



LAGUARDIA COMMUNITY COLLEGE & MATSUSHO JUNIOR COLLEGE
NEW YORK, US & NAGANO, JAPAN

PROJECT REPORT

Developing Language Skills in Authentic Environment Online Video Exchange Project between Inter-Pacific Community Colleges

LaGuardia Team:

Tomonori Nagano
Hiroko Miyashita
Kyoko Toyama
Miho Fujimori
Rieko Horiwaki-Ishibashi

Matsusho Team:

Justin Barrera
Shigeo Itoi

Wednesday, February 24th, 2016

1 INTRODUCTION

Advance in technology has created many new modes of communication that were unimaginable just a few decades ago. For students in present-day language classrooms, it is nothing special to share their news and ideas with an unidentified number of audience with Social Media such as *Facebook* and *Twitter*. With *Instagram* and *Oovoo*, photos and video clips are readily shared with their friends, who may live miles away from their hometown. However, these communication modes and the new technology have little, if not any, impact on pedagogy in the foreign language classroom. Most foreign language instructors would agree that foreign languages pedagogy is almost identical to what we were using three or four decades ago. Textbooks offer rich yet highly standardized and routine exercises in the target language, which constrain interaction using the target language only within between the instructor and student or among students in classroom. It is just unfortunate that foreign language pedagogy has not fully taken advantage of the new modes of communication and has not taken on the challenge of making students use the target language in a real, meaningful, international, and authentic environment.

The purpose of this project is to develop guidelines for a video-based language exchange activity as part of foreign language class pedagogy in Japan and in the U.S. This video-based language exchange activity enables foreign language students to use the target language in meaningful contexts, using simple but very engaging video-taping and video-sharing technology.

The current guidelines are the product of the two institutions' collaboration for one and a half years. We have developed the guidelines because we believe that such solid guidelines are crucial to expand and disseminate the success of our international collaborative projects to colleagues and other colleges and universities. We hope that the guidelines can help us scale up our project to a larger audience and help other instructors teaching English/Japanese develop similar projects in their classes.

2 PROCEDURE

2.1 Overview

The Matsusho-LaGuardia Video Exchange Project is:

- an inter-pacific collaboration between Matsumoto Junior College (Nagano, Japan) and LaGuardia Community College, CUNY (New York, USA)
- a video exchange projects between First-year Interactive English class in Japan and Japanese language class in the U.S.
- an opportunity to provide authentic and meaningful use of the target language to language learners.
- an attempt to incorporate project-based assignments into the foreign language curriculum
- able to enhance motivation and interests in learning the target language

During the initial/pilot stage of this video exchange project in Spring 2015, about 20 students in the First-year Interactive English class at Matsusho Junior College in Japan and about 30 students in Elementary/Intermediate Japanese courses at LaGuardia Community College in the U.S. exchanged 98 video clips, using their target languages. The project continued to Fall 2015 and we are expecting to develop this collaboration into a larger scale in the future.

2.2 Procedure of the project

The video-exchange project has been conducted between Interactive English courses at Matsusho Junior College in Japan and Elementary/Intermediate Japanese courses at LaGuardia Community College. The project started to grapple with the limitation of meaningful use of the target language in foreign language classrooms by introducing a simple new communication mode to the foreign language instruction. Participating students were required to make short video clips on various topics/prompts and to develop virtual conversation with their language partners who were studying their native language. The goal of the project was presented to students as such to provide them with opportunities to interact with native speakers of the target language and also offered experience in tutoring students who were learning their native language.

In the project, a group of students or individual students were paired with their partner group/students in the partner college and were requested to make short videotaped conversations in English or Japanese. Topics for conversation were carefully designed so that the participants could nourish a sense of rapport with their partners, would feel comfortable using their

target language in an encouraging and supportive environment, and would be motivated to reciprocate their communication by discovering more about life and culture of their partner students. In one semester, the following topics were chosen as the recommended topics:

- (1) Self-introduction
- (2) Your favorite places or your hometown
- (3) People whom you respect / your hero(es)

For example, one thread of the virtual conversation started with a short introduction to the hometown by Japanese students (videotaped in English) and concluded with a question about the hometown of their partner students, who were learning Japanese in New York. The partner students responded to their initial communication by creating another short video clip about New York City (in Japanese), ending with a few questions to their partner students about their customs and favorite activities in Japan. During in this particular semester, 98 video clips were exchanged among 50 students in similar manners.



