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研究課題名(和文) Using Facebook to improve students' L2 German skills in socio-pragmatics

研究課題名(英文) Using Facebook to improve students' L2 German skills in socio-pragmatics

研究代表者

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研究成果の概要(和文)：本プロジェクトでは、FBを使用したブレンド型学習が日本のドイツ語学習者にどう効果するかを調査した。各クラスで、学生の交流の場としてFBのグループページを作成した。調査結果は、外国語学習へネットワーク使用に熱心な学生に特に効果があることを示した。課題は学生のレベルに合わせ、課題を行うにあたり、FBの利用方法や外国語レベルに関して問題はなかった。学生からは、学生同士でより深く理解しあうことができた、外国語を授業以外で使用する機会や口語表現に触れる機会ができたことと歓迎する意見が出た。学生のFBへの投稿内容の分析結果から、外国語を実用レベルに向上させ、作文能力を向上させることができたと考えられる。

研究成果の学術的意義や社会的意義

本研究により、教育現場でのSNS利用の有望性ととも、難しさも明らかになった。SNSは人々の生活でその役割を増しており、学生もSNSを使いこなすことが求められている。ドイツ語学習者のコミュニケーション能力を、SNSを使用してどう向上させることができるかを調査することにより、語用論とコンピュータ支援言語学習の分野で新たな発見が得られた。本調査結果は後続の研究者だけでなく、外国語学習でのSNS活用を考えている教育者にとっても有用である。また、本研究はドイツの外国語教師とのネットワーク構築に役立ったが、このネットワークはSNSを使用した仮想的な言語交換プログラムの基盤として活用できると考える。

研究成果の概要(英文)：This research project investigated how German learners in Japan respond to blended-learning approaches involving Facebook. For each class a private Facebook Group page was set up, which served as a platform for students to interact with each other. The data gathered within this study consisted of students' contributions on the Groups' timeline as well as the results of a survey with participants. The results indicate that in particular students who are eager to use such networks for their L2 learning can benefit from such teaching approaches. In general, students had little technical or L2 difficulties in carrying out their Facebook tasks, which were particularly designed for their L2 level. They appreciated to have opportunities to get to know each other better, to use the L2 outside the classroom, and to get familiar with colloquial German expressions. The analysis of students' Facebook posts showed that they were able to improve their L2 pragmatic and their writing skills.

研究分野：Computer Assisted Language Learning

キーワード：CALL Pragmatics SNS German Facebook

様式 C-19、F-19-1、Z-19 (共通)

1. 研究開始当初の背景

There is ample research pointing out the benefits of using social media such as Facebook for L2 learning. Not only do social networks offer opportunities for authentic interaction in the L2, but they may also increase learners' motivation by allowing them to engage more meaningfully, collaboratively and affectively in L2 learning. In recent years, foreign language learning involving social networking sites (SNS) has been explored from various perspectives (Wang & Vasqu ez, 2012). Due to the growing popularity of SNS like Facebook, particularly among young learners often referred to as 'digital natives', this research project capitalizes on the social and academic opportunities that high-tech learning has to offer.

Since classroom discourse is insufficient for learners to develop pragmatic competence, the author decided to use SNS as an additional tool to provide a wider opportunity for language learners to practice speech acts in an authentic communication environment. As previous research has demonstrated, learners' pragmatic competence may be enhanced if they are embedded in a larger context of significant relationships. For this purpose, the 'Group' application offered by Facebook seemed to be a suitable tool for raising students' pragmatic awareness.

2. 研究の目的

The research project aimed at improving the communicative competence (in particular the socio-pragmatic skills) of German as a foreign language (GFL) learners in Japan through blended learning, specifically by utilizing the SNS Facebook (FB) in textbook-based GFL classes. For that purpose, it was investigated how learners of different L2 levels (A1, A2, and B1 of the Common European Framework of Reference for Languages) respond to using Facebook for acquiring communicative skills in the L2. The project set out to address the following research questions:

- (1) How do GFL students in Japan respond to a blended-learning course involving Facebook?
- (2) How do GFL students in Japan rate the effectiveness of Facebook for L2 learning?
- (3) How can Facebook be utilized to improve GFL students' socio-pragmatic competence?

