



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

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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

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

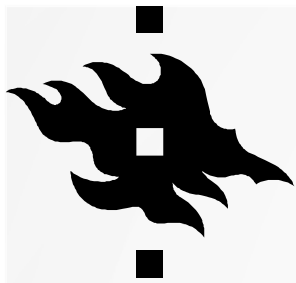
- To recognise students' understanding and use of digital resources for Japanese language learning
- To consider what resources teachers could use in the classroom context, and how.



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, 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

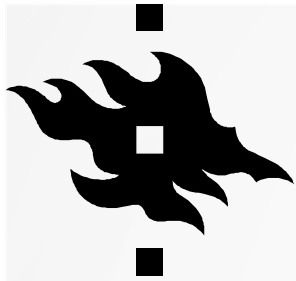
3. Students have a tendency to find digital resources through internet search engines, such as Google.

→ 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:

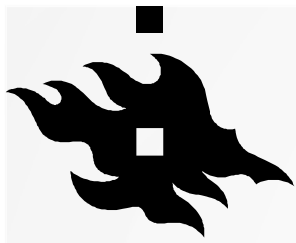
- Thinking with students together about merits and effectiveness of digital resources for language learning
- Considering possibilities within limited costs and time in the context of Finnish universities

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!**



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