

## **Electronic and multimedia resource use in second language acquisition of Japanese.**

This research project looks at the use of electronic and multimedia resources in second language acquisition by students of Japanese as a foreign language, how they are used and the general attitudes of the students toward the resources and their perceived usefulness, looking at three areas, computer based resources (online dictionaries, translators, reading tools, reading material, and PC script support), handheld electronic dictionaries (*Denshi Jishō*) and audio/visual resources.

The methodology employed was a small scale survey of ten Monash University students, majoring in Japanese as a second language, ranging from first year level to post graduate. Students were selected from level 10, in the advanced language stream at Monash, and so whilst they all came from different language backgrounds and began their formal study at different times, they share roughly the same level of proficiency in Japanese.

Students were questioned on their use of the resources in relation to purpose, skills aided, frequency of use, and method of access where applicable. They were asked to assess how helpful they found each resource. For audio/visual resources students were also questioned about their access realworld authentic texts. A slightly more in depth section was included on handheld electronic dictionaries, where students were asked to rate the different functions available. A sample copy of the questionnaire, given to the students, is included in the appendix. The student volunteers who participated in this study will be discussed throughout this paper using pseudonyms.

According to Read (1996) 'a major problem for language teaching and learning in Australia is the lack of a domain for the use of the target language'. Through lacking a forum to use their second language in, students also lack an environment where they can experience first hand the language in realworld authentic constructions. Essentially, students who learn only from second language textbook examples, learn to speak like second language textbooks.

Importantly, modern technology can now make authentic texts easily available to students. Joiner (1997) cites satellite broadcasts, radio, and the Internet as useful media for accessing an 'abundance' of authentic material.

Martínez-Lage (1997) discusses how electronic resources aid in comprehension of the text once obtained. The main advantages are speed and the ability to 'look at the text globally with an interactive perspective', something which cannot be achieved through traditional media. She explains that slower traditional resource tools such as paper dictionaries require the reader to focus on word by word level, leading them to forget information they have already gone over, and lowering any natural tendency to look ahead and anticipate through context, information that would otherwise aid them in comprehension.

### **Online Dictionaries.**

In relation to online dictionaries *Eijiro* was the most commonly used, and the students employed it for essays, assignments and homework tasks, some mentioning the specific function of translation as its main use. Ryan alone mentioned *Jim Breen's website*, an extensive site hosted on the Monash server, citing that his main use of the site was for looking up Kanji.

At Monash it is common practice for Japanese language teachers to make a point of telling their students about both these resources. Usually they include the website URLs in the unit overview handout at the start of semester, alongside the aims, objectives and assessment methods of the unit.

Both websites are excellent resources, and so in understanding the students' preference towards *Eijiro* it is important to look at the resources themselves.

The single word translations on *Eijiro* are more in-depth than *Jim Breen's website*, more often explaining difference according to context, and above all *Eijiro* is essentially an extensive database of example sentences. Whilst *Jim Breen's website* also has this function it is as one of many, and is not as extensive as *Eijiro*.

The realworld authentic sentence examples allow the students to understand a new word not only in meaning, but also in usage through context.

## **Online translators.**

The online translators mentioned were *Systransoft.com* and the infamous *Babelfish*. However of the students who used them (only 40% of the surveyed total), none had enthusiastic remarks, or indicated using them more than rarely. This is unsurprising perhaps, as Hutchins (2002) notes that machine translation systems have been found useful for when the reader is 'interested in the essential message and unconcerned about stylistic quality or even exact terminology', but this is a use unlikely to aid greatly in the acquisition of a language when compared to other tools.

In fact recently in a Monash University Japanese level 10 seminar, which included many of the survey participants, machine translation was discussed as a topic of debate and interest relevant to the normal course material.

Again *Systransoft.com* and *Babelfish* were mentioned as being good for basic understanding but little else beyond that, and the general consensus was that online translators are usually only employed when other resources are lacking and that they rarely make use of them for Japanese because there are many better online resources, suggesting in replace of them, websites like *Eijiro* and the reading tool *Rikai*.

Many students explained that they tended to only use online translators for single word lookup as with a dictionary, stating that they did not 'trust' the resource beyond extremely simple grammar patterns, but an advantage cited was the large number of languages they were capable of. Some students mentioned using the websites for entertainment by seeing how terrible a translation they could elicit from the program.

