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研究成果の概要(和文)：「バーチャル・エクスチェンジ」とは、ある国の学生が他国の学生とコミュニケーションをとり、言語や文化を学ぶことです。本研究では、バーチャル・エクスチェンジで使用される評価方法について検討した。本プロジェクトで使用された評価課題はすべて学習指向のもので、評価の目標は学習の進展にありました。学生は自己評価と相互評価を行い、教師もまた彼らの作品を評価した。研究の結果、これらの評価方法は、学生が自分の言語の間違いに気づき、次の課題でその間違いを修正することで、学習の成長を促すものであることがわかりました。また、学生たちは、このプログラムがやる気を起こさせ、魅力的であったと述べています。

研究成果の学術的意義や社会的意義

International virtual exchanges have been growing in popularity, but many teachers have been unsure about how to assess student work. This research has suggested ways in which teachers can assess student achievement and promote student attainment of skills in communication and collaboration.

研究成果の概要(英文)：A “virtual exchange” is when students in one country communicate with students in another country to learn language and culture. Online communication like this is becoming increasingly popular, especially as a result of the COVID-19 pandemic. This research examined assessment methods used in a virtual exchange. This was a case study of three classes: one class in the U.S. (New York) and two classes in Japan. There were 22 students from the U.S. and 22 students from Japan who participated. All the assessment tasks used in the project were learning-oriented; that is, the focus in assessment was growth in learning. Student engaged in self- and peer evaluation, and the teacher also evaluated their work. Results from the study indicate that these assessment methods encouraged growth in learning by allowing students to notice their language errors and then correct those errors in subsequent tasks. Students also said that the program was motivating and engaging.

研究分野：外国語教育

キーワード：virtual exchange formative assessment online exchange learning-oriented online collaboration

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1 . 研究開始当初の背景

Çiftçi and Savaş (2018) have concluded that assessment is one of the key challenges facing language and intercultural learning in virtual exchange. After outlining the various challenges that assessment poses to IVE programs, O’Dowd (2010) noted that many teachers are unsure how telecollaborative tasks should be assessed, so the common default position when it comes to assessment is often a participation grade. Yet even though practical realities have often made this the case, a more satisfactory approach is warranted, as merely taking part in a virtual exchange cannot be equated with actually having learned something.

2 . 研究の目的

The present research supported by a KAKEN grant involved a case study which was conducted in order to explore how the principles of learning-oriented assessment (LOA) might support second language acquisition in an international virtual exchange (IVE). Case studies focus upon a “bounded instance” (Nunan and Bailey, 2009: 161) which, in this study, was an eight-week exchange program between three institutions of higher education: one in New York and two in central Japan.

3 . 研究の方法

The participants in New York were third and fourth year college students majoring in business and taking an advanced Japanese language course, while the participants in Japan were first and second year students majoring in English. In total, there were 44 participants: 22 from New York and 22 from central Japan. While second language acquisition was the primary goal, the broader aim of the program was to develop students’ transversal competencies in domains such as critical and innovative thinking, interpersonal skills, global citizenship, and information and communication technology skills (Care and Luo, 2016).

Three tasks, in order of increasing complexity, were completed during this time. Both the US and Japanese students were completing a course in which the IVE was only one component (15% of the total course grade in the US and 10% in Japan), and so time spent on the IVE was limited to approximately 30 minutes a week.

Contextual features of the exchange informed the design of different aspects of the program, such as the choice between synchronous and asynchronous tools (Çiftçi and Savaş, 2018). In order to provide an opportunity for more linguistically complex statements, it was decided to combine the asynchronous tools of video upload (via the Flipgrid platform) and online word processing (via Google Docs) to facilitate the exchange. There were three main task types, as categorized by O’Dowd and Ware (2009): information exchange, comparison, and collaboration. There was a common theme that ran through all three tasks (student life), and these tasks were carefully sequenced so that each one built upon the previous interaction (Ware and O’Dowd, 2008).

An assessment scheme was created, founded upon five principles of LOA: creating authentic and cognitively complex tasks, clarifying goals and criteria for success, activating students as instructional resources for one another, developing students' abilities to evaluate their own learning, and providing feedback that enhances ongoing learning. Students completed an online peer and self-assessment form at the end of each of the three tasks. As the forms were online, students could use their smartphone in class to complete the assessment, and the teacher was instantly provided with a spreadsheet of collated responses. These assessment forms contributed to students' grades, as peer assessment can be as equally valid and reliable as teacher assessment (Topping, 2009). It was decided not to build anonymity into the peer assessment as, when training is provided, revealing the identity of the peer assessor can lead to greater appreciation of the feedback (Li, 2017).

Past research into virtual exchanges has revealed much variation in responses between participants, and so highlights the importance of multiple methods of data collection and analysis in order to approach the object of study from multiple perspectives (Avgousti, 2018). In this study, there were three sources of data which were merged into a dataset: (1) peer evaluation forms; (2) written self-reflections; and (3) semi-structured interviews with students.

Written data were provided through peer evaluation forms and self-reflections. In total, 354 responses were collected from 44 students who took part in the exchange. These underwent a qualitative content analysis (Schreier, 2012).

Oral data were provided through interviews with 19 students who were randomly selected: ten from Japan and nine from the US. Interviews were conducted in the final weeks of the course after the IVE had been completed, face-to-face with a researcher who was not the classroom teacher. The interview data were fully transcribed and then coded by two researchers in N-Vivo for Mac (version 12). The data were coded according to eight themes: the five domains of transversal competencies, plus self-assessment, peer feedback, and teacher feedback. An initial coding comparison query revealed a modest amount of difference, which was negotiated by the researchers. A second round of coding and subsequent coding comparison resulted in a Kappa coefficient of 0.80, suggesting high inter-rater reliability.

4 . 研究成果

Results indicated that LOA as operationalized in this virtual exchange program supported SLA in cognitive and affective dimensions. Students noticed their own errors in language production by engaging in self-evaluation, they received explicit feedback and correction from their overseas partner and the teacher, and then were provided with an opportunity to use that feedback to improve their language output in subsequent tasks. In addition, the design of the assessment methods worked to build intrinsic motivation through authentic interaction with intercultural peers, and also extrinsic motivation through detailed assessment which contributed towards their final grade for the course. The highly situated nature of case studies means that one must be cautious

about generalization to other contexts. However, it is hoped that some of the ideas presented here would be helpful to educators seeking to move beyond a participation score for virtual exchange programs and instead utilize the power of assessment to propel learners to greater language attainment.

5. 主な発表論文等

〔雑誌論文〕 計3件（うち査読付論文 3件 / うち国際共著 0件 / うちオープンアクセス 0件）

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2. 論文標題 Towards a Framework for the Assessment of Telecollaborative Tasks	5. 発行年 2020年
3. 雑誌名 名城大学外国語学部紀要	6. 最初と最後の頁 129-138
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3. 学会等名 International Virtual Exchange Conference
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1. 著者名 Wicking Paul	4. 発行年 2022年
2. 出版社 De Gruyter Mouton	5. 総ページ数 25
3. 書名 Second Language Teaching and Learning through Virtual Exchange	

〔産業財産権〕

〔その他〕

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6. 研究組織

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7. 科研費を使用して開催した国際研究集会

〔国際研究集会〕 計0件

8. 本研究に関連して実施した国際共同研究の実施状況

共同研究相手国	相手方研究機関
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