

## Process of Students' Attitude Change toward Portfolios Introduced in the JF Language Courses : An Analysis of Interview Data of Students

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This study analyzed interview data of students using the Modified Grounded Theory Approach, and suggested a hypothetical model of students' attitude change toward portfolios introduced in the JF language courses. The results showed that 1) some students became pioneers of portfolios soon after guidance, 2) most students took negative attitudes toward portfolios although they felt the review sheets were useful in the beginning, and 3) as the course progressed, studying Japanese characters and the pioneers made other students aware of the usefulness of portfolios, which resulted in more active use of the portfolios. The results also pointed out that in some cases students kept negative attitudes, or their awareness of usefulness didn't lead to active use of portfolios. Finally, this paper suggested three ways to promote usage of portfolios ; 1) teaching Japanese characters, 2) encouraging the students' reflective discussion, 3) using portfolio assessments as a requirement for course completion.

## Consideration on Characteristics of Japanese–Language Learners in Mexico – Regarding the Survey Results of Their Learning Beliefs –

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This research focused on examining aspirations to master linguistics competence and skills as well as language learning beliefs of elementary level learners in Mexico. The mastery of conversation skill was the highest aspiration. However, others differed depending on regions and the type of schools. Through a beliefs survey, the following points became evident : 1) Students prefer conversation activities and listening comprehension, but do not look forward to enhancing vocabulary or reading comprehension. 2) They are enthusiastic to be guided directly by their teachers. In recent years, the demand for interpreters, translators and teachers of Japanese has been on the rise in Mexico. Effective and efficient courses must be initiated in order to reach such skilled levels, and teachers must make use of students' characteristics while considering the above mentioned needs of the students.

## Japanese Training Utilizing e-learning for Non-native Teachers in India – Attempt at Blended Learning for Teachers in Remote Locations –

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Recently the number of Japanese language learners in India has been increasing. Due to this change, demand for supporting Japanese language teachers has risen not only for teachers in urban areas but for those across the entire country. Japan Foundation New Delhi introduced Online Japanese training for teachers combining remote lectures utilizing a web meeting system with the Moodle learning management system to teachers in Gujarat and Rajasthan in April and August 2013 respectively. The result of the course not only shows an effective model of teacher training that enables teachers at remote locations to participate, but also suggests that such opportunities can serve to build a network among those widely dispersed teachers. In addition, rectifying some problems such as the decline in Moodle use over time, participants' adaptabilities to e-Learning were seen as a result of new attempts to introduce the course.

## Results and Future Possibilities of Preparatory Japanese–Language Training for the Indonesian and Filipino Nurse and Certified Care Worker Candidates under Economic Partnership Agreements

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The Japan Foundation has been implementing the Preparatory Japanese–Language Training for Indonesian and Filipino Nurse and Certified Care Worker Candidates under the Economic Partnership Agreement since 2010. The training course design was based on concepts like “Japanese–Language Education for Specific Purposes” for beginners, “Autonomous Learning”, etc., and focused specifically on “vertical articulation”. The curriculum has three branches: “Japanese–Language lessons” “Autonomous Learning” and “Understanding Japanese Society and Culture”. Since 70% of the total number of candidates have attained the learning goals (more than 80% when limited to those who came to Japan via matching), thus, this training has helped improve the Japanese–language proficiency essential to handle the Nurses and Certified Care Workers National Examination. The goal from here is to strengthen the “continuity of learning” from local training to domestic training in Japan, including the reevaluation of the portfolio, etc.

## Teacher Training for a Coursebook Conforming to the JF Standard for Japanese Language Education – Implementation of the Teacher Training for the Coursebook of *Marugoto : Japanese Language and Culture (Starter A 1 – Coursebook for Communicative Language Activities)* –

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This paper describes the training of teachers for the conversation course *MARUGOTO : Japanese–language and culture (Starter A 1 – Coursebook for Communicative Language Activities)* offered at Japan Foundation Manila (JFM). In April 2012, the A 1 course was offered, but the request from learners who want to take the A 2–1 level posed a dilemma : whether to offer A 2–1 or reoffer A 1 for new learners. As the constraint was that the two Japan trained instructors could handle only one course, it was deemed necessary to train more teachers. This report deals with the circumstances leading to this training course, training contents and schedule, participants’ backgrounds, etc. It includes how the trainees, accustomed to introducing grammar before doing drills, were able to gain new perceptions and realize self-transformation, based on the comment sheets.

