

Form B-2  
(FY2022)  
Must be typed

Date (日付)  
21/06/2022  
(Date/Month/Year: 日/月/年)

**Activity Report -Science Dialogue Program-**  
(サイエンス・ダイアログ事業 実施報告書)

- Fellow's name (講師氏名): Monika Barbir (ID No. P20722)

- Name and title of the lecture assistant (講義補助者の職・氏名)  
N/A

- Participating school (学校名): Fukushima Prefectural Fukushima High School

- Date (実施日時): 20/06/2022 (Date/Month/Year: 日/月/年)

- Lecture title (講義題目):  
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- Lecture format (講義形式):

◆  Onsite ・  Online (Please choose one.) ( 対面 ・  オンライン (どちらか選択ください。))

◆ Lecture time (講義時間) 70 min (分), Q&A time (質疑応答時間) 30 min (分)

◆ Lecture style (ex.: used projector, conducted experiments)

(講義方法 (例: プロジェクター使用による講義、実験・実習の有無など))

Used Zoom, used virtual whiteboard, used Powerpoint presentation, conducted experiment

- Lecture summary (講義概要): Please summarize your lecture within 200-500 words.

The lecture was composed of three parts. 1) The first part was about me and my work. I spoke of Canada and my hometown, Toronto. I also told them why I became a scientist and what my favourite part of my job. This was to give the students a taste of international cultures and give them an idea of what motivated me to become a scientist, as well as show them the great side of being a researcher. I then talked about my research. I asked them how they feel second language learning difficulty changes across the lifespan. We agreed that it gets harder to learn a second language as we get older. I then explained the critical period theory: that there may be a limited time in life when it is easy to learn language. I also introduced my work on methods to overcome the critical period. 2) The second part was a scientific experiment. To learn more about what causes the critical period and how we can overcome it, the students participated in scientific study. In the experiment they played a video game together to learn the Martian language. They collected virtual gold coins that allowed them to unlock fun videos. 3) The third part was about the

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study and current studies I am working on right now. We discussed the experiment and I asked them if they found the game easy or hard. They agreed that the game felt hard. I told them that the game feels hard but that players perform very well! I explained to them that there are very few studies on teens even though there is a recent study that shows that the critical period may be at 18 years old. I then talked about the effects of native language and literacy on second language learning from my previous studies. I concluded with ways we can improve second language learning based on my studies.

◆Other noteworthy information (その他特筆すべき事項):

Mr. Kanazawa and Ms. Sakai did a wonderful job handling all the changes (in person to online) and staying on top of the presentation plan (have materials to be distributed, etc). The students were very enthusiastic.

- Impressions and comments from the lecture assistant (講義補助者の方から、本事業に対する意見・感想等がありましたら、お願いいたします。):

N/A