

琉球大学学術リポジトリ

「ミステリアスなゲスト」： オンライン国際協働学習に関するケーススタディ

メタデータ	言語: 出版者: 国際地域創造学部国際言語文化プログラム 公開日: 2020-04-08 キーワード (Ja): キーワード (En): 作成者: Maclean, George Robert, Yamauchi, Shiori, マクレイン, ジョージ・ロバート, 山内, 紫織 メールアドレス: 所属:
URL	https://doi.org/10.24564/0002012259

The Mystery Guest: A Collaborative Online International Learning Case Study¹

George Robert MacLean
University of the Ryukyus
Shiori Yamauchi
University of Hawai'i Manoa

Background

The number of Japanese students studying abroad has decreased over the last twenty years. At the same time, there has been growing concern about an inward-looking trend amongst Japanese youth (*uchimuki-shikou*) (Imoto, 2013). If not properly addressed, this could foreshadow a potentially debilitating shortcoming of labor that can function within an interlinked knowledge economy (Schwab, 2016) which relies on (and indeed increasingly assumes) a person's abilities to remotely collaborate with people from mixed cultural and linguistic backgrounds. With this in mind, the Japanese government established '*Daigaku no Sekai Tenkairyoku Kyouka Jigyou*' [The Globalizing Japanese Universities Initiative] in 2010 (MEXT, 2010).

At the same time, use of ICT within the Japanese education system still remains low despite governmental exhortations (Japanese Cabinet Secretariat, 2013). In a global OECD survey, Japanese youth self-reported the absolute lowest level of all respondents regarding confidence in their ICT skills for employment purposes (OECD 2015, p.124). Albeit there is a (most endearing) cultural tendency for Japanese people to report their abilities modestly, this still portends an ominous trend for Japan in a globalized economy. To retain its place in an increasingly competitive environment, Japan's educational agenda needs to develop people who are (a) informed within their field and aware of broader implications and nuances of global issues such as those

articulated in the United Nations' 17 Sustainable Development Goals, (b) able to participate in and ultimately lead collaborative endeavors using critical thinking and cultural understanding, and (c) proficient using ICT for interacting and collaborating with people across the world (Collet, Hine & du Plessis, 2015; Pellegrino & Hilton, 2013; Soland, Hamilton & Stecher, 2013).

A final concern that has been reported for many years pertains to Japanese students' proficiency in the World's *lingua franca*, English. Japan has consistently scored at the lower end of English proficiency comparisons between nations (Atack, 2019; Japan Times, 2019) and was yet ranked as a Low Proficiency country in 2019, the penultimate year for achieving its numerous linguistic and ICT educational goals related to hosting the Olympics in 2020. Based on English proficiency tests of 2.3 million students from 100 countries, Japan ranked number 53 for English proficiency (Atack, 2019; EF EPI 2019). To be fair, students throughout the world struggle with foreign languages, and Japan is a more or less monocultural country where, until recently, it could be entirely possible for a white-collar worker to go their entire life without ever having to interact with someone who could not speak Japanese. Within such a hermetic system, it is fully understandable that even the most highly motivated students might occasionally have existential moments where they question the purpose of learning English.

Many tertiary students of English start with high hopes to become international and to be able to interact with the world using English, but a lack of opportunities for them to realistically apply their skills may leave them demotivated—unless they go abroad. Relatedly, students from science, technology, engineering and maths (STEM) disciplines undergo a course of study that also should provide opportunities for applied learning and interaction with people from their intended fields. At the tertiary level, regardless of whether we are speaking of students who are in an English language program (that likely includes the study of linguistics, literature, and communication studies) or a STEM field of study, the ultimate goal for students' level of attainment is to begin acquiring expertise that will foster and maintain the nation's standing in

a global economy and culture. This usually requires cultural awareness and English proficiency. Fostering the path to such levels of achievement begins at the curriculum and syllabus level, whereby there is a well-considered plan to scaffold students' learning and provide opportunities for students to interact—at least hypothetically—at a global level within their field of study, to perhaps make mistakes... to get feedback about their efforts, and to *learn* from such occasions.