(a) Matsusho students in a group introducing themselves to LaGuardia students
(b) LaGuardia students in a group introducing themselves to their partner groups in Matsusho
(c) Matsusho students introducing their campus facilities to their partner students in LaGuardia
(d) LaGuardia student introducing her Blog project in the Elementary Japanese class

2.3 Levels of the participating courses

The proficiency levels of the participating students varied, but the majority of students were in the first-year language courses. Students in these first-year language courses usually have limited proficiency in the target language (Novice-Mid to Novice-High on the ACTFL Proficiency scale), but we found that the students were able to devise various communication strategies (e.g., using realia) to make their presentation videos comprehensible to their language partners.

Eventually, however, we agreed that video exchanges among the first-semester (lowest-level) students were misunderstood by the partner students too often. On one hand, such misunderstandings were great learning experience because reasons for communication breakdowns were not only due to the limitation in the fluency in the target language but also due to misunderstandings of their partners' cultural and social backgrounds. On the other hand, we observed that too frequent communication breakdowns were detrimental to our students' motivation in continuing their video exchange activities. So, we decided to ask students in the low-level courses to add a short note in their native language at the end of the video footage. The short interpretation at the end of the video clip helped significantly improve the comprehensibility of video clips from students in the low-level language courses.

One specific group of students who have demonstrated exceptional success was a group of heritage language speakers. In the U.S. context, a heritage language learner speaks English as their primary language but also speaks a language other than English because their parents or grandparents speak the non-English language at home. One of the participating courses at LaGuardia (learners of Japanese) was for heritage speakers of Japanese and the class consisted of (mostly) U.S.-born students who had at least one parent who spoke Japanese. These students also used Japanese at varying proficiency levels, but all of them had personal interests in Japan and in Japanese culture. We found that their engagement in the video exchange project was much more active than those who are studying Japanese as a foreign language.

2.4 Instructions for the project

The instructions for this video-exchange project is intentionally left open-ended so that it will give students autonomy and room for creativity in developing their video presentations. The following instructions were given to LaGuardia students (learners of

the Japanese language students):

You, either as an individual or as a group, should submit short video messages in the language that you are studying (i.e., Japanese for LaGuardia students). The video should be in sufficient length (1min at least) and follow the topic provided for each video. Your video should have the following components:

- Response to the question(s) from your partner students at the other college (i.e., Matsusho students)
- Presentation on a given topic
- Question(s) for your partner students at the other college (i.e., Matsusho students)

You should use your smartphone to record your videos. It is encouraged to shoot your presentation outside of classroom (e.g., Courtyard, Cafeteria, Park etc), but avoid locations with loud noise. It is also encouraged to use realia (actual objects or places that you are talking about) in your presentation. For example, if you are going to talk about Central Park to introduce New York City, the best location to tape your presentation will be in Central Park.

Once you have finished your video recordings (you can try as many times as you want), submit your best video to your instructor. The size of the video will be very large and you won't be able to use your e-mail to submit your video. Please see below for the free apps available for you to submit your videos. When you submit your videos, please also submit (1) the topic of your presentation, (2) names of the group members in your presentation, and (3) the date and place where you took the video.

2.5 Technology

There are a large number of free online services, with which students and instructors are able to create and share their video clips. In our project, we presented the following services to students because they were free and were relatively known to the students.

(4) E-mail

- E-mail (with Gmail, Yahoo Mail, Hotmail etc.) is a possible option, but they are usually limited to an attachment smaller than 20M-25M bytes. Since most of video clips will be much larger than that, students are probably required to use one of the alternative options as well.

(5) Cloud storage

- Dropbox (<https://www.dropbox.com>), Google Drive (<https://www.google.com/drive/>), OneDrive (<https://onedrive.live.com>) etc. If students have a Dropbox/Google Drive/OneDrive account, they can upload their videos to their account and share the file with the instructor (usually by sending a link to your video file). The procedures are slightly different in each service, but they are all free up to 5G to 15G bytes.

(6) YouTube (<http://www.youtube.com>)

- YouTube can also be used to share video files. As long as students make their video clips "private", their videos will not be available to the general public. Students can send a link to your video file to their instructor.