## **Reading Tools.**

Reading Tools used by the students surveyed were *Rikai* and *Reading Tutor*. Both allow a large amount of text to be cut and pasted into a form field, and then display dictionary entries of key words and grammar points through the use of hypertext.

*Reading Tutor* uses frames, displaying the original text on the left, and the list of dictionary entries in the right hand frame. Clicking on one of the hypertext selected keywords in the left frame will scroll the list on the right to the relevant word.

*Rikai* on the other hand, works covertly in the background, displaying the original text as is. Only when the cursor pauses over a word, then will a dictionary entry popup in a java script window for as long as the cursor remains still. *Rikai* can also be fed an URL, and will display the entire webpage in this format, allowing the reader to view the text in the context of the original page, including the graphics.

Through their immediacy of definition lookup, both these tools are invaluable to developing the 'global' text approach that Martínez-Lage (1997) speaks of and as she also points out 'the hidden annotations, available to those who wish to consult them, will not distract the advanced reader with information that is not necessary' aiding in a natural flow to the second language reading process.

Thus it is no surprise that the general student attitude towards these tools was positive, and they reported making frequent use of them. Heath even mentioned using *Rikai* daily.

### **Online Reading Materials.**

Online reading materials used were mainly newspaper sites. Notably, as though students are often introduced to these sites through classroom activities, they are not required to use them as part of their usual study, and so they represent a voluntary search by the students for authentic texts.

Although only half the students mentioned using online reading materials, those who did rated their helpfulness in the study of Japanese favourably. Alisa and Heath even stating that they used the resource daily, and citing their main purpose was for fun or entertainment. This is an important difference from most class based second language reading.

Halliday (1985) suggested reading fills four main functions, reading primarily for action, for social contact, primarily for information, and primarily for entertainment. Most initial second language reading falls naturally into the action and information categories. But here students are moving beyond that, beginning to read primarily for entertainment.

## **PC Script Support.**

Computers equip second language students with composition skills they would not otherwise have so readily. Pennington (1996) notes that it is often faster for non-native writers to use a keyboard than write by hand and that the computer can therefore function as a 'brainstorming environment' to help in the flow of ideas before they are forgotten.

This is especially true in the case of Japanese because the word processing script support programs like IME (Input Method Editor) and the Japanese language support options that are built into the most recent personal computer operating systems allow the accurate selection of Japanese characters at a speed the writers would not have if they were having to hand write characters, especially newly learnt ones that they were not familiar with.

And so understandably PC script support was one of the most favourable of electronic resources amongst the survey participants, second only to *Denshi Jishō*, and was rated 'indispensable' by all those surveyed except Alisa and Kiccoro who chose 'extremely helpful', and Nicole who omitted to comment on it.

Uses ranged from assignments and general word processing, to email and web use, Heath even mentioning using *Yahoo Email* on a daily basis in Japanese, again making a wider use of second language literacy skills than the standard classroom practices reaching into Halliday's (1985) function categories of social contact and entertainment.

## ***Denshi Jishō***

Japanese handheld electronic dictionaries, which are technologically similar to a cross between calculators and miniature laptop computers, are basically portable electronic databases which work across languages and also within each language. These dictionaries are widely used and often seen as a major advantage in Japanese language study.

All but one student mentioned owning and using a *Denshi Jishō*. Of that majority everyone but Kiccoro rated them 'indispensable', and she still rated it 'helpful'.

Most common were the many incarnations of the *Canon Wordtank* ranging from the IDF 3000, to the most recent G50. Other brands mentioned were *Casio* and *Sharp*.

Common uses mentioned were looking up unknown words, and use for Kanji study. All the students make use of this resource daily, although Nicole chose between daily and weekly. When looking at the dictionaries within the *Denshi Jishō*, students largely found the Eng-Jap and Jap-Eng dictionaries indispensable, the Jap-Jap and Kanji dictionaries also quite helpful and varied in opinion and attitude towards the Eng-Eng dictionary.

Treasured search methods for Kanji lookup were the On/Kun reading, Radical lookup and Stroke count methods. Almost half the students said their *Denshi Jishō* didn't have hand drawn input but they wish that it did.

Students looked favourably on definitions in English and Japanese, and example wordlists within their Kanji dictionary. Opinion on the usefulness of stroke order and count varied fairly evenly.

Other functions mentioned were the usefulness of the memory function and the indispensability of the *Canon Wordtank's* 'Jump' function, which is the ability to jump in-between dictionaries and entries, by selecting any given word within an entry.

Perhaps the greatest indication of how useful and valued this resource is, is the fact that to purchase one in Australia currently cost roughly five hundred Australian dollars, not a small sum by any means for a student. Other methods of acquisition are international orders direct from Japan over the Internet, and students or friends going to Japan have been known to literally 'take orders' for the people they know and buy them over there for their friends.

Their input to second language acquisition is notable, because they can contribute to reading, writing, listening and speaking. The speed for which words can be searched becomes so great once the student is familiar with the technology that it can be used to lookup keywords of a lecture whilst continuing to listen, and like the hypertext reading tools Martínez-Lage (1997) speaks of, can aid in a global comprehension of the language without getting in the way of receiving the information.

They can also offer students enough speed in looking up words, that they can check needed vocabulary before offering their opinion in class group discussions, whereas in using a slower

medium, the moment of interjection would have passed already or the topic may have changed. It is no wonder students rate this resource so highly.

### **Audio/Visual Resources.**

The large majority of motivation behind using Audio/Visual resources for studying Japanese was cited as entertainment, again widening their second language application beyond standard classroom uses. Study also got a high mention and many of the students noted the resources were helpful towards their motivation in studying Japanese.

The types of resources most often accessed were Japanese television shows and music. The television shows ranged from news programs to dramas and anime, and students mentioned making use of these resources at least weekly.

Effects on motivation and morale of students should be viewed as extremely beneficial. The same class of students was shown a news broadcast of landing of the American space shuttle Discovery (which had a Japanese astronaut aboard), as a complement to their normal class work where they had translated a newspaper article about the shuttle. Not only did they all appear to find the activity entertaining, but some students became excited and jokingly called out spontaneous Japanese cheers of encouragement to the crew of the spacecraft.

### **Realworld Authenticity.**

Students generally reported the use of electronic and multimedia resources as helpful for accessing realworld texts and A/V resources, and that the ability to do so is an advantage in language study.

This access appears to be common, and so few felt handicapped by lack of access, or advantaged over others because of special access, although Penny wrote that she would 'prefer to get Japanese television' in Australia, and Jenny spoke of feeling privileged and perhaps having a slight 'unfair advantage' due to her husband being Japanese.

In discussing authentic texts Bamford & Day (1997:2, cited in Carbery & Yoshida 2003) mentions 'the primary consideration in all reading instruction should be for students to experience reading as pleasurable and useful. Only then will they be drawn to do the reading they must do to become

fluent readers. And only then will they develop an eagerness to learn new skills to help them become better readers'. And so the greatest contribution authentic texts make is the feeling of purpose and enjoyment, as opposed to the traditional textbook passage or graded reader which are often overly simplified removing interesting aspects of the text along with the complex constructions and vocabulary, and which can struggle to maintain the interest of post-intermediate level students (Carbery & Yoshida 2003).

Students also cited access to authentic texts as an advantage for reasons such as 'up-to-date exposure to language' (Jade) and cultural immersion (Penny), providing the best substitute possible considering the circumstances, for the lacking 'domain' that Read (1996) speaks of.

Electronic and multimedia resources provide students with greater access to their target language, allowing them to manipulate and absorb it in ways they might find difficult using traditional media, and encouraging a global approach to spoken and written texts.

Importantly, students themselves feel advantaged and motivated by this technology and its usefulness will no doubt continue to contribute to the classroom in ways we can only dream of exploring as technology continues to evolve.

## References

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- Joiner, Elizabeth. (1997) *Teaching Listening: How Technology Can Help* pp.94-97 in Bush and Terry (eds). *Technology-Enhanced Language Learning*. National Textbook Company. NTC Publishing Group.
- Martínez-Lage, Ana. (1997) *Hypermedia Technology for Teaching Reading* pp.122-151 in Bush and Terry (eds). *Technology-Enhanced Language Learning*. National Textbook Company. NTC Publishing Group.
- Pennington, Martha C. (1996) *The Computer and the Non-Native Writer: A Natural Partnership*. Cresskill, NJ: Hampton Press.

