Development of Course Design Theory in Japanese Education and Its Issues

FURUKAWA Yoshiko

Course design theory in Japanese language education was introduced based on that in the English education in the 1980's. According to policy documents and related researches since then, it has been widely shared by Japanese teachers, and has been shared as a framework for planning, grasping and improving educational practices even now. However, there are some problems in the course design theory in Japanese language education comparing with English education, such that a clear process model of the setting objectives has not presented yet, and that the scope of the educational content has not sufficiently based on views of social activities and education with a view to human development. For considering realizing the sound policy planning or educational practice that corresponding social demands of Japanese language education and conducting appropriate teacher education such as teacher training courses, there is a need to review the framework of the concept of course design and examining the relationship between related concepts to course design.

"Can-Do for Young Learners" in Brazilian Primary Schools : A Theoretical Framework of Japanese Education for Global Citizenship

NAKAJIMA Eriko, SUENAGA Sandra Terumi

The number of Japanese language learners (aged 6 to 10) in Brazilian primary schools has recently increased. This has revealed a number of problems such as "Lack of annual curriculum", "Lack of connection between language and culture", "Lack of coherence between educational aims and classroom learning", "Lack of teaching materials". Our new initiative at the Japan Foundation in São Paulo – Kodomo Can-do (Can-do for Young Learners) – aims to address these issues. Kodomo Can-do is not just a descriptor of language ability, but it is designed to integrate educational aims, cognitive and social skills and language and cultural ability. Based on Brazilian educational system, our objective is to support the Japanese language programme in schools to enhance and develop the abilities of young learners by offering Kodomo Can-do as an educational tool which aligns educational aims and learning activities in a way which is accessible to teachers working in schools. This article introduces the background, theoretical framework and the method of developing the structure with a template. The article also covers a plan for a potential future extension of the project.

Designing Grammar Lesson to Develop Language Analysis Ability for Intermediate/Advanced Learners of Japanese : An Attempt in the Training Program for Foreign Teachers of Japanese-Language

KIDA Mari, YAMAMOTO Mika

This is a study report on intermediate to advanced grammar lessons for Non-Native Teachers (hereinafter NNTs) that were given to develop their ability to recognize their own assignments, and address and analyze Japanese spontaneously, even after they go back to their countries. In this study, grammar lessons were given adopting three factors that were considered to develop analytical ability for Japanese : "observe the actual condition of Japanese objectively", "work out rules on their own", and "sort out and put in order necessary information". From our attempt to develop analytical ability, this paper presents our trials for "investigative learning", "example searching" and "discovering interesting (omoshiro) Japanese". And then, the possibility for development of analytical ability was explored in the questionnaire forms collected from the NNTs. The NNTs perceived that they had developed their ability for analysis to an extent by acting on their own initiative and working collaboratively through the lessons. Changes in images they have about grammar lessons were also confirmed.

Operation and Result of the "Marugoto (A1) Tutor Support Course" : Student Support in Online Courses

CHIBA Tomomi, TAKEDA Motoko, HIROKAGA Masayo, KASAI Yosuke

In this post we would like to report on the results of our course design and operation of the course 'Marugoto (A1) Tutor Support Course', which we have available on the Japanese language learning platform 'JF Japanese e-Learning Minato', being operated by the Japan Foundation since July 2016.

This course comes with 5 types of tutor support - together with self-study at the 'Marugoto Japanese Online Course site' – ① Assignment corrections, ② Live lesson, ③ Oral test, ④ Group noticeboard, ⑤ Notifications/Messages from the instructor.

In 2016 we operated a total of 3 courses, and with the tutor-support course we were able to realize the concept of 'Minato' by providing a place that both allows 'selectable study' and is also an enjoyable 'meeting place'. We were also able to see the effect of this reflected in the learning continuation rate.

On the other hand, we do have some issues remaining with the operation of the Live lessons and Groups, with respect to the concept of them being a 'meeting place' or place to connect with others.

Designing Textbook Based on Can-Do： Developing "Marugoto： Japanese Language and Culture (Intermediate B1)"

FUJINAGA Kaoru, ISOMURA Kazuhiro

This report introduces a task-based learning design, which is adopted in the development of the coursebooks "Marugoto： Japanese Language and Culture" Intermediate 1 and 2, based on the JF Standard for Japanese-Language Education. The method is as follows： taking the aspects of CEFR B1 level into account, first we described the learner's language activities as Can-do statements, considering their interests and situations in which they use Japanese. Then we set these Can-dos as a target of learning, and designed classroom learning components aiming towards the achievement of the target outcomes. The purpose of this report is to assert the effectivity of the task-based learning design in developing teaching materials, which start from Can-do statements as "after the class what kind of tasks you can accomplish in real situations", rather than a knowledge-based design based on grammar and vocabulary.