



# WHAT DO "DIGITAL RESOURCES" MEAN FOR FINNISH STUDENTS LEARNING JAPANESE?

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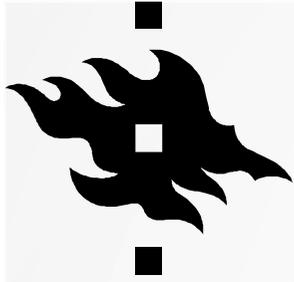
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# BACKGROUND OF THE STUDY

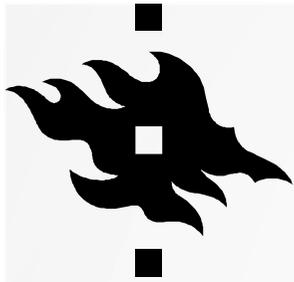
The use of technology

- recommended to effectively promote students' language learning
- teachers are strongly encouraged to use it for teaching at Finnish universities

The Roadmap for Digitalisation 2018-2020

“The best environment for studying, learning and research  
in the world by ensuring that digitalisation”

Jaakko Kurhila, chief digitalisation officer (CDO)



University of Helsinki

## Digital research university

### University of Helsinki Digitalisation Programme: Roadmap for 2018–2020 and vision for 2024

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Digiloikka

## PROJECTS & WORKSHOPS RELATED TO DIGITALISATION

<https://blogs.helsinki.fi/digiloikka/>

BA Programme in Languages

<https://blogs.helsinki.fi/digiloikka/projekti/kielten-kandiohjelman/>

<https://blogs.helsinki.fi/lennes/category/opetuksen-digiloikka/>

Japanese language and cultural studies

<https://blogs.helsinki.fi/languagecentre-languagelinks/japani-japanese/>

[http://libraryguides.helsinki.fi/asian\\_studies/japan\\_databases](http://libraryguides.helsinki.fi/asian_studies/japan_databases)

**Many projects, workshops, seminars and trainings related to digitalisation at different faculties!**

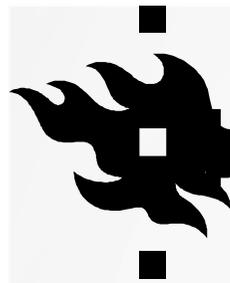
**→rich environment for digital resources**



# STUDENTS LEARNING THE JAPANESE LANGUAGE AT THE UNIVERSITY OF HELSINKI

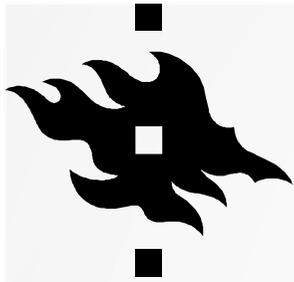
- BA programme in Languages at the Faculty of Arts  
(Japanese 1, Japanese 2, Japanese 3, Japanese conversation)
- MA programme in Languages at the Faculty of Arts  
(Advanced Japanese)
- Japanese language courses at the Language Centre and Open University (Elementary levels)

In recent years **only roughly 10% of students** applying to Japanese language and Asian Studies/Japan focus programmes have been admitted. In 2017 **the second most popular foreign language track** in the newly established BA programme in Languages, following English, was Japanese.



# KEYWORDS OF THE STUDY

- The actual situation of digital resources  
for language learning (BA and MA students' level)
- The context of Finnish universities,  
particularly of the University of Helsinki and the University of Turku
- Teacher's perspective
- Pilot study for the future



# PURPOSE OF THE STUDY

- To recognise students' understanding and use of digital resources for Japanese language learning
- To consider what resources teachers could use in the classroom context, and how.



# RESEARCH MATERIALS

1. The questionnaire contained three questions, and was conducted in autumn 2017 at the University of Turku and in spring 2018 at the University of Helsinki (in Finnish)
  - What kinds of digital resources have you used for Japanese language learning?
  - How do you use these resources?
  - What kind of digital resources do you want to use?
  