3. 研究の方法

As far as the blended learning approach is concerned, learner groups of the CEFER levels A1, A2, and B1 were provided with a blended learning teaching approach involving Facebook. The participation in the project was voluntary and did not affect students' grades. Student who chose not to participate in Facebook activities were assigned alternative tasks to be submitted by email instead. In order to maintain students' privacy and safety, a private Facebook Group page was set up for each class. This page was expected to serve as a platform for students to engage in L2 interaction while sharing personal experiences with their classmates. In each class students were assigned regular Facebook tasks which were adapted to their L2 knowledge. The tasks required the students write posts concerning their daily routines onto the timeline of a dedicated Facebook Group page and to comment on each other's posts. The tasks involved accounts on students' experiences, feelings, or activities. To facilitate the fulfilment of the tasks, pre-task activities were carried out in class to ensure that students were familiar with the relevant L2 expressions to perform the tasks. In order to encourage students to write more, the teacher sporadically also engaged on the Group's timeline. In the lesson following the task completion, the students were asked to read their posts and comments on the timeline aloud, and the teacher provided corrective feedback. To evaluate the project, students' posts and comments on the Group's timeline were analysed qualitatively and quantitatively. Also, pre- and post-course surveys were carried out to get an insight into the students' expectations and experiences concerning the project.

4. 研究成果

Table 1 provides an overview of the three courses in which the blended learning project involving Facebook was carried out.

Table 1 *Overview classroom research*

	COURSE 1	COURSE 2	COURSE 3
L2 level	A1	A2	B1
Participants	21/(21)	22/(22)	11/(9)
Focus	Interaction	Interaction	Pragmatics
Platform	Secret FB Group	Secret FB Group	Secret FB Group
Data	Posts/Survey	Posts/Survey	Posts/Survey

As can be seen in Table 1, most of the students of each course participated in the Facebook project (number in brackets). The focus in the A1- and A2-course was on interaction, while in the B1-Course it was more on pragmatics, in particular the acquisition of speech acts. Data for the following results stem from an analysis of students posts and comments on the dedicated timeline of the Facebook group page as well as from a participants' survey conducted at the end of each course.

4.1.1 First-year students (A1)

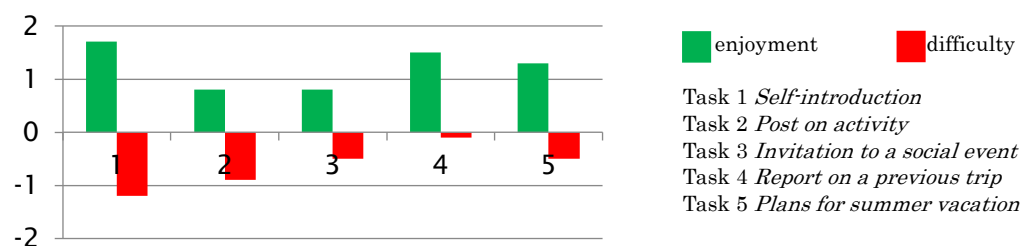
The Facebook project in the A1-class consisted of five tasks including a self-introduction (Task 1), a post on an activity (Task 2), an invitation to a social event (Task 3), a report on a previous trip (Task 4), and an outline of plans for the summer vacation (Task 5).

Table 2 *Fulfillment of Facebook tasks A1*

Task	1	2	3	4	5	(Ø)
1. Posts (%)	95	71	76	67	57	73.2
2. Seen by (%)	86	86	90	86	62	82.0
3. Likes	3.7	3.8	1.4	4.7	1.0	2.9
4. Comments	1.0	0.6	1.4	1.5	0.4	1.0
5. Replies	1.0	0.2	0.5	0.7	0.3	0.5

As can be seen in Table 2 on average around three fourth of the A1-class performed the Facebook tasks. Their posts were seen by 80% of their classmates. On average every post received one comment, and every second comment also received a reply. Texts posted by this group were rather short, and the contents as well as the vocabulary used strongly relied on examples provided on the handouts or on sentences from the textbook. A post-course survey helped to determine students' perception of the difficulty and enjoyment of the individual tasks used throughout the project. In Graph 1, green bars show participants' "enjoyment", while "difficulty" is marked in red. The average results displayed in Graph 1 were obtained from ratings on a five-point frequency scale (-2, -1, 0, 1, 2) with positive figures indicating "enjoyment" and "difficulty".

Graph 1 Participants' feedback on enjoyment" and "difficulty" of tasks (A1)



As Graph 1 demonstrates, tasks 1, 4 and 5 were regarded as rather enjoyable. These were tasks, in which students were able to write something about their activities. Apart from task 4, all tasks were perceived as rather easy. Students needed 9 minutes on average to perform the Facebook tasks. When asked how much effort they put into performing the tasks, 28% replied that they only did what was absolutely regarded as necessary, 17% claimed to have put in "some" effort, 45% put in "a lot of" effort and 10% claimed to have given their best. Although the tasks developed for the A1-class were quite simple and often resembled exercises from the textbook, the Facebook project offered students a chance to apply vocabulary and grammatical structures they had just learned as part of their formal L2 instruction. It was also observed that the project promoted affective learning, mutual understanding and a strengthening of group solidarity.