These different forms of the services (i.e., e-mail, cloud, YouTube) used by the students were integrated into one common platform shared by the instructors at Matsusho and LaGuardia. We decided to use Slack as our shared platform.

(7) Slack (<http://www.slack.com>)

- Slack is a communication platform among a group of people who share the same task. Slack can connect all types of popular electronic tools such as e-mail, Cloud services, and online services (e.g., YouTube, Flickr, Twitter) so that people can use one platform without any need of constant switching between apps.

3 OUTCOMES OF THE PROJECT

The project between Matsusho and LaGuardia has been evaluated by the student surveys administered at the beginning of the semester (pre-assessment) and at the end of the semester (post-assessment). The results of the surveys are presented in Appendix. This 12-item surveys have revealed that this project is effective primarily in enhancing students' motivations and in fostering their interests in learning the target language.

The positive changes have been observed in the six items out of the twelve items of the survey. These items were mostly concerned about students' motivations in learning the target language (e.g., "Q6: Do you feel motivated to practice your language of study outside of classroom time?") and their interests in the target language (e.g., "Qo4: Do you like the language you are learning?" and "Q10: Do you feel you will travel to use your learned language skills with native speakers?"). On the other hand, the project had no impact on the expected use of the target language at work and for private life (e.g., "Qo2: Do you feel that you will have the chance to use the language of this course for work" and "Qo3: Do you feel that you will have the chance to use the language of this course for your personal life?").

The two open-ended questions also reveal varieties of feedback and reflections about students' participation in the project. A few representative feedback in the open-ended survey items are also presented in Appendix. These students' feedback substantiates students' positive experience with this project but also demonstrates a wide range of learning experience that our students have gained through interaction with native speakers of the target language. In the case of the students at Matsusho Junior College, finding the opportunity to speak with peers from outside of Japan supersedes the impact of practicing with fluent speakers, since it affords these students the opportunity of recognizing in themselves the value of their language skills as already real and not just a distant potential goal. By seeing their foreign peers struggle with their native language it normalized their own struggles allowing for the learning environment to shift further toward a growth mindset.

4 THREE RECOMMENDATIONS

To conclude this report, we would like to present three recommendations that made our intercollegiate project successful and fruitful for our students. The first element is *logistics*. In any project, making solid logistical arrangements is a key to a successful project execution. This is especially true when a project involves two institutions in different geographic locations, with different institutional ethos, and with different amounts of resources, enthusiasm, and human capitals available to the project. Although each of these institutional differences may not be a major obstacle to the project by itself, but without careful attention to these details, they can become a major stumbling block during the administration of the project. The second element is *simplicity*. Given the complexity of this distant collaboration, any additional project attribute may obscure the goal of the project. In our experience, it has always been better to keep the requirements of the project minimal and to leave as much flexibility as possible. Finally, *willingness* is fairly important as well. Using content supplied by another class can feel uncertain and daunting for many professors since there is a somewhat loss of control over the quantity and quality of class material. Equally instructors may feel uncertain about the ability or quality of output by their students and how it will reflect upon them. Participating in an international intercollegiate collaboration requires a willingness by the instructors to shift some of the responsibility onto their respective class students and an equal amount of trust onto the students of the collaborating class. This shifting of responsibility of class content onto the students allows for a more student centric classroom event providing the opportunity for students to experience deeper engagement and hopefully deeper learning

If you are interested in more information about the Matsusho-LaGuardia Video-Exchange Project, please contact Prof. Tomonori Nagano (LaGuardia Community College / tnagano@lagcc.cuny.edu / 718-482-5484) or Prof. Justin Barrera (Matsusho Junior college / justin.barrera@t.matsu.ac.jp / 026-348-7200).