2. Observation in my classes and interview with students



# WHAT KINDS OF DIGITAL RESOURCES

- Electronic dictionary 電子辞書
- Jisho.org <https://jisho.org/>
- Wanikani <https://www.wanikani.com/>
- AnkiDroid <https://apps.ankiweb.net/>
- iKanji Touch <https://itunes.apple.com/us/app/ikanji-touch/id311920885?mt=8>
- Quizlet <https://quizlet.com/help/2444092/study-with-flashcards>
- Google translate (English-Japanese)
- SNS (facebook, LINE, Twitter)
- Japanese newspaper at AsiaPortal E-Resources



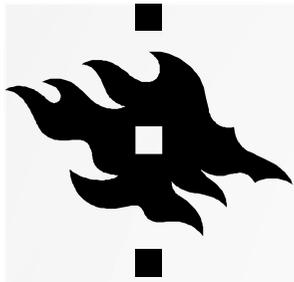
# HOW ARE THEY USED”?

- For memorizing vocabularies and kanji, for example, in public transportation
- Understanding the meaning of words
- Searching for Japanese articles and texts

→Students do not use learning sites,

such as まるごと、JFIにほんごeラーニングみなど, etc.

→Students seemingly search Japanese articles and texts  
by using alphabet letters through Google



# WHAT KIND OF DIGITAL RESOURCES DO THEY WANT

- They want to know how Japanese, Chinese and Korean material could be searched for at the same time
- Free TV sites
- Free newspaper sites
- Information on searching Japanese texts and articles



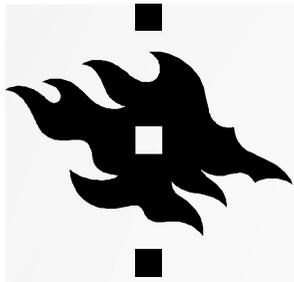
# RESULTS

1. Students tend to understand "digital resources" as mainly online applications for memorising Japanese words and letters, and online dictionaries for searching the meanings of words.

→ Even using only online dictionaries, such as [jisho.org](http://jisho.org), seemingly does not hinder their studying to reach an advanced level.

2. Digital resources are proposed as supportive tools.

→ Students use digital resources for self-practice activities and do not integrate textbook study and thesis writing.



# RESULTS

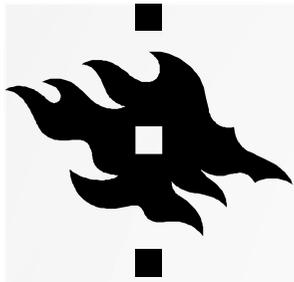
3. Students have a tendency to find digital resources through internet search engines, such as Google.

→ Not through recommended lists made by teachers

→ Students seemingly use digital resources randomly, or have limited knowledge of them.

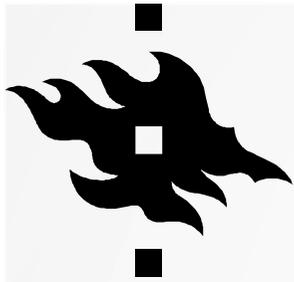
4. Students have a tendency to use resources in English rather than in the Japanese language.

→ e.g. poor condition of Finnish-Japanese in Google Translate



# PROBLEMS

- Gap between students' understanding, knowledge and skills, and the university's policy and strategy
- Not enough transmission of information, e.g. where materials are
- Not enough students' skills to search information in multiple ways
- University's policy as research-oriented, rather than learning-oriented
- University's policy not corresponding to the diversity of languages



# TASKS FOR THE FUTURE : FOR TEACHING AND FURTHER SURVEYS

As teachers:

- Thinking with students together about merits and effectiveness of digital resources for language learning
- Considering possibilities within limited costs and time in the context of Finnish universities

For further surveys

- Bridging the gap between university policy and the reality of students
- Reporting the actual teaching environment which contains language diversity



**THANK YOU FOR LISTENING TO  
MY PRESENTATION!**



# REFERENCES

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