The fundamental goal of any informed syllabi is to contrive an information agenda and a series of activities that reinforce it such that students ultimately attain a level of proficiency whereby they can adeptly function within the environment that the educational context was designed to nurture. Essentially, instruction should get closer and closer to *reality*. In the case of English language education, this has not worked very well within the Japanese education system because of a lack of opportunities for students to apply their learning by authentically interacting in the target language, hence attempts to foster such opportunities to use English via the JET and ALT programs (JET, 2019). These programs have yielded many advantages, but something further needs to be done at the tertiary level to capitalize on these gains. Moreover, it needs to be cost-effective. Not every promising student can be sent abroad. There was a time where Japan could rely on a few people to go abroad and come back and transmit/translate the requisite information to succeed in virtually any field. However, reality in the year 2020 lies within the 'second half of the chessboard' where the exponential acceleration of innovation and change require more (Brynjolfsson & McAfee 2011; Friedman 2017). These are the background issues within which the University of the Ryukyus' collaborative online international learning (COIL) initiative was conceived.

About COIL

In 2010 the State University of New York set up The SUNY Center for Collaborative Online International Learning (COIL). Implicit within COIL's goals are the aims of fostering cross-cultural competence and multicultural learning in an environment where students can interact in an online blended environment (About

COIL, 2019). In 2018 the University of the Ryukyus became one of ten Japanese universities to adopt a COIL platform for learning. The aim of its COIL project is to interact with other schools in the Pacific islands region²—an area with many environmental characteristics and challenges—and to foster global leaders who can contribute to the sustainability of this region. The project term is from 2018 to 2022, and it entails organizing COIL exchanges with its partner institutions: the University of Hawaii’s three campuses and its seven community colleges, the University of Guam, the College of the Marshall Islands and the College of Micronesia FSM.

Coil classes can be one of three types: asynchronous, synchronous, or hybrid. Synchronous COIL classes involve face to face online interaction whereas asynchronous classes do not. Hybrid COIL classes include both synchronous and asynchronous components, for example a situation, such as the current study, where students collaborate asynchronously to prepare an assignment and then present it online, face to face with COIL partners at a remote location.

COIL is a push-pull endeavor in the sense that it facilitates an enticing context for instruction but also imposes an imperative for instructors to devote a certain amount of their time to ensuring that students are aware of the English fundamentals of how to express themselves within their discipline and thus ultimately in a professional situation related to that discipline. COIL aims to provide opportunities for this to occur via ICT exchanges. This study pertains to COIL classes where English for academic purposes (EAP) was the context. Arguably, a language class might appear to be the easiest context from which to accomplish all the goals and to mitigate the shortcomings mentioned above. Indeed, language learning instruction often uses ICT and is a promising area to incubate such higher-level goals and should rightfully attempt initial efforts and relay feedback about successes and failures. Still the ability to speak English—or any language— is usually not a goal unto itself for most students other than language majors. Accordingly, we have done our best in this study to provide a possible template and insights derived from its implementation that will hopefully advance *any* faculty’s efforts to attempt a COIL class within their discipline. COIL was

not conceived as a way to learn English. It was conceived with full cognizance that English will be the language within which leading and indeed supporting members of any academic discipline or globally concerned initiative will survive and prosper. Thus, COIL is an attempt to ensure that any Japanese tertiary instructional context devotes at least some attention to ensuring that students can (a) express themselves in English within their field of study, (b) develop critical thinking skills and cultural understanding to succeed in collaborative and leadership endeavors, and (c) become adept at interacting and collaborating with counterparts throughout the world via ICT.