A STUDENTS' EVALUATION

Q01: Did you choose this course because you feel it will be important for your future? このコースを選んだのは、あなたの将来にとって大切だと思ったからですか？

	Pre-test	Post-test
Neutral どちらでもない	3 (9.70%)	0 (0.00%)
Not really あまり	3 (9.70%)	0 (0.00%)
Somewhat 少し	12 (38.70%)	6 (46.20%)
Very Much 非常に	13 (41.90%)	7 (53.80%)

Q02: Do you feel that you will have the chance to use the language of this course for work? このコースで学習している言語は将来、仕事で使う機会があると思いますか？

	Pre-test	Post-test
Hardly 全く	0 (0.00%)	0 (0.00%)
Not really あまり	2 (6.50%)	0 (0.00%)
Neutral どちらでもない	5 (16.10%)	2 (15.40%)
Somewhat 少し	14 (45.20%)	8 (61.50%)
Very Much 非常に	10 (32.30%)	3 (23.10%)

Q03: Do you feel that you will have the chance to use the language of this course for your personal life? このコースで学習している言語はプライベートで使う機会があると思いますか？

	Pre-test	Post-test
Hardly 全く	0 (0.00%)	0 (0.00%)
Not really あまり	1 (3.20%)	0 (0.00%)
Neutral どちらでもない	2 (6.50%)	0 (0.00%)
Somewhat 少し	11 (35.50%)	6 (46.20%)
Very Much 非常に	17 (54.80%)	7 (53.80%)

Q04: Do you like the language you are learning? あなたは、今学習している言語が好きですか？

	Pre-test	Post-test
Hardly 全く	0 (0.00%)	0 (0.00%)
Not really あまり	0 (0.00%)	0 (0.00%)
Neutral どちらでもない	0 (0.00%)	0 (0.00%)
Somewhat 少し	6 (19.40%)	1 (7.70%)
Very Much 非常に	25 (80.60%)	12 (92.30%)

Q05: Do you think others studying your language think it is interesting? あなたのクラスメートもその言語は面白いと感じていると思いますか？

	Pre-test	Post-test
Hardly 全く	0 (0.00%)	0 (0.00%)
Not really あまり	1 (3.20%)	0 (0.00%)
Neutral どちらでもない	3 (9.70%)	0 (0.00%)
Somewhat 少し	9 (29.00%)	5 (38.50%)
Very Much 非常に	18 (58.10%)	8 (61.50%)

Q06: Do you feel motivated to practice your language of study outside of classroom time? あなたは学習している言語を授業時間外の日常生活で、練習する意欲を感じますか？

	Pre-test	Post-test
Hardly 全く	0 (0.00%)	0 (0.00%)
Not really あまり	0 (0.00%)	0 (0.00%)
Neutral どちらでもない	6 (19.40%)	2 (15.40%)
Somewhat 少し	11 (35.50%)	3 (23.10%)
Very Much 非常に	14 (45.20%)	8 (61.50%)

Q07: Do you feel you have opportunities to practice outside of classroom time? 授業時間外の日常生活の中で、学習中の言語を練習する機会があると感じますか？

	Pre-test	Post-test
Hardly 全く	1 (3.20%)	0 (0.00%)
Not really あまり	5 (16.10%)	2 (15.40%)
Neutral どちらでもない	6 (19.40%)	1 (7.70%)
Somewhat 少し	11 (35.50%)	7 (53.80%)
Very Much 非常に	8 (25.80%)	3 (23.10%)

Q08: Do you believe that practicing outside of classroom time will improve your language skills? 授業時間外の日常生活の中で練習をする事であなたのは語学力は上達すると思いますか？

	Pre-test	Post-test
Hardly 全く	0 (0.00%)	0 (0.00%)
Not really あまり	0 (0.00%)	0 (0.00%)
Neutral どちらでもない	2 (6.50%)	0 (0.00%)
Somewhat 少し	8 (25.80%)	3 (23.10%)
Very Much 非常に	21 (67.70%)	10 (76.90%)

Q09: Do you think that practicing outside of classroom time improves your motivation? 授業時間外に練習をする事はあなたのモチベーションを上げる事に繋がると感じますか？

	Pre-test	Post-test
Hardly 全く	0 (0.00%)	0 (0.00%)
Not really あまり	1 (3.20%)	0 (0.00%)
Neutral どちらでもない	4 (12.90%)	2 (15.40%)
Somewhat 少し	9 (29.00%)	4 (30.80%)
Very Much 非常に	17 (54.80%)	7 (53.80%)

Q10: Do you feel you will travel to use your learned language skills with native speakers? あなたは習得した語学力を使って、ネイティブスピーカーと話す為に旅行をすると思いますか？

	Pre-test	Post-test
Hardly 全く	1 (3.20%)	0 (0.00%)
Not really あまり	2 (6.50%)	0 (0.00%)
Neutral どちらでもない	5 (16.10%)	1 (7.70%)
Somewhat 少し	10 (32.30%)	5 (38.50%)
Very Much 非常に	13 (41.90%)	7 (53.80%)

