Hong Kong and Hokkaido online language exchange program

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Language exchange

- A means of autonomous and reciprocal language learning in which two or more people speaking different native languages talk or write to each other to facilitate the partner's L2 learning. (tandem learning; tandem language exchange)

- Tandem learning is an open learning to study languages in pairs among various native language speakers. (Brammerts & Little, 1996)

Types of language exchange

- Face to face synchronous (language partners)

- Online synchronous (chat, skype)

- Online asynchronous (email, discussion forum)

Benefits of tandem learning

- Tandem learning reports: Mie University (大河内, 2011), Osaka University (青木、脇坂、欧, 2013)
- Benefits--Tandem learning:

  develops the learner's communicative competence;

  facilitates cultural learning;

  enhances learner autonomy;

  helps learners to maintain motivation towards language learning;

  fosters positive attitude to language learning.

  (青木、脇坂、欧, 2013)

Peer online learning is effective

- Learners developed proficiency, confidence and identity as a speaker of English with the background of their heritage via online communication. (Lam, 2004)

- L2 speakers were able to give bidirectional scaffolding, and successfully completed academic writing assignments using online peer communication. (Cheng, 2010)

Garcia, O. & Li, W.(2014), Translanguaging: Language, Bilingualism and Education. London: Palgrave Macmillan

- "In the super diverse world of the 21st century, people increasingly live their lives in more than one place, often beyond national borders." (p.137)

- "... translanguaging is an approach to the use of language, bilingualism and the education of bilinguals that considers the language practices of bilinguals ... as one linguistic repertoire with features that have been societally constructed as belonging to two separate languages." (p. 2)

- Translanguaging as co-learning: "multiple agents simultaneously try to adapt to one another's behavior so as to produce desirable outcomes that would be shared by the contributing agents." (p.112)

Swain, M. (2006). Languaging, agency and collaboration in advanced second language proficiency In H. Byrnes (Ed.), Advanced Language Learning: The contribution of Halliday and Vygotsky (pp. 95-108). London: Continuum.

- "... I have been searching for a word that puts focus in second language learning on the importance of producing language, but which does not carry with it conduit metaphor (Reddy, 1979) of 'output.'" (p.97)

- "... languaging is a process which creates a visible or audible product about which one can language further." (p. 97)

- "Languaging ... refers to the process of making meaning and shaping knowledge and experience through language." (p.98)

From monolingual L2 model
to translanguaging bilingual communicator model

- Previous goal; Monolingual target language proficiency as the goal of L2 learning
- Ideal L2 Self (Dornyei, 2009) ⇒perfectionism, fail to feel sense of achievement (Lake, 2013)
- Ought-to L2 Self (ibid) ⇒ depression, anxiety, distress and mental disorders (Lake, 2013)
- New goal: A non-native speaker of a second language who use the language as one language repertoire in communication with other language speakers
- Translanguaging = discovery and construction of meaning (as opposed to transmission of messages) by speakers of more than one language who use their languages as resource of communication.

Trial run of Translanguaging Online Presentation Language Exchange (TOPLE) program (2015 fall semester)

- Language exchange tandem learning in this program consists of three parts: email communication; text-based chats; online presentations.

- Email task: Self-introduction, introduction of the university and/or its hometown. The email is written half in English and half in Japanese.

- Text chat task: One hour (30 minutes in English and 30 minutes in Japanese). Topics were provided.

- Online presentation task: Make a one to three minute video of your presentation half in English and half in Japanese. Introduce your university or its hometown to people who will visit these places in the future.

