

日本語PBLL CAMPUS TOUR VIDEO PROJECT



How can intermediate learners of Japanese at college level develop their language proficiency through a meaningful collaboration project and real-life experience?



by Kazumi Cantrell
Ball State University, Muncie, Indiana

PIXABAY

1 PROJECT & DRIVING QUESTIONS:

This project is designed for intermediate learners of Japanese to create a campus tour video in Japanese to help exchange students from Japan. They need to ask themselves:

- How can we minimize anxiety of exchange students from Japan before /after they arrive to campus?
- How can we make them feel welcoming to our campus?



2 ENTRY EVENT & ACTIVITIES



The Entry Event is

- **Ball State Trivia Quiz**
 - Students get out of the class to find out the answers!

After the quiz

- **Guest speaker, exchange students from Japan.**
 - Discuss anxiety before they come to campus

3 POSSIBLE NEED TO KNOW

Find out possible NTKs

- **Generate** (individual work)
 - Give sentence starter list and make some sentences in Japanese first.
- **Discuss**
 - With small discussion groups, they share possible need-to-knows.
- **Share** (Project Wall)
 - Post their ideas on the wall
- **Select** (Project Wall)
 - Have they determine possible need to know in a whole class.

4 INVESTIGATE ANSWERS

Students investigate their NTKs through

- **Interview task**
 - Students find their interviewees (former, current or future Japanese exchange students.)
 - Students work on the interview task sheet in class individually.
 - Students write interview questions in Japanese in small groups with vocabulary list.
 - Students
- **Survey**
 - Students will survey other students on campus about their campus.
- **Share**
 - Share the findings in a whole class in the target language
- **Reaffirm**
 - Check if all NTKs are answered in a whole class.



5 PRODUCT DESIGN

Students produce the product through

- **Product Design Worksheet**
 - Students work on the worksheet with small groups and a whole class to determine the content.
- **Learn Technical Aspects from a specialist**
 - Visit a technology center to learn how to make a video clips with some common tools.
- **Storyboard**
 - Write storyboard with small groups
 - Share with classmates and received feedback (Gallery Walk)
 - Revise storyboard
- **Script**
 - Students write scripts for video production as a draft.
 - Share with classmates and receive feedback (online)
 - Revise the scripts



6 CREATE THE PRODUCT



Students create the video through:

- **Practice**
 - Students practice script for shooting.
 - If they need to revise it, they do.
- **Shooting**
 - Students with small groups shoot the video for their responsible parts of the video.
- **Create**
 - Each group will edit the video to share
- **Sharing**
 - Students share what they shoot in a whole class
 - Classmates give them feedback online
- **Editing**
 - Each group edits the video according to the feedback
- **Upload Youtube**
 - Once the final product is created, upload it on Youtube.

7 PRESENT THE PRODUCT

Students show the final product and receive feedback online from

- exchange students
- faculty
- learners of Japanese at our university
- teachers of Japanese in Indiana



8 REFLECTION



Students and teacher reflect through

- Check if we answer all NTKs
 - Students and teacher go over NTKs and if we answer all the questions
 - Students and teacher go over driving questions and see if we respond to them well.
- Reflect the project
 - Students can reflect their project through online discussion board.
 - Students answer what they learn through this projects
 - Students and teachers suggest how to revise the project