COIL's Collaborative and Learning Components

Collaboration in this case study means that students were working together using cloud computing spreadsheet and presentation applications (Google Sheets, Google Slides) on a single group project where most of the work was done remotely outside of class. The online component involved students sharing their work with a domain expert (in this case a TESOL graduate student at the University of Hawai'i Manoa) and receiving feedback about their work. Every effort was made to clearly define learning goals and how to achieve them, because previous case studies have indicated that learners can easily become frustrated without such guidelines. Other precautions were taken to avoid technical problems, lack of feedback, and a sense of isolation, other concerns that have been noted in previous studies (Chapelle, 2006; Doughty & Long, 2003; Warschauer, 1997). We aspired to ensure that learning occurred throughout this case study, and the following aspects were assessed: English grammatical and lexical abilities, English presentation skills, and basic English conversation skills during a question and answer exchange and ability to use ICT.

Research Questions

With all of the above in mind, we determined to design a COIL exchange that can be incorporated within a normal 15 class syllabus so that it compliments other learning goals and consumes as little class time as possible. The following research questions

are therefore considered hereafter:

- 1) Given a relatively short amount of class time, are students able to learn and deploy the requisite skills to collaborate in a short-term COIL exchange?
- 2) How do students perceive such a short-term COIL exchange?

Method

Participants

94 learners from three classes participated in this initial study. Primary information is detailed in Table 1.

Table 1: Information About Questionnaire Participants

Questionnaire Information	M3	M4	M6
Total class population	26	40	28
Approximate age	20	18	18
Males	9	15	15
Females	17	25	13
Questionnaire response rate	77%	67%	96%

The classes are named according to the day of the week and time slot where they occur: Monday third period (M3), Monday fourth period (M4), Monday sixth period (M6). M4 and M6 were first year English for academic purposes classes, whereas M3 was a Verbal Arts class consisting of third year English and English education majors.

Procedure

One week prior to the exchange, it was explained in each class that a Mystery Guest would join the classes via Zoom video conferencing (Zoom, 2019). Students were divided into groups of four. Because the classes took place in a dedicated COIL classroom instead their normal classroom and also to better indicate who was to do

what and where, students were assigned seating and a number within their group and this was posted before class 1 (see Appendix A)³ via the class Google Community (Google Communities, 2019). Each groups' files were shared in a Google Shared Drive where any member could access and edit any file (Google Drive, 2019). A representative of each group was delegated to create a Google Slides file and another representative was delegated to create a tab within a class Google Sheet. Remote collaboration via cloud computing was explained. Thereafter, the students were asked to prepare a six-slide presentation using Googles Slides (Google Slides, 2019) where each student was asked to make a self-introduction. Next, students were asked to prepare three questions each for the Mystery Guest inside a Google Sheet (Google Sheets, 2019). For the self-introduction presentations, each group was communally responsible for the introduction (slide 1) and conclusion (slide 6), and students were individually responsible for creating one slide each according to their number, such that Student 1 was responsible for slide 2, Student 2 for slide 3, and so on. Regarding the questions for Mystery Guest assignment, each student was assigned a column to write their questions; column A for Student 1, column B for Student 2, etcetera. The procedure is illustrated in Figure 1.

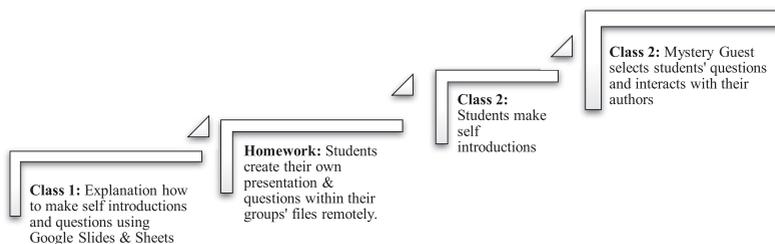


Figure 1: *Step by Step Procedure*

Instrument

Based on the research questions above, a 10-item questionnaire was used to query students about how they perceived the COIL exchange. Seven closed-ended items asked students about their experiences with and attitudes toward the COIL exchange,

and three open-ended questions asked students to comment about the COIL exchange in English or Japanese. A five-point Likert scale was used for the closed-ended items, where one indicated 'strongly disagree' and five indicated 'strongly agree'. The questionnaire was conducted anonymously using a Google Form, and the data were subsequently exported to an Excel file and serve as the basis of the findings discussed next.

