

14:35～14:55 <ショートプレゼンテーション>

「The Platypus Workshop: Caveats for smartphones in language lessons」

国際言語文化センター英語特定任期教員 グリフィス・マイケル

14:55～15:15 質疑応答

15:15～15:20 まとめと閉会の挨拶 国際言語文化センター教授 伊庭 緑

15:20～16:00 懇親会

基調講演

「スマホ・AIの活用による外国語授業」

国際言語文化センター教授 胡 金定

The main lecture, which has been translated as *Utilizing smartphones and AI in foreign language classrooms* was presented by Professor Kintei Ko of the Institute for Language and Culture at Konan University. Here is the speaker's profile in Japanese:

中華人民共和国生まれ。神戸大学大学院文化学研究科博士課程修了。

専攻と研究内容は、中国語学・中日比較文学・中日比較文化・日中関係論。

主な著書に『悉有仏性——仏教が結ぶ日中友好』（読売ライフ 2014年）、『日本と中国の絆』（第三文明 2015年）、『聴力UP 中国語リスニングトレーニング』（共著 朝日出版社 2016年）、『第三文明』月刊誌に「老子漫画」を連載中などがある。

下記の内容で、パワーポイントでお話を致しました。

1. 外国語教授法の変遷
2. スマホは外国語学習の強い味方
3. スマホの教授法
4. ボイスメモの活用
5. 百度で中国語ニュースを聞く
6. 中国記録片網の活用
7. CCTV の活用

外国語学習の四技能プラスワン(翻訳)はすべてスマートフォンで学習することが出来る。
聞く⇒百度・weblioなどで聞く。

話す⇒ボイスメモ・ボイスレコーダーに録音して、チェック。

読む⇒中国のニュースなどを読む。

書く⇒百度・weblioなどで文章を入力する。

訳す⇒百度・weblioなどで翻訳する。

AIでの外国語学について

2020年の学習指導要領の改訂により、英語は小学校では、5～6年で「外国語」として教科化され、3～4年では「外国語活動」が必修化される。これまで「慣れ親しむ」程度だった小学校英語が、「コミュニケーションできる」レベルを求められることになる。3～4年で「聞く・話す」を体験し、5～6年では「読む・書く」能力が求められることになる。

小学校から中学、高校まで、「聞く・話す・読む・書く」を実施すると、人材や費用の問題で簡単ではない。そこで登場するのがロボットである。

英語学習ロボット「Musio（ミュージオ）」は、人工知能エンジンや人工知能ソーシャルロボットを開発している米国企業のAKAが開発した英語学習AIロボットであり、自ら考えて会話し、その内容を記憶していくコミュニケーションロボットである。米国のネイティブ英語での自然な英会話ができるチャットモード、専用教材でレベル・目的別の英語学習ができるチューターモード、単語や表現、会話フレーズの発音練習ができるエデュモードを搭載し、英語学習を楽しくサポートしてくれる。

発売以来、多くの学校や教育機関で実証研究やプロジェクトが進行していて、ICT教育ニュースでも取り上げ、明星中学校・高等学校は、「Musio」を私立中学校としては日本で初めて授業に導入した。生徒が使い慣れた段階では、生徒が自由に使える時間を増やしていき、生徒の発話量を増加させるとともに、「非人間とのリアルな英会話」を通して「実践で使える本物の英会話力」を養っていく。

AIアナウンサー登場

中国の国営通信社である新華社通信と北京を拠点に検索エンジンを手がけるSogou（搜狗）は、2人の「人工知能（AI）合成アナウンサー」をデビューさせた。1人は英語、もう1人は中国語の視聴者向けである。新華社によると、最新のAIテクノロジーを利用して、実在するアナウンサーから「コピー」しており、同じ顔と声を持つという。

ニュース報道の映像から人間のアナウンサーの話し方や唇の動き、顔の表情を使い、特徴を抽出して組み合わせたものである。人間のアナウンサーが働くのは毎日8時間だが、AIのクローンは24時間365日休まずにニュースを読むことができる。

AIアナウンサーは正式に報道チームの一員に

新華社は記事の中で次のように述べている。「AIアナウンサーは正式に新華社報道チー

ムの一員となった。他のアナウンサーたちとともに、信頼性が高く、タイムリーで正確なニュース報道を中国語と英語でお伝えしていく」

新華社の AI アナウンサーは、同通信社の英語と中国語のアプリ、「WeChat」（微信）の公開アカウント、テレビ番組のウェブページ、「Weibo」（微博）のアカウント 2 件などの配信チャンネルで活躍する予定だと伝えている。<https://youtu.be/GAfiATTQufk>

