

Compare with different education method for real time long distance language education

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With a better IT environment in recent years, remote areas have been connected to each other via the network to conduct lessons, making it possible in foreign language education to directly participate in lessons with native speakers who are not physically present in the classrooms. In particular, CSCL has been leading in conducting many collaborative lessons which foster close communication between students via the network, thus making it easier to conduct practical lessons which are close to the conversational-style environment in reality.

We have conducted remote-collaborative lessons between Japanese and Chinese which maximize the language learning environment using the network. In these lessons, students make use of their native language to assist their counterparts in their learning, conduct discussions among themselves, as well as one-to-one communication practices. Features of the lessons include getting students to lead the conversations, and through sharing the experience, making them learn about each other's language. For four years from 2007 to 2010, we have connected Japanese major students in Taiwan universities with Chinese major students in Japanese universities via the network, organized remote-collaborative lessons, and conducted discussions and language activities using a common curriculum. This paper reports on the activities carried out from 2007 to 2009, results which compared evaluations based on the ARCS model and results of the lesson surveys. Based on the results, we concluded that compared to the implementation in 2007, the results of the methodology focusing on a communicative approach in 2009 were better, and that the more "confidence" a student has in the target language, the bigger the influence on the learning outcomes. In addition, from the surveys, we also gathered that these activities gave a high evaluation to the item, to learn more about the target country, an important motivation of language learning. We also learnt that these lessons can become reference for students' independent learning.