

The Changes of Perspectives on Japanese Language Learning of Indonesian Japanese Language Teachers in High Schools and Universities

FURUKAWA Yoshiko, KITANI Naoyuki, NUNOO Katsuichiro

We conducted a research to Indonesian Japanese teachers (IJT) of high schools and universities. We examined how IJT's views on the meaning of Japanese language learning, which includes objectives, motivations and social meaning of learning Japanese, have been changed in the past (1970 s–90 s) and present (since 2000). In these years, the society, the relationship between Japan and Indonesia, and educational policies there has altered. At the present, the most common answer from high school IJTs was "studying in Japan", on the other hand, that from university IJTs was "the pop culture" in addition to "to get a job". The regional differences in the local societal attitude toward Japanese language have been reduced along with the spread of Japanese education there. Furthermore, IJTs viewed that learning Japanese language could open the possibilities for schools and learners to connect to the global society.

The Localization of *Erin's Challenge! I Can Speak Japanese* –Revising a Textbook for the Secondary Schools in China–

YANAGATSUBO Sachika, SUZUKI Kyoko, MATSUURA Tomoko

In recent years, many Chinese secondary schools have incorporated Japanese as a second foreign language. However, as neither syllabi nor textbooks have been produced by the Ministry of Education yet, many teachers have been unsure of how to proceed in teaching their students. Under the situation, the Japan Foundation, Beijing screened the contents of the textbook *Erin's Challenge! I Can Speak Japanese* (The Japan Foundation, 2007), added new ones considering the local circumstances in China and published under the title *Erin's Challenge! I can Speak Japanese –Ailin Xue Riyu*. Various revisions were made so that it can be used not only as the main textbook for a second foreign language in Chinese classrooms, but also as an audiovisual material for a first foreign language. Although it was well received, it revealed the necessity to support the teachers with regards to building competence in intercultural understanding.

Development of the Japanese Language Learning Site “MARUGOTO Plus”—A Support Site for Learners’ Competences in Accomplishing Tasks and Intercultural Understanding –

KAWASHIMA Keiko, WAGURI Natsumi, MIYAZAKI Reiko, TANAKA Tetsuya
MIURA Takashi, MAEDA Sumiko

“MARUGOTO Plus” is a support website for Japanese language learners developed by The Japan Foundation Japanese–Language Institute, Kansai. It was created in conjunction with the “Marugoto : Japanese Language and Culture” textbook, which is based on the JF Standard for Japanese–Language Education and aimed at adults overseas. “MARUGOTO Plus” was developed with three key concepts in mind, “Increasing the ‘Things able to be accomplished using Japanese’”, “Ability to practice with ‘Practical’ settings”, and “‘Fun to use’ for adults”. It aims to assist with the practice of task performance and the creation of opportunities to gather information for intercultural understanding. “MARUGOTO Plus” is compatible with two levels of the textbook, “Starter A1” and “Elementary 1 A2”, and offers a variety of content. This paper will report about the concept of “MARUGOTO Plus” and how the site was realized according to the concept and, in addition, the reactions to the site.

The Online Japanese Course “NIHONGO Starter”: The Development and Usage of eBook Materials

SHINOHARA Aki, YANASHIMA Fumie

This paper reports the development and usage of eBook materials, “NIHONGO Starter”. They were co-developed by the Japan Foundation and the Open University of Japan, and have been published as a course of JMOOC. They are for beginner level learners and written in English. There are 10 lessons (10 books) and it takes about 45 minutes to study one lesson. Each lesson focuses on a skit video, followed by explanation, exercise, and so on. The goals of each lesson are written as “Can-do”. After the online course started, a variety of learners from many countries, who are interested in Japanese language and culture, have registered and we received good feedback from them. Our challenge is to foster the continuation of studying, which is always discussed among MOOC. Therefore, we are activating the learning community via Facebook, and will consider ways to increase and sustain the number of learners.

An Attempt to do Lesson Study at Secondary Schools in Indonesia—Connecting to Lesson Improvement through Learning from Practice—

Evi LUSIANA, TODA Akiko, UENO Mika

Teacher training of Japanese language education has been a big problem for a long time according to the increase of Japanese learners in secondary education in Indonesia. Japan Foundation Jakarta (JFJ) has been supporting a variety programs toward solving this problem, especially in teacher training, cooperated with the government. On the other hand, along with the paradigm shift of discussion about the teacher training, a new approach is in need to encourage “Teacher Development”.

In this paper, we report on an attempt of “Lesson Study” as a new approach at secondary schools by the JFJ and the Association of Secondary School Teachers in Indonesia. The findings suggest that all participants have benefit from “Lesson Study”, and reveal some challenges. Learning the significance and challenges of “Lesson study” through this observation, this report contributes to stimulate the discussion of teacher training in Indonesia.

The Potential and Issues in the Use of *Marugoto : Japanese Language and Culture* for the Baccalauréat at the Secondary Education in France

OKUYAMA Reona

In 2013, the baccalauréat, which is an academic qualification for high school students in France, was changed to include the examination contents based on the ideas and standards of CEFR (Common European Framework of Reference for Languages). The third foreign language examination requires the acquisition of the oral production competence, the oral interaction competence and the language validity through three years of high school.

The author teaches high school students who wish to pass the Japanese examination as the third foreign language using the textbook *Marugoto : Japanese Language and Culture* over two years.

This paper reports the usefulness and the issues of *Marugoto : Japanese Language and Culture* comparing its contents and learning method with the linguistic performance which is to be evaluated in the baccalauréat.

Reform of the National Curriculum for England and Japanese Language– Focusing on the Introduction of Foreign Languages Learning for Pupils at Key Stage 2–

FUKUSHIMA Seiji, MURATA Yuko

As of September 2014, the new National Curriculum has been implemented in England. The biggest change for foreign language education is to make foreign language learning statutory for pupils at Key Stage 2 (from Year 3 to Year 6). At first, the Department for Education proposed that primary schools teach one or more of French, German, Italian, Mandarin, Spanish or a classical language (Latin or Ancient Greek). The Japan Foundation London was concerned about the proposal, as it might prevent school children from learning Japanese in primary schools, and requested that the Department withdraw the list in cooperation with other stakeholders. In the end, the list of seven languages was abandoned and any language is allowed to be taught in primary schools. In this paper, we describe the process of the Curriculum reform from the viewpoint of practitioners engaging in Japanese language education in the UK.

Workshop to Develop a Teacher Portfolio–The Design of a Workshop for Teachers Aiming towards Supporting Teachers–

KONDO Yumiko

This paper reports on the design process of a portfolio preparation workshop for practicing teachers and its significance and challenges are further discussed. “Portfolio” is a tool to support autonomous and lifelong learning, and therefore it can also be used for teachers to provoke reflection on their teaching practices and on their experiences of learning in the training programs.

In the workshop, the participants were asked to reflect on past and present experiences as Japanese teachers and to think of ways to implement them in their future practice. Together with this, care was taken to ensure that the process of designing a portfolio deepened the participants understanding of how to use it. The participants’ feedback confirmed that the intentions of the instructor were generally understood and the purpose was achieved, however, continued and future use of the portfolio in a variety of educational contexts needs to be explored further.

An Attempt to Utilize Portfolio Assessments in the JF Japanese Language Courses for Adult Learners

MATSUI Reiko, NISHIYAMA Keiko

The Japan Foundation, Sydney has been conducting Japanese language courses for adult learners utilizing ‘*Marugoto*’ textbooks. Based on feedback received within the first year, improvements were made to elements of the course design associated with the portfolios. This paper reports on the structure of the portfolio, including each content element, and how it is used. Changes made to the course design promote learner participation in assessment activities and learning outside of the classroom. Based on the results, it is proposed that portfolio assessment can effectively support the learning of adult learners.

Reconstructing the Japanese Language Education Website ‘Classroom Resources’ – The Japan Foundation, Sydney Support for Japanese Language Education in Australian Schools –

OCHI Haruka, Cathy JONAK, KIM Hyogyung

Since it was established in 1991, The Japan Foundation Sydney has been delivering classroom resources and teaching ideas to teachers of Japanese together with the latest information about Japanese language education. Past teaching materials and resources were presented on the homepage of the Japan Foundation Sydney from 2009. However, the resources were listed largely according to date of their publication, so it was difficult for teachers to find materials that they needed. We therefore developed a new website ‘Classroom resources’ to allow users to search for material more efficiently by means of a search engine.

In this paper we outline the website development plan and its implementation, and report on the functions and features of the website and the response it has generated.