Findings

Descriptive statistics were used to analyze student responses to the quantitative closed-ended questions. Qualitative data from the open-ended questions were analyzed using recent insights and guidelines about coding qualitative data (Merriam & Tisdell, 2016). The authors coded the data individually to avoid bias.

Student Perceptions of the COIL Exchange (Quantitative)

Aggregate results indicate that this is a new format for many students. In response to whether they had experienced a COIL-type class before (Q1), the mean value for student responses was 1.86 on a five-point Likert scale where one indicated strongly disagree and five indicated strongly agree (see Table 2). Standard Deviation was perhaps slightly high, but easily within acceptable limits (1.07).

Table 2: Student Responses to Post-exchange Questionnaire

Question Item	Count	Mean	SD
1. Have done classes like this before	74	1.86	1.07
2. Felt more purpose for English after	74	4.40	0.72
3. Want to learn more about other cultures after	74	4.25	0.78
4. Could understand our Mystery Guest's English	74	3.96	0.84
5. Easy to hear Mystery Guest	74	4.26	0.86
6. Think interesting format for future studies	74	4.58	0.63
7. Enjoyed this class/experience	74	4.54	0.58

Note: SD = *Standard Deviation*.

In response to queries about their reactions to the class, students' responses indicated they had a very good impression of the experience. Using the same five-point Likert scale students replied that they felt more purpose for English after the class (Q2: 4.40). They wanted to learn more about other cultures after the COIL class (Q3: 4.25). Furthermore, they thought the COIL format would be interesting for future studies (Q6: 4.58) and they enjoyed the class (Q7: 4.54). Students could hear the Mystery Guest (Q4: 4.26), however aggregate results indicated that not everyone could understand the Mystery Guest (Q5: 3.96). In order to get a better understanding of this and to examine whether there might be any differences between classes, we separated students' responses to the questionnaire by class (see Table 3).

Table 3: Student Responses to Post-exchange Questionnaire - By Class

Question Item	Count			Mean			SD		
	M3	M4	M6	M3	M4	M6	M3	M4	M6
1. Have done classes like this before	20	27	27	2.95	1.30	1.33	1.85	0.54	0.83
2. Felt more purpose for English after	20	27	27	4.35	4.41	4.44	0.88	0.64	0.64
3. Want to learn more about other cultures after	20	27	27	4.20	4.41	4.15	0.70	0.75	0.91
4. Could understand our Mystery Guest's English	20	27	27	4.65	3.63	3.59	0.59	0.93	1.01
5. Easy to hear Mystery Guest	20	27	27	4.40	4.11	4.26	0.88	0.93	0.76
6. Think interesting format for future studies	20	27	27	4.75	4.52	4.48	0.44	0.75	0.70
7. Enjoyed this class/experience	20	27	27	4.80	4.56	4.26	0.41	0.58	0.76

Notes: SD = *Standard Deviation*.

A comparison of students' responses by class indicated that nearly no first-year students had done a COIL class before, whereas there was considerable variation amongst the third-year students, as indicated by a rather high level of Standard Deviation for their answers (Q1: SD =1.85). Furthermore, there was a considerable difference between first and third-year students as to whether they could hear and understand the Mystery Guest. Otherwise, there appeared to be little difference as to first and third-year students' reactions to the COIL class. By and large they were very positive.