4.1.2 Second-year students (A2)

The Facebook project in the A2-class also consisted of five tasks including a self-introduction (Task 1), a post on an activity (Task 2), a suggestion for a group picture (Task 3), asking for and giving of advice (Task 4), and an outline of plans for the summer vacation (Task 5).

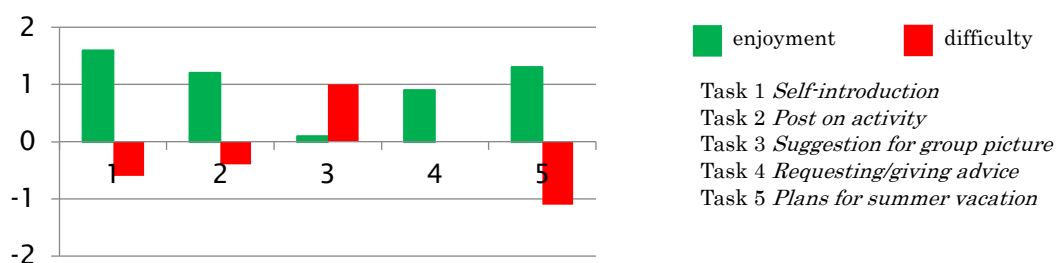
Table 3 *Fulfillment of Facebook tasks A2*

Task	1	2	3	4	5	(Ø)
1. Posts (%)	86	77	59	50	68	68.0
2. Seen by (%)	100	91	91	95	86	92.6
3. Likes	5.5	1.5	0.5	0.2	0.2	1.5
4. Comments	0.2	0.4	0.1	0.2	0.1	0.2
5. Replies	1.0	0.4	0.5	0.1	0.3	0.5

As the figures in Table 3 show, on average only just over two thirds of the A2-class performed the Facebook tasks. Their posts were seen by 90% of their classmates, however, only 20% of posts received a comment, and only every second comment received a reply. Compared to the A1-class, posts in this learner group were longer and linguistically more complex. Particularly, in Task 1 and 2 students tried to demonstrate their knowledge of L2 structures and vocabulary by writing more than expected. From an interactional point of view, however, less pleasing were the results of Tasks 3 to 5, which hardly received any reaction by the other classmates.

As in the A1-class, a post-course survey was carried out in order to find out which tasks were regarded as “enjoyable” or “difficult”. Graph 2 shows the average ratings on a five-point frequency scale (-2, -1, 0, 1, 2) with positive figures indicating “enjoyment” and “difficulty”.

Graph 2 Participants’ feedback on enjoyment” and “difficulty” of tasks (A2)



As far as students’ evaluation of the difficulty and the enjoyment of the tasks is concerned, apart from task 3, the tasks developed for this class were perceived as rather interesting and not too difficult. According to their own assessments, students needed 13 minutes on average to perform the tasks. However, most participants admitted that they did not put much effort into the fulfilment of the individual tasks.

The projects’ evaluation of the A2-class revealed that although learners in this class were already more advanced than those of the A1-class, they were more hesitant to interact with each other through the network. The reason for that may be that the participants of this class had learnt German in different courses during their first year of study. Consequently, their L2 levels differed quite a lot among individual students, which made some participants feel uneasy or even unwilling to expose their L2 knowledge on the network. As a result of that, students only fulfilled the Facebook tasks to a minimum and their interest in the project declined considerably towards the end of the course. This also negatively affected those participants who were initially quite eager to improve their L2 skills by using SNS. Although the blended learning initiative in the A2-class was overall less successful, some students noted that thanks to the Facebook project they were made aware of their own strengths and weaknesses concerning the use of the L2 and that they appreciated to have additional opportunities to use the L2 outside the classroom.