## Appendix

- Electronic resource website list.
- [Survey result tables](#).
- [Sample survey](#).

### Online Dictionaries.

Eijiro. <http://www.alc.co.jp>  
Jim Breen's Website. <http://www.csse.monash.edu.au/~jwb/wwwjdic.html>

### Online Translators

Babelfish. <http://world.altavista.com>  
Systransoft. <http://www.systransoft.com>

### Reading Tools

Reading Tutor. <http://language.tiu.ac.jp>  
Rikai. <http://www.rikai.com>

## ELECTRONIC RESOURCES

Denshi Jishou		Make+Model	Main use	Freq of use	skills			
					R	W	L	S
Alisa	Indispensable	--	writing	daily		O		
Ryan	Indispensable	Wordtank IDF 4100	Kanji+unknown words	daily	O	O		
Jenny	Indispensable	Wordtank G50	Kanji quizzes	daily	O	O		
Kiccoro	Helpful	Casio XD-80	writing	daily	O	O	O	
Jade	Indispensable	Sharp PW-9500	Kanji+unknown words	daily	O	O		
Nicole	Indispensable	Canon IDF 3000	unknown words + hmwrk	daily/weekly	O	O	O	
Penny	Indispensable	Canon Wordtank	--	daily	O	O		O
Faye	Indispensable	Casio	Jap-Eng translation	daily	O	O		
Mary	Indispensable	Canon Wordtank 50	Reading	daily	O	O		

Online Dictionaries		Name of resource	Main use	Freq of use	skills			
					R	W	L	S
Alisa	Helpful	--	Reading online resources	rarely	O			
Ryan	Helpful	JimBreen / Eijiro	Kanji	weekly/1-2tpm	O			
Jenny	Extreemly Helpful	Eijiro	Essays/Assignments	weekly	O	O		
Kiccoro	Extreemly Helpful	Rikai / Rding Tutor	reading	weekly	O	O		
Jade	Indispensable	Eijiro	--	--		O		
Nicole	Helpful	Eijiro	homework tasks	1-2tpm		O		
Heath	Extreemly Helpful	Eijiro	language learning	daily				
Faye	Extreemly Helpful	Eijiro / Rikai	Jap-Eng translation	1-2tpm	O	O		
Mary	Extreemly Helpful	Eijiro	translation	1-2tpm				

Online translators		Name of resource	Main use	Freq of use	skills			
					R	W	L	S
Alisa	Average	--	--	1-2tpm	O			
Ryan	Average	systransoft.com	basic understanding	rarely	O	O		
Jenny	Not-Helpful	Babelfish	--	rarely		O		
Jade	Average	--	--	--		O		

Reading Tools		Name of resource	Main use	Freq of use	skills			
					R	W	L	S
Alisa	Average	Reading Tutor	--	1-2tpm	O			
Ryan	Extreemly Helpful	Rikai / Reading Tutor	long texts	weekly	O			
Jenny	Indispensable	Rikai / Reading Tutor	for reading articles	weekly	O			
Kiccoro	Extreemly Helpful	Rikai	reading	weekly	O			
Jade	Extreemly Helpful	Rikai / Reading Tutor	--	--				
Nicole	Helpful	Rikai	cut+copy set texts	1-2tpm	O			
Heath	Extreemly Helpful	Rikai	language learning	daily				
Faye	Extreemly Helpful	Rikai	Kanji readings	1-2tpm	O			
Mary	Helpful	Reading Tutor	quick reading	1-2tpm				

Online Reading Materials		Name of resource	Main use	Freq of use	skills			
					R	W	L	S
Alisa	Extreemly Helpful	Nikkan	entertainment	daily	O			
Ryan	--	--	--	rarely	O			
Jenny	Indispensable	Yomiuri/Asahi/J.Times	essays	weekly	O	O		
Kiccoro	Helpful	Asahi/Yomiuri/Mainichi	assignments	rarely	O			
Heath	Helpful	Sports news	fun and language	daily				

