

Whether Beginner Level Common Language Multinational Learners Group Could Make Inventive Dialogue : Practice of Project Work with 5 South East Asian Countries and Japanese High School Students

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An “inventive dialogue” is considered to play an important role in global society. The aim of this dialogue is sharing knowledge with various different people and creating a new intellectual world with each other (Tada 2016). In this paper, I will examine whether an inventive dialogue was born in a multinational and multi first language (L1) learners’ group with varying beginner levels of common language competency, at “Nihongo-jin Forum 2017 students’ program”. The practice used in this group was derived from two sources : two Japanese junior high school teachers’ pedagogical methods and obstacles in multinational Japanese language education. Consequently, inventive dialogues were observed in students’ dialogue processes when discussing the final task, and attitudes towards inventive dialogues were also observed from students’ discourse. In addition, it turned out that students with a low level of common language also reported a sense of contributing to inventive dialogues and a sense of self-growth. The growth of the students was supported by the guidance staff and teachers from each country.

The Training Program to Spread “Learner-Centered” and Facilitate Teachers’ Self-Support : Rebuilding Secondary Educational Support in Vietnam

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This report provide the overview of the teacher training program for Vietnamese teachers of Japanese language at secondary schools (grade 6–12) conducted in the throughout school year of 2017.

The theme of this program is “how to conduct the learner-centered Japanese lesson” and 15 selected mid level teachers who have a certain teaching experience attended to step up to the higher level teachers who can develop their own teaching skills independently. The program mainly consists of two part ; the nationwide group training and the follow-up program including open demonstration classes and the subsequent region-based group trainings.

Observations revealed that the participants positively tried to put “the learner-centered approach” into their own teaching practice through individual follow-up program, and through the region-based training held afterwards, this positive attitude was widely shared with teachers who did not attend the nationwide group training as well. The first trial of the throughout year, it provided a positive impact on teachers, but further implementation and research will be needed to evaluate the effect of this teacher training program.

Development of “Japanese Test for Course Recommendation” for Marugoto Japanese Online Course

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The Japan Foundation provides the ‘Marugoto Japanese Online Course’ – a course where students learn comprehensively about Japanese language and culture – on the Japanese language learning platform it operates called ‘JF Japanese e-Learning Minato’.

In this post, we would like to report on the development process of the ‘Japanese Test for Course Recommendation’ test, established to guide students in choosing a course which suits their personal Japanese ability. This test can be easily taken online at anytime, and was developed following the addition of the A2 level course for the ‘Marugoto Japanese Online Course’, which in its first year provided only the A1 level course.

This test has 4 sections – ‘Japanese Script and Vocabulary’, ‘Conversation and Grammar’, ‘Listening’, and ‘Reading’ – and was created in accordance with CEFR (Common European Framework of Reference for Languages), and by selecting items suitable to the Can-do targets contained within each course.

Based on the results of data analysis of 7,307 test participants, we can see it is a highly trusted and beneficial aid in user’s course selection.