Q11: Do you feel that practicing with native speakers increases your desire to travel abroad? ネイティブスピーカーと練習をする事で、あなたの海外を旅行したいと言う気持ちを高めると感じますか？

	Pre-test	Post-test
Hardly 全く	1 (3.20%)	0 (0.00%)
Not really あまり	0 (0.00%)	0 (0.00%)
Neutral どちらでもない	1 (3.20%)	2 (15.40%)
Somewhat 少し	8 (25.80%)	1 (7.70%)
Very Much 非常に	21 (67.70%)	10 (76.90%)

Q12: Do you feel that getting to know people who speak other languages motivates you to travel abroad? 他言語を話す人達と知り合いになる事は、あなたにとって海外旅行をする意欲をかきたてると感じますか？

	Pre-test	Post-test
Hardly 全く	0 (0.00%)	0 (0.00%)
Not really あまり	0 (0.00%)	0 (0.00%)
Neutral どちらでもない	3 (9.70%)	0 (0.00%)
Somewhat 少し	6 (19.40%)	3 (23.10%)
Very Much 非常に	22 (71.00%)	10 (76.90%)

13. Please share your ideas on how practicing with native speakers will influence or has influenced your studies: ネイティブスピーカーと練習をする事が、あなたの学習にどのような影響や変化があったか、あるいはあると思うかについての意見をシェアして下さい。

- Pre-test
 - Practicing with native speakers will motivate me to learn more, as I will be able to not only learn from a textbook, but also learn from experience, which may be more valuable than standard learning.
 - I believe that practicing with native speakers will influence because it will motivate me to learn more about their culture and to be able to speak with them regularly.
 - I manage a coffee shop in the city and in Brooklyn and it is very helpful to know some key phrases in other languages to help tourists get around.
 - When I listen to others speaking in a different language it makes me feel like I want to get involved.
 - You learn more about the language, the native speaker can correct you. you learn the language through communicating with a native speaker. I think it's a great way to learn the language.
 - I think speaking with someone in their language help a lot because they can correct you in your errors and give you advise.

- Practicing with native speakers will influence my studies by finding an appropriate time to study with the native speakers from Japan, simply because the time-zones are different. Learning kanji strokes and bigger vocabularies.
- Speaking with Japanese native speakers increases my curiosity in learning their language. Although I only understand very little of what they say, knowing that I understand some of it encourages me to learn more in that language.
- In my opinion, the best way to learn a language is learning by talking with the native speakers because learning through the book is very limited. I am very sure practicing the language with native speakers will approve the language skill.
- 今までの授業では書いてばかりで会話に直結してるとは思えなかった。しかしこの授業はネイティブの人とやりとりすることで書くことでスピーチ能力もつくり、恥ずかしさを前よりも捨てられるようになったと思う。
- 英語を話すのが好きになった
- 生の英語を聴いて発音の違いを理解できた
- もっと英語が話せるように学習する意欲が湧くと思います。

- Post-test
 - It will help me understand the way the language is used in different regions.
 - It helps me feel more motivated to learn Japanese. Also, using this language can be used to connect with a different culture and meet great people on the other side of the world and experiencing that is pretty interesting in my opinion.
 - 本当の英語？話し言葉などがきけたりできていいと思った
 - 海外や外国人に対しての意識や関心が高まったと思う。

14. Please share how communicating with students in other countries will influence or has influenced your desire to travel, study or work abroad: あなたにとって海外旅行、留学、または海外で働きたいという気持ちは、海外の学生達とコミュニケーションをとる事で、どのような影響や変化がありましたか？あるいはどのように影響、変化すると思いますか？あなたの気持ちをシェアして下さい。

- Pre-test
 - Being able to communicate with students in other countries will influence my desire to travel abroad to study or work abroad to be able to make new friends and get to learn about their daily lives.
 - I believe that this collaboration will increase my desire to travel abroad, especially since it's already something I want to do.
 - Listening to others speak and talking to them about their countries and how their experiences and cultures differ from my own makes me feel like I want to be a part of their culture too. Here in New York we have many diverse students which makes me feel like the whole world is here in New York.
 - Communicating with students in other countries will influence my desire to travel, study and work abroad because I'll have more confidence speaking in the language, gain better knowledge about the culture and feel more motivated.
 - I think it'll encourage me, but I won't travel or study abroad until I finish my education in a 4 year institution here in the US.

