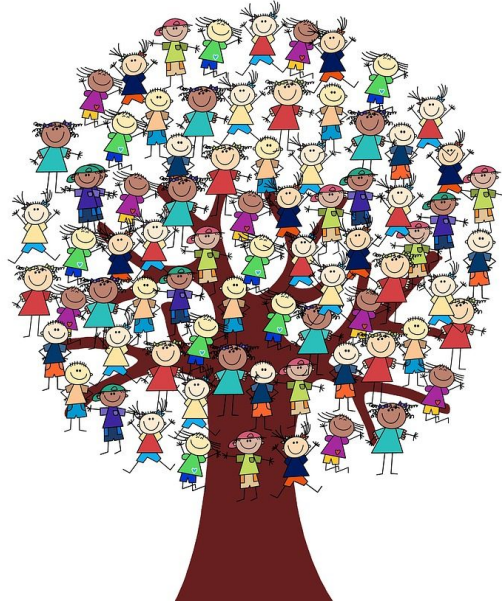


学習者の多様性を生かしながら、インクルーシブな日本語教育を目指す
ーホリスティックな学習ツールとしての日本語ポートフォリオの可能性を探るー

*Toward Diversity and Inclusion:
Portfolios as a Holistic Tool to Enhance Language Learning in Class*



スミス大学 高橋 温子
33rd JLTANE, Boston University
May 5, 2019

Mission of Smith College

Mission

Smith College educates women of promise for lives of distinction and purpose. A college of and for the world, Smith links the power of the liberal arts to excellence in research and scholarship, thereby developing engaged global citizens and leaders to address society's challenges.

Values

- Smith is a community dedicated to learning, teaching, scholarship, discovery, creativity and critical thought.
- Smith is committed to creating an inclusive, equitable and accessible educational community founded on the free and open exchange of ideas.
- Smith educates women to understand the complexity of human experience and world cultures through engagement with humanistic, social and scientific ideas.
- Smith creates global citizens, committed to participating in the communities in which they live and to stewarding the resources that sustain them.

Approved by the Board of Trustees October 15, 2016.

東アジア言語文学学部の学習目標

East Asian Languages Learning Goals

学部専攻学生の学習目標到達度

→ 3年間必修の言語学習をポートフォリオから質的に評価
2018-19年の日本語1年生コース(秋学期29名、春学期22名)試験的に導入

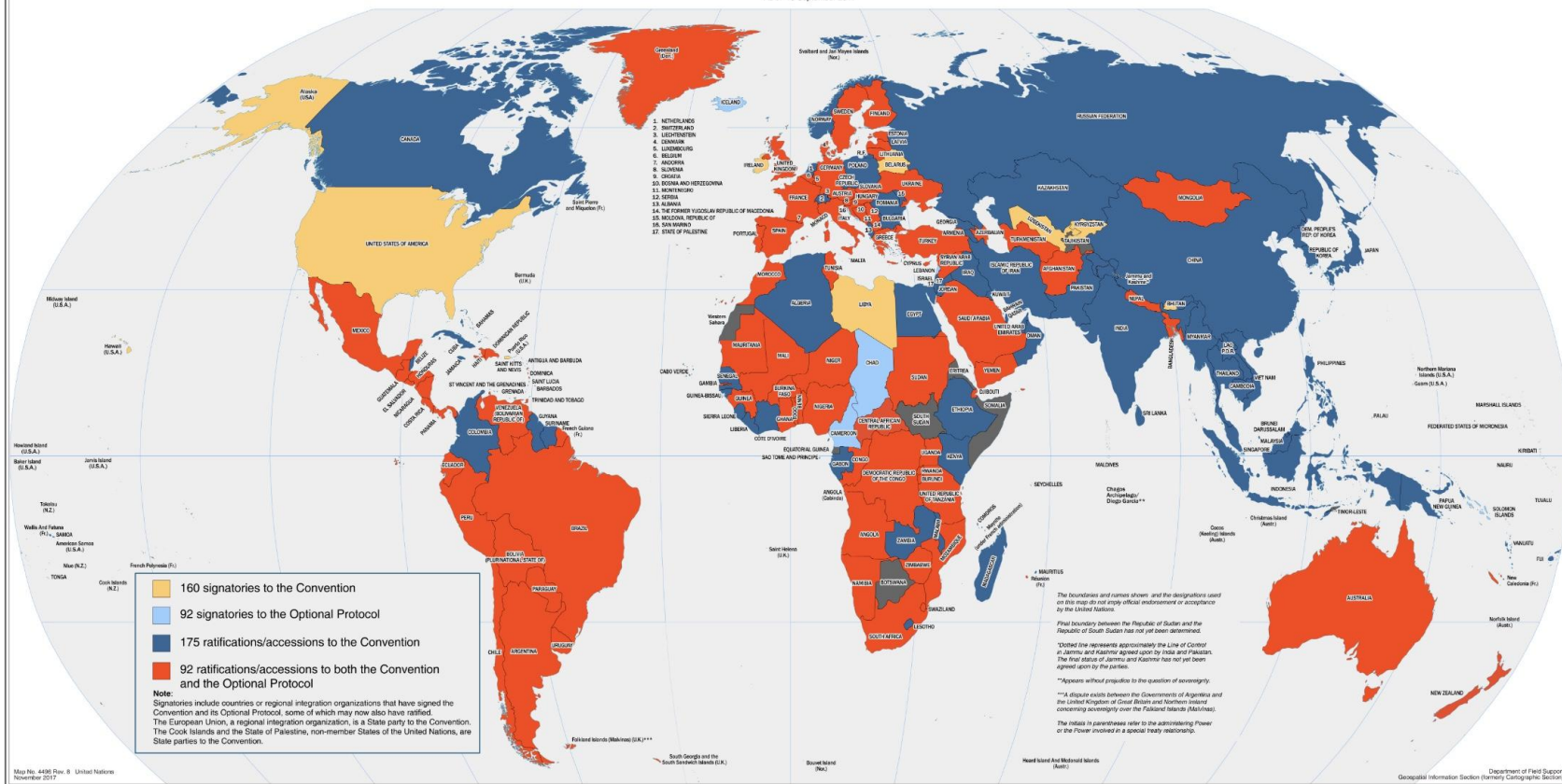
To develop linguistic and cultural fluency, students will:

- Be able to use Chinese, Japanese or Korean to navigate a variety of social and professional situations appropriately and confidently.
- Grasp of both language and culture will allow them to have nuanced discussions about social and cultural issues, as well as professional and academic topics that are of interest to them, in Chinese, Japanese or Korean.
- Learn to analyze and interpret texts in an informed and critical way, both orally and in writing.
- Be able to conduct research on topics of their choice utilizing primary and secondary sources.
- Have an understanding of East Asian literature and culture—modern and premodern—that will lead them to develop historical and comparative perspectives on the world that go beyond simple East-West binaries.
- Engage with the international community at Smith and abroad, learning to communicate respect and understanding across cultures, preparing for—and beginning—lives of ongoing influence in today's global world.

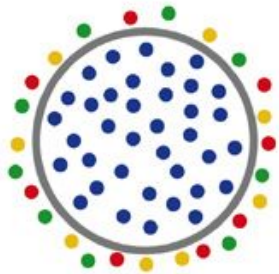
CRPD and Optional Protocol Signatures and Ratifications

Not Signed
 Signed Convention
 Signed Convention & Protocol
 Ratified Convention
 Ratified Convention & Protocol

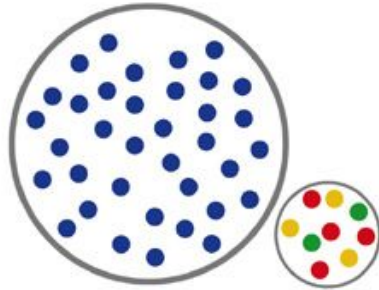
As of 19 September 2017



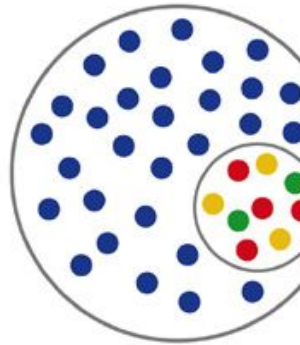
Inclusion?