4.1.3 Third-year students (B1)

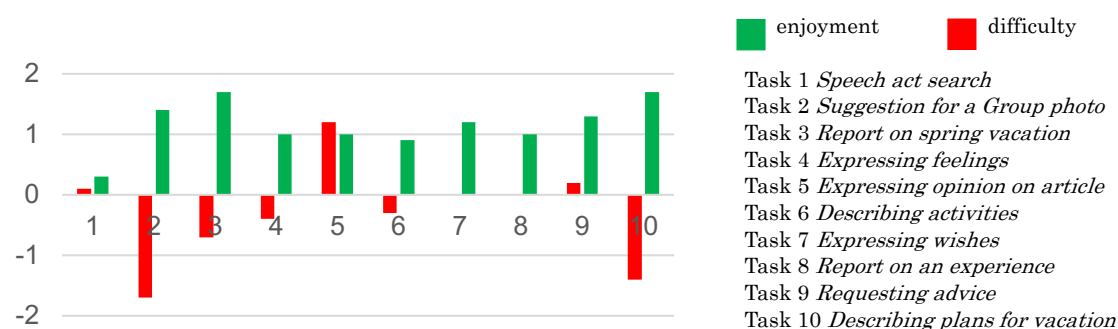
The Facebook project in the B1-class was more comprehensive than those carried out in the A1- and A2-classes and had a particular focus on the acquisition of L2 pragmatics. Table 4 lists the individual tasks developed for this class and the number of comments and speech acts elicited within the posts and comments of each task.

As Table 4 shows, all students made their posts for each of the developed tasks. On average each post received around 5 comments and within each task 48 speech acts was used on average. The tasks ‘expressing wishes’ and ‘describing plans for the vacation’ generated most comments and speech acts and can therefore be regarded as appropriate for practicing pragmatics. As the figures for the individual tasks also indicate, the tasks of ‘requesting advice on learning German’, ‘expressing wishes’, and ‘expressing one’s opinion on an article’ elicited more speech acts than comments. Therefore, such tasks seem to be particularly appropriate for challenging the pragmatic competence of the learners. Relatively few speech acts compared to the number of comments were found in ‘reporting on the spring vacation’, ‘expressing feelings’, ‘describing activities’, and ‘describing plans for the vacation’.

Table 4 Fulfillment of Facebook tasks B1

Task	Post	Comments	Speech Acts
1. Speech act search	100	4.8	34
2. Suggestions for a 'Group' page	100	4.2	28
3. Reporting on the spring vacation	100	5.2	35
4. Expressing feelings	100	3.6	48
5. Expressing one's opinion on an	100	6.3	48
6. Describing activities	100	7.8	71
7. Expressing wishes	100	4.6	42
8. Reporting on an experience	100	2.1	33
9. Requesting advice on learning	100	7.9	103
10. Describing plans for the vacation	100	4.8	34
Average	100	5.1	47.6

As far as students' perception of difficulty and enjoyment of the individual tasks is concerned, Graph 3 displays average results obtained from ratings on a five-point frequency scale (-2, -1, 0, 1, 2) in the post-course survey.

Graph 3 Participants' feedback on "enjoyment" and "difficulty" of tasks (B1)

As far as the difficulty of the individual tasks is concerned, there are considerable differences between the tasks. While 'making suggestions for a Group photo' and 'describing plans for the vacation' were perceived as rather easy, 'requesting advice on learning German' as well as the 'speech act search' were considered as quite difficult. As for the enjoyment of the tasks' fulfilment, an average of 1.2 indicates that on average the tasks were seen as rather enjoyable. The notable exception is the 'speech act search', which was rated as least enjoyable. Comparatively high scores for enjoyment were attained by the tasks of 'describing plans for the vacation' and 'reporting on the spring vacation'.

The classroom research carried out in this project helped to shed a light on students' perceptions and difficulties concerning the use of SNS within institutional L2 instruction. While the regularly provided Facebook tasks certainly enhanced students' use of the L2 outside the classroom, it also became clear that teacher-initiated use of SNS is by far not as motivating as students' informal use of social media. The findings outlined above highlight some of Facebook's potential and its limitations regarding the learning of German in Japan. Based on the survey's quantitative results, it was revealed what kind of activities learners perceive as effective for their L2 learning and which language skills in particular benefit from their activities. The qualitative finding also shed some light on learners' incentives and difficulties regarding the use of social media for educational purposes. These findings may be useful for language teachers who are interested in using Facebook as part of their L2 instruction or who intend to encourage their students to use Facebook extramurally, either in form of teacher-controlled language exchanges with native speakers or autonomously. Still, in view of the complex nature of the network, its constantly changing features and functions, the social and educational importance learners attach to it (or not), as well as learners' quite diverse interests, ambitions, and also concerns regarding the use of SNS for L2 learning, more research is required.

5. 主な発表論文等

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〔図書〕 計0件

〔産業財産権〕

〔その他〕

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