

The Practical of Interactive Online Learning in the Japanese Language by Using LoiLoNote School Application

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Abstract. This paper introduces a practical example of applying it to language learning based on the author's experience in the Japanese curriculum at Bina Nusantara University, Indonesia. In 2020, due to the pandemic, it was decided to conduct all classes, and faculty collaboration would be conducted online from Japan. This study proposes a three-year interactive Japanese language learning class, including a face-to-face comparison from February 2021 to February 2023. The approach to classroom practice is only from Japan application presented in this paper. This application, demonstrated in this study, was used in each semester's classes, and the author found the optimal individual learning method. It should be added that the application was used in grammar and reading classes. The survey results of this study were obtained from two types of surveys, a quantitative survey and a qualitative survey of the students. Students did not find the new learning method as "new" and could use it smoothly. The effectiveness of this application was discussed based on the difference in learning ability and students' comments after using it. Therefore, this research shows how practical this application is in ensuring interactivity in students' language learning.

1 Introduction

This paper introduces and proposes practical examples of how the first author, a junior high school social studies teacher since 2008, has applied it to language learning based on her experience in the Japanese curriculum at Bina Nusantara University, a private university in Indonesia. Allowing us to report on using an application where all content is available for free. A leading expert in Japanese learning, Tosaku also argues, 残念ながら、言語に教育における、特に日本語教育におけるテクノロジー仕様の意義を示す理論的研究や実証的研究はまだまだ少ない "There are still few theoretical and empirical studies that show the significance of the use of technology in language education, especially in Japanese education" [1].

Communication and language learning between students, the author, and faculty members who have never met face-to-face was quite challenging. During the pandemic, the author started working at Bina Nusantara University in February 2021. Due to this international health crisis, the author decided to conduct all classes and collaboration with teachers online from Japan. Assisting this barrier was the LoiLoNote School application discussed in this paper. This paper provides a report on the use of this application and the transformation of students over the past three years, from 2021 to 2023. In addition, the author will also introduce the method of increasing motivation for Japanese learning, which is most important in this research. The purpose of this

research is to propose a method to provide students with equal learning opportunities both online and face-to-face.

1.1 Background

1.2 Why LoiLoNote School

LoiLoNote School is an epoch-making system suitable for Japanese educational settings. Since 2012, Japan's "inclusive education" and "reasonable accommodation" [2] have become necessary educational means in Japan, aiming for an inclusive society. Through this research, LoiLoNote School is an application that suits the characteristics of such various children. After connecting online through Zoom and Google Meet, they sought ways to link to classes and participate interactively [3]. The functions of LoiLoNote School are updated yearly to meet individual needs.

1.3 What the LoiLoNote School Application is

LoiLoNote School is by registering a personal ID, and it can be used semi-permanently even if the grade rises (processing of transfer to where, graduation, Etc.) is possible. In other words, the accumulation of learning so far can be saved as data. Everything is managed in the cloud, so it can access it wherever they are. It supports English, Japanese (Hiragana and Kanji can use separately), and Chinese. In addition, it is possible to directly connect learners and students and create digital

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teaching materials such as quizzes and questionnaires. The learner can search for images and videos on the Internet from this application, and they can generate presentation materials using them. Teachers can also approve communication between learners, enabling group learning even remotely. The most effective tool is the “thinking tool” to think about the problem creativity [4-6]. It also has a notebook function, so that one device is enough.

2 Practice Overview -Test-

A new teaching method of Japanese education by Computer Assisted Systems for Teaching & Learning Japanese has been discussed [7-8]. This study examines how practical Japanese applications are for students in higher education in Japanese studies. The author conducted this research not as a language learning researcher but as a teacher. It begins with the author’s biography. While research on the use of ICT in Japanese education is being conducted, this paper uses LoiLoNote School to investigate how students and teachers, who play the role of facilitators, can learn Japanese interactively. This application is rarely used in Indonesia, and language learning is only for secondary education.

2.1 Methods

First, the author introduced the LoiLoNote School application to the students. Next, she gave tasks every session using the application while allowing them to improve the students’ familiarity with the application. Then, the author collected student feedback about the application and tasks. Finally, the author analyzed the students’ tasks and feedback for this paper.