Exclusion



Separation

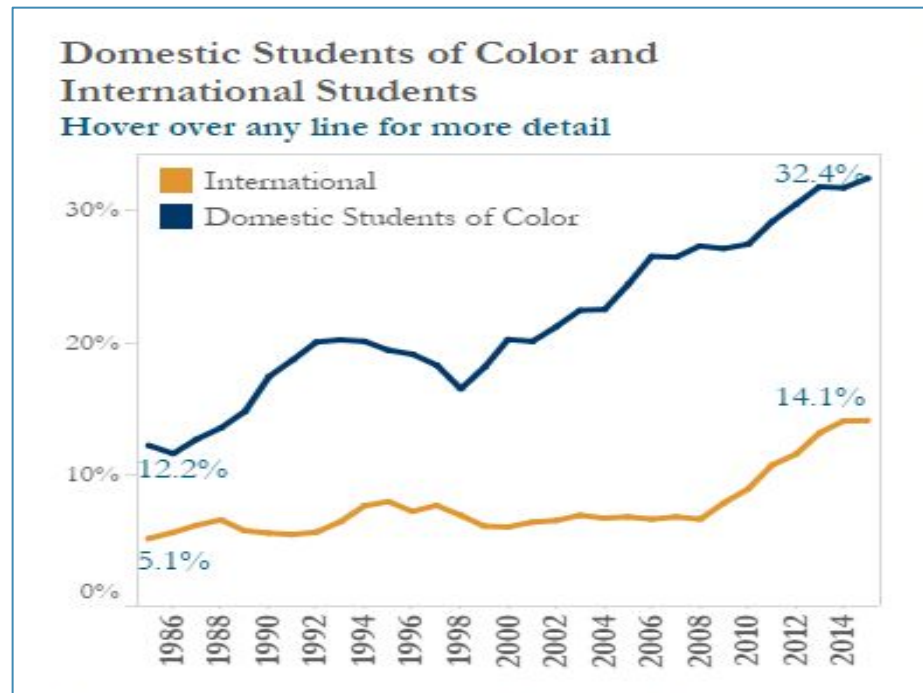


Integration



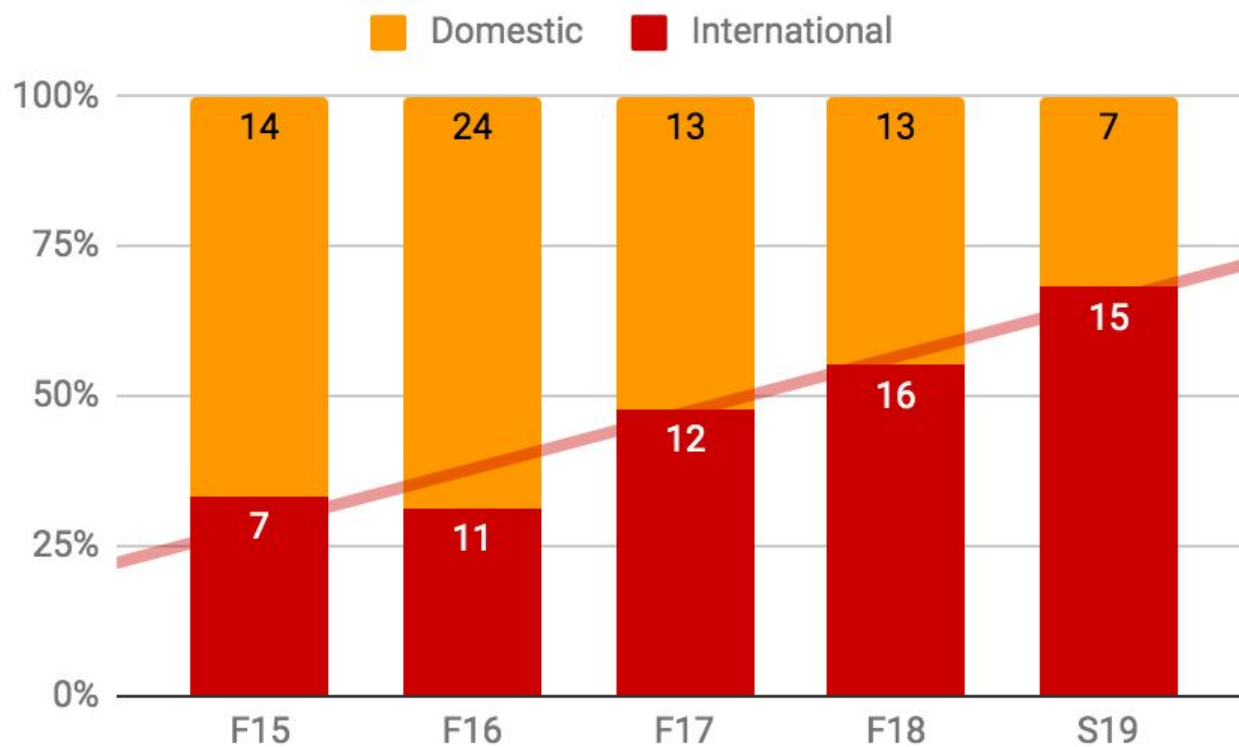
Insurrection

スミス大学の留学生数と内訳



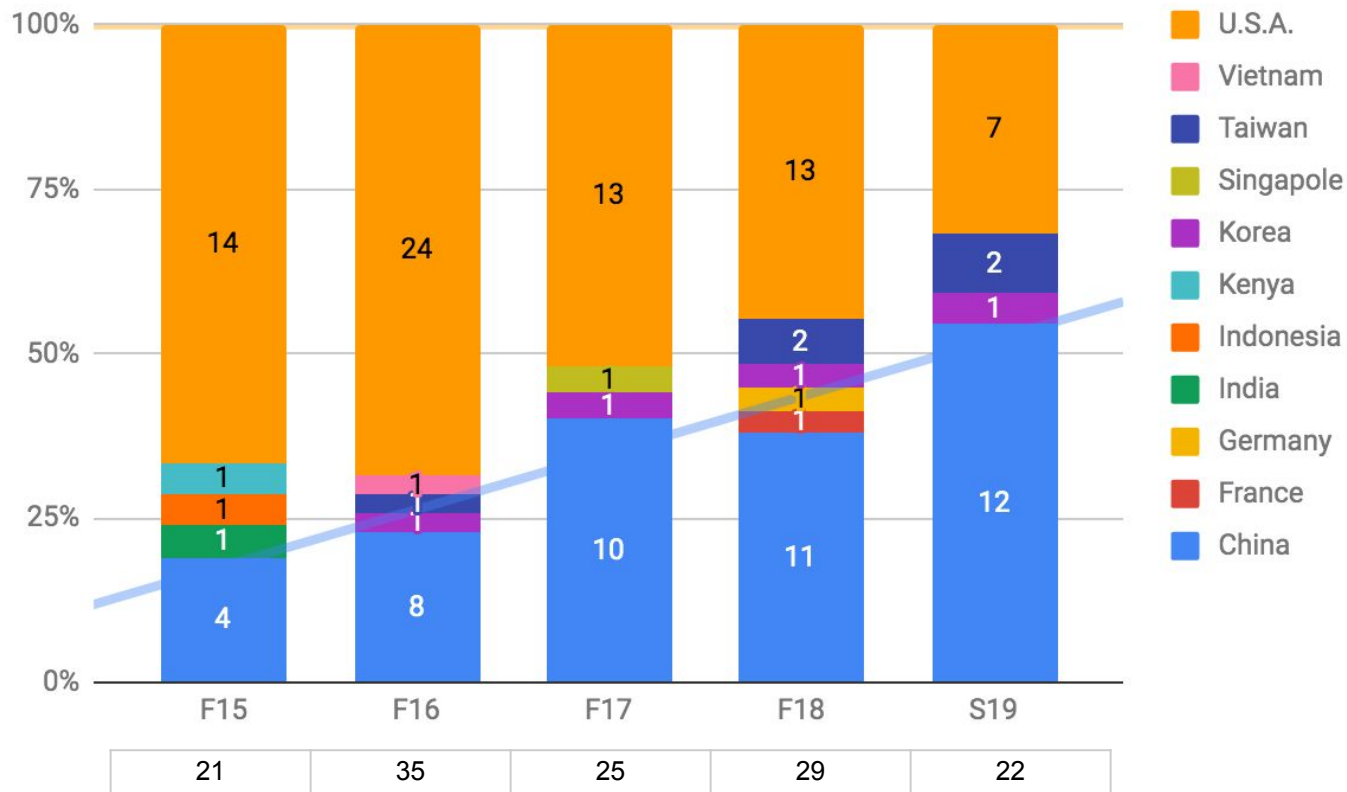
- ▶ 2018-2019 enrollment: 378
 - ▶ China: 42%
 - ▶ South Korea: 5%
 - ▶ India: 3.5%
 - ▶ Canada: 3%
 - ▶ Japan: 2.5%
 - ▶ Kenya: 2.5%
 - ▶ Vietnam: 2.5%
 - ▶ Pakistan: 2.0%