Topics for the chat assignment

- Hokkaido & Hong Kong
- English: (1) Subway system in Hong Kong and Sapporo; (2) Learning Commons in the University of Hong Kong; (3) Boys, be ambitious.
- 日本語：(1) オクトパスカード; (2) スープカレー; (3) 狙った恋の落とし方
- Hokkaido & Massachusetts
- English: (1) MACH GO GO GO; (2) Minutemen; (3) Boys, be ambitious.
- 日本語：(1) 國寶ローズ; (2) 初音ミク; (3) ソニー千葉)

Participants

- Hokkaido University: 13 students (9 males, 4 females; 12 freshmen; 1 senior; including one student from the Hokkaido University of Education at Iwamizawa via a distance learning system)

- Majors: Education, law, economics, physics, medicine, dentistry, pharmacy, fishery, physical education, undeclared (science)

- Hong Kong University: 3 students (2 males, 1 female; major unknown; taking Japanese 2)

- University of Massachusetts: 14 students (gender and major unknown)

Feedback from students (Hokkaido University)

- 12 out of 13 students replied.
- English learning experience: more than ten years: 3; seven years 5; six years: 4; five years: 1.
- Reason to study English (multiple answers were allowed):

for future academic research: 5; for future business needs: 7;

interests in language: 5; interest in target culture: 2;

desire for socialization with English speakers: 5;

benefits for hobbies and/or other interests: 5;

to get credits: 10; no reason: 0.

Image of English:

I like it: 6

It is not difficult: 3

I am good at it: 5

I'd be happy if I could speak it: 11

I'd be down if I can't speak it: 4

I want more English classes: 4

Positive comments: 33

I dislike it: 1

It is difficult: 6

I am poor at it: 3

I do not care: 1

I do not care: 2

I want fewer English classes: 0

Negative comments: 13

Language use

- How many languages do you use in daily life?
- 1: 9   2: 3
- How many languages can you use?
- 1: 1   2: 6   3: 6
- What are those languages?
- Japanese: 13   English: 12   Chinese: 2
- Spanish, Russian, French, German, Portuguese: 1

What is your goal of English learning?

- Proficiency good enough to use it in work: 2
- Proficiency good enough to use it in academic demands: 2
- Academic presentation: 1   Study abroad: 1
- Cultural understanding: 1
- Daily conversation: 3
- As proficient as Japanese: 2
- As good as I can say I am good at it: 1

