

# Voice Blog Project in Intermediate Japanese Classroom

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# Motivation

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- How can we foster learner's oral proficiency towards a more advanced level?

# Motivation (Cont.)

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- Limited class time - curriculum pressure
- Relationship building among learners  
(within the class & across the program)
  - = sustained motivation
  - = chances to use Japanese

**Out-of-class oral practice**



**Voice Blog**

# Popularity of Blogging

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Blood (2000); Winer (2003); etc.

- Instant publishing to general public
- World wide audience
- Interactivity (Comments, Trackback)
- No special tech knowledge required

# Blog in L2 Classrooms

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Ward (2004)

- 1) Reach real audience
- 2) Facilitate meaningful communication
- 3) Encourage students' regular writing and reading
- 4) Less social anxiety/ public self-awareness

# Blog in L2 Classrooms (Cont.)

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Ducate & Lomicka (2005)

- 1) Meaningful communication
- 2) Anonymous and equalizing environment
- 3) Reflection/analysis of their own/peers' writing
- 4) Few technical difficulties
- 5) Opportunities for scaffolding
- 6) Awareness to the WWW public

# Blog in L2 Classrooms (Cont.)

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Stanley (2005)

- To provide extra reading practice
- To stimulate out-of-class discussion
- To increase the sense of community
- To build a closer relationship b/w students

# Blog in L2 Classrooms (Cont.)

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## Summary

- Real-world audience via WWW
- Meaningful communication
- Lower affective filter
- Increased chance of out-of-class practice
- Observation of self/peer development
- Sense of community

# Motivation (Cont.)

## ■ What's "Voice Blog"?

Kero-log      [www.voiceblog.jp](http://www.voiceblog.jp)

The screenshot shows the homepage of Kero-log (VOICEBLOG PORTAL). The browser address bar displays "http://www.voiceblog.jp/". The page features a navigation menu with links like "Y! Japan", "MSN", "hotmail", "OPRF", "Calendar", "RSS", "craigslist", "シカゴ", "英辞郎", "YouTube", "ブログ", "Cooking", "SNS", "Job", "favorite", "office", and "Bible". The main content area includes a login section on the left with fields for "ID" (containing "nihongo\_yonensei") and "パスワード", and a "ログイン" button. The central banner features two cartoon frog characters and the text "ほかほか季節も ケロログ楽しモケロ!". To the right, there are promotional boxes for "ケロログとは?" and "ユーザーID取得". At the bottom, there are sections for "話題のポイスブログ" and "ハンケヘヨ コリア".

**ADVANCE**  
 一歩前進!

May 29, 2008, 10:31 pm

» フリートーク+ホンマ意味のわからん一人掛け合い

元気ですかー! (笑)

お久しぶりでございます!

えっと…  
 今回もグダグダトーク発動! (意味不)

そしてホンマに意味のわからん一人掛け合いを  
 アップ…。  
 しかし…この一人掛け合いマジで恥ずかしいので…  
 そのうち削除しますw

今だけ羞恥心をすてて!アップします (笑)

一人掛け合いは正直聞かない方がみのためですw



2008年05月 最新記事へ

日	月	火	水	木	金	土
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

<<前月

\*プロフィール\*

\*名前\* 霧坂麻子 (きりさかまこ)

\*誕生日\* 2月28日

\*趣味\* 漫画を読むこと

\*スカイP ID\* tippusu321

※何か一言言ってもらえると嬉しい  
 です

感想やリクエスト等はこちら→

- Categories
- 日常
  - 台詞
  - 版權
  - お仕事
  - 掛け合い

- Recent Entries
- フリートーク+ホンマ意味のわからん一人掛け合い
  - おじゃる丸



# Rationale for the Project

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- Increase amount of output
- Facilitate community building inside and outside of classroom
- Promote collaborative learning
- Promote learner autonomy
- Involve 4 skills
  - Post entry(writing&speaking)
  - Post comment(listening&writing)
  - Receive and Reply comment(reading&writing)
- Practice on description and narration at paragraph level

# Voice Blog Projects at Univ. of Notre Dame

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- 4<sup>th</sup> Yr Japanese (Spring 07) 5 students
- 3<sup>rd</sup> Yr Japanese (Fall 07) 10 students
- 3<sup>rd</sup> Yr Japanese (Spring 08) 13 students
- 1<sup>st</sup> Yr Japanese (Spring 08) 28 students

# Activity Type

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(1) Individual Speech on Specific Topic  
(4<sup>th</sup> Yr, 3<sup>rd</sup> Yr)

(2) Individual Speech on Any Topic  
(3<sup>rd</sup> Yr, 1<sup>st</sup> Yr)

(3) Group Dialogue (1<sup>st</sup> Yr)

(4) Video (3<sup>rd</sup> Yr, 1<sup>st</sup> Yr)