2.2 Target

The A and B classes were delivered in the “Composition and Presentation” class, and the C was the “Japanese in Use III” class. The target students used the thinking Tool, one of the functions of LoiLoNote School, because it was the first time to take a class with a native speaker and it was the first time to create their composition in Japanese. The ability to use the thinking tool online is one of the significant features of LoiLoNote School. For Japanese learners, writing in Japanese is more than simply writing without grammar mistakes. Japanese writing begins with the introduction, and one must be aware of the structure of the sentence “initiation and transformation.”

- A. February 2021 - July 2021; Semester 4 Number of students: 42 Completely Online
- B. February 2022 - September 2022; Semester 4 Number of students: 67 Completely Online
- C. September 2022 - February 2023; Semester 3 Number of students: 56 80% online.

2.3 Testing A - Jellyfish Chart

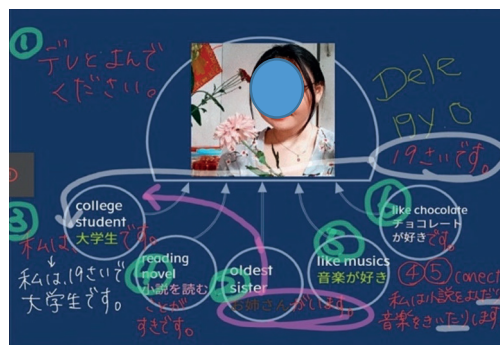


Fig. 1. Jellyfish Chart in Used class of Figure 1.

The following is an example of one student. Figure 1 is called a Jellyfish chart. It was conducted in the unit to learn about the structure of self-introduction sentences and in the first class. First, using this thinking tool and understanding how to be useful Jellyfish chart is essential [4]. The handwritten comments are corrected by the author, who is the teacher, and the numbers in the upper left indicate the structure of the sentence. The advantage of using the thinking tool is that it is efficient for learners who need help figuring out what to write or start introducing themselves. Because if the students write the words they know on the legs of a jellyfish, it can structure the sentence. Sentence structure is the kind of skill acquired in primary education in Japan. Japanese teaching includes learning grammar and verb conjugation, but there needs to be more training in how and in what situations to use it. In other words, the scene of its use must be included in this “composition and presentation” class of the curriculum provided by Binus University.

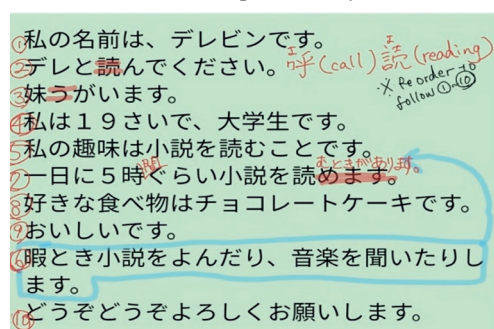


Fig. 2. Writing composition using Figure 1.

This student created the sentence after revising it with the Jellyfish chart (Figure 1). Figure 2, as a self-introduction, introduces a standard part, and the significance of the Jellyfish chart can be seen. In addition, LoiLoNote School allows students to reply to handwritten notes to each of them. In other words, it can be said that the sentence in No. ⑥ is more appropriate as grammar and as a sentence structure if it comes just after No. ⑤ in Figure 2. Since it is not possible to patrol desks online, the ability to provide such detailed individual guidance is also a feature of LoiLoNote School, and it is convenient for a teacher.

私の名前は、デレビンです。
 デレと呼んでください。
 妹がいます。
 私は19さいで、大学生です。
 私の趣味は小説を読むことです。
 暇とき小説をよんだり、音楽を聞いたりしま
 す。
 一日に5時間ぐらい小説を読むときがありま
 す。
 好きな食べ物はチョコレートケーキです。お
 いしいです。
 どうぞどうぞよろしくお願ひします。

Fig. 3. Rewritten from the text fixed in Figure 2. Below the figure3.

Figure 3 is a manuscript submitted after revision by the teacher. This way, a complete self-introduction sentence is created by repeating the direct and interactive interaction between the teacher and the student twice or thrice. Thinking tools allow people learning a foreign language to visualize their thought processes for tasks. The thinking tools effect has already been proven by Kurokami [5]. However, there are few examples of its use in Japanese studies. This helpful report has the potential to be widely used as a teaching tool that can adapt these existing teaching tools to Japanese learners and facilitate sentence construction.

2.4 Testing B - Butterfly Chart

The author will introduce the Butterfly chart next. Here’s a brief introduction to how to use it. The wings of the butterfly are the ones that describe the ideas of the opposing sides. By contrasting these opposite ideas, it aims to create persuasive sentences [4-6]. At Binus University, completing a summary in Japanese at graduation research is necessary, and this class is positioned as the basis for teaching how to write. Therefore, practicing these comparative texts, contrasts, and critiques are essential.