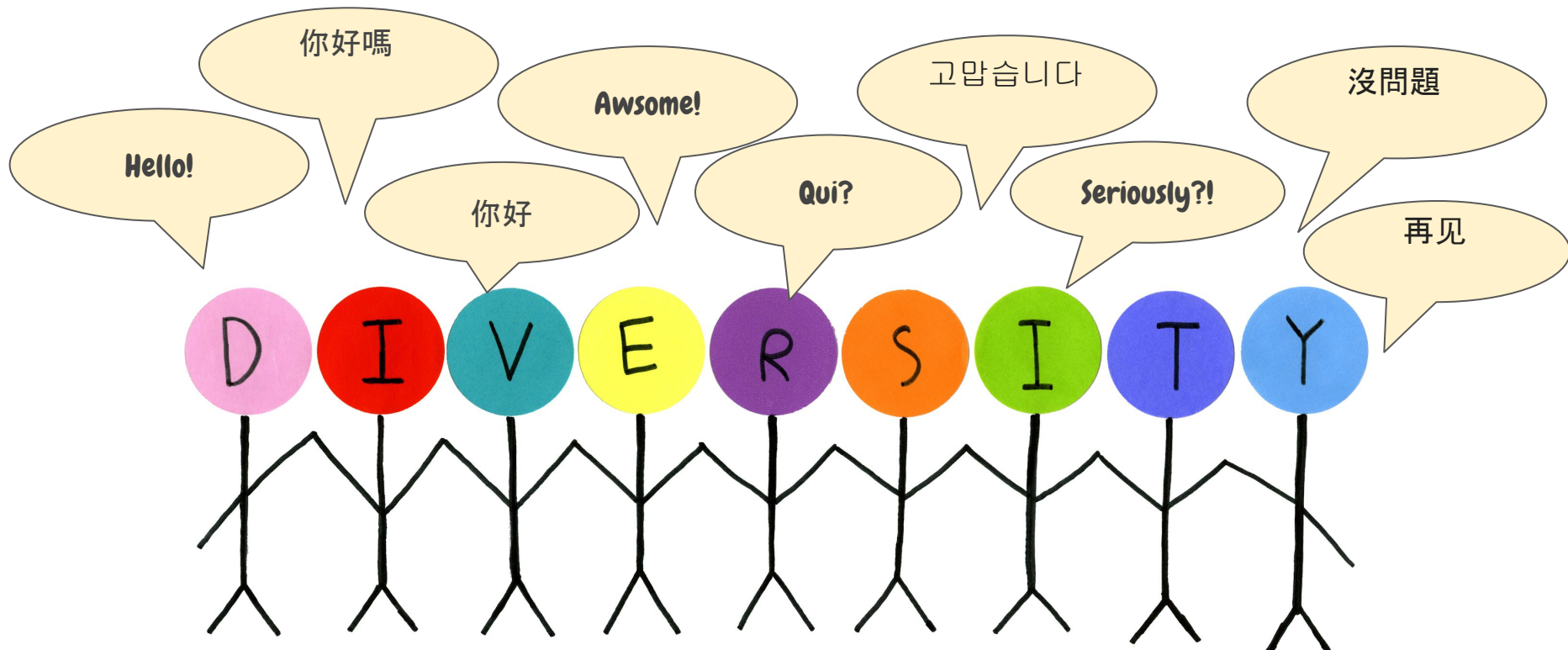
Smith College JPN110: Domestic v.s. International students



Smith College JPN110: Domestic v.s. International students

F15, F16, F17, F18 and S19





最近のスミス大学日本語1年生クラス

日本語を勉強しています！

どうしてこの
文法が大切
なんですか？
宿題、
どこだっけ？

私、「僕」
なんです。
アニメがわか
るようになりた
い！

BTS !
STEM 萌 ~ !

漢字の説明を
もってほしい

日本語の
教科書は
高すぎるなあ

シンプソンズ
って
バンドです
か??



インクルージョン教育へ

Tadoku & 学習者の多様性の表現活動の例 (高橋 2017, 2018)

Level 0 Fall 2018



"Classmates are great learning tools."

<https://sophia.smith.edu/blog/japanesebookreview/yomu-yomu-beginners/>

ポートフォリオ先行研究、文献など

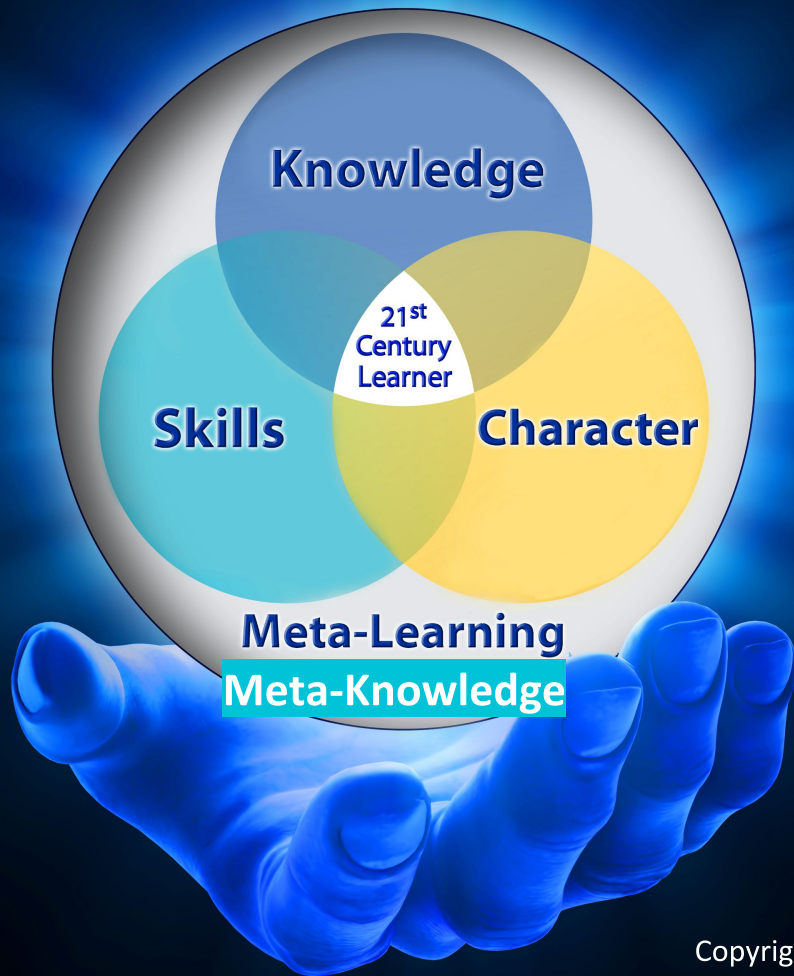
「日本ポートフォリオ」(青木 2006, 早稲田大学日本語教育研究センター)

学習オートノミーを育てる目的で作成した「日本ポートフォリオ」は、学習進歩の可視化や内省する習慣づけにも肯定的であった(青木 2011)

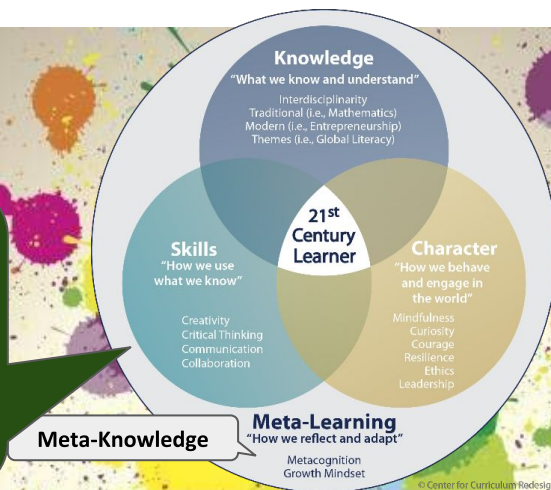
ポートフォリオは初級学習者に好意的に受け止められ、特に教室外での自律的学習活動を促す役目を果たした(松井・西山 2015)

Can-Do Statements を通しての自己評価を続けることで、ACTFLやCEFRの言語学習基準と関連させながら、学習者が自ら言語スキルの上達度の確認ができ、その達成感が次のレベルへのさらなる学習への動機の流れを作り出していける (Moeller 2018)
(訳: 高橋)

デジタルポートフォリオは学生たちの日常的なテクノロジーを使っての言語活動を随時記録していくことができることから、その言語文化の中での言語使用をよりリアルに評価でき、異文化間能力の質的分析にも効果的である (Cummins & Davesne 2009)
(訳: 高橋)



自律学習の支援ツール



可視化の媒体

マルチモーダル
安心して学べる
スペース

デジタル
ポートフォリオ 👍

デジタル日本語ポートフォリオ

- 日本語ポートフォリオ(青木, 2006)
- JFスタンダード(国際交流基金)
- Google Drive (Google spreadsheet, Google Docs, Google Form, etc)

1) Plan-Do-See & Learning Preferences (学習計画、評価の指針、反省、および学習嗜好)