# Purpose of the project

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4<sup>th</sup> Yr

- ① 自分の意見をはっきりと言えるようになる。
- ② 人の意見を聞き、分析することができるようになる。
- ③ 自分の発音や、話し方などでよくない部分に気付き、直す。

# Purpose of the project (Cont.)

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## 3<sup>rd</sup> Yr

- ① 日本語の授業以外で日本語を話したり、聞いたりするチャンスを作る。
- ② きれいな発音や聞きやすいスピードで話せるようになる。
- ③ クラスメイトや他の日本語のクラスの学生、日本人に自分のスピーチを聞いてもらう。クラスメイトのスピーチを聞いてコメントを書く。
- ④ 日本語を勉強している学生や日本人と一緒にコミュニティーを作っていく。

# Procedure

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- (1) Write 1 minute speech (about 250 characters)
  - (2) Practice reading text
  - (3) Record speech and make MP3 file
  - (4) Post audio file on the class blog (Kero-log)
  - (5) Listen to classmates' entries and make comments
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- Posting entry ... Homework
  - Posting comment ... not Homework

# Individual Speech (4<sup>th</sup> Yr)

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- Post-reading Activity (April 2007)

教育問題

ニート についての意見述べ

[http://www.voiceblog.jp/nihongo\\_yonensei/?il=10&io=10](http://www.voiceblog.jp/nihongo_yonensei/?il=10&io=10)

- Instructor corrected essay before posting

# Individual Speech (3<sup>rd</sup> Yr)

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- Specific Topic (November 2007)
  - 自己紹介
  - サンクスギビング
- *Nicchoku* Style (January-February 2008)
  - 自分でトピックを選択
- Post-reading Activity (April 2008)
  - 日米の大学についての意見述べ

<http://www.voiceblog.jp/nihongo-sannensei/?il=10&io=30>

- No correction by instructor before posting

# Comments

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- What do students comment about?
  - (1) Content of speech
  - (2) Japanese ability

# Comments

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## ■ What do students comment about?

(1) Content of speech

(2) Japanese ability

- a. チョーさんは日本人みたいに話せますね。本当に凄い。意見も段落してよくはなしましたとおもいます。塾は教育するために大事なことだと思います。
- b. 本当に難しい単語が多くて聞き取れなかったです。僕はチョーの意見に賛成します。若い時から多いことをしてみはほうが重要だと思います。

# Comments (Cont.)

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- Comments from outside of classroom
  - Students from other levels
  - Japanese people in the U.S./Japan

# Comments (Cont.)

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- Only specific students tend to make comments
- Many mistakes observed

# Comments (Cont.)

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- Only specific students tend to make comments
- Many mistakes observed

- a. その味噌白はおいしそうだ。ブログを聞いたので、今味噌白を食べたくなくて困っている。僕も日本に行った時、色々な日本料理を食べて見た。...
- b. よくできました！アクセントがいいと思います。日本のレストランに行く時に、いつも味噌白を注文した方がいいでしょう！早いペースもよさそうですね。たいてい、ご家族と味噌白を食べたかと言いました？
- c. いいブログだね！私も味噌白が大好きだよ！日本にいる時、ある日本料理のレストラン行って、いつもチキンかつ注文して、味噌白といっしょ食べる。

# Video (3<sup>rd</sup> Yr)

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- Post-activity for *Intermediate Japanese* Lesson 6
  - Create fast food restaurant CM
- Catch phrase → Story line → Script → Film
- Post on the class blog
- Peer- and self- evaluation

<http://www.voiceblog.jp/nihongo-sannensei/car3.html>

# Student Reactions

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Informal Survey (May 2008, 3<sup>rd</sup> Yr)

- 8 out of 13 students
- Narrative comments

# Student Reactions (Cont.)

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- How often did you listen to entries?
  - Once after they were posted 5
  - 4-5 entries at a time (1-2times/month) 3
- How often did you write comments?
  - Whenever I listen to new entry/Everything 4
  - About half of them 2
  - Not as often as I listened 2

# Student Reactions (Cont.)

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## ■ Beneficial for learning Japanese?

■ Posting Entry	Yes 7	No 1
■ Writing Comments	Yes 8	
■ Reading Comments	Yes 7	No 1
■ Listening to Entry	Yes 6	No 2

# Student Reactions (Cont.)

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- Every student should post something every week.
- Commenting on every blog should be HW.
- Blog was more of a chore than a learning tool.
  
- We should meet with instructor for error correction after every posting.
- Writing comments is beneficial only if it is corrected.
  
- Reading comments from native speakers is especially beneficial.
- There is no motivation to read comments.
  
- I felt nervous recording.

# Reflections and Discussion

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- Read text or spontaneous utterance
- Error correction
- Learner autonomy or requirement
- Assessment (Kennedy, 2003)
  - Involve self-evaluation
- Community building outside of classroom
  - ‘Learning Communities 学習共同体’ (トムソン, 2007)