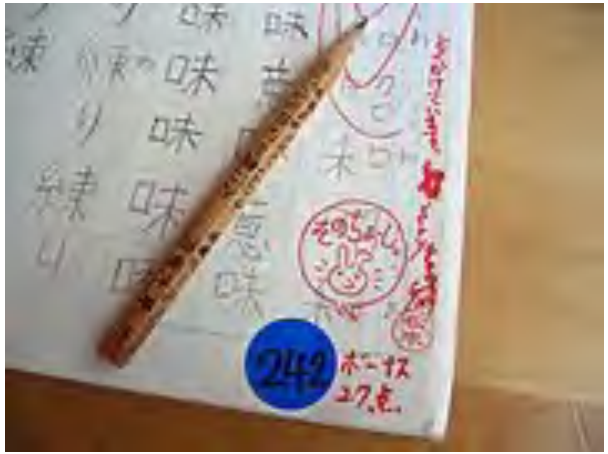
Every N-th character can be deleted:

音読と読解の関係

Any correlation between “reading comprehension(読解)” and “read aloud (音読)”?

What type of Kanji assessment do we need?

Do we still keep assessing Kanji writing skills for intermediate ~ advanced students?



公立高校入試　県別漢字問題

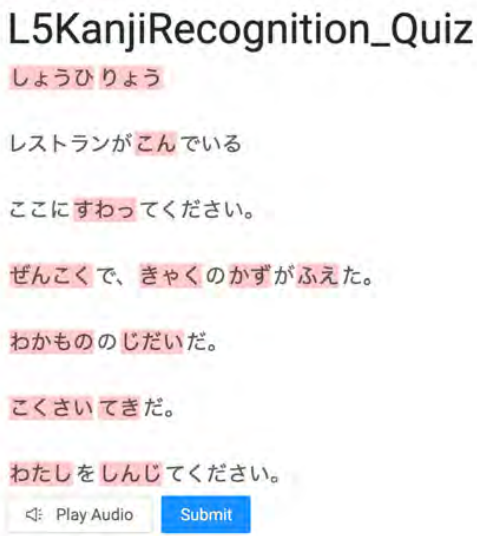
このページは各県の公立高校入試で出題された漢字問題を集めたページです。
県名をクリックすると，現在のウィンドウで、その県の平成10年からの漢字の問題を見ることができます。答えはマウスをのせると表示されます（IE，Safariでご覧ください）。

平成10年度	長雨で**カセン**の水かさが増す。
〃	同窓会で旧友と**ナゴ**やかに語り合う。
〃	無線で模型飛行機を**ソウジュウ**する。
〃	旅行に出かける隣人から小犬を**アズ**かる。
〃	展覧会が**カイマク**する。

河川
和やか
操縦
預かる
開幕

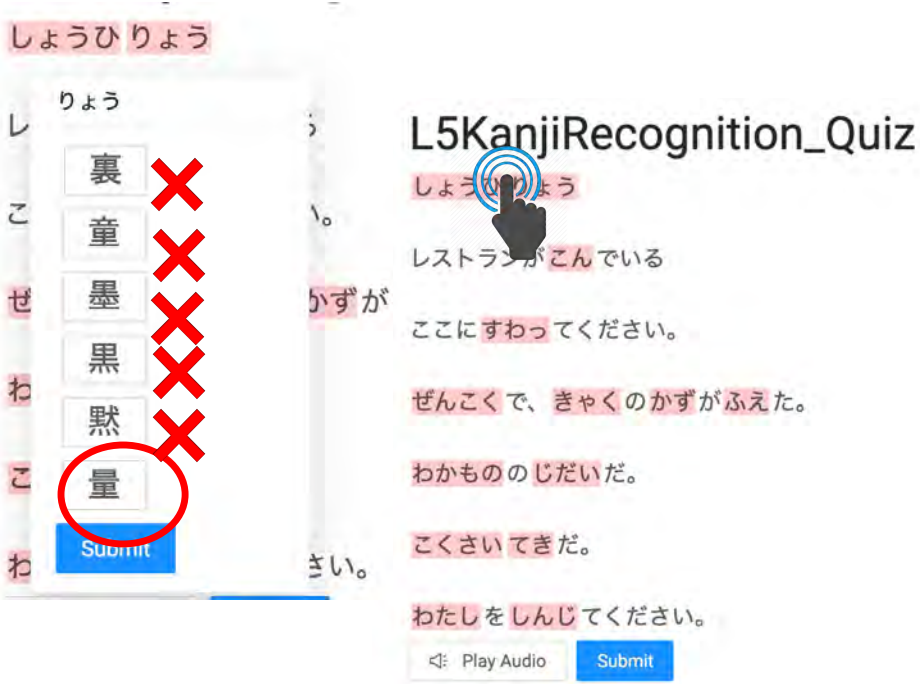
Kanji Quiz Generator

Multiple-choice quize for Kanji character-recognition.