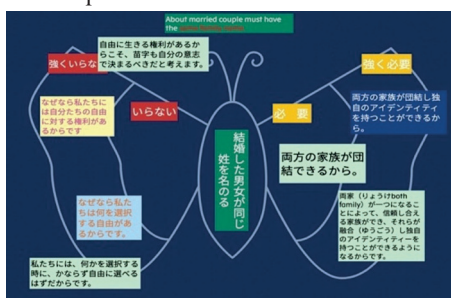


Fig. 4. Butterfly chart to clarify the pros and cons of the same name system after marriage.

The topics of this class are “Pros and Cons of separate surnames for married couples in Japan” and “Copyright Protection of Manga, Anime, etc., in Japan.” The basic knowledge in Japan of both tasks would explain first, and after grasping the situation, let the students decide which subject they are interested in. Thinking is creative and writing it down is a learning process. Traditional learning

methods have many obstacles. Restructuring and adding to your thoughts just got easier with this LoiLoNote School thinking tool. By sequentially or color-coding one opinion with a specific idea, it was possible to separate the points of opposing sides. The importance of Figure 4 decreases as it moves away from the middle. In response to whether it is necessary for a married man and a woman to claim the same name, the right feather contains facts and ideas that serve as “necessary grounds,” and the left feather has “non-necessary grounds.” Both can organize opposing thoughts in one person’s head and help them think consistently.

最近、結婚した男女が同じ姓名乗ります。私はそれ、良くないと思います。私達には、何かを選択する時に、必ず自由に選ぶはずだからです。なぜなら私達は何を選択する自由があるからです。自由に生きる権利があるからこそ、名字も自分の意志で決まらなければならないと考えます。たとえば、誰かが名前を変更することに同意しない場合は、それは彼の自由と権利だからです。さらに私達もそれを受け入れることができるはずで、またはそれが受け入れられない場合、当事者は人権侵害 (HAM) の対象となります。ですから、結婚した男女が同じ姓名のなくても大丈夫とおもいます。

Fig. 5. Rewritten from the text fixed in Figure 4.

Figure 5 is a sentence created from Figure 4. The student rewrote the final text four times, as shown in Figure 5. Like the Test Jellyfish chart, the student learned more than just grammar and Kanji by being conscious of "why I made a mistake" during the review process. At the same time, it was proved that these four exchanges between the teacher and the students became communication, raising the students' motivation.

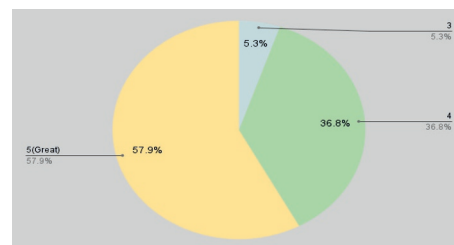


Fig. 6. Responses of 38 students who participated in this class to "satisfaction with the experience of using LoiLoNote"

Figure 6 is a rating of LoiLoNote on a scale of 1 to 5 (5 is the best use). About 60% of students feel accomplished in classes using LoiLoNote School. Seventy percent of those who answered “Great” in Figure 6 said they could sufficiently communicate smoothly with the instructors. In addition, 65.8% of the students responded that they could acquire a correct writing style by using LoiLoNote School regarding composition correction, indicating that they had achieved 100% to 80% of the results. In other words, LoiLoNote School has been proven effective for learners in promoting online communication.

2.5 Testing C - Writing CV (RIREKISHO)

The assignment for this semester was to create a resume for employment in Japan and to study grammar for writing

a thesis using LoiLoNote School. Since you must register your achievements in a summary, you must structure sentences and choose words. For this reason, the LoiLoNote School was easy to template in advance and indicated where learners should write what they should write. Again, this was more efficient than handing out Word documents blindly. Resume items include special skills, hobbies, self-appeal, and learning achievements through the student life. They must be written so that they are connected but have different contents. Even if you suddenly bring up another topic, it will be challenging to depict the personality. The class started with how to write basic information. But even this can be daunting for a student writing a resume for the first time. Japan’s resumes are almost stylized in templates, different from those free overseas.

