

POTENTIALS OF USING MOVIE-BASED ONLINE LESSONS TO TEACH REQUESTS IN JAPANESE

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論 文 内 容 の 要 旨

This study explores how online movie-based lessons can help learners of Japanese as a Foreign Language (JFL) to acquire pragmatic skills. Pragmatic competence is the ability to use language appropriately according to the situation. It is divided into receptive skills, in which the learners comprehend the pragmatic input, and productive skills, in which the learners employ this knowledge to produce pragmatically appropriate language. The present research focuses on the receptive pragmatic skills of beginner and lower-intermediate learners.

The pragmatic feature under investigation is the request form in Japanese. Pragmatics training materials were produced with consciousness-raising tasks focused on developing the learners' awareness of Japanese request expressions. Authentic Japanese language input was sourced from movies of Japanese daily life, and divided into videos and transcripts of the same scenes. Tasks revolved around contextual variables, such as identifying expressions and relationships, and assessing the appropriacy of expressions. Participants were 43 JFL learners at seven public universities in Malaysia. Their level ranged from beginner to lower-intermediate. They were divided into three groups: the experimental Video and Transcript groups, and a Control group. All groups were given a pre-test, post-test and delayed post-test consisting of multiple-choice discourse completion tasks.

During the intervention period, the experimental groups accessed online lessons in different presentation modes. The control group received no formal instruction during this period. Quantitative data analysis was conducted on the test results, while qualitative data was provided by the participants' learning diaries and interviews, which were useful in elucidating their discovery process.

The results indicated three points of concern. First, pragmatics training materials for beginners are feasible, but they have to be well-planned so as not to burden low-proficiency learners needlessly. Second, the online lessons are an effective way of raising learners' pragmatic awareness of request expressions in Japanese. When the same consciousness-raising tasks are used, movie-based input transcripts resulted in slightly better comprehension than videos, but overall they are almost equally effective. Even though videos can be challenging for beginners, they are also engaging, especially for visual learners, and help to increase learners' motivation. Finally, due to the one-way nature of the self-access online lessons, it was easy for the participants to misunderstand some concepts. This underscores the importance of having an instructor in online courses to guide students.

In conclusion, the pragmatics training materials produced in this study hold promise in helping students to develop their awareness of Japanese requests.