消費量
レストランが混んでいる
ここに座ってください。
全国で、客の数が増えた。
若者の時代だ。
国際的だ。
私を信じてください。

Kanji Quiz Generator



Kanji Quiz Generator

Data: Kanji and visual similarity

Overview

This page describes a number of data sets released as part of my PhD work. All data sets on this page are released under the Creative Commons Attribution 3.0 Unported license. Unless otherwise specified, the appropriate academic citation for any of these datasets is:

> Yencken, Lars (2010) *Orthographic support for passing the reading hurdle in Japanese*. PhD Thesis, University of Melbourne, Melbourne, Australia [pdf]

For web sites, a reference to the data set and link back to this page in your about page is sufficient. If you have any trouble interpreting or using any of these data sets, please feel free to contact me.

Assessment of students' composition (作文)

https://jreadability.net/

Perhaps, technology can support or verify teacher's (subjective) judgement?

Digitization allows us to conduct new types of assessment for various language skills!

ご清聴ありがとうございました！

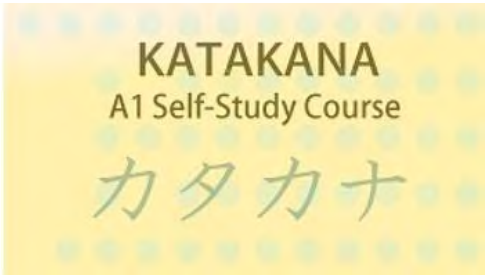
質問があったら、相川 (taikawa@mit.edu)まで
ご連絡ください。

“Minato” Animation for https://minato-jf.jp/

We have created an animated commercial for our e-learning platform, “Minato”. Minato consists of a wide variety of self-study courses such as “Marugoto”, which is free structured lessons in relation to Japanese language and culture.

Check out our "Minato" videos:
Animated Commercial: Click here!
Course Overviews: Click here!
Creating an Account & Registering for a Course: Click here!

Minato: Hiragana, Katakana, & Kanji



With Minato, students are able to self-study hiragana, katakana, and kanji on their own pace. As remembering letters in Japanese is all about repetition, it's important to find various methods for students to retain hiragana, katakana, and kanji.

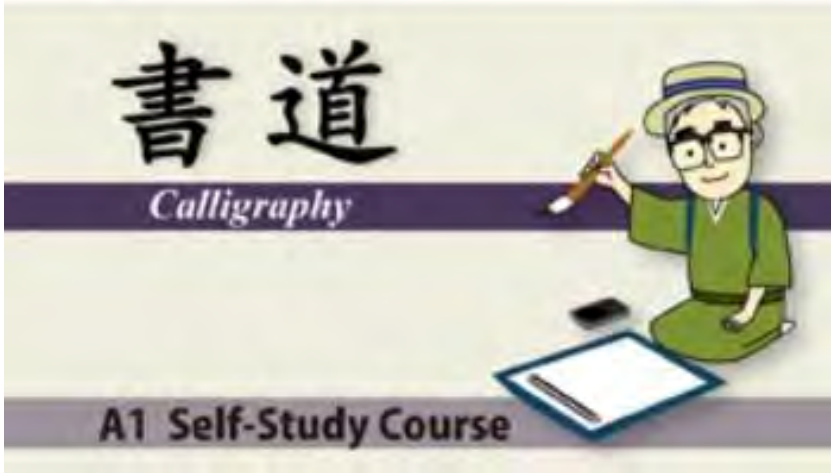
I have difficulty writing in kanji but learned to read through repetitions, understanding patterns, and self-studying on my own. It's important for students to have additional materials so they could maintain their skills beyond the classroom.

Minato is free to use and there are many ways to learn recognition.

Minato Experiences for Hiragana, Katakana, and Kanji

On Minato, learners can self-study letters, test their reading skills, and match the correct letter with images. These various methods can help learners find methods that best suit their needs.

Minato: Japanese culture (Calligraphy)



Other than being able to take comprehensive courses like “Marugoto” and practice hiragana, katakana, and kanji, there are cultural classes such as calligraphy to learn through Minato.

Students can learn basic knowledge about calligraphy and how to actually use the brush through short videos. PDF of the sample kanjis are available as well in order to practice as necessary.

Minato Experiences for Calligraphy

For calligraphy, learners will watch informative videos, practice kanji through Marugoto + (https://a2.marugotoweb.jp/ja/) and learners can further increase their vocabulary through Marugoto no Kotoba (https://words.marugotoweb.jp/top.php?lang=en) .

For more e-learning resources, please check here: https://www.marugoto.org/e-learning/ .