

修士論文要旨

題 目

自己調整学習理論に基づく日本語 e ラーニング教材の開発
ー北方四島日本語講師派遣事業を例としてー

要 旨

本研究は、北方領土における日本語講座の学習者を対象に、講師不在期間の学習を支援する手段として、日本語 e ラーニング教材を開発、提案するものである。北方四島交流事業（いわゆる「ビザなし交流」）は、北方領土問題の解決を含む日露間の平和条約締結問題が解決されるまでの間、相互理解の増進を図り、問題解決に寄与することを目的として、1992 年から実施されている。日本語講師の派遣は「ビザなし交流」の一環である専門家派遣事業として 1998 年から実施されており、筆者は 2011 年度、2013 年度に本事業に参加し、国後島に派遣された。日本語講座は毎年夏期の約 1 か月～1 か月半の間、択捉島、色丹島、国後島で開講されているが、その後、約 11 か月のブランクを経て翌年の講座が実施されるため、講座参加経験がある学習者でも入門者に近いレベルから再スタートとなってしまう者が少なくない。

そこで、本研究では講師不在期間を約 11 か月のブランクとせず通年の学習を促せるよう、e ラーニング教材の設計、開発を試みた。翌年の講座でより上のレベルのクラスに参加するという目標達成を目指して学習者が意欲を維持しながら学ぶことを目的に、ID 理論、自己調整学習理論に基づいて教材を設計した。各回の教材内容は「ID の第一原理」(Meill, 2002)に基づいて構成し、自己調整学習を促すため「自己調整学習の方略リスト」(Pintrich et al., 1993)の方略内容を取り入れた。教材が対象とする学習者は日本語を学習する北方領土島民であるため、第二言語習得理論にも着目した。

Moodle を利用してプロトタイプを作成後、形成的評価を実施した。まず、ID および e ラーニング専門家 2 名、日本語教育専門家 2 名の協力を得て評価を実施した。前者には理論や方略と教材内容に矛盾点がなく適切かどうかという妥当性や e ラーニング教材としての使いやすさを中心に評価、後者には教材のレベルや量が学習者にとって妥当か、教材運用により日本語教師派遣事業の目的を促進できるかなどについて評価を実施してもらった。これまで紙教材のみの提供であったので e ラーニング教材への期待や一定の評価は得られたが、内容や使いやすさ、手順説明などについて指摘や疑問もあった。各分野の 2 名に共通して評価が低かった項目を中心に教材改善を行い、引き続き学習者評価を実施予定である。学習者評価後、さらなる改善を経て、実際に通年で運用し、学習者の自己調整学習を促す効果について検証することを目指したい。

学生番号 120G8815 氏 名 森田 淳子

修士論文要旨 (英語)

題 目

Development of Japanese Language e-Learning Based on Self-Regulated Learning Theories – A Case of the Japanese Language Course in the Northern Territories –

要 旨

The aim of the present study is to develop and propose Japanese language e-learning for Japanese learners taking Japanese courses in the Northern Territories as a means of supporting their studies while the teachers are absent. The interchange project in the Four Islands (so-called “interchanges without visa”) has been implemented since 1992 with a view to fostering mutual understanding and contributing to resolving the territorial dispute until a peace treaty between Japan and Russia is established, thus resolving the territorial issue of the Northern Territories. Dispatch of Japanese teachers has been conducted since 1998 as a project of experts dispatch, which is part of the “interchanges without visa.” I participated in this project in the fiscal years of 2011 and 2013 and was dispatched to Kunashiri Island. The Japanese courses are held for the period of one to one and a half months on Etorofu Island, Shikotan Island and Kunashiri Island. However, as the courses of the following year start after a period of approximately 11 months, even many of those learners with past experience in taking the same courses have to restart learning from the level of virtual beginners.

Given this background, the present study aimed to design and develop Japanese language e-learning that could help to promote year-round learning, instead of having the 11-month blank period when the teachers are absent. The e-learning materials were designed based upon the ID theory and the self-regulated learning theory in order to help the learners to maintain their motivation of learning with the objective of participating in a higher-level class in the following year. The content of the study materials at each session was designed drawing upon “First Principles of Instruction” (Merrill, 2002); also, the content of strategies listed on “List of Strategies for Self-regulated learning” (Pintrich et al., 1993) was adopted to promote self-regulated learning. Moreover, as the study materials are targeted at islanders of the Northern Territories who learn Japanese, the study also focused on second language acquisition theories.

After making a prototype with the use of Moodle, formative evaluation of it was conducted. The evaluation was done in cooperation of two experts in ID and e-learning and two experts in Japanese language education. The former two experts evaluated appropriateness (whether there is any contradiction between the theories/strategies and the content of the e-learning materials) and the use of ease as e-learning

materials; the latter evaluated whether the level and volume of the e-learning materials would be appropriate for the learners as well as whether the objective of the project of Japanese teachers dispatch could be achieved with the use of the e-learning materials. Given that only paper-based materials had been used so far, the experts showed their expectations for e-learning and appreciated the proposed materials to a certain extent. On the other hand, they made some critical comments and raised questions about the content, the ease of use and the explanations about the learning procedures. The e-learning materials will be improved with a particular focus on the items that were not highly evaluated by both experts in the respective fields; and the materials will be continuously evaluated by the learners. Following this process and further improvements, the e-learning materials will be put in use for the period of one year with a view to verifying their effect on promoting self-regulated learning of the learners.