Student Perceptions of the COIL Exchange (Qualitative)

The open-ended questions were asked following approximately 60 minutes of interaction with the Mystery Guest, where she had responded to their initial questions as prepared in a Google Sheet for homework. A limited sample of student responses can be viewed in Appendix B. The first question asked students to list one thing that impressed them about the Mystery Guest (see Table 4). By and large these impressions were coded as “Other” (76 comments) and were related to her travels, the fact that she is from Okinawa and lives in Hawai’i, and that she went to school with members of a famous rock group. Finally, students were impressed by her pursuit of her goal to obtain a master’s degree in TESOL. Other things that impressed the students were the Mystery Guest’s age (36 comments), as she looks much younger than her actual age. Further responses indicated students were impressed by the Mystery Guest’s education (17 comments), English language proficiency (10 comments), and her career (9 comments).

Table 4: One thing that impressed students about the Mystery Guest

Response Category	M3		M4		M6		Total		Overall
	R1	R2	R1	R2	R1	R2	R1	R2	
About Guest’s Education	5	2	6	3	1	0	12	5	17
About Guest’s Career	2	5	1	1	0	0	3	6	9
About Guest’s Language	3	3	2	2	0	0	5	5	10
About Guest’s Age	4	7	12	13	0	0	16	20	36
About Guest Other	4	1	15	15	23	18	42	34	76

Notes: R = Rater. Count varies per rater; as only Rater 2 rated Japanese responses.

During the COIL exchange it was not possible for every student to ask the Mystery Guest a question due to time constraints. We therefore included an item in the questionnaire asking students to list one thing they would have liked to ask her (see Table 5). Once again, most students’ responses were coded as “Other” (96 comments) and pertained to her travels, life in Hawai’i and Okinawa, as well as her future goals.

17 students listed questions about English language learning. Eight students listed questions about the Mystery Guest’s age. Seven students listed questions related to her career, and five students wanted to ask further questions about her education.

Table 5: One thing students wanted to ask the Mystery Guest.

Response Category	M3		M4		M6		Total		Overall
	R1	R2	R1	R2	R1	R2	R1	R2	
About Guest’s Education	1	1	1	2	0	0	2	3	5
About Guest’s Career	2	1	2	1	1	0	5	2	7
About Guest’s Language	0	0	4	5	4	4	8	9	17
About Guest’s Age	0	0	0	0	4	4	4	4	8
About Guest Other	6	9	24	27	15	15	45	51	96

Notes: R = Rater. Count varies per rater, as only Rater 2 rated Japanese responses.

The final open-ended question asked students to comment about the COIL exchange (see Table 6). Most students commented about the cyber exchange format of the class (59 responses). 30 student comments pertained to English language learning. 25 comments relayed holistic impressions of the class, four were about study abroad, and three were about culture.

Table 6: Student comments in English or Japanese about this COIL exchange.

Response Category	M3		M4		M6		Total		Overall
	R1	R2	R1	R2	R1	R2	R1	R2	
Related to English	6	9	2	10	3	0	11	19	30
Related to culture	0	0	1	2	0	1	1	3	4
Related to study abroad	2	1	0	1	1	0	3	2	5
Related to cyber exchange	4	9	2	26	2	16	8	51	59
Holistic Impression of Class	2	0	11	0	3	1	23	2	25

Notes: R = Rater. Count varies per rater, as only Rater 2 rated Japanese responses.

Conclusion

The following observations can be noted based on the findings listed in the

previous section of this study. In response to research question number one, all students were able to learn the skills necessary to accomplish the collaborative tasks set for this COIL exchange in a timely and efficient manner. Students were able to (a) express themselves in English within their field of study, and (b) become (functionally) adept at interacting and collaborating with counterparts via ICT. Given a relatively short amount of class time, students are indeed able to learn and deploy the skills necessary to collaborate in a short-term COIL exchange such as the one detailed in this study.

In response to research question number two, students indicated that the format of this COIL exchange was relatively novel, furthermore their responses show that they felt a greater sense of purpose for learning English afterward and that they subsequently want to learn more about other cultures. Moreover, based on their responses, it is clear that they enjoyed the COIL class and believe it to be an interesting format for future studies. Some differences between first year and third year students were apparent, however this can mostly be attributed to third year students' greater exposure to education at the tertiary level.