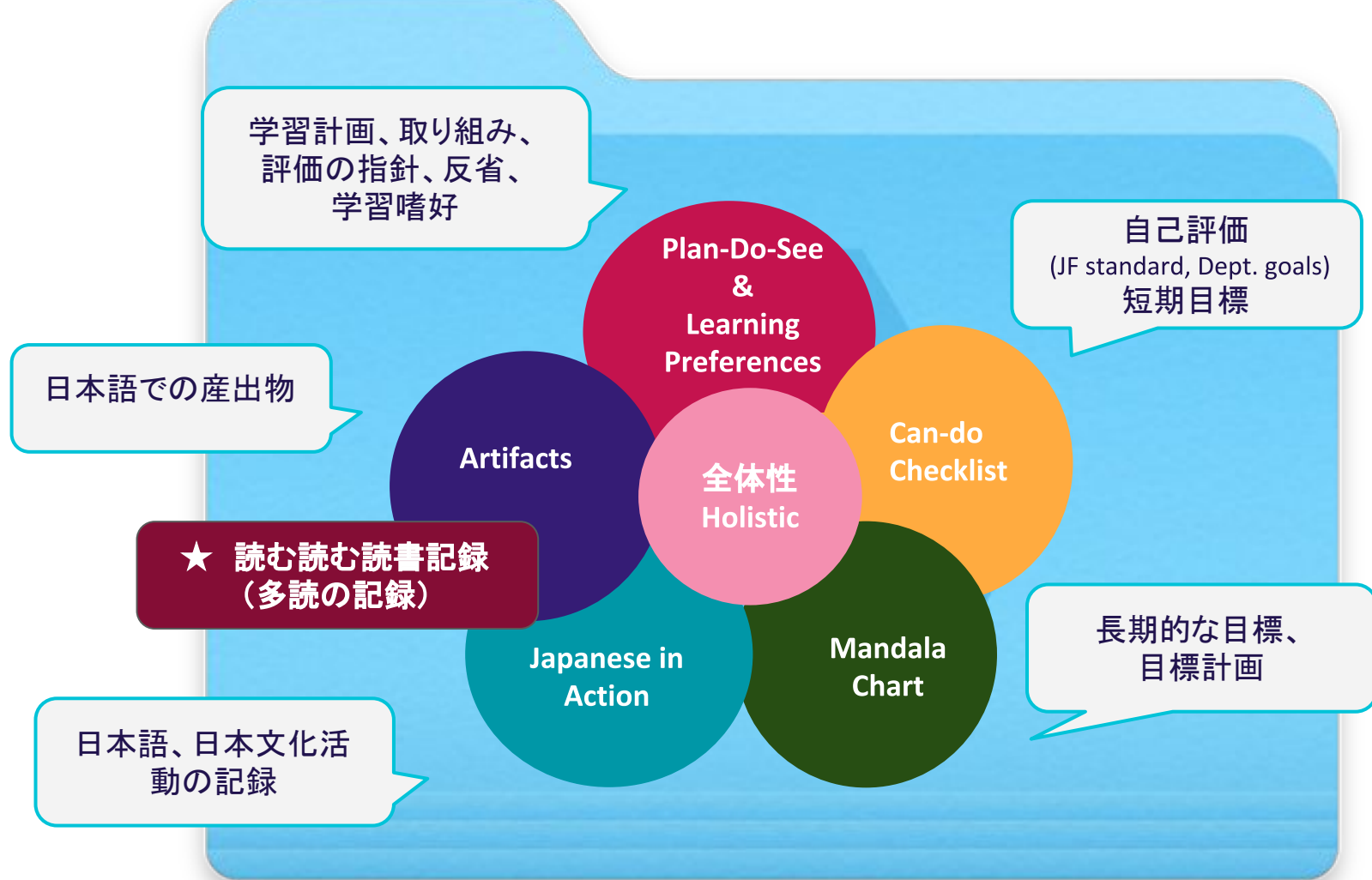
2) Can-do Statements 自己評価(短期の目標、CEFRに基づくJFスタンダードを参考に、本大学のカリキュラムに合わせたものに編集)

3) Mandala Chart(長期的な目標と目標計画)

4) Japanese in Action (日本語、日本文化活動の記録)

5) Artifacts (日本語での産出物)

★ 読む読む読書記録(多読の記録)





My Drive > O-02JPN111S19 > JPN111 (AT&JP) S19 > JPN111 S19 Portfolio



New

Folders

Name ↑

My Drive > ... > JPN111 S19 Portfolio > 2クインJPN111S19

Folders

Name ↑



Artifacts



Songs/Manga/Etc. (Outs...



Vocabulary

Files



2クイン Portfolio Self-ev...



クインよむよむきろく (R...



3アレグラJPN111S19



6シシリアJPN111S19



9セヒJPN111S19



12メグJPN111S19



15リリーJPN111S19



18ジャシューンJPN111S19



21ロイJPN111S19



22アリスJPN111S19



23 アレックス JPN111S19...



SampleたかはしJPN110F18

Plan-Do-See

Plan-Do-See

A	B	C	D	E	F	G	H
Plan-Do-See							
1. Write out your goals in studying Japanese this semester.				2. Review and evaluate your plans and performances.			
Fall 2018	<i>What I would like to be able to do next.</i>	<i>What am I going to do to reach the goal.</i>	<i>How do I know when I reached the goal.</i>	<i>Have I reached the goal? Any reflections?</i>	Not at all	A bit	Completely
	midterm			The end of the semester			
Listening 聞く	I want to be able to understand spoken sentences, at a faster pace, without struggling to keep up.	I will listen to Kaiwa dialogues more often.	I will be able to immediately recognize different conjugations of verbs and what they mean, when spoken in conversation. (Sometimes I take time to un-conjugate a verb to remember what it means... I'm not a fan of that)	Listening is still extremely difficult- but only when spoken at a fast pace. I need to keep up with vocab, so I don't spend time translating a single word in my head as the rest of the sentence is spoken.	☐	☒	☐
Speaking 話す	I want to be able to speak clearly in a Japanese conversation without stuttering or pausing to remember verb tenses.	I will practice conjugating adjectives and verbs through oral exercises on my own time.	I will be able to speak, to the extent of my grammatical & vocab-based knowledge, without having to be corrected too often.	I'm really proud of the progress I made with speaking. I still mess up a lot, but I can speak comfortably and clearly. I appreciate how often I can catch my mistakes as I speak. I got better at using Japanese speech fillers (Eeto...)	☐	☐	☒
Reading 読む	I'd like to be able to read the text in Japanese video games I played as a kid, such as "伝説のスターフィー".	I will collect video walkthroughs of portions of 伝説のスターフィー and attempt to translate them.	I'll have to look up words- but, for the most part, I'll be able to comfortably understand most sentences.	I, of course, can't understand written Japanese text easily- but I had a lot of fun reading tadoku projects by the students in our grade. I also read the graded readers, which were surprisingly easy to understand. I was extremely happy when I realized I could understand nearly every	☐	☒	☐
Writing 書く	I want to write without making grammatical errors.	I will practice writing notebook pages on Italki for native Japanese speakers to correct. Or, I will redo Japanese homework and check them with native Japanese speakers- again on Italki.	I'll finish my tests without making terribly simple conjugation mistakes/general grammar errors.	I still make small mistakes without realizing it. I think I should practice more with Tango in Context to quickly check my errors, and internalize them.	☒	☐	☐
Kanji 漢字	I want to be able to remember each Kanji without forgetting the old ones, or mixing them up.	I will review Kanji everyday.	I will immediately recognize Kanji in text, and writing Kanji will become muscle memory.	I did not review my Kanji extremely often (I want to get better at that), but I can easily recognize them in text. I will prepare flashcards of full words, rather than the kanji alone, then practice writing.	☐	☒	☐

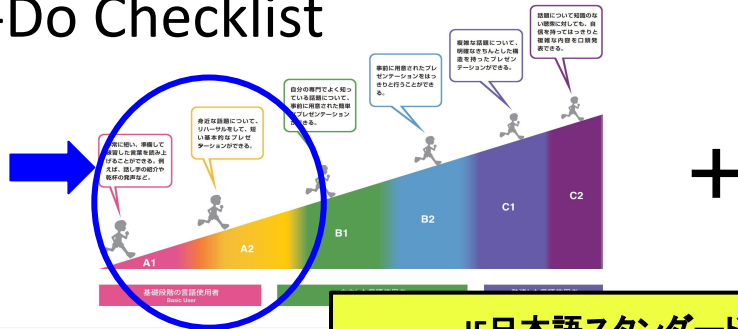
Plan

Do

See

Learning Preferences

My Preferences				
What is your preferred way of leaning?				
	Fall 2018	Fall 2018	Spring 2019	Spring 2019
Date	Midterm	The end of the semester	Midterm	The end of the semester
Listening 聞<	Listening to Genki audio I'd like to listen to JPN Talk Shows and anime dialogue, but I can't comprehend most grammar.	1. Genki audio 2. JPN Talk Shows/Podcasts/Reality TV 3. Anime	1. Genki audio 2. JPN Talk Shows/Podcasts/Reality TV (right now I'm enjoying Japanese speaking youtubers!)	Same as before, especially Japanese-speaking youtubers!
Speaking 話す	Going to the language table and talking to my professors + classmates	Going to the language table and talking to my professors + classmates	Going to the language table and talking to my professors + classmates, as well as participating as much as possible in class.	Same as before!
Reading 読む	Reading Tadoku books.	1. Tadoku 2. Graded readers 3. Tango in Context	1. Tango in Context 2. Graded readers 3. Tadoku	1. Tango in Context 2. Graded readers 3. Tadoku
Writing 書く	Writing notebook entries on Italki for native Japanese speakers to correct.	Italki is hard to keep up with often, but I still want to use it. Writing TIC is helpful.	Writing TIC is still one of the most useful for me. I enjoy Italki a lot, but it's still hard to keep up with.	Same as before!
Kanji 漢字	I am a visual learner, but my memory solidifies by writing the Kanji over and over again.	I am a visual learner, but my memory solidifies by writing the Kanji over and over again.	I am a visual learner, but my memory solidifies by writing the Kanji over and over again. I am now also finding it useful to memorize kanji by full words, rather than individually. No clue if that will be	Same as before. I've started using Anki for my flashcards. I think I need to include full words in them, though, rather than just the individual kanji.
Others []				
Your favorite parts of your studies so far :)	I love learning new grammar structures.	I still love grammar!!	Grammar! Still! And also speaking with classmates.	Always, learning new grammar. And still, talking with classmates is the most fun part about all of this.



x

- Be able to use Chinese, Japanese or Korean to navigate a variety of social and professional situations appropriately and confidently.
- Grasp of both language and culture will allow them to have nuanced discussions about social and cultural issues, as well as professional and academic topics that are of interest to them, in Chinese, Japanese or Korean.
- Learn to analyze and interpret texts in an informed and critical way, both orally and in writing.
- Be able to conduct research on topics of their choice utilizing primary and secondary sources.
- Have an understanding of East Asian literature and culture—modern and premodern—that will lead them to develop historical and comparative perspectives on the world that go beyond simple East-West binaries.
- Engage with the international community at Smith and abroad, learning to communicate respect and understanding across cultures, preparing for—and beginning—lives of ongoing influence in today's global world.