Learner attitudes before the task
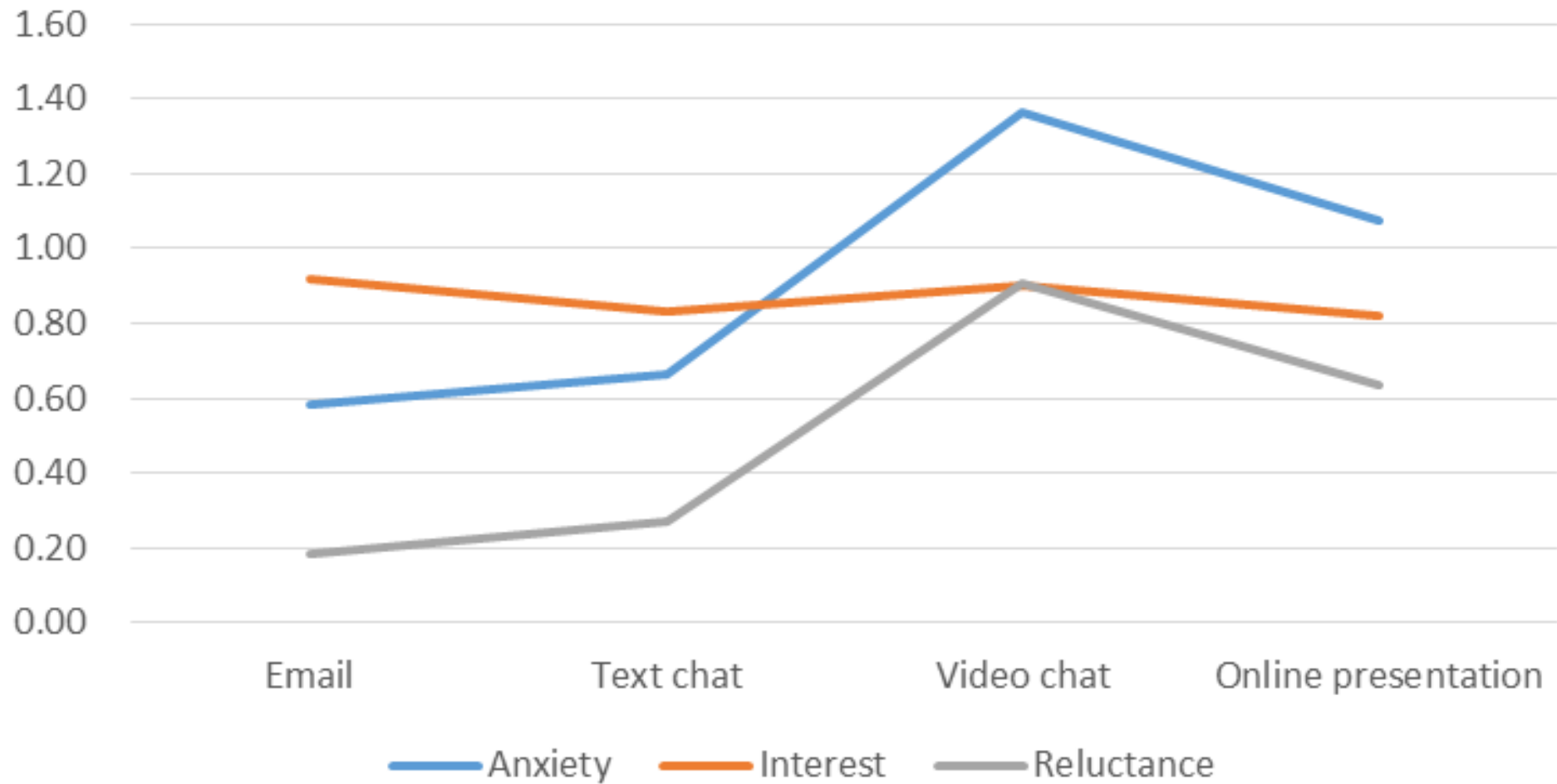
