

Training of University Students to Provide Online Japanese Language Instructional Support to Schoolchildren

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Summary

This paper reports on the learning observed in university students who received training to provide online support to schoolchildren needing Japanese language instruction. In developing the curriculum, particular emphasis was placed on the following three points: (1) the attitude of being close to the schoolchildren, (2) the ability to construct learning objectives for both Japanese language learning and subject learning, and (3) the skills to plan out online interactions. The “class design sheet” was introduced to make the students aware of these points, group work that requires independent activities was strongly emphasized, and finally, the students held mock math classes and exchanged their opinions. Analysis of the mini-reports, design sheets, mock classes, and post-course questionnaires of the 25 students revealed that the students’ (1) “understanding of the role of university student supporters according to the situation of the schoolchildren to be supported,” (2) “ability to create and demonstrate design sheets with learning objectives in mind,” and (3) “acquisition of basic knowledge and methods necessary for online support” improved.

Key words : schoolchildren who need Japanese language instruction, online support, supporters, training curriculum