- When people want to travel or study abroad, they use online resources to make their mind. However, online resources are limited and there might not enough information. Getting information from someone who's from other countries will give them great information and it will be easier to make their mind.
- Being a LaGuardia student has taught me to be grateful to learn from other people that share a different culture and belief. In that same way it has kindle my interest to learn their language.
- Communicating students in other countries has influenced me in different ways. Through conversations, I was able to learn about other cultures a lot such as food, clothing, and music. Knowing another culture made me want to travel and study abroad.
- 海外の人とコミュニケーションをすることで私はその国の表の面しか知らなくて、その国にいるからこそ感じるということが多く感じた。今では海外の人とコミュニケーションをするのが楽しくて是非会って話したいというように思えた。
- 英語でコミュニケーションができることがすごいことだと思った。
- 海外にとっても興味を持てた。海外の学生も日本語を頑張っているんだと思えた。
- 海外の学生達と話すことで、自分が将来留学をしたり、海外で働くことがイメージしやすくなりました。
- もうちょっと話せないとキツイだろうなと思う
- Post test
 - Being able to communicate with students in other countries will make it easier to make new friends.
 - Communicating with the students from Japan was fun and in-

- teresting and I've found myself more motivated to learn more in this language. It made me think about my native language, which is English. I never looked at English being something difficult to learn, it was always there for me. Learning Japanese, it made me think. Do native Japanese speakers feel the same way about their own language? Then, when I started communicating with Japanese students who are learning English, I felt as if I gained some kind of connection. Sure, our pronunciation in the language we are trying to learn wasn't perfect, but it showed that it's okay to make a mistake in pronunciation here and there. Even watching them accidentally make a momentary awkward pause in communication, made it that much easier and fun to communicate back to them in Japanese. We would sometimes find ourselves doing the same thing when speaking Japanese. Even if it was just a small sentence or two that I pronounced horribly in Japanese, the Japanese students still understood me and that influenced me to learn more and to become a fluent Japanese speaker. It also influenced the thought of traveling to Japan, meet new people, and experience their culture. Also I would like to study abroad but only if it was something I can afford.
- 自分の性格が明るくなった。自信を持つことができた。
 - 海外の文化をもっと知りたいと思った。コミュニケーションをとるのが楽しかった。
 - ずっと前から海外へいってお仕事かしたいと思っていました。短大にはいってからは英語の話す授業もあり、非常にいいなと思いました。毎日のように英語に触れる機会が増えて英語に対する意識が高まりました。
 - 海外の学生とコミュニケーションを取る事で、よりいっそう興味関心が高まって積極的になると思う。



WHAT IS IT?

Matsusho-LaGuardia Video Exchange Project (Matsusho-LaGuardia Video Project) is an international collaboration between Matsusho Junior College in Japan and the Japanese Language Program at LaGuardia Community College.

In this project, a group of students or individual students are paired with their partner group/student in the other college and are requested to make short video-taped conversations in English and Japanese. Topics for conversation are carefully designed so that the participants can nourish a sense of rapport with their partners, will feel comfortable using their target language in an encouraging and supportive, and will be motivated to reciprocate their communication by discovering more about life and culture of their partner students.

WHO IS PARTICIPATING?

Students in Interactive English at Matsusho Junior College and Elementary and Intermediate Japanese courses at LaGuardia are required to participate in this project.

HOW TO CREATE VIDEOS?

Students are encouraged to use their smartphones, laptops, or tablets to take their own video clips. The instructors have a few video cameras for students who have no access to equipment with video-talking capacities. Each video should be succinct and relatively short (30 seconds to a few minutes). Video clips will be shared with the partner students with a platform called "Slack" (<http://www.slack.com>). Students will have an opportunity to become familiar with video-talking procedures and Slack during the orientation session at the beginning of their courses.

MORE INFORMATION

If you are interested in this project, please contact Prof. Tomonori Nagano at 718-482-5484 / B-234FF / tnagano@lagcc.cuny.edu.