## ELECTRONIC RESOURCES (continued)

<b>PC Script Support</b>		<b>Name of resource</b>	<b>Main use</b>	<b>Freq of use</b>	<b>skills</b>			
					<b>R</b>	<b>W</b>	<b>L</b>	<b>S</b>
Alisa	Extreemly Helpful	Microsoft/ IE	assignments	weekly		O		
Ryan	Indispensable	Word/Apple/Safari	--	weekly		O		
Jenny	Indispensable	Word/Browser	reading+writing	daily	O	O		
Kiccoro	Extreemly Helpful	Word	assignments	1-2tpm		O		
Jade	Indispensable	Word/Msn/Explorer	--	daily	O	O		
Heath	Indispensable	IME	language learning	daily				
Penny	Indispensable	Word	word processing	1-2tpm	O	O		
Faye	Indispensable	Word/IE	writing docs, email	weekly		O		
Mary	Indispensable	IME	typing, web use	daily				

<b>Other</b>		<b>Name of resource</b>	<b>Main use</b>	<b>Freq of use</b>	<b>skills</b>			
					<b>R</b>	<b>W</b>	<b>L</b>	<b>S</b>
Heath	Extreemly Helpful	Yahoo Email	email	daily				

# DENSHI JISHOU

Alisa --  
 Ryan Wordtank IDF 4100  
 Jenny Wordtank G50  
 Kiccoro Casio XD-80  
 Jade Sharp PW-9500  
 Nicole Canon IDF 3000  
 Penny Canon Wordtank  
 Faye Casio  
 Mary Canon Wordtank 50

## Dictionaries

Eng-Jap Dictionary							Jap-Eng Dictionary							Jap-Jap Dictionary							Eng-Eng Dictionary							Kanji Dictionary										
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7				
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## Kanji Dictionary search methods

Alisa --  
 Ryan Wordtank IDF 4100  
 Jenny Wordtank G50  
 Kiccoro Casio XD-80  
 Jade Sharp PW-9500  
 Nicole Canon IDF 3000  
 Penny Canon Wordtank  
 Faye Casio  
 Mary Canon Wordtank 50

On/Kun reading							Radical lookup							Stroke count							Hand drawn input																		
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7												
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**AUDIO / VISUAL**

		Skills Ranking					Motivation Ranking												
		Indispensable	Extremely Helpful	Helpful	Average	Not-helpful	Indispensable	Extremely Helpful	Helpful	Average	Not-helpful	Method of access	Reason for use	Freq	skills				
A/V type	R														W	L	S		
Alisa	Utaban		O				O				Internet	Entertainment	weekly	O			O		
	Suyusuyu		O				O				Internet	Entertainment	weekly				O		
	J-pops			O			O				Internet	Entertainment	daily				O		
	Dorayu			O			O				Internet	Entertainment	weekly				O		
Jenny	NHKnews		O					O			SBS	Study	daily				O	O	
	AnimeDVD			O						O	buy in Japan, borrow from friends	Her kids want to watch	weekly				O	O	
	Magazines/Novels			O						O	buy in Japan, borrow from friends	To try and improve	weekly				O	O	
	TV Dramas			O						O	borrow from friends	Study/entertainment	1-2tpm				O	O	
Kiccoro	TV shows			O				O			sattalite dish at home	Entertainment	weekly				O		
	Music			O				O			CDs bought in Japan	Entertainment	daily				O		
Jade	Movies/Anime		O							O	DVD/Internet	Study/entertainment	weekly				O	O	
	Anime		O					O			Internet	Study/entertainment	weekly						
	J Drama		O					O			Internet	Study/entertainment	weekly						
Heath	Motorsports		O					O			DVD/Internet	Study/entertainment	weekly						
	Music				O					O	Computer CDs	Entertainment	weekly						
	Manga			O						O	--	Study/entertainment	rarely						
Faye	Music				O			O			own the CDs	Entertainment	1-2tpm				O		
	Videos/Movies			O				O			TV, friend's copies	Entertainment	1-2tpm						
Mary	Music			O			O				buy CDs in Japan/Amazon	Entertainment	daily						
	Videos/Movies			O			O				own videos from Japan/SBS	Entertainment	1-2tpm						