One limitation of the Current Study is that the number of students who participated was fairly small, and caution should therefore be exercised when making any definitive claims without further investigation using a larger sample size. It would also be prudent to undertake a more sophisticated consideration of several other aspects of this study. A larger sample size would allow more comprehensive statistical measures and analyses of the questionnaire results. Pedagogically, more effort should be put into guiding students' interactions and the preparation of questions such that these components scaffold yet more purposeful dialog and negotiation of meaning. A *reactions and reflections* component could also be added to further augment instruction. Finally, due caution should be noted because students' responses to several of the questionnaire items might be attributable to the novelty effect and may not be so robust over time.

This study noted several shortcomings at the tertiary education level, notably students' lack of ICT and English skills, and opportunities to authentically interact and collaborate with people to use these skills beyond the classroom. It explored

the feasibility of mitigating these curricula gaps using a relatively short amount of class time. With respect to each of these concerns, the study was successful. Students effectively collaborated with each other and the Mystery Guest in English using ICT cloud applications. They benefited from a novel and relatively authentic format for using their English grammatical and lexical abilities as well as their conversation and English presentation skills. By all indications thus far, the COIL exchange procedure outlined in this study could be used for similar purposes in STEM classes and in other disciplines to interview domain experts. We therefore recommend that further COIL exchanges be organized to capitalize on this promising format.

Notes

¹ This research was supported by Grants in Aid for Scientific Research from the Japan Society for the Promotion of Science under project JP19K00809. 本研究は JSPS 科研費 JP19K00809 の助成を受けたものです。

² In this paper, the term ‘Pacific islands’ refers to areas situated within Melanesia, Micronesia, Polynesia, as well as the Ryukyu Islands and the Hawaiian Islands.

³ Appendix B contains only a limited sample of student comments.

References

- About COIL (2019). The SUNY Center for Collaborative Online International Learning. Retrieved from <http://coil.suny.edu/page/about-coil-0>
- Atack, P. (2019, April 25). Japan missed English proficiency targets. The PIE News. Retrieved December 11, 2019 from <https://thepienews.com/news/japan-missed-english-proficiency-targets/>
- Brynjolfsson, E., & McAfee, A. (2011). Race against the machine: How the digital revolution is accelerating innovation, driving productivity, and irreversibly transforming employment and the economy. Lexington, Massachusetts: Digital Frontier Press.
- Chapelle, C.A. (2006). Interactionist SLA theory in CALL research (pp. 65-76). In J.

- L. Egbert & G. Petrie (Eds.), *CALL research perspectives*. Mahwah, NJ: Laurence Erlbaum Associates.
- Collet, C., Hine, D., & du Plessis, K. (2015). Employability skills: perspectives from a knowledge-intensive industry. *Education and Training*, 57(5), 532-559.
- Doughty, C. J., & Long, M. H. (2003). Optimal psycholinguistic environments for distance foreign language learning. *Language Learning & Technology*, 7(3), 50-80.
- EF EPI (2019). EF English Proficiency Index A Ranking of 100 Countries and Regions by English Skills. London: EF Education First Ltd.
- Friedman, T. L. (2017). *Thank You for Being Late: An Optimist's Guide to Thriving in the Age of Accelerations* (Version 2.0, With a New Afterword). Picador/Farrar Straus and Giroux.
- Google Communities (2019). [Professional Sharing Media Application]. Mountain View, California: Alphabet, Inc.
- Google Drive (2019). [Cloud Storage Application]. Mountain View, California: Alphabet, Inc.
- Google Slides (2019). [Presentation Application]. Mountain View, California: Alphabet, Inc.
- Google Sheets (2019). [Spreadsheet Application]. Mountain View, California: Alphabet, Inc.
- Imoto, Y. (2013). Japan: Internationalisation in education and the problem of introspective youth. In Hsieh, P. J. (Eds.), *Education in East Asia* (pp. 127-151): A&C Black.
- Japan Times (2019, November 9). Japanese ranked 53rd in English skills in annual worldwide survey. The Japan Times. Retrieved December 11, 2019 from <https://www.japantimes.co.jp/news/2019/11/09/national/japanese-ranked-53rd-english-skills-annual-worldwide-survey/#.XfCSsJMzUI>
- JSPS (Japan Society for the Promotion of Science). (2017). Heisei 30 nendo daigaku kyōiku saisei senryaku suishin-hi “Daigaku no sekai tenkai-ryoku kyōka