JF日本語スタンダード + 学部の学習目標 → 再編成

[illegible]

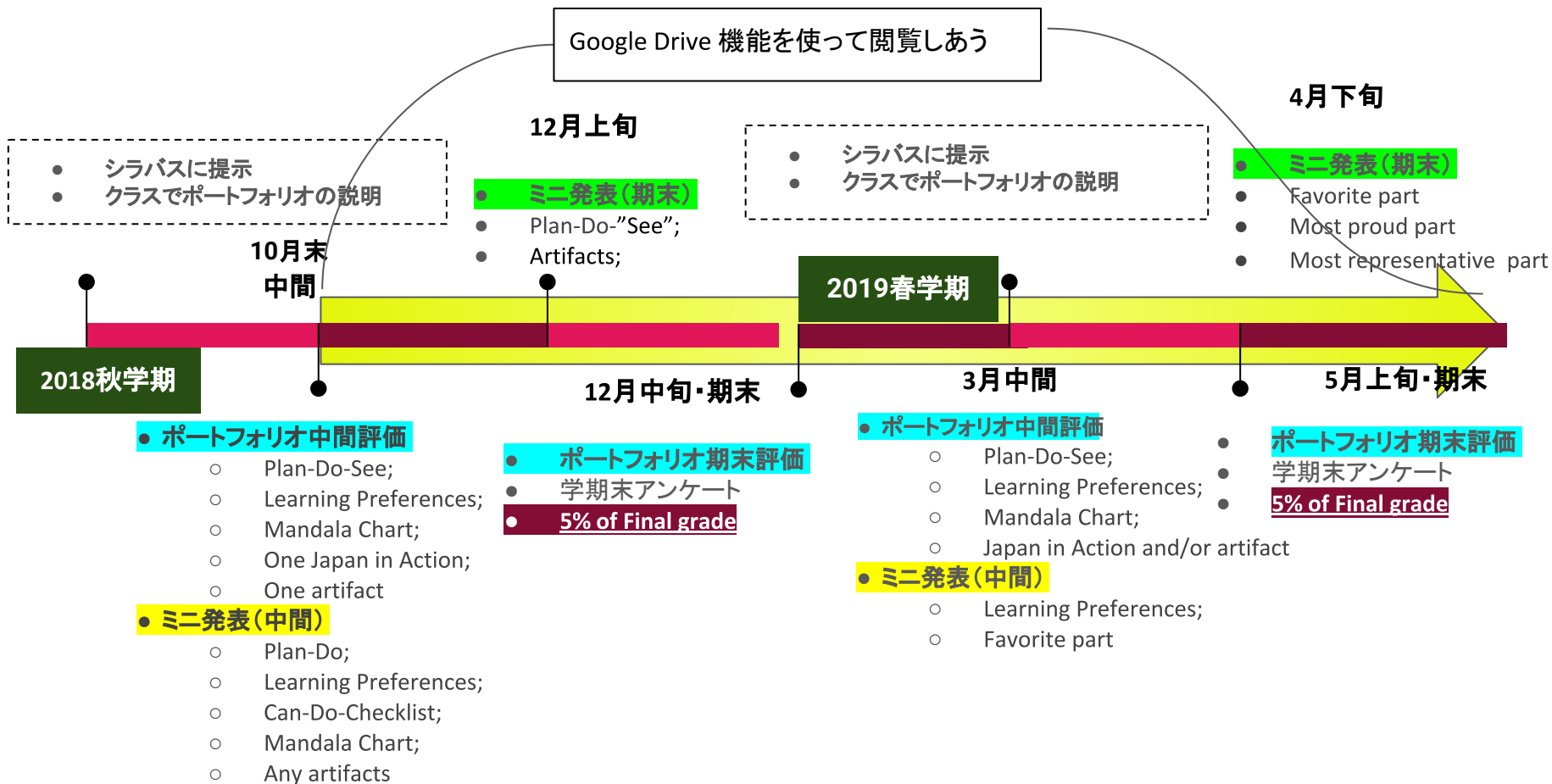
マンダラチャート(目標計画)

大谷 翔平 選手

体のケア	ケガリメント を減らす	FSQ 90kg	レスポンス改善	体幹強化	軸を治す	角度をつける	上からボール を打たなく	リストの 強化
柔軟性	体づくり	RSQ 130kg	レスポンス の安定	コントロール	不安をなくす	力まない	キレ	下半身主導
スタミナ	可動域	朝3杯	下半身の強化	体を開かす	ランニング をする	ボールを 前でリリース	回転を 減らす	可動域
集中した 瞬間の パフォーマンス	喜愛 しない	頭は冷静 心は熱く	体づくり	コントロール	キレ	軸を 治す	下半身の強化	体重増加
バネに 強い	メンタル	審判員に 負けない	メンタル	太ラエ 8球団	スピード 160km/h	体幹強化	スピード 160km/h	肩周りの強化
速く 走れない	勝利への 執念	仲間を 思いやる	人間性	運	変化球	可動域	ライナー ヒット	ピンチング を増やす
感性	愛の 計画性	計画性	おしゃフ	丁寧	智恵を 使う	カットボール を増やす	フォーク完成	スライターの キレ
思いやり	人間性	感謝	道具を 大切に使う	運	審判員への 態度	速く落差の おしこぎ	変化球	おしこぎへの 対応
礼儀	規範 の 継続力	継続力	アタシ思考	本を 読む	本を 読む	スライターの コントロール	スライターの コントロール	スライターの コントロール

Image source: [スポーツニッポン](#)

カリキュラムへの導入



考察 & Show case

Plan-Do-See & Preferences

日本語クラスの教材やクラス活動をうまく利用

自分の趣味や興味があることも混ぜる

社会的な学習(クラスメートと一緒に)もうまく利用

様々なメディアやSNSを利用

振り返りの機会

<https://www.youtube.com/watch?v=0q1WvjWdcQc>

「少しでも運転不安な人は考えて」 池袋暴走、遺族の夫が訴え

<https://www.youtube.com/watch?v=2aYoFzGwT6I>

リアーナ流、すっぴんから10分でできるセルフメイク。| VOGUE JAPAN

<https://www.youtube.com/watch?v=1xxcdrg3CKI>

美容師の本音...美容師はこんなことをしています...



Spring 2019	Have I reached the goal? Any reflections?	Not at all	A bit	Completely
	The end of the semester			
Listening 聞く	I think I can understand most of the pop songs that I listen to. Even though there can be grammar and words I haven't learned, I can guess their meanings in context and based on the theme of the song. I really enjoyed this process and will continue learning this way.	☐	☐	☒
Speaking 話す	I recommended the anime I enjoyed watching in show and tell, so I think I can mostly express my feelings and thoughts about these types of things, but when writing it still came as a bit hard for me and I definitely felt that I could say a lot more. My expressions are still limited.	☐	☒	☐
Reading 読む	Similar to reading tadoku books, I can understand some words and grammar based on context, but I think with manga, the language is usually very casual and I am not completely comfortable with reading that.	☐	☒	
Writing 書く	I don't think I have the ability to articulate my feelings about things right now, and that stopped me from writing reviews. This will be my goal next semester.	☒	☐	☐
Kanji 漢字	I found kanji actually very hard to remember, because I always read them in Chinese characters and that stopped me from reading them in furigana. And this goal is unrealistic when it comes to actually doing it because it takes too much time. I will try to do this over the summer.	☒	☐	☐

Spring 2019
“See”

漢字圏
非英語母語話者
の例

Tadoku を2学期間続けた後の反省。
文脈から語彙や文法がわかることを述べている。
漫画はまだ難しいようです。

「中国語読み」について、
厳しい反省。
次のターゲット設定、
夏休みへの意気込み。

Spring 2019	Have I reached the goal? Any reflections?	Not at all	A bit	Completely
	The end of the semester			
Listening 聞く	I'm not sure how, but this has definitely improved. I think I just got more used to hearing the vocab and conjugations.	☐	☒	☐
Speaking 話す	This definitely got better!! I just need to remember which verbs are u-verbs and ru-verbs.	☐	☒	☐
Reading 読む	I still read pretty slowly, but I understand if I go at my own pace. I think for now, that's more important.	☐	☒	☐
Writing 書く	I think my test results have improved on this end. I usually don't have to correct too many answers.	☐	☒	☐
Kanji 漢字	I can recall how to write Kanji, but now I'm forgetting their meanings, and I'm forgetting how to put together whole words. I need to find out a system for this...	☐	☒	☐

Spring 2019
"See"

