

COIL 型授業実践紹介

Vol. 4

Nanzan University

Course : Literacy II [FB]7

Teacher : HOWREY, John

Faculty : Foreign Language
Education Center

Year·Quarter 2020·2nd Quarter

Partner Institution University of North Georgia (UNG)

Course Name Intermediate Japanese Course – Summer Course

Teacher (Advisor) Tomoe Nishio

COIL Category Basic COIL

Enrollment Nanzan 20, UNG 7

Language Japanese, English

Tech Tool Zoom, Skype, Canvas

Project's Outline

The focus of the project was for students in the US and in Japan to practice foreign language skills and learn more about foreign culture. Students met in groups online every week and submitted a comparison essay at the end of the term. Students met on Zoom for orientation. They were put into groups (3 Nanzan University students and 1 UNG student per group). Students set up weekly 30-minute Skype meetings. The first Skype meeting was done in English and Japanese. The next two were conducted in Japanese and the final two were conducted in English. Students recorded their Skype sessions and wrote reflections on their experience. Students read articles on how cultures are classified and on sample topics that students could further explore in their research comparing US and Japanese culture. Students then chose a research topic and survey questions related to their topic. After feedback from the instructor, students then wrote a 500-word essay comparing the two cultures. Students submitted two rough drafts and a final draft. Reflections, readings, and written assignments were submitted and graded on Canvas. A final Zoom session was held for final reflections. Each

group reported their experience to the class after discussing their papers in breakout rooms.

Evaluation

Students were evaluated on six journal reflections, a writing proposal, two rough drafts, a final draft of a compare/contrast essay, and submission of Skype recordings and LINE discussions. The COIL Project was 30% of the grade for the course. 10% was given for completion of activities (journal reflections, project proposal, survey questions, etc.) and 20% was given for the final draft of the compare/contrast essay.

Teacher's Comment (Nanzan)

This was an ideal collaboration. Students were able to help one another learn and use a foreign language and learn more about foreign culture.

Teacher's Comment (UNG)

Students were able to learn more than what textbooks can teach them through active, communicative discussion on various cultural topics. It was great to see reflective activities help them enrich their learning even further.