Diamond Chart

Through LoiLoNote School, I incorporated Japan-style resume creation into my classes. In Japan, the parts that create a negative image are reframed and written to give a positive impression. The most challenging part of the course was, “My hobby is sleeping, and I do my school homework during the week, so I sleep as much as I want on weekends.” This is just one example, but it was necessary to introduce values while being honest. Using the “Diamond Chart” in Figure 7, be aware of the subtle differences between hobbies and special skills and compare and prioritize whether they are strengths or weaknesses.



Fig. 7. Diamond chart in used class.

It can change from short to long sentences, as shown in Figure 7. The small cards in Figure 7 contain words, and sentences are written on larger cards. With one click and connecting each small card using basic Japanese, writing from a structured thinking tool can express what you want to write in sequence. Regarding the right and left cards, they also write down the points of weaknesses and strengths. Figure 7 is a completed diagram, but by the time it reaches this state, it is possible to move the hobby card at the top from bottoming the skill and find “communication skills” in the text of the hobby. It is digitally possible to link, move, change the color of cards, and so on. And never stop thinking. Rather than eliminating paper and pencils, digitizing learning creates a new learning style while following conventional educational methods. For learners, it removes barriers that hinder thinking and allows Japanese words to be

associated with English or Indonesian while creating notes.

Aubrey [9] mentioned that Japanese students are more reluctant in showing their skills when learning languages. The author believes writing takes more skill than writing long sentences, putting the necessary information in places with limited characters. This is a necessary skill for a Japanese-style resume. That is why avoiding writing the same information in each section is required. By digitizing the thinking tools, creating drafts based on these tools, and then having faculty members react and rework them immediately, it is possible to acquire knowledge and get the hang of the writing process.

2.6 Testing C – Differences in effectiveness of using LoiLoNote in Person and Online.

The latest practice is finally a hybrid of face-to-face and online participants. In other words, it had to change the previous course slightly so that students who participate face-to-face and online can work on tasks interactively. Since the participants of this practice have experienced only online for several years or months in high school, they were very positive about this face-to-face class—students who are highly motivated to teach at that first.

The first thing the author changed was that online participants felt like students who participated face-to-face. Fortunately, one classroom at Binus University had three large screens and one projector in the discussion room, and it was possible to project two screens simultaneously. One showed students participating online; the most significant screen showed the class materials. This is because the iPad can respond so that it can be replied to or corrected immediately when using LoiLoNote.

In the first class, we were assigned to introduce our classmates. Classmates have been raised before, but the way teachers walked through each breakout room did not capture the students’ activity, and they probably spoke their language (Indonesian). The worksheet on the right is created by the instructor in Keynote and imported into the LoiLoNote as a PDF so that each student can write about themselves. (typing and handwriting can be selected).

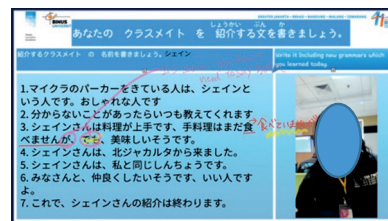


Fig. 8. An Example of a self-introduction card on Face-to-face. Below Figure 8.

Since photographic images can also be imported, each student participating face-to-face took a picture in the classroom or in the case of online participants, attached a photo of a “OSHI (recommendation or their celebrity)” Photo. Figure 8 is one of the examples of face-to-face scholars. In the text, the use of grammar to represent appearance can be seen (Figure 8, line No,1,3 and 5).

Since this is also the assignment grammar at this time, you can learn through communication beyond words while composing from the conversation. In addition, presenting immediately on the spot makes it possible to share the correct use of particles in the scene.

As for the online participants, students still needed to complete their essays in class due to needing help to grasp the timing of their speech until the other person finished speaking or not knowing what to ask because the other person turned off the camera. In past tests A and B, there were several cases where online students did not finish on time, but only one or two pairs. This time, it was expected that when face-to-face participants were writing, the class members constantly checked the student's progress, gave advice while observing the students' efforts, and shared them with the class when they received the same question at least once. In fact, at this time, the online participants were in the breakout room, creating a state of being left out of the activities being carried out by the entire class. This is a failure of the teacher. This point may have been a common issue for all teachers required to teach efficiently and effectively in a limited time.

Regarding using LoiLoNote, it is possible to determine whether the participant is logged in to the LoiLoNote or not in the assignment submission box. From this, it is immediately clear whether you are working on an issue. If you are an online or a face-to-face participant and are not looking at the LoiLoNote screen, you can call attention from the teacher.

