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Title	第二言語の同時習得のための一人二役型協調学習手法に関する研究
Author(s)	BUI, HOANG ANH BA
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Description	Supervisor:西本　一志

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Abstract

It is becoming increasingly obvious that knowing more than one language is beneficial. Some conventional ways of learning languages have been applied such as attending classes, group discussion and learning, self-study. Apparently, there is not the most appropriate method, people learn in different ways at different paces, and the most effective way may involve not one but a mixture of different techniques. Therefore, people tend to find chance to practice speaking second language with native speakers through informal communication to better improve their speaking skills. However, it is not always easy to get an opportunity of speaking with native speakers face-to-face; using some on-line communication systems is a promised way. The era of globalization opens up solid collaborations between Japan and oversea corporations or entrepreneurs. Japanese people and foreigners visiting Japan should mutually give and take their linguistic knowledge and skills, and we should create opportunities for interactions.

However, such bidirectional interactions are seldom carried out; learning (teaching) language is usually carried out in a unidirectional manner so far. In this dissertation, I would like to propose a theoretical model of dual-role collaborative learning to enhance simultaneous acquisition of speaking skill of second language learners. Specifically, learners will play two roles in the conversation: facilitators in their first language and receivers in their second language. This model cannot be easily achieved with normal face-to-face communication. Some supporting features need to be provided followed by a Computer-supported Collaborative Learning (CSCL) we created named Bitak. It is a video chat system to facilitate strict turn-taking dual-lingual communication for language speaking practice. From the experiment result analysis, it was demonstrated that simultaneous acquisition of speaking skill of two different languages can be achieved by employing dual-lingual communication. Furthermore, although it was not supported

by the quantitative analyses results based on the rubric scores, the qualitative results based on the interview and the transcriptions supported that CSCL BiTak is useful to carry out dual-role communication as a method of the second language learning. By using BiTak, all of the subjects gradually had sense of learning, not simply gossiping on the account of the proposed features of BiTak as well as realizing their role of facilitators and receivers; such things have not been observed in the cases of the groups without BiTak. Thus, these results proved that dual-role collaborative learning is effective in simultaneous second language acquisition.

Keywords: Dual-role Collaborative Learning, Simultaneous Second Language Acquisition, Speaking skill, Dual-lingual Communication, Strict Turn-taking