

ユーチューブの動画から始めて、
自分の家で日本語を探して、ステキな動画を作ろう
Start with YouTube videos, find Japanese in your own home, and make great videos

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On Saturday, August 15, 2020, I presented and participated in the *CAJLE Online Gathering to Share*. My involvement as a presenter included a 15-minute talk as part of a round table discussion with two other teachers who did the same, a question and answer segment, and a gathering of participant ideas during breakout rooms, all via Zoom. The topic of my round table was entitled *Introduction to Online Activities* as determined from meetings and collaborative documents facilitated by Dr. Yukiko Yoshizumi. Using examples from my Japanese language classes during several months of remote teaching and learning, I focused on the use of YouTube as an online tool for student engagement, lesson delivery, cultural exposure, creative thinking, task inspiration, and much more. (Presentation slides are available in a separate PDF document.)

My students ranged from ages 14 to 18 and were taking Japanese 9 to 12 as additional languages in a British Columbia (BC) secondary school. All students in my classes had access to the internet and an electronic device with a camera capable of taking videos. I introduced four student tasks that started with teacher-selected YouTube videos to teach vocabulary, grammar, Japanese culture, daily life in Japan, and more. As students were spending most of their time alone at home, tasks focused on finding ideas at home and expressing them in Japanese. These tasks included: (1) Food Video Task, (2) Walkthrough Video Task, (3) How-To Video Task, and (4) Documentary Video Task. These categories of videos are common ones made by people and uploaded onto YouTube. (Task sheets are available in separate PDF documents.)

After discussing the themes for the task, I showed participants a student example of each video task. All three *Core Competencies* as laid out in *BC's New Curriculum* are addressed in these video tasks: Communication, Thinking, Personal and Social. Students communicate to an audience, think about how to process information for a video, and relate to their identities in the world personally and socially as they share their lives purposefully. (See <https://curriculum.gov.bc.ca/competencies> for further reference.)

Some of the questions I received from participants included whether or not students watched each other's videos and gave feedback to classmates. Although I would incorporate this during regular school classes, I had to scale back what could be done during remote learning due to time constraints and privacy issues – especially since my students are all minors – so videos were not shared online. I also did not want to discourage shy students from completing the task due to the potential increase in work avoidance among high school students during the pandemic. Our school has a secure learning management system for assignment uploads. Students were not expected to actually publish videos on YouTube. If we were not in a 100% remote learning situation, I would very likely have had a video watch party in class and asked for feedback.

Another question had to do with how much time students were given to complete such tasks. Students at my school were taking eight courses on a linear schedule and expected to do about three hours of schoolwork per day. Since much of the language required to complete the task was already introduced and practiced in other ways, the most complex video task was expected to be doable in less than two to three hours.

One participant asked about video editing software. Although some students could do their video in a single take, simple editing can be useful. I suggested using Clips for iPhone or something similar for other mobile devices. Using screen recording with the microphone turned on can also facilitate the creation of a walkthrough video for games played on one's phone. Since a wide range of devices are used among students, this is an opportunity to search YouTube for the perfect how-to video based on individual needs.

I appreciated these questions as they demonstrated the value of hands-on workshops. I believe that teachers benefit from role playing students so they have a sense of how students perceive a tool or activity. Hands-on workshops would also give me more insight into how teachers themselves might approach the task. I could also help them with using additional tools on their own devices to make fancier videos.

Following the question and answer segment, participants spent some time in breakout rooms to brainstorm online tools that can be used for various activities. Some tools were teacher-centred ones and would be useful for conducting an engaging class virtually. Participants also expressed an interest in trying tools introduced by the other presenters on my round table for a variety of activities. The majority of participants were teachers at the university level and beyond. I noticed that our breakout room questions appeared to emphasize the tools rather than the activity, so I do not think YouTube was mentioned too much since it is a tool that most people are already familiar with. However, if the questions emphasized the activity, then I think more participants might have thought of exciting video tasks to assign their students, in which case YouTube may be the best tool for finding excellent examples.

As a public school teacher of teenaged students, I am always thinking about accessibility, privacy, inclusion, and mental health. Some families have limited access to WiFi or need to share devices. Based on the *Freedom of Information and Protection of Privacy Act (FOIPPA)*, care needs to be taken with respect to student information. It is also important to assign inclusive tasks that value student identities and give them choice. Students during remote learning were also experiencing more mental health issues. Sometimes using too many new tech tools can be overwhelming, so I felt it was important to keep learning tools simple and still allow students to express themselves as individuals. These personal videos are something they can treasure, watch again, and use to track their Japanese language learning over time. Like professional YouTubers, they can choose to share them publicly in the future. Regardless, what they have submitted to me as an assignment is also a memory that they have given themselves, and an experience that they can choose to share with the world.