Learner attitudes after the task
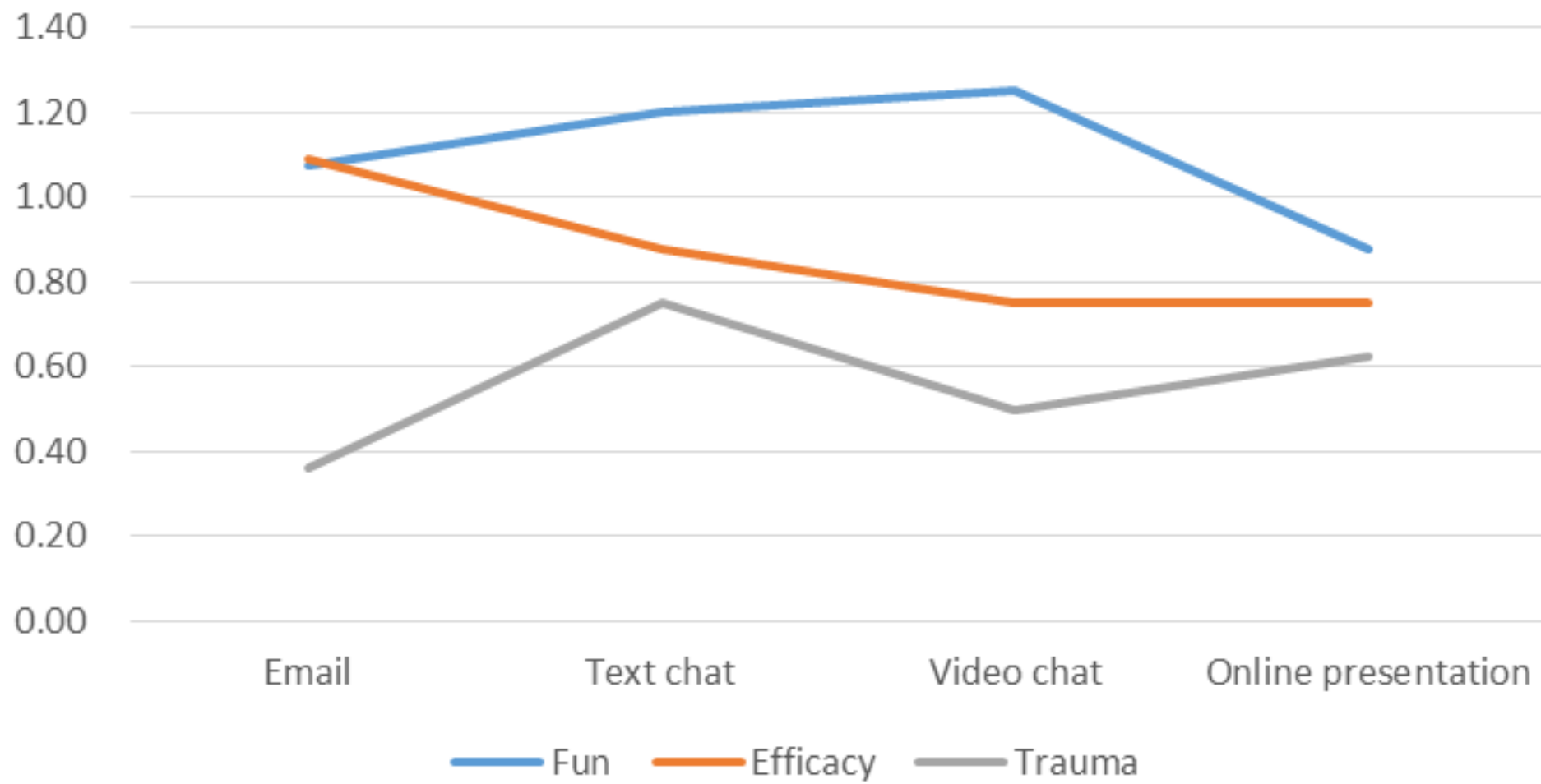
Analysis of Feedback