非漢字圏
英語母語話者
の例

Tadoku を2学期間続けた後の反省。
読むのはゆっくりだが、理解ができることに満足。
自分の読みのスキルはどうなのかを認識。

漢字は書けるようになったが意味を忘れてしまうと振り返り。
漢字を覚える方法を模索中。

Can-Do 自己評価

☐	☒	☐	☐	☒	☐	Can read and understand simple fixed phrases such as "happy new year" or "Happy Birthday" written on New Year's greeting or birthday cards from a friend.
without help	with help	my next target	without help	with help	my next target	Can-do
Spring 2019 Midterm			Spring 2019 End of the semester			
☒	☐	☐	☐	☐	☐	Can listen to and get a general idea of simple explanations about how to use the bathroom or the bathtub, for example, while actually being shown how by one's host family.
☒	☐	☐	☒	☐	☐	Can listen to or watch media about simple information and understand some pieces of information such as what happened, when and where an event will take place, if the speech is slow and clear.
☒	☐	☐	☒	☐	☐	Can read and understand a short, simple postcard, a letter or e-mail from one's family or friends about what happened during a trip, and get a general idea of the content.
☐	☐	☒	☒	☐	☐	Can read a short, simple card, a letter or e-mail of thanks or apology from a friend written in short, simple sentences, and get a general idea of the content including grammar such as ~てくれる、もらう
☒	☐	☐	☒	☐	☐	Can read and roughly understand a short simple mail or text message from a friend one is meeting letting one know that he / she is going to be late.
☐	☒	☐	☒	☐	☐	Can look at short simple texts and find the necessary information, for example: 1) cost and plans of various tours in a brochure at the travel agency; 2) facts about the major sights and stores in a travel brochure or guide book; 3) work hours and pay in a help-wanted ad on a store window; 4) lecture cancellations and classroom changes in an email or flyer; 5) a campus or local culture festival program and locate the information one needs, such as the time and contents of items on the program.
☐	☒	☐	☒	☐	☐	Can read a menu from a Japanese restaurant and understand some information, such as the names of dishes, simple explanations of dishes, etc.
☐	☒	☐	☒	☐	☐	Can read short simple newspaper articles or other pieces of writing about a favorite sport and understand some pieces of information such as the outcome of a game and a favorite player's performance.
☒	☐	☐	☒	☐	☐	Can read a four-frame comic strip and mostly understand the content, if the dialogue is written in simple terms.
☐	☒	☐	☐	☒	☐	Can read short simple explanations introducing, for example, electrical goods on an online shopping website and understand some simple information, such as functions and size.
☒	☐	☐	☒	☐	☐	Can read a short simple blog or SNS website about, for example, hobbies, Japanese language study, and understand pieces of some information, such as people's preferences and reasons for these, effective methods of study, recommended learning materials, etc.

						greeting or birthday cards from a friend.
without help	with help	my next target	without help	with help	my next target	Can-do
Spring 2019 Midterm			Spring 2019 End of the semester			
☐	☒	☐	☒	☐	☐	Can listen to and get a general idea of simple explanations about how to use the bathroom or the bathtub, for example, while actually being shown how by one's host family.
☒	☐	☐	☒	☐	☐	Can listen to or watch media about simple information and understand some pieces of information such as what happened, when and where an event will take place, if the speech is slow and clear.
☒	☐	☐	☒	☐	☐	Can read and understand a short, simple postcard, a letter or e-mail from one's family or friends about what happened during a trip, and get a general idea of the content.
☐	☐	☒	☒	☐	☐	Can read a short, simple card, a letter or e-mail of thanks or apology from a friend written in short, simple sentences, and get a general idea of the content including grammar such as ~てくれる、もらう
☒	☐	☐	☒	☐	☐	Can read and roughly understand a short simple mail or text message from a friend one is meeting letting one know that he / she is going to be late.
☒	☐	☐	☐	☒	☐	Can look at short simple texts and find the necessary information, for example: 1) cost and plans of various tours in a brochure at the travel agency; 2) facts about the major sights and stores in a travel brochure or guide book; 3) work hours and pay in a help-wanted ad on a store window; 4) lecture cancellations and classroom changes in an email or flyer; 5) a campus or local culture festival program and locate the information one needs, such as the time and contents of items on the program.
☐	☒	☐	☒	☐	☐	Can read a menu from a Japanese restaurant and understand some information, such as the names of dishes, simple explanations of dishes, etc.
☐	☐	☒	☒	☐	☐	Can read short simple newspaper articles or other pieces of writing about a favorite sport and understand some pieces of information such as the outcome of a game and a favorite player's performance.
☐	☒	☐	☒	☐	☐	Can read a four-frame comic strip and mostly understand the content, if the dialogue is written in simple terms.
						Can read short simple explanations introducing, for example,

Fall 2018 → Spring 2019

	Take N1 Exam	Make Japanese Friends	Get a Job (as a teacher)
	Learn to Read Japanese Newspaper	Live in Japan (at least for some time)	Learn to cook Japanese Food
	Watch More Japanese Film	Continue Japanese in College	Have more conversations in Japanese

目標設定が現実的に

Make Japanese friends	Learn to type in Japanese	Read various newspapers, books, manga
Tutor beginner Japanese	Speak Japanese Fluently	Shop online at Japanese stores
Study abroad	Go see Japanese movies	Change the language of my smart device to Japanese

2 My preferences ▾

Mandala Chart (Fall2018) ▾

1 Mandala Chart (Fall2018) ▾

Mandala Chart (Fall2018) ▾

1 Mandala Chart (Spring2019) ▾

Sheet1

Fall 2018

B	C	D	E	F	G	H
Improve speaking skills	Attend Oral Checks, and try to have lengthy conversations.	Read children's manga.	Improve reading skills	Read Tadoku projects.	Listen to Kaiwa	Improve listening skills
or now, not to feel red to speak just correctly.	Practice answering Oral Test questions without preparing answers.	Keep a record of new vocab you come across, even if it isn't for class	Review all vocab every night	Try to read the text for games targeted towards a younger audience.	Listen in on other conversations at the JPN lunch table	Pay attention to the Professor's sentences
c friends a gone abroad eir experiences	Figure out Study Abroad requirements	Improve speaking skills	Improve reading skills	Improve listening skills	Practice writing vocabulary after you memorize it, to limit spelling errors.	Closely check mistakes on Lesson Tests, correct them, and ask questions if confused
ly abroad n to further comprehension	Continue taking JPN for the next few years	Study abroad in Japan to further improve comprehension	Make new friends over the internet!	Improve writing skills	Go to community study time at Dewey every week to check your written answers as you do your homework.	Improve writing skills
ad about riences of its studying broad	Research courses offered abroad	Talk to people!	Have things to talk about!	Practice self care	Write a "notebook" entry on Italki twice a week (or more) for native speakers to correct.	Revisit homework assignments.
isistently the DMs you your language ge partners.	Send asks over Tumblr	Keep up with popular anime	Draw a lot to have things to show	Hang out with your friends	Do not be overcritical over mistakes	Acknowledge where you're at, as a beginner in the language
to people social media!	Comment on Japanese artist's work	Keep up with popular movies	Have things to talk about!	Have fun seeing the weird stuff going on in social media	If something just isn't sticking, take a break	Practice self care

o-See ▾

3 My preferences ▾

1 Mandala Chart (Fall2018) ▾

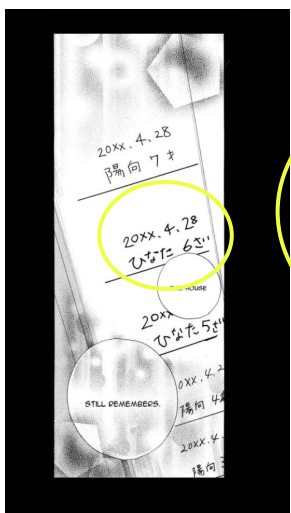
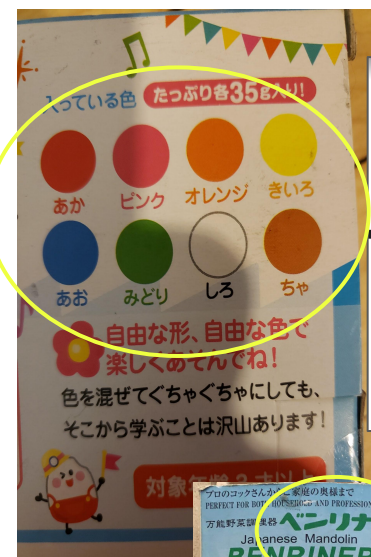
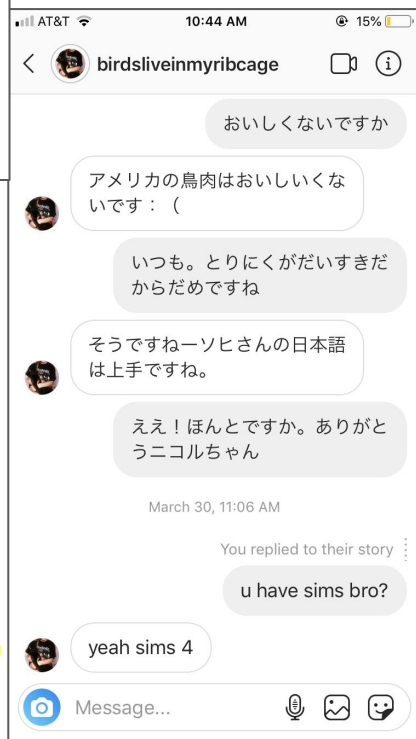
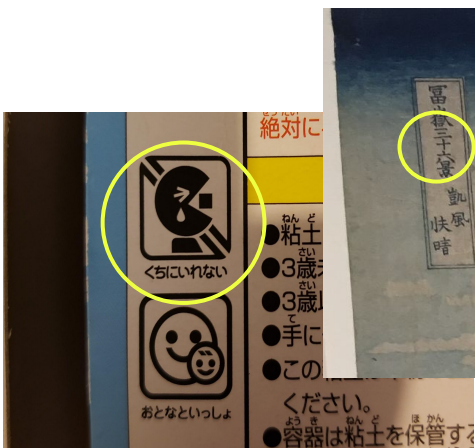
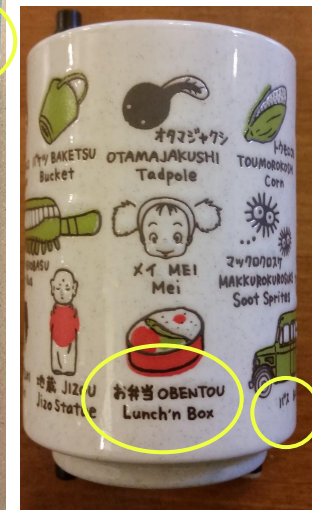
Mandala Chart (Spring2019) ▾

Spring 2019

Improve speaking skills	Attend Oral Checks, and try to have lengthy conversations.	Read children's manga.	Improve reading skills	Read Tadoku projects.	Listen to Kaiwa	Improve listening skills	Liste Show:
For no try not to pressured to quickly- just		a record of cab you come even if it isn't or class	Review all vocab every night	Try to read the text for games targeted towards a younger audience.	Listen in on other conversations at the JPN lunch table	Pay attention to the Professor's sentences	Pay at classma during
Work over th to save up m your time the		Improve speaking skills	Improve reading skills	Improve listening skills	Practice writing vocabulary after you memorize it, to limit spelling errors.	Closely check mistakes on Lesson Tests, correct them, and ask questions if confused.	Wri over ar over
Fix yourself up in ways outside of academics (so you feel confident & comfortable meeting people there)	Pick up exercising again	Fix yourself up in ways outside of academics	Prepare for Study Abroad!	Improve writing skills	Go to community study time at Dewey every week to check your written answers as you do your homework.	Improve writing skills	Text frienc taking J Ja
		Do your research!	Have things to talk about, so you can make new friends!	Practice self care	Write a "notebook" entry on Italki once a week for native speakers to correct.	Try out portfolio writing exercises for a change. (These can also be uploaded to Italki)	Ans review r M
Read blogs from AKP students	Watch tips for study abroad students on Youtube	Keep up with popular anime	Draw a lot to have things to show	Hang out with your friends	Do not be overcritical over mistakes	Acknowledge where you're at, as a beginner in the language	Keep u friendship
Do your research!	Stay on top of AKP deadlines	Keep up with popular movies	Have things to talk about, so you can make new friends!	Have fun seeing the weird stuff going on in social media	If something just isn't sticking, take a break	Practice self care	Play gai tc

日本語学習だけに
偏らない
学習の全体性
学習者の全体像が見
えてくる。

Japanese in Action



Artifacts

クラス活動との関連性 アーカイブ

- 花丸をもらった宿題
- Tadoku Book Project (学習者作成の多読本)
- 読む読む読書記録 (Tadokuの記録)
- 読む読むブックレビュー (Tadoku活動)
- Show & Tell ミニスピーチ (スクリプト、パワポ、写真、練習を録音)
- Skit 発表 (スクリプト、練習を録音、ビデオ録画)
- 大学での日本文化イベント (折り紙、大福作り、習字、太鼓)
- 学部イベント
- 外国語プログラムの詩の朗読会
- 日本語テーブル



Show & Tell : おすすめの○○
私はおすすめの物は、おてめゲームです。
おてめゲームはロマンチックなゲームです。
プレイヤーはたいい女の人です。
ゲームの中で、いくつか男の人がいて、女の人を男の人を
えらべます。そして、ゲームで女の人は男の人とたくさん話したり、
デートをしたり、いろいろなロマンチックストーリーがあつたりします。
それから、彼氏になります。
生活で、彼氏がないので、たくさん女の人はおてめゲームが
好きで、よく遊ばいます。



おすすめ.m4a



メアリー♥ ハートのハウツ...

Artifacts

漢字



Kanji

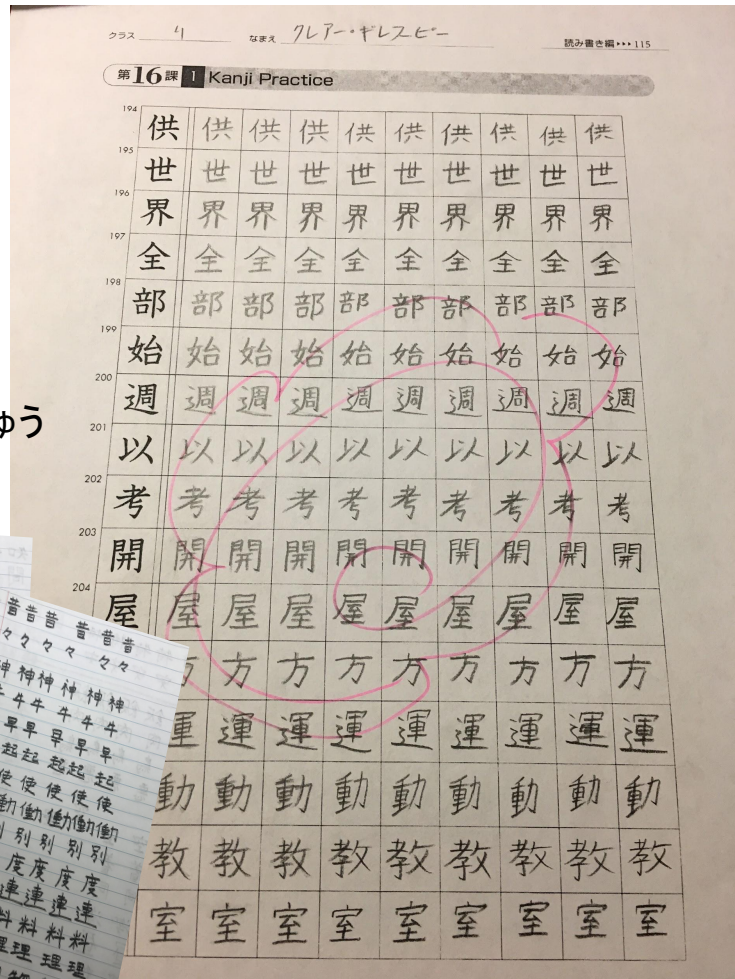


File Edit View Insert Format Data Tools Add-ons

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fx	日本			
	A	B	C	D
55	意味	いみ	注意する	ちゅういする
56	広場	ひろば	広島	ひろしま
57	自転車	じてんしゃ	運転する	うんでんする
58	走る	はしる		
59	建物	建物	建てる	たてる
60	地下鉄	地下鉄	地球	ちきゅう
61	広場	ひろば	場所	ばしょ
62	足	あし	足りる	たりる
63	子供	こども		
64	世界	せかい	世代	せだい
65	全部	ぜんぶ	部長	ぶちよう
66	始まる	はじまる	始める	はじめる
67	1回目	いっしゅうめ		
68	以外	いがい	以上	いじょう
69	考える	かんがえる		
70	開ける	あける	開く	あく
71	本屋	ほんや	部屋	へや
72	味方	みかた		
73	運動する	うんどうする		
74	教える	おしえる	教室	きょうしつ
75				

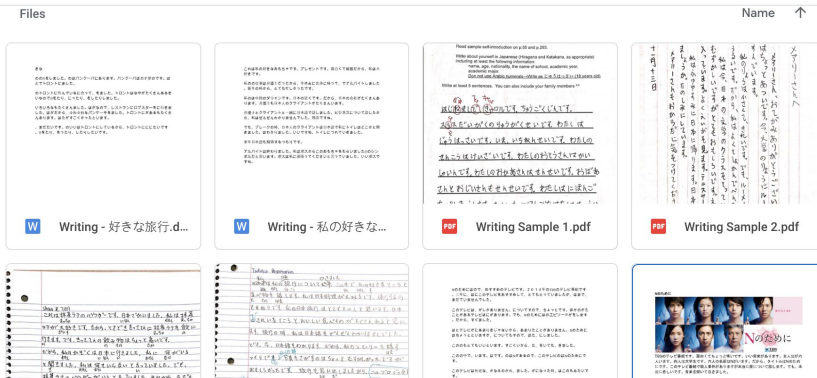
Most proud: かんじのれんしゅう



Artifacts

Writing

JPN111 S19 Portfolio > 13キャラJPN111S19 > Writing



10(じゅう)年後(ねんご)の私(わたし)へ
今は幸(しあわ)せでしょうか
それとも悲(かな)しみで
泣(な)いているのでしょうか

「今(いま)の私(わたし)」よりも
すてきになっていますか

——10年後の私へ

Help All changes saved in Drive

もう春休みは終わった。今日から日本語で日記を書くつもりだ。毎日十分かかればいいと思う。短い日記なので、是非書くようにしているね。頑張るぞ!

3.19 火

昨日の夜遅く寝たから、今日はすごく眠い。日本語のクラスを取るの بعد、CZの地下室に行った。そして、アリスさんとちょっと勉強したり、テ일러さんやキャサリンさんと宿題をしたり、オレンジを食べたりした。先輩は、「よかったら一緒にダウントウンに食べに行きませんか」と聞いていた。私たちは来週の暖かい時一緒に行くつもりだ。夜は一時間運動して、リリーさんと飛行機の切符を買って、アムリタさんとSDSやCSコースの事について話した。

3.20 水

ようやく春らしくなってきた。パレエのクラスは難しくなってきた。ターのクラスで、2 ^ 3 2 =

3.21 木

昼はヌードルを作った時は、ス教室に行って、七時から十時まで運動した。リリーさんと

3.22 金

今朝は起きられないんだ。昨日の夜遅く寝たから、今日はすごく眠い。日本語のクラスを取るの بعد、CZの地下室に行った。そして、アリスさんとちょっと勉強したり、テ일러さんやキャサリンさんと宿題をしたり、オレンジを食べたりした。先輩は、「よかったら一緒にダウントウンに食べに行きませんか」と聞いていた。私たちは来週の暖かい時一緒に行くつもりだ。夜は一時間運動して、リリーさんと飛行機の切符を買って、アムリタさんとSDSやCSコースの事について話した。

3.23 土

十一時までずっと寝ていたから、とても元気だね。朝ご飯はすごくおいしくて、食べ過ぎちゃった(てしまいました)。その後、テ일러さんと一緒にSDSの中間試験を復習した。三時に試験をしに行った。難しくなかったのに、まだ心配しているな。晩に清さんやアリスさんと、日本の旅行の時住んでいるホテルの予約をした。すごく楽しみだね。晩に、お婆さんと電話して、母と父とも電話した。お腹が空いて死にそうだから、部屋に帰して、スナックを食べた。もう十二時半だ。

Word count

Pages	5
Words	172
Characters	4158
Characters excluding spaces	4119

Close

Artifacts

翻訳「やってみた！YKMシリーズ」



Artifacts

Represents me well:

(lyrics I made w/ help from google translate)



簡単に大好きになる

(かんたんにだいすきになる)

早く恋になる

(はやくこいになる)

ひどく難しい好きになる

(ひどくむずかしいすきになる)

永遠の愛のために

(えいえんのあいのために)

心は叱られるべき

(こころはしかられるべき)

だまされてきたので

(だまされてきたので)

それでも簡単に恋に落ちる

(それでもかんたんにだいすきになる)

早く恋に落ちる

(はやくこいにおちる)

05/28
Tuesday



鎌倉 (かまくら)

江の島・鎌倉フリーパスを買う: 1,470円

小田急線に乗る、新宿(しんじゅく)から 藤沢(ふじさわ)まで

江ノ電(えのでん)に乗る、藤沢(ふじさわ) から

1st stop: 江ノ島 (えのしま)

2nd stop: 鎌倉高校前 (かまくらこうこうまえ)

3rd stop: 七里ガ浜(しちりがはま)

● 昼ご飯: Bills

4th stop: 由比ヶ浜(ゆいがはま)

経費簿なニューヨークチーズケーキ	
ビスケット biscuits	100g
無塩バター	60g
クリームチーズ	120g
グラニュー糖	120g
サワークリーム	200g
生クリーム heavy cream	150mL
卵	2個
コンスタータ	大さじ2
バニラエッセンス	大さじ1.5
レモン汁	1/4 個

Bake convention-1
① フォムは同じに 180℃で 30分焼きます
② 150℃に温度を落とすに 30分焼きます
③ チーズケーキを取り出すにオーブンの電気を切り、1時間そのままにしておきます。leave for 1 hour
④ 熱を取り、冷蔵庫で 6時間よく冷やします。



tasty!

学習の上達の 可視化・可聴化

2018年9月下旬



歌：三重野瞳 アニメ「超魔神英雄伝ワタル」

たったひとつのハートで
守りたいんだ きみを
逢えてよかった
きみでよかった
ボクの大喜欢的人が

きみがすぐそばにいてくれる
それだけで頑張れる
ぼくの淋しさを吸い込んで
微笑みにしてくれる
弱いココロは急に 迷路になって
ぼくの気持ち 惑わずけど

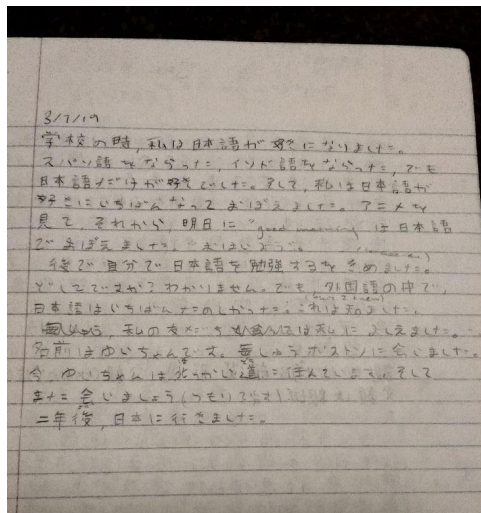
たったひとつのハートで
見つめたいんだ 夢を
運命なんかは運当たりして
きっと変えられる
たったひとつのハートで
信じたいんだ いつも
逢えてよかった きみでよかった
ぼくを待ってた人が

きみが落ち込んでメゲてたら
全力で支えるよ
今のぼくにしかできないこと

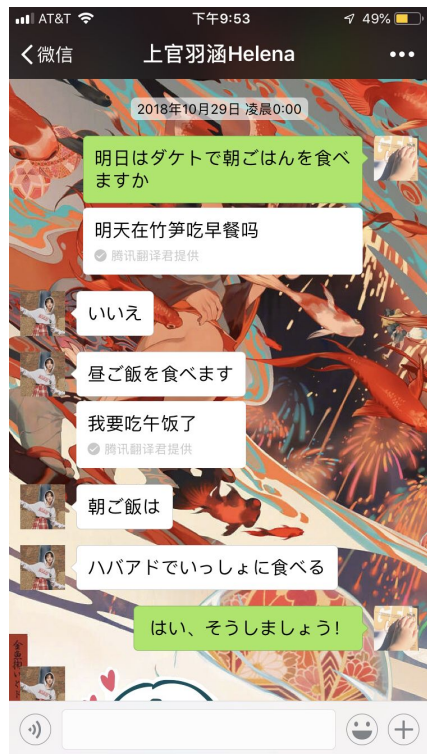
The things that I cannot do only by myself

緑＝秋学期のおわり
黄色＝春学期のおわり

2019年3月上旬（およそ6ヶ月後）



トランスランゲージ&多言語の使用



- Particles: **GRAMMAR**
- を "o" 動作搭配
- で where the event takes place
- に { ① 動作移動的方向
学校に行きます。
② 時間: 曜日, 几点, 几月
日曜日に行きます。
七時四十五分に起きます。
九月に帰ります。
* 不需要用 "に" 的时间: あした, 今日, 毎晩, いつ
- へ "e" 動作移動的方向 → 目的 "に" 替换
- X があります/います
• 用 "に" 表示地点而不是 "で"
あそこにはマクドナルドがあります。

学習障害を持つ学生との対話の例

ae ▾

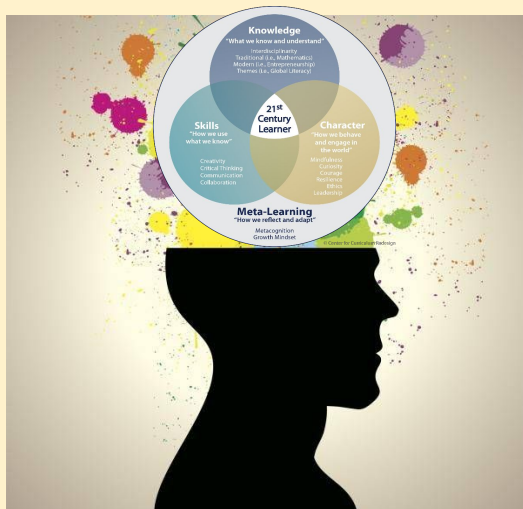
1 My preferences ▾

1 Mandala Chart (Fall2018) ▾

Mandala Chart (Spring2019) ▾

- Then one fine morning in Spring
along came the great-great-granddaughter
of the man who built the Little House so well.
She saw the shabby Little House, but she didn't hurry by.
There was something about the Little House
that made her stop and look again.
She said to her husband,
"That Little House looks just like the Little House
my grandmother lived in when she was a little girl,
only that Little House was way out in the country
on a hill covered with daisies
and apple trees growing around.

まとめ：デジタルポートフォリオ



- 学習の可視化、可聴化の媒体
- 教室外での日本語学習、気づき促進のツール
- 振り返りの機会
- 学びの多様性と流動性を受け入れる許容・柔軟性
- カリキュラムの質的評価

気づき、学び合い、励まし合い

日本語がんばろう！！

手で書くほうが
単語が覚えら
れるんだ。
スキルリストを
作り続けるよ

僕みたいに、
アニメと歌が
好きな人、
見つけたよ

来年は留学、
がんばるよ！
好きなこと
なら、
大変でも
大丈夫だよ

みんなそれぞれ
漢字の難しさがち
がうだね。

私は、漢字を
たくさん書いて
がんばったよ！

去年の9月
と今と、
私の日本語、
すごく違うよね～

トランスラン
ゲージ
助かるね！





Three words about my portfolio

JPN111 Spring 2019, May 1st.

ホリスティックな学習ツールとして

- 安心して、楽しみながら、自分にあった学習方法の探索、
- 学習の振り返りをし、全体性を見ながらバランスよく補う部分を見つける
- 多様で個性あるクラスメートと助け合い、励まし合い、学び合う気持ち
- クラスの全体性が、それぞれの学習の全体性、学習者の全体像にも影響
- 漣(さざなみ)のようにインクルージョンが機能し、学習の流れを生み出す
- インスピレーションズからアスピレーションズへ
- 継続が大切

今後

2019秋の日本語1年生も作成予定。

今学期を終えた学生の

ポートフォリオを

あと2～3年ぐらい

追っていきたい。

(学生の日本語ファン)



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資料

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- JF 日本語教育スタンダード <https://ifstandard.jp/publicdata/ja/render.do>