

Meaning of Portfolio in Teacher Training Courses : Teacher Training Course Portfolio and Teaching Portfolio

MATSUURA Tomoko, SATO Osamu, YANAGATSUBO Sachika

This paper considered the meaning of Portfolio in teacher training courses through self-reflection about the process of introducing the Portfolio in a teacher training course for university teachers in China by analyzing from three aspects : Revelation of keyword introjection, “Appropriation”, re-contextualization, and practical thought process. As a result, it was observed that participants re-contextualize findings from the course by composing Teacher Training Course Portfolio, and represent practical experience that enables the meaning of Teacher Training Course Portfolio to be recognized as a means to support the representation of practical experience in the growth process of a teacher. Both objectives of looking for a way of assessing the course and for participants to experience Portfolio were achieved. In addition, an analysis revealed that the process of making Portfolio influences the growth process of a teacher.

Attempts to Form Students’ Identities through Learning Activities – A Practical Report on Learning Activities of “enTree–Halina! Be a NIHONGOJIN!!–”, Teaching Materials for Philippine High Schools –

MATSUI Takahiro, OFUNE Chisato, WAGURI Natsumi, SUMA Ayuko

Japanese–language education was implemented in secondary schools in the Philippines from June 2009, following a memorandum issued by the Philippine Department of Education (DepED). As “human development” is commonly listed among the objectives for foreign language education at the secondary level in many other countries, DepED also decided to include “the preparation of students for meaningful interaction in a linguistically diverse global workplace” and “the development of students’ understanding and appreciation of other people’s culture” as part of their own. Therefore, the developers of the teaching materials, “enTree”, have embraced “human development” as one of their core concepts. Learning activities that aid in identity formation are an important element in encouraging growth as a person. This paper introduces concepts behind “enTree”, presents details of learning activities that are related to identity formation in a multilingual society, and discusses the importance of these activities in Japanese–language education.

Training the Instructors for Professional Development of Japanese Language Teachers at Secondary Schools in Indonesia – Autonomy in Professional Development by Collaboration of the Centre for Development and Empowerment of Language Teachers and Education Personnel, Ministry of Education and Culture and Japanese Teachers at High Schools –

Evi LUSIANA, OZAKI Hiroko, AKIYAMA Kayo

The recent surge in the number of the Japanese language learners in Indonesia has increased the importance of the professional development of the high school teachers of Japanese language. The Japan Foundation, Jakarta (JFJ) has been conducting teachers' professional development seminars in collaboration with the Centre for Development and Empowerment of Language Teachers and Education Personnel, Ministry of Education and Culture (P4TK). In those seminars, where mostly the JFJ lecturers taught, the P4TK instructors were seldom involved in teaching activities. However, in order to make the Japanese language education at secondary level autonomous, the P4TK instructors are expected to collaborate with high school teacher-instructors in conducting professional development seminars for teachers. To achieve this, a seminar for the P4TK instructors was conducted. The seminar focused on developing practical teaching skills required for instructors to instruct teachers. This paper summarises the seminar and evaluates it for its significance.

How Is the Website “Erin” Accepted by Learners of Japanese around the World? – User Evaluation as Observed from Surveys –

HABUKI Miyuki, NAGATA Yuko, ISOMURA Kazuhiro

“Erin’s Challenge! I can speak Japanese” is a teaching material, the purpose of which is to provide videos for “Japanese-language learning” and “cultural understanding”. It has been distributed firstly as a TV program, then DVDs, and most recently as a website. Based on the results of a user evaluation and access log of the website, we can see how the website “Erin” is accepted by learners of Japanese around the world. According to the access log, the numbers of page views of the website are increasing, especially among highly motivated users for study. The result of two surveys shows that the website is rated highly due to its contents and interactive features, which means that the website’s purpose is being positively evaluated. We will continuously update the site in order to obtain further users by adding other language versions and changing the design of the website.

Level Certification Test (A 1) Development for JFS Japanese –Language Courses Based on JFS/CEFR

KUMANO Nanae, ITO Hideaki, HACHISUKA Makiko

The Japan Foundation overseas offices are expanding Japanese–language courses based on JF standards. In Europe, learners require certification based on CEFR, so 3 JF centers are developing a test (A 1) for this purpose. We collected and analyzed test manuals and samples. We structured the test based on “Manual for Language Test Development and Examining” (ALTE 2011). Like other language tests, this test has 4 sections : Listening, Reading, Writing and Conversation. Topics, task difficulty levels, sentence patterns, vocabulary and use of Japanese characters are based on “Marugoto” according to JFS/CEFR. The results of the trials confirmed that this test level can be certified as A 1 and that a Japanese-Language Test based on JFS/CEFR can be developed. However, there were some problems that need to be improved upon. For example, a listening test with written choices can be more difficult for Japanese than for other European languages because of the writing system.

An Attempt to Improve the “Japanese for Teachers” Course Using the JF Standard for Japanese-Language Education

FUJINAGA Kaoru, NAKAO Yuki

The Japan Foundation, Kuala Lumpur has conducted the ‘Japanese for Teachers’ Course since 2010, aimed at improving and maintaining the Japanese language skills of teachers in Malaysian secondary schools. In this report, the authors will report on the attempts made to improve the learners’ mastery of the language. Using the JF Standard for Japanese-Language Education,

- (1) the course’s syllabus was designed to enable learners to apply the language knowledge acquired to improve their communication skills,
- (2) the learners were able to correct themselves while monitoring and reflecting on their own output. The learners were able to share the progress of their achievement with their teacher,
- (3) it gives a sense of accomplishment to the learners even if they have only attended one lesson.

The authors shall discuss their thoughts on their findings and seek continuous effort to better this course.

Practical Use of JF Standard for Supporting Places of Education in Thailand – Producing the “Akiko to Tomodachi Can-do Handbook” –

SHIBUYA Miki

This paper reports on progress and the results of applying the JF Standard to educational institutions in Thailand from January 2010 to April 2012.

First, we targeted placing JF standard to practical use for supporting Thailand Secondary Education, and solving problems they have. In Thailand, the teachers work on developing the students' communication skills, especially in oral communication. For that purpose, we decided to make a reference book for teachers to develop the students' speaking proficiency. Its contents are based on the JF Standard according to the flow of goal-setting in Can-do statement, how to give lessons to attain the objectives, and how to assess the students' proficiency. After editing the book, we provided training on how to make use of the book in six districts of Thailand.

This trial is a new strategy to support educational institutions directly, using the JF Standard.

Designing an Elementary Level Japanese Language Program Introducing “moodle” for Non-native Japanese Language Teachers of the Elementary and Secondary Schools : An Attempt at Introducing a Blended Learning to a Teachers' Course in India

TAKEMURA Norimichi

The Japan Foundation New Delhi launched a teachers' course in order to raise the standard of the Japanese level of teachers in elementary and secondary education. However, many teachers had difficulty attending all of the classes because they were too busy or they live too far from the JF office. Considering these problems, JFND introduced a blended learning course which combined classroom lectures with an e-Learning system utilizing Moodle from February to April 2012.

The result of the course suggested some possibilities in blended learning as one of the solutions for issues of time and distance that was keeping teachers away from the classroom. However, some problems to be solved were found such as decline in the usage of Moodle over time, participant ability to adapt to e-Learning, a need for promoting communications among the participants, and to enrich the contents.

Development of Coursebook for Elementary Japanese Language Course (General Purposes Course in Russia)

Irina Vladimirovna PURIK, Lyudmila Olegovna MIRONOVA, YAMAGUCHI Noriko

This report is about the development of a textbook for Elementary Japanese course in the Novosibