

## Beliefs and Learning Experience of Non-Native Japanese-Language Teachers – Comparison of Quantitative Investigations in Fiscal Year 2004/2005 and 2014/2015 –

KUBOTA Yoshiko

This study reveals the difference in beliefs and learning experience of non-native Japanese teachers over 10 years by comparing the result of quantitative investigations in fiscal year 2004/2005 and 2014/2015. Through factor analyses of the result of investigations in 2004/2005 (Kubota 2007), two factors; “Accuracy orientation” and “Expressiveness orientation” were found. In this study factor scale scores of these two beliefs factors were calculated. Significant differences in comparisons by region, and weak correlation between “accuracy orientation” and “grammar, translation and memorization type” learning experience were found. In the analysis of investigations in 2014/2015, significant differences of belief factor scores were also found in comparisons by region. As for learning experience, factor scale scores of “grammar, translation and memorization type” were almost the same as the result of investigation in 2004/2005, but factor scale scores for “communicative activity type” were higher than the result of the investigation in 2004/2005. The 2014/2015 study found weak correlation between both beliefs and “composition, presentation and debate type”.

## Support for NIHONGO Partners with the Provision of Information by the Blog – Support for the Forth NIHONGO Partners Dispatched to Thailand in 2016 –

SATO Goro

“NIHONGO Partners” (NP) are Japanese citizens who are dispatched mainly to secondary schools in ASEAN countries in order to assist the local Japanese language teachers in teaching Japanese language, Japanese culture etc. at schools.

As an educational consultant for NP in Thailand, I have advised them on teaching Japanese by Email, and visited their schools to observe Japanese class since the first group of NP (2014). Through consultative activities for NP since 2014 till 2015, two problems were found; 1. How to keep connection with NP who have no contact with an educational consultant, 2. How to offer information which NP really need at an appropriate timing.

Therefore, I started to offer the forth group of NP (2016) information about classroom activities or how to teach Japanese by my personal blog. NP have read the blog and consider it useful for their activities in their schools. At the same time, two more problems were found; 1. How to offer information which NP really need, 2. How to offer an opportunity of conversation between NP and CP (Counterpart= Thai teachers).

## Cooperative Learning in Two Types of Discussion After Watching a Movie – A Practice of “Media Japanese-Teaching” in China –

SHIMIZU Miho

This study clarifies the features of and learning that comes from the analysis of learners’ interactive dialogue, according to two types of discussions that the participants of the study took part in after watching a movie. In the “Media Japanese-Teaching” class, as part of the Japanese language learning course conducted for students in China, the author selected the Japanese movie *The Girl Who Leapt Through Time* (the documentary edition of 2010); implemented two different activities, “comprehension task” and “communication on self-thought”, based on the movie; and performed an analysis. The “comprehension task” reveals that conversation was initiated with the aim of understanding the plot of the movie; meanwhile, the conversation played the role of a function of language learning. In “communication on self-thought”, various topics and the flow of conversation were examined in each group. It was suggested that the theme should be made vivid and should imply the diversity of each learner for creative learning.

## A Course Design and the Result of the Japanese-Language Program for Specialists Using “Marugoto: Japanese Language and Culture”

HABUTO Sono, NOHATA Rika, AZUMA Kentaro, TODA Toshiko, ADACHI Shoko

The Japanese-language program for foreign-service officers and public officials replaced the former main textbook “*Minna no Nihongo*” with “*Marugoto: Japanese Language and Culture*” in 2015 aiming to resolve several issues including: the gap between the course target and curriculum, learner stress due to level differences, and insufficient cultural curriculum. The course is designed considering the following points:

- 1) to use participant’s professional knowledge and experience
- 2) to better handle level differences
- 3) to adopt measures to handle learners who are particular about grammar.

As a result of the course, the middle and lower level learners improved their oral communication competence, felt less stress, and showed more active attitude for communication than previously. Certain issues regarding the curriculum for high-achieved learners are yet to be addressed.

## Course Design for Teaching Methodology Course Focusing on Task Performance : Teacher Training Program for Non-Native Japanese Teachers

KIKUOKA Yuka, SHINOHARA Aki

This paper reports the outline and its achievement of the course design for teaching methodology course in teacher training program for non-native Japanese teachers. We revised the syllabus of the course in “Long-term training program 2015”. The new syllabus is based on “JF Standards for Japanese-Language Education”, especially focusing on “task performance”. In the course, we incorporated as many opportunities for reflection as possible so that the participants would not get confused with the difference between the way how they had been teaching and the way they learned in this course. From the results of the questionnaire taken at the end of the course, we found the following; 1) the participants positively grasped the “teaching method focusing task performance”, 2) through learning the “teaching method focusing task performance”, they reflected their own way of teaching and noticed the necessity to change their way of teaching.

## Development of Japanese Language Textbook for High School Students, “Nihongo ☆ Kira-Kira” Based on the National Curriculum of Indonesia in 2013

FURUUCHI Ayako, MITSUMOTO Tomoya, IGARASHI Yuka, HATTA Naomi, Evi Lusiana

As part of the support for Japanese language education in Indonesia, the authors have been developing a high school textbook “Nihongo ☆ Kira-Kira” that comply with 2013 National Curriculum. The curriculum aims to nurture the competency, established by the Ministry of Education and Culture, for the purpose of cultivating the human resources who will be active in Indonesia and abroad in the future, but it also fosters the competency in terms of attitude, such as discipline, cooperativeness, creativity and responsibility, along with the knowledge and skills to be taken up as the curriculum subjects. In this paper, after overview of the curriculum from the perspectives of objectives and goals, learning process and evaluation, the authors introduce the outline of this book and describe the “project work” that aims to integrate the fostering of competency in terms of attitude and Japanese language learning. Currently, this book is being used as a trial by Indonesian teachers, results of them will be the basis for its revision. The future tasks include implementation of workshops for teachers and examination of the evaluation methods.

## Revision of “Akiko To Tomodachi”, Thailand’s Secondary Education Textbook : Enhancing Communicative Competence

NAKAO Yuki, Prapa SANGTHONGSUK

This paper aims to report on the revision of “Akiko To Tomodachi”, Thailand’s Secondary Education Textbook, regarding revised principles, changed items and trial results. The revised edition focuses on communicative competence. Listening exercises, called “Donnabamen?”, are added as language input for students to notice how words and expressions are used in the situations. In addition, “Akiko Can-do” or learning objectives are rewritten more concretely and students can reflect on what they can do with “Can-do Check”. Furthermore, tasks are also added for students to learn to guess, analyze and research individually or collaboratively. The feedback from trial results is positive. Students said that “Donnabamen?” exercises are fun because they are brain-challenging, enabling them to learn words and expressions. Teachers reported that “Donnabamen?” exercises motivate students. They are easy to use and require only brief lesson introduction time.