- jigyō” Keikaku chōsho [Year of 2018, the budget for promoting the program of reinventing Japanese universities “The program of reinventing Japanese universities” the act plan record]. Retrieved December 10, 2019 from https://www.jsps.go.jp/j-tenkairyoku/data/shinsa/h30/h30tenkai_chousho_a6.pdf
- Japan Cabinet Secretariat [内閣官房]. (2013). Declaration to be the world’s most advanced IT nation. Retrieved from http://japan.kantei.go.jp/policy/it/2015/20150630_full.pdf
- JET (2019) About the Japan Exchange and Teaching Program. Retrieved from <http://jetprogramme.org/en/about-jet/>
- Merriam, S. B., & Tisdell, E. J. (2016). *Designing your study and selecting a sample. Qualitative research: A guide to design and implementation* (pp. 73-104): San Francisco, Calif. : Jossey-Bass.
- MEXT (Japan Ministry of Education, Culture, Sports, Science, and Technology). (2010, September). 1-5. Tsuyoi-jinzai ikusei no tame no daigaku no kinou-kyōka initiative [1-5. Reinventing Japanese universities to nurture strong talent]. Retrieved December 10, 2019 from http://www.mext.go.jp/a_menu/hyouka/kekka/1297378.htm
- OECD (2015), OECD Skills Outlook 2015: Youth, Skills and Employability, OECD Publishing. <http://dx.doi.org/10.1787/9789264234178-en>
- Pellegrino, J. W., & Hilton, M. L. (Eds.). (2013). *Education for life and work: Developing transferable knowledge and skills in the 21st century*. Washington D.C.: National Academies Press.
- Schwab, K. (2016). *The fourth industrial revolution*. Geneva: World Economic Forum.
- Soland, J., Hamilton, L. S., & Stecher, B. M. (2013). *Measuring 21st Century Competencies: Guidance for educators*. Santa Monica: RAND Corporation.
- Warschauer, M. (1997). Computer - mediated collaborative learning: Theory and practice. *The modern language journal*, 81(4), 470-481.
- Zoom (2019). [Video Conferencing Application]. San Jose, California: Zoom Video Communications, Inc.

Why she decided to go to university of Hawaii.

What she said that she have practiced English pronunciation by listening to English music since she was child.

Her pronunciation is very clear.

I was so impressed to know why she decided to go to the college.

I didn't expect she is a Okinawa. So, this fact is surprised me.

She is from Okinawa city! It is my hometown too.

Her English was really fluent and I was suprised to hear that she is Japanese.

that she wanted improve her teaching skills even though she was already a teacher.

She had been to 6 countries.

「ミステリアスなゲスト」
ーオンライン国際協働学習に関するケーススタディー

マクレイン・ジョージ・ロバート(琉球大学)
山内紫織(ハワイ大学マノア校)

本研究は、琉球大学で実施しているハイブリット型オンライン国際協働学習(COIL)の有用性についての調査結果である。学生は海外在住の未知の相手とインターネットと通じて交流した。COIL型授業では、Zoom(オンライン会議ソフト)を始めとしたICTスキルの応用力に加え、英語でのプレゼンテーション及び、コミュニケーション能力が必要となる。学生へのアンケート(N=74)の分析結果及び、授業を実施した教師の観察と学生のパフォーマンス評価から、短時間のCOIL型授業で国際協働学習に必要な能力を身につけることができたと同時に、COIL型学習によって学生のCOIL型学習に対する興味と英語を学ぶ必要性が高まったことが分かった。