

COIL 型授業実践紹介

Vol. 11

Nanzan University

Course : 英語 III コミュニケーションスキルズ[FA, FF, FS, FG]1

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Faculty : Foreign Language Education Center

Year・Quarter 2021・3rd Quarter

Partner Institution University of the Philippines School of Library and Information Studies

Course Name LIS 10 Information and Society

Teacher Prof. Elijah Dar Juan

COIL Category Basic COIL

Enrollment Nanzan 21, U of Philippines 21

Language English

Tech Tool Google classroom, Zoom, Flipgrid

Project's Outline

The topic for the COIL activity is "**The Viral Phenomenon.**" So, the ideas and discussions in COIL will be discussed as part of the regular second period class, since there is only a one-hour time difference between Japan and the Philippines.

A module titled "**The Viral Phenomenon**" was given to all participants. The Japanese students were given some time to learn the vocabulary of the material. All students were instructed to focus on:

Definition - What is the viral phenomenon? What are the different concepts connected with the viral phenomenon? What is "going viral?"

Reasons - Why do posts "go-viral?" What causes certain things to go viral? What motivates people to post things that "go viral?"

Issues - What are the problems stemming from the viral phenomenon?

Solutions - How can these problems be solved?

Suggested talking points in zoom:

- Definition (origin, definitions, examples of the Viral Phenomenon) Reasons (what causes the Viral Phenomenon)
- Issues (effects of the Viral Phenomenon)
- Solutions to the issues identified, focus on the main ideas of the module.

Students were to develop these ideas with their group members. They were to ask each other about the ideas in the reading. And they were encouraged to talk about what goes viral in Japan and the Philippines. They had the freedom to discuss a wide range of topics, as long as they keep their focus on "The Viral Phenomenon."

Evaluation

After the last COIL Meeting, Nanzan students were required to submit a presentation on Flipgrid, talking about the discussion points on "The Viral Phenomenon." This presentation is the final output requirement of the Nanzan participants. If they were able to make a presentation that included all the discussion points, they get a good evaluation.

Teacher's Comment (Nanzan)

I conducted a survey at the end of each COIL class, and students from both universities gave very positive feedback about the activity. In the first meeting, the students rated the activity a 4 out of 5, with 1 being poor and 5 being excellent.

In the second meeting, again a score of 4, and in the last meeting, a score of 5. It should be noted that not all the students answered the survey.

Many students thought that COIL was both fun and educational.

Some comments from the Filipino students are as follows:

"It was awkward at first and we are all a bit shy with each other but as the conversation went, the shyness decreased."

"Surprisingly, the problems were not linguistic in nature, it was more because 2/4 of my group mates were pretty shy for the first half of the session. They eventually opened up and we got the discussion going and it went very well from there."

"They still had difficulty in expressing themselves, but their effort to convey their thoughts is commendable. I am looking forward to having more conversations with them to help them improve."

These comments are from the Japanese students:

"It took time for us to start the conversation; once we started it, I think it went okay."

"COIL activity is very interesting!"

All in all, the activity was successful in encouraging communication using English, and in having the students experience working with university students from the University of the Philippines. When asked if they would like to participate in another COIL activity, most students gave a positive answer.