INTRODUCTION TO THE PROJECT

ABOUT MATSUSHO-LAGUARDIA VIDEO EXCHANGE PROJECT

Matsusho-LaGuardia Video Exchange Project is an international collaboration between Interactive English Program at Matsusho Junior College in Japan and the Japanese Language Program at LaGuardia Community College in New York.

In this project, a group of students or individual students are paired with their partner groups/students in the other college and will make short video-taped conversations in English or Japanese. Topics for conversation are carefully designed so that the participants can nourish a sense of rapport with their partners, will feel comfortable using their target language in an encouraging and supportive, and will be motivated to reciprocate their communication by discovering more about life and culture of their partner students.

WHO ARE STUDENTS AT MATSUSHO JAPAN?

Matsusho (Matsusho Gakuen Junior College) was found in 1953 in Matsumoto, Japan. It is a junior (two-year) college annexed to Matsumoto University, a four-year private school found in 2001 on the same campus as Matsusho. Both Matsusho and Matsumoto University are located in Matsumoto City, Nagano Prefecture. This picturesque castle town is nestled between the Japanese Alps and *Utsukushigahara* Heights (meaning "beautiful plateau"). The Matsumoto city boasts a surprisingly metropolitan atmosphere while maintaining historical sites and traditions. The streets are clean and the people are friendly. The region is famous for delicious apples and *soba* (buckwheat noodles), and is the birth place of the contemporary artist Yayoi Kusama as well as the Suzuki music method.



INSTRUCTIONS

WHAT YOU SHOULD DO

- You, either as an individual or as a group, should submit short video messages in the language that you are studying (i.e., Japanese for LaGuardia students). The video should be in sufficient length (1min at least) and follow the topic provided for each video.
- Your video should have the following components:
 - Response to the question(s) from your partner students at the other college (i.e., Matsusho students)
 - Presentation on a given topic
 - Question(s) for your partner students at the other college (i.e., Matsusho students)
- You should use your smartphone to record your videos. It is encouraged to shoot your presentation outside of classroom (e.g., Courtyard, Cafeteria, Park etc), but avoid locations with loud noise. It is also encouraged to use realia (actual objects or places that you are talking about) in your presentation. For example, if you are going to talk about Central Park to introduce New York City, the best location to tape your presentation will be in Central Park.
- Once you have finished your video recordings (you can try as many times as you want), submit your best video to your instructor. The size of the video will be very large and you won't be able to use your e-mail to submit your video. Please see below for the free apps available for you to submit your videos.
- When you submit your videos, please also submit (1) the topic of your presentation, (2) names of the group members in your presentation, and (3) the date and place where you took the video.

FREE APPS FOR TRANSFERRING YOUR VIDEO PRESENTATIONS

You should submit your video clips

- E-mail
E-mail (with Gmail, Yahoo Mail, Hotmail etc.) is a possible option, but they are usually limited to an attachment smaller than 20M-25M bytes. Since most of your video clips will be much larger than that, you are probably required to use one of the following options.
- Dropbox (<https://www.dropbox.com>), Google Drive (<https://www.google.com/drive/>), OneDrive (<https://onedrive.live.com>) etc.
If you have a Dropbox/Google Drive/OneDrive account, you can upload your videos to your account and share the file with your instructor (usually by sending a link to your video file). The procedures are slightly different in each service, but they are all free up to 5G to 15G bytes.
- YouTube (<http://www.youtube.com>)
You can also use YouTube to share your files. As long as you make your video clips "private", your videos will not be available to the general public. You can send a link to your video file to your instructor.

BEFORE YOU UPLOAD YOUR VIDEOS

Please make sure to check the following points before you submit your video clip.

- (If your partner/partner group asked a question) Did you respond to your partner's question(s)?
- Did you address the topic for your video (see below)?
- Did you ask questions for your partner/partner group?
- Are you submitting your video clip with other required information (e.g., topic, names, date; see above)?

TOPICS FOR FALL 2015

There are three different topics that will guide your video-exchange project.

- September to October: Self-introduction
- October to November: Your favorite places or your hometown
- November to December: People whom you respect / your hero(es)

HOW TO WATCH ALL VIDEO CLIPS

All video clips in this project will be stored at <https://japanlagcc.slack.com> (only instructors have access). An archive of videos will also be stored at <http://faculty.laguardia.edu/tnagano/fwd/matsusho.htm> (accessible to students too).