## REALWORLD AUTHENTICITY

### Usefulness of electronic/multimedia for accessing realworld authentic texts.

		Main method of access	Most frequently used
Alisa	Extreemly Helpful	--	text book
Ryan	Indispensable	--	articles for japanese
Jenny	Indispensable	Internet	newspapers
Kiccoro	Helpful	computer/internet	Kanji
Jade	Helpful	Internet	various
Nicole	Helpful	--	--
Heath	Extreemly Helpful	Internet	translating Japanese
Penny	Helpful	Library	newspaper articles
Faye	Extreemly Helpful	Internet	--
Mary	Helpful	Everything brought back from Japan	Magazines/Books

### Usefulness of electronic/multimedia for accessing realworld authentic A/Vtexts.

		Main method of access	Most frequently used
Alisa	Average	--	--
Jenny	Extreemly Helpful	Friends/Relatives	SBS-NHK news
Kiccoro	Extreemly Helpful	CDs/TV	CDs
Jade	Helpful	Internet download programs	bit torrent
Heath	Extreemly Helpful	Internet	Anime+Drama
Penny	Average	Internet	short movies
Mary	Helpful	Brought back from Japan / Amazon	Music

### Do you think access to realworld authentic resources is an advantage?

	Yes/No	Comment
Jenny	yes	Keeps me up with what is going on in Japan
Kiccoro	yes	Improves listening skills
Jade	yes	For up-to-date exposure to language
Heath	yes	Since important for study
Penny	yes	You are immersing yourself in the culture too
Mary	yes	Motivation, authentic language

### Advantaged/Handicapped by access, or lack of access to these resources?

	Yes/No	Comment
Jenny	no	However I feel priveleged because I have a lot of access
Jade	no	--
Heath	yes, advantaged	Since you get entertainment and study as one.
Penny	yes, handicapped	I'd prefer to be able to get Japanese television
Mary	no	Everyone uses them

SAMPLE SURVEY

**Electronic and multimedia resource use in second language acquisition by students of Japanese.**

Japanese level at Monash (1-12): \_\_\_\_\_ Current year level (1-3/honors etc): \_\_\_\_\_  
 Name of course/degree you are enrolled in: \_\_\_\_\_  
 Is Japanese your major? Yes / No ...Please chose a pseudonym: \_\_\_\_\_

Do you use electronic resources in your study of Japanese? Please tick the boxes and evaluate *only* the resources that you have used - in relation to how helpful you find them in the study of Japanese.

N/A                      Indispensable                      Extremely helpful                      Helpful                      Average                      Not-helpful

                                                                                                            

**Handheld electronic dictionary (電子辞書)**

- Skill(s) aided:  
 Reading  
 Writing  
 Listening  
 Speaking

Please name the make and model that you use: \_\_\_\_\_  
 For what purpose do you *mainly* use this resource? \_\_\_\_\_  
 Frequency of use (please circle): daily / weekly / 1-2times a month / rarely

**Online dictionaries**

                                                                                                            

- Skill(s) aided:  
 Reading  
 Writing  
 Listening  
 Speaking

Please name those used: \_\_\_\_\_  
 For what purpose do you *mainly* use this resource? \_\_\_\_\_  
 Frequency of use (please circle): daily / weekly / 1-2times a month / rarely

**Online translators**

                                                                                                            

- Skill(s) aided:  
 Reading  
 Writing  
 Listening  
 Speaking

Please name those used: \_\_\_\_\_  
 For what purpose do you *mainly* use this resource? \_\_\_\_\_  
 Frequency of use (please circle): daily / weekly / 1-2times a month / rarely

**Reading tools (Rikai.com etc)**

                                                                                                            

- Skill(s) aided:  
 Reading  
 Writing  
 Listening  
 Speaking

Please name those used: \_\_\_\_\_  
 For what purpose do you *mainly* use this resource? \_\_\_\_\_  
 Frequency of use (please circle): daily / weekly / 1-2times a month / rarely

**Online reading material (newspapers etc)**

                                                                                                            

- Skill(s) aided:  
 Reading  
 Writing  
 Listening  
 Speaking

Please name those used: \_\_\_\_\_  
 For what purpose do you *mainly* use this resource? \_\_\_\_\_  
 Frequency of use (please circle): daily / weekly / 1-2times a month / rarely