伝える AI と伝えにくい AI

未来には外国語を勉強しない人が増えそうな予感がするが、果たして外国語の勉強をしない事は正しい選択なのか？

結論から言えば、外国語を勉強しておいた方が絶対に良い選択だと筆者が強く出張する。なぜなら全てを機械・AI がこなすことは不可能なのである。AI は言葉を伝えるが、文化や人間の心を伝えにくい。

〈ショートプレゼンテーション〉

「Promoting autonomous English language learning through student-recommended smartphone applications and activities」

国際言語文化センター英語特定任期教員 コバヤシ・ジネマリー
(共同研究：国際言語文化センター准教授 ウァン・マリアン)

Jeanette Kobayashi, Lecturer of English at Konan University's Institute for Language and Culture, was the next presenter who shared research results from surveying and interviewing Japanese LOFT assistants at Konan University's self-access center. Jeanette Kobayashi's co-researcher is Marian Wang, Associate Professor of English at the Institute for Language and Culture. Since December 2018, they have been researching how Japanese learners can become autonomous foreign language learners.

The purpose of the study was to identify how the Japanese LOFT assistants were able to become autonomous language learners who could be positive role models for their Japanese peers who visited the LOFT. The study consisted of two parts. In part one, data was collected from 20 Japanese LOFT assistants, who answered questions about smartphone apps, books, and other materials they used that helped them with learning English. Several assistants reported that watching movies, dramas, and sitcoms first with Japanese subtitles, next with English subtitles, and finally with no subtitles helped them improve their listening comprehension skills and their vocabulary acquisition. LOFT assistants also recommended YouTube videos and smartphone apps that were most beneficial for them. The survey results were compiled, analyzed, and then organized onto bulletin boards with tips from Japanese LOFT assistants to other

students who were interested in improving their English skills. Figure 1 demonstrates how the bulletin boards were displayed in the LOFT, according to goals related to building on the four skills (listening, speaking, reading, and writing) and test preparation.



Figure 1 : Photos of bulletin boards with suggestions from Japanese LOFT assistants

In the second part of the study, eight out of the 20 Japanese LOFT assistants were interviewed and asked about their lifelong English learning process, resources they used for learning English, and their motivation for learning English. Ms. Kobayashi's presentation focused primarily on the results from part one of the study where Japanese LOFT assistants provided tips (see Figure 1) to those students who might be struggling with the same issues that they had struggled with as EFL learners. In her conclusion, Ms. Kobayashi mentioned the following implications and limitations of the study:

- Preliminary phase- but very interesting student responses
- Technology changes rapidly- staying up-to-date is important
- Change or expand the questionnaire for LOFT assistants
- Consider getting other students involved (not only LOFT assistants)
- Have new LOFT assistants complete the questionnaire
- Create a handout based on the information on the posters to give to English teachers (who can give to students)
- Conduct more student interviews

Ms. Kobayashi hopes that the bulletin boards will motivate students who are becoming more dependent on their smartphones to have up-to-date information on the constant changes and upgrades of various apps and programs. Therefore, for Ms. Kobayashi, it seemed most fitting to give a presentation that underscores how senior students who are competent in using the English language and smartphone apps for

language (learning/study) could provide sound advice and recommendations to junior students.

《ショートプレゼンテーション》

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The last of the three lectures was presented by Michael Griffiths, Lecturer of English at Konan University's Institute for Language and Culture, who gave a short smartphone demonstration lesson that followed Puentedura's SAMR Model. The apps and services used during the lesson were free, easy to use, and promoted various interaction patterns. Figure 2 shows how the SAMR Model moves from simple substitution to more elaborate redefinition activities using modern technology.

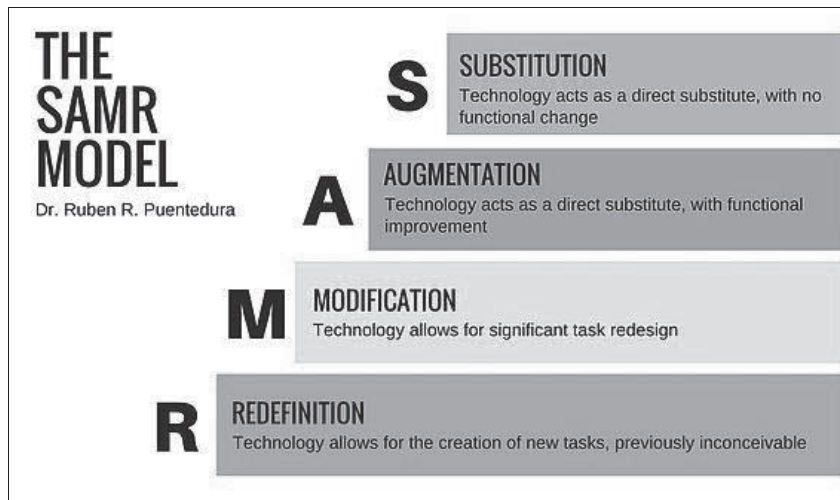


Figure 2: The SAMR Model

In his workshop, Mr. Griffiths applied Socrative, QR codes, and audio recording and explained how they were aligned with the augmentation, modification, and redefinition stages of the SAMR Model in the following way:

Augmentation - This category uses technology substitutes and has functional improvements to using analog approaches. At the start of a lesson, it is common to ask students to share their prior knowledge of a particular topic with the class. Often this

ends up with the talkative and outgoing students yelling out a few random ideas and the quieter or introverted students being reluctant to share even though they may have good ideas. In contrast, using the Socratic app for the information share task, as was done in the workshop, keeps all students anonymous, increases the chance of making more students active on the task, gives level space for all students to share ideas regardless of their level of confidence or personality, and allows for easy teacher-led review afterwards.

Modification - This category is where we see the technology allow for some significant task redesign. In the workshop, QR codes were used to direct the participants to read articles on the platypus. In fact, the QR codes enabled six languages to be easily accounted for, and the participants had agency over which language(s) they wanted to read the article in. The QR codes allow for fast and efficient access to multiple examples and types of content. Figure 3 provides two examples of QR codes for articles to be read in Korean or Chinese.

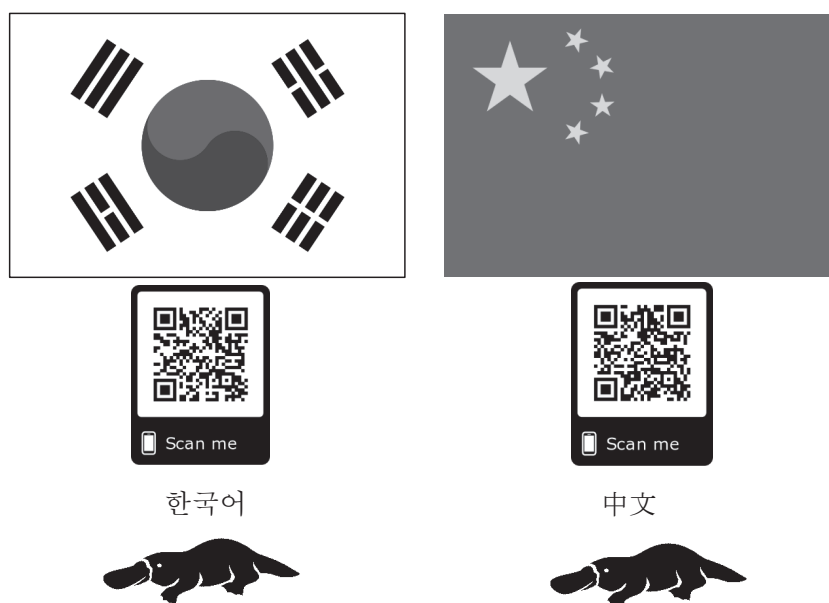


Figure 3: Examples of QR codes for Korean and Chinese articles on the platypus

Redefinition - This category is where the technology allows for new, previously impossible tasks. In the workshop, the participants were simply asked to make an audio recording of a speaking task. However, this is not the end point. In a language lesson,

students could be directed to make a number of recordings and then select their best one or review their recording for good examples of target language or errors. Previously, this type of task was only possible in dedicated language lab classrooms where a significant amount of money had been invested. Furthermore, although the workshop task was an audio recording, this could have also been done as a video recording. In addition, the files that are created by students can easily be sent to teachers or uploaded to learning management systems for review or even assessment.

In addition to explaining the SAMR model and how it could be applied to the activities in his workshop, Mr. Griffiths explained to the participants why the technology must be free, easy to use, and promote various interaction patterns such as student to student, student to teacher, or student to group. In his conclusion, he emphasized that it was important to avoid having individual students staring at their own phones and not interacting with others as many teachers have probably witnessed their students doing in class. Therefore, he stated that it was crucial to account for this issue in the teaching approach and planning of course design, aims, and objectives.

質疑応答

After the lectures concluded, the three presenters returned to the stage for a brief question-and-answer period. Questions from the audience were addressed to each and covered a wide variety of topics including how to incorporate AI into existing syllabi, making sure that curriculum goals are met, and setting up the classroom with the infrastructure needed to ensure successful completion of tasks using smartphone apps and AI. The three presenters emphasized that technological advances are indeed inevitable and how teachers and language learners are able to use modern technology most effectively will depend on the overall objectives of the course. Moreover, they stressed that foreign language learning with modern technology should not be restricted to the classroom; students should be encouraged to find their own ways for autonomous language learning, and teachers should be prepared to embrace new technologies that will enhance the quantity and quality of foreign language acquisition for all of the stakeholders involved.

The writer would like to express her appreciation and thanks to Kintei Ko, Jeanette Kobayashi, and Michael Griffiths for their contribution to this report.

(文責：WANG Marian)