How to use LoiLoNote depends on how the students who create the assignments adapt them to their grammar and activities. Setting the tasks while measuring the students' abilities in advance without making them too high or too low is necessary. Failures in hybrid have come out, but LoiLoNote has no effect. The students can participate face-to-face, or they can log in from each device and instantly exchange their cards with classmates so that they can share their writing style. There is no need to write again; it is an advanced learning method. Since "handwriting" is also required in Japanese learning, the author would like to propose that it uses the LoiLoNote handwriting tool. It is so accurate that it can judge the stroke order of Kanji and Katakana. In addition, LoiLoNote supports multiple languages to be widely used throughout the Department of Humanities.

2.7 Qualitative findings

Abdolrezapour [10] reports a study on an emotionally-loaded dynamic assessment procedure used with Iranian EFL learners. She focuses on the effect of using emotional intelligence characteristics (based on Goleman's framework) as a tool for motivating learners while performing reading tasks. In these results reports their motivation for learning a language. Conclude the feedback from students who used LoiLoNote (127 responses out of 165 respondents) and turn it into a practice report. Figure 9 is a comprehensive evaluation of LoiLoNote. Although only indicators 3, 4, and 5 can be seen in Figure 9, the questionnaire indicators range from

1 to 5. 5 indicates the highest overall evaluation of the LoiLoNote.

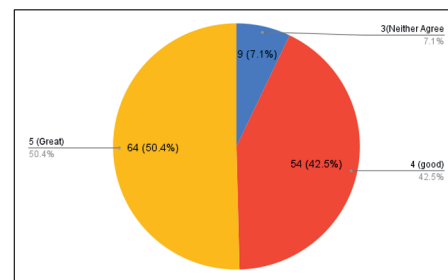


Fig. 9. Data of comprehensive evaluation.

Seventy percent of the students are effective in using this class. A detailed analysis of the overall review revealed that the sending and receiving of assignments, the effectiveness of feedback, and communication with instructors were highly evaluated. Especially in the classes at Binus University, where feedback has yet to be given so far, the students who have practiced public education in Japan have introduced the importance of feedback to students and understand the importance of recognizing mistakes so that students can respond to them. LoiLoNote can lower the hurdle for students because they can exchange their work with the teacher as easily as LINE chat.

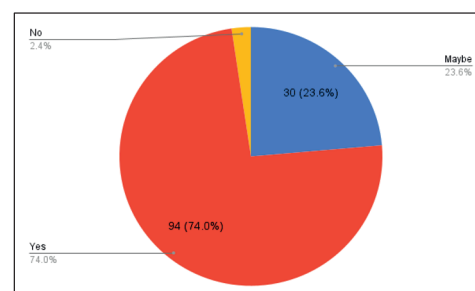


Fig. 10. Data of "Does LoiLoNote can be a communication tool with teachers?".

Figure 10 is evident from the results of the question, "Does LoiLoNote can be a communication tool with teachers?". Again, more than 70% answered "yes"; if added 23% of "Maybe," students with almost any character can communicate. This confirms the usefulness of LoiLoNote, whether online or face-to-face. The reason why communication opportunities must be valued is to maintain motivation for Japanese learning. Especially with online participation and no family environment, it can be said that one of the goals of the class is to incorporate Japanese knowledge into the students' lives and encourage continuous learning. Indeed, seeing the teacher there at any time will increase motivation. The connection between learners is also an essential factor. LoiLoNote can show all submitted notes(cards) on one screen. There is also a function to hide the name, which can focus on two cards that both notes think of and share side by side. Giving feedback allows the students to create

a space that feels like they are in the same classroom. Truly interactive learning can be realized. In other words, it can be said that it has been able to discover interactive activities online.

3 Conclusion

After three years and three tests, the author, a teacher, is familiar with how to use LoiLoNote and succeeded in applying it to Japanese studies. LoiLoNote is free to get started. In addition, more than 300 practical examples are introduced in the classroom utilization community. More on this initiative will be posted in due course. Since Japanese learning is essential in a Japanese society that wants to create a wave of inbound tourism, the author proposes LoiLoNote Japanese studies as one style for anyone to become a teacher and attract human resources from overseas. The students' feedback discussed above also supports using LoiLoNote for language learning. Therefore, through this practice, the author would like to introduce the use of the LoiLoNote application originated in Japan to Japanese instructors overseas while reducing the time spent on creating lesson plans while at the same time also gaining more Japanese language and culture enthusiasts worldwide.

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