SAMPLE SURVEY

**Japanese language script support on PC**                                   

Skill(s) aided:  
 Reading  
 Writing  
 Listening  
 Speaking

Please name the programs you use it in (eg: word, web browser name etc.): \_\_\_\_\_

For what purpose do you mainly use this resource? \_\_\_\_\_

Frequency of use (please circle): daily / weekly / 1-2times a month / rarely

**Other:** \_\_\_\_\_                              

Skill(s) aided:  
 Reading  
 Writing  
 Listening  
 Speaking

For what purpose do you mainly use this resource? \_\_\_\_\_

Frequency of use (please circle): daily / weekly / 1-2times a month / rarely

How do you access this resource? \_\_\_\_\_

Do you make use of Audio/Visual resources in Japanese for either study or leisure?

Examples may include: movies, TVshows (news/anime/variety/serials etc), music, radio shows, and so on...) Please rate them in relation to how useful you find them in improving your language skills, **and** in improving your motivation for language study.

Indispensable	Extremely helpful	Helpful	Average	Not-helpful
Skills: <input type="checkbox"/>	Skills: <input type="checkbox"/>	Skills: <input type="checkbox"/>	Skills: <input type="checkbox"/>	Skills: <input type="checkbox"/>
Motivation: <input type="checkbox"/>	Motivation: <input type="checkbox"/>	Motivation: <input type="checkbox"/>	Motivation: <input type="checkbox"/>	Motivation: <input type="checkbox"/>

**A/V:** \_\_\_\_\_

Skill(s) aided:  
 Reading  
 Writing  
 Listening  
 Speaking

Main reason for use: study / entertainment / other (please state) \_\_\_\_\_

Frequency of use (please circle): daily / weekly / 1-2times a month / rarely

How do you access this resource? \_\_\_\_\_

**A/V:** \_\_\_\_\_

Skill(s) aided:  
 Reading  
 Writing  
 Listening  
 Speaking

Main reason for use: study / entertainment / other (please state) \_\_\_\_\_

Frequency of use (please circle): daily / weekly / 1-2times a month / rarely

How do you access this resource? \_\_\_\_\_

**A/V:** \_\_\_\_\_

Skill(s) aided:  
 Reading  
 Writing  
 Listening  
 Speaking

Main reason for use: study / entertainment / other (please state) \_\_\_\_\_

Frequency of use (please circle): daily / weekly / 1-2times a month / rarely

How do you access this resource? \_\_\_\_\_

**A/V:** \_\_\_\_\_

Skill(s) aided:  
 Reading  
 Writing  
 Listening  
 Speaking

Main reason for use: study / entertainment / other (please state) \_\_\_\_\_

Frequency of use (please circle): daily / weekly / 1-2times a month / rarely

How do you access this resource? \_\_\_\_\_

SAMPLE SURVEY

Realworld authenticity:

How useful to you find electronic/multimedia resources for accessing **realworld authentic text** based resources? Indispensable  Extremely helpful  Helpful  Average  Not helpful

What is your main method of access? \_\_\_\_\_

What type of text do you make the most frequent use of? \_\_\_\_\_

How useful to you find electronic/multimedia resources for accessing **realworld authentic A/V** based resources? Indispensable  Extremely helpful  Helpful  Average  Not helpful

What is your main method of access? \_\_\_\_\_

What type of A/V resource do you make the most frequent use of? \_\_\_\_\_

Do you think access to realworld authentic resources is an advantage? If so, how? \_\_\_\_\_

Do you feel in anyway advantaged or handicapped by your access, or lack of access to any or all of the resources discussed previously? \_\_\_\_\_

	has and I find...				doesn't have		
	Indispensable	Extremely helpful	Helpful	Average	Not helpful	I wish it had	I wouldn't need
In relation to your electronic dictionary (電子辞書) if applicable, please rate each function.							
English-Japanese dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Japanese-English dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Japanese-Japanese dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English-English dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kanji dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Search methods: On/Kun reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Radical lookup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stroke count	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hand drawn input	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Info given: Definition in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Definition in Japanese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Example word list	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stroke count	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stroke order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Animated stroke order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other functions not mentioned: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is there any other function(s) that you wish it had? \_\_\_\_\_

Thank you very much for your time.