## Development Process of a New Textbook for Learners to Learn Japanese with little time – Textbook for Japanese Elective Course in Secondary Education in Thailand –

MIURA Takashi, Prapa SANGTHONGSUK

In secondary education in Thailand, The Japan Foundation Bangkok has promoted the development of new textbook for students who study Japanese-Language in limited time, studying once or twice a week. On the textbooks called “*Koharu series*”, we already have reported the development process of the Hiragana textbook, *Koharu to isshoni Hiragana Waai*. In this report, we will report on the development process of *Koharu to isshoni Nihongo Waai* to learn Japanese culture and situational conversation and will consider what kind of textbooks are required for Japanese learners of secondary education in Thailand. After the completion of development of “*Koharu series*”, Thailand has two types of Japanese-Language textbooks for secondary education : for students who have extensive time to study and for others with little time to study.

## Significance of Observational Teacher Training Course in Secondary Japanese Teacher Training Programs in China: Awareness of Teacher Escorting Participant of Project Work for High School Learner in Northeast China and Inner Mongolia

MATSUURA Tomoko, YANAGATSUBO Sachika, SUZUKI Kyoko

This paper reviews the significance of “Observational Teacher Training Course (OTTC)”, and organizes secondary Japanese teacher training programs in China. The teacher training programs by the Japan Foundation Beijing are “Secondary Japanese Teacher Training Courses” for spring and summer held since 2003 with the People’s Education Press under the Ministry of Education, and “OTTC” for teachers escorting participants of “Project Work for High School Learners in Northeast China and Inner Mongolia” since 2011. The authors analyzed the teachers’ viewpoints and findings in “OTTC”. The analysis revealed that the viewpoints are toward “students” and “contents”, which may lead to deeper consideration, though many of their analysis levels remained low such as “occurring fact” or “impression or value judgment of an observer”. Both a conventional teacher training course and an alternative “OTTC” type play a role, and we must develop them in a mutually complementary way.

## An Attempt to Teach Japanese as a Foreign Language in *Marugoto : Japanese Language and Culture*

KIJIMA Hiromi, SHIBAHARA Tomoyo, HATTA Naomi

*Marugoto : Japanese language and culture* is a series of Japanese coursebooks for mutual understanding. This paper reports on how Japanese language proficiency and intercultural competence are interpreted and embodied in ‘*Marugoto*’. The new attempt in ‘*Marugoto*’, first, is based on the JF standard for Japanese–language Education starting from A1 level which has never been acknowledged. Secondly, it uses Can–do statements, which describe specific human activities with language, for goal–setting and evaluating learners’ proficiency. ‘*Marugoto*’ puts emphasis on language input and practice in teaching, referring to knowledge from cognitive processes of language acquisition. In addition, ‘*Marugoto*’ focuses on the knowledge, skill and attitude of learners to enhance intercultural competence. Finally, this paper offers some examples of conversations for mutual understanding in ‘*Marugoto*’. ‘*Marugoto*’ is now being tested, and we have received positive feedback from teachers and learners abroad.

## A Study of Japanese Use of Foreign Graduate Science and Engineering Students

HABUKI Miyuki, SHINOHARA Aki

The Japan Foundation Japanese–Language Institute, Urawa and the Open University of Japan are developing “Japanese online material for foreign graduate science and engineering students”. In order to develop the material, we conducted a survey to explore how foreign graduate students are using Japanese in daily and college life. In addition, based on the results of the survey, we created a group profile of foreign graduate science and engineering students. The group profile shows that foreign graduate students use Japanese in various situations. While they are using English in academic life, they use Japanese with their supervisors and laboratory members for daily communication. In addition, the use of Japanese in daily life is required for interaction with people. They often need to use Japanese to fill out the documents in assignments.