- **SCAT** **(Steps for Coding and Theorization)**
  - Otani (2008, 2011)

- **Data**

  -Students' writing **assignment**

- **Question (open-ended)**

  - "What did you learn from the TOPLE practice?"

- **Visualize**

  - learners' own perspective

I did TOPLE program with XXXXXXXXXXXX. She is a freshman of University of Massachusetts. Through sending e-mails and text-chatting, I learned a lot of things. First, I realized that I didn't know so much about Japanese history and the history of Hokkaido University. I explained about the words "Boys, be ambicious" by Mr. Clark. She knew more about American history and the UMass mascot "minuteman" than I knew about Japan. The UMass mascot "minuteman" is associated with the American Revolution War, and she told me episodes of "minuteman" in detail. Though talking about our universities, I noticed that Hokkaido University and the university of Massachusetts are very similar to each other. Both universities used to be agricultural universities and in campass you can see beautiful nature. Next is what I was confused. She asked me "Is it OK to put ?(question mark) at the end of Japanese sentences ?" I couldn't answer that question. I noticed that I didn't fully understand of how to write Japanese sentences. Next, what we learned together. At first, we both didn't know about "Sony Chiba". So, we researched about "Sony Chiba" on the Internet. Then we knew that "Sony Chiba" is a Japanese actor mainly famous abroad as a Japanese movie star. I didn't know about him but she knew a movie "Street Fighter" in which he played a role. She said that the movie was very famous in America. I was surprised at the fact that there are Japanese things that is popular for Americans but is not for Japanese people. However, I was glad that foreigners liked some Japanese things. Last, through this experience, I could see the Japanese languages not as a language I use every day but as a language in a tool of communication And I could see Japanese objectivity. There was something wrong with her Japanese a little, which I could understand what foreigners learn Japanese is like. I could witness Japanese from new aspects. Through these experiences, I felt like I could also find new aspects of English, and this will benefit my English learning.
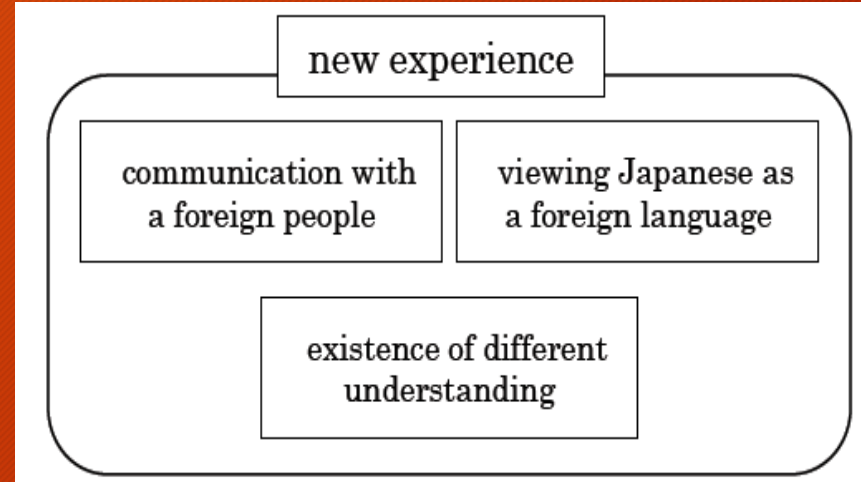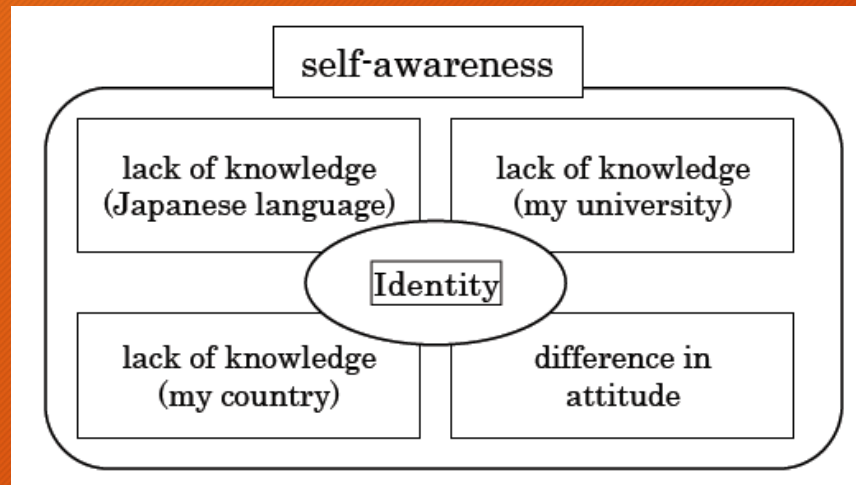
No.	Speaker	Text	<1>Extract key words from original sentences	<2>Rephrase the key words by using professional terms	<3> Concepts out of the text	<4> Create themes and label each case	<5> Questions
5	8	Next is what I was confused. She asked me "Is it OK to put ?(question mark) at the end of Japanese sentences ?" I couldn't answer that question. I noticed that I didn't fully understand of how to write Japanese sentences.	confused/ asked "Is it OK to put ?(question mark) at the end of Japanese sentences ?" /couldn't answer / Japanese / how to write / noticed / didn't fully understand	puzzled / question about the rule of Japanese writing / difficult to react properly / realizing lack of knowledge about Japanese writing protocols	new experience (asked about mother language) strengthening self-awareness	a new experience of being asked a question about Japanese (mother language) from a Japanese language learner / a new experience of considering Japanese as a foreign language / acquiring awareness that can not be gained without having real communication with Japanese language learners in a foreign country	any other questions about Japanese language?

storyline	Awareness toward language and language learning was brought forth by A's first experience in intercultural communication. After A's partner asked a question about Japanese language, A discovered that he/she had a lack of knowledge regarding Japanese language protocols despite Japanese being A's mother language.
theory writing	A gained self-awareness about his/her insufficient knowledge of Japanese, A's mother language.
questions & tasks	Are there any other questions about Japanese anguage?

Results

- Visualization

Students A learned…

- **Self-awareness**
  - lack of knowledge
  - insensitivity toward identity

- **Acquiring new perspectives**
  - difference in understanding

- **Improvement**
  - English learning motivation
  - attitude toward communication

Conclusion

better instruction (program)

Needs
- online presentations
- continuous practice

New cycle

New cycle

New cycle

Next cycle

Trial run

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