Research on teaching how to play with a Koma.

外国語学部　国際文化交流学科３年

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Ⅰ Introduction

To better understand culture, it is important to understand how people learn to do new things. In this class, we have been studying about how experts teach novices to do things. For example, we have looked at videos of a child learning to cook, and of a young woman learning how to make a pot on the wheel. We have also learned that eye gaze, gestures, pointing, other body movements and language are all used when teachers show learners how to do things. To help me to understand how people learn about culture, my group collected data on a foreign people leaning how to play a Koma, a Japanese traditional toy. In this report I will be looking at how the teacher and learner use their bodies and language to help the learner to play with Koma.

Ⅱ Methodology

To collect data for this report, my group videotaped two foreign students learning how to play with Koma for the first time. After negotiating consent with participants, we videotaped two foreign students from Italy on June 13th. However, in a video, only one student learns how to play a Koma from a Japanese student. In total, we videotaped about 5 minutes of interaction between the learner and the teacher. For this report, I will be focusing on one minute of interaction between the learner and the teacher. This minute is the beginning of learning how to play with a Koma. I picked this minute in particular because

the teacher is doing many things with his body to show the learner how to play with Koma. After listening to the minute of interaction many times, I transcribed the videotape according to the transcription conventions we learned about in class. In this report, I will discuss three excerpts. In the first excerpt, the teacher moves his body to show the learner what is happening easily. In the second excerpt, I will discuss a difference between the teacher's language and his movement. In the third excerpt, I will discuss an unclear word "Konna kanji", the teacher says sometimes.

Ⅲ Focus/Features

After looking at my minute of data several times and after transcribing my minute, I found two features of the interaction to be particularly interesting. The first is how the teacher uses his body to show the learner what he is doing. Body movements can help to teach because it allows the teacher and learner look at something from the same angle. I will illustrate this in Excerpt 1 below. The second is the language the teacher uses to correct the learner. In my minute, the teacher says a word meaning correct, but the teacher is correcting what the learner does with his hand. This shows a difference between the teacher's use of the word and his movement. Also, the teacher uses an unclear word," Konnakanji". It helps the teacher to explain something that the teacher is doing, which is difficult to explain. By only using this word and showing the object, the teacher might help the learner understand what the

learner should do. I will illustrate this in Excerpts 2 and 3.

Ⅳ Excerpt1

In Excerpt 1, we can see the teacher moves his body so that the learner and the teacher can look at the Koma from the same angle. In this Excerpt the teacher ends his introduction of the Koma, and then starts to show how to wind the string.

Excerpt 1

1　T : kou yatte setto shite, issyuu mawashi masu.
2　(2.0)
3　L : issyuu mawasu.
4　(3.0)

Before he starts to explain, the teacher and the learner are facing each other (see figure 1), and then the teacher moves his body to the learner's side (see figure 2), so it is easier for the learner to see what the teacher is doing. Also, the teacher moves his body because what the teacher is doing is complex to do at first. In line 2 and 4, the teacher pauses to check if the learner is doing it correctly. By putting his body next to the learner, he can check it easily. Standing next to each other allows them look at their actions and compare the work they are doing and what they have done.

Figure 1　　　　　　　　　figure 2

Ⅴ Excerpt 2

In Excerpt 2, we can see a difference between the teacher's use of words and his movement. In this excerpt, the teacher is the middle of teaching how to wind the string.

Excerpt 2

5　T : de, kono tama ni hikkakeru kanji de,
6　(2.0)
7　T : koko wo tsuyoku hippatte, sou sou sou.

8　T : so shitara, ushiro ni motte kite
9　(3.0)

In line 7, the teacher says "sou sou sou", this means it is correct. However, at the same time, the teacher corrects what the learner is doing. He fixes what the learner is doing by his hand with holding his own Koma (see figure 3). I found a difference between the word and the action. The word is a sign for the next step so the teacher explains what they will do next after the word. I think the reason why the teacher says the word and corrects a mistake is that teacher thinks it is allowed to go to next step while he does in line 8 with such a small mistake. In other words, it is difficult to do things perfectly. I think this difference is very interesting.

Figure 3

Ⅵ Excerpt 3

In excerpt 3, we can see the word "konna kanji". The word is very unclear but very useful when you explain something. In this excerpt, the teacher uses the word when showing his koma to the learner.

Excerpt 3

1　T : kou yatte setto shite, issyuu mawashi masu.
2　(2.0)
5　T : de, kono tama ni hikkakeru kanji de,
6　(2.0)
7　T : koko wo tsuyoku hippatte, sou sou sou.

22　T : sou sou sou
23　(12.0)
24　: saigo wa konna kanji

In line 1, 5 and 24, the teacher says "kouyatte", "kanji" and "konna kanji" (see figure 4). I think it is easy to understand for the leaner if the teacher explains in detail with his words. However, there

are some things which are difficult to teach by words. In the situation, the word is very useful. The teacher says the word with showing his koma. I think the way is sometimes more understandable for the learner.

Figure 4

Ⅶ　Conclusion

　　　Through looking at my videotaped data, I found some interesting actions and words the teacher uses. The first one is body movement, the second and the third are the teacher's words. All of them allow the learner to understand easily and for the teacher these ways are very useful to teach something. I was not aware about these ways before I watched my data so I was very surprised. I think we may find better way to teach something to other people by watching lots of data.