

Learning and Materials -- individual's internal function and social interaction

Abstract

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In this presentation, I will explain my basic concept for making and using video materials. As video materials have become ever more popular in the language-teaching classroom in recent years, articles and books about their use have begun to appear in abundance. Many of these have discussed the use of published video materials and their effectiveness in learning. However, not many have focused on the role that video materials can play in learners' reflection on their own performance in social interaction.

It is a fact that improvement in cognitive skills in foreign language acquisition is assured, not only by such much-discussed external supports as native speakers and learning materials, but also by acquired internal knowledge. External support and internal knowledge work as the factors that delimit the range of potential activities and ideas, such as the relation between learning strategies and individual learning styles (eg. Explanation-Based Learning and Similarity-Based Learning). Internal knowledge influences the nature of cognitive activities such as perception, recollection, inference and problem-solving.

One may function ably in a field for which one has ample knowledge, but in a field for which one lacks knowledge one tends to apply knowledge from other fields, often resulting in inappropriate behavior. It is impossible to provide beginning learners models that will insure social proficiency in all the situations they might encounter. Further, the knowledge required to support social interactions cannot all be obtained through explicit classroom instruction; much of it is acquired in real life.

I am proposing an experimental use of video that will allow learners to record and review their own social interactions in a process termed 'reflective metaproceduralization'. I hope that these experiments will result in a pedagogical method that will allow learners to effectively acquire new knowledge and identify cases of misapplied knowledge.

On this occasion I will only be able to report on the basic premise behind the developmental work currently in progress. In the next meeting I hope to present examples of the new type of video materials and report on the results of the experiment, as well as to reexamine the definitions of 'teaching materials' and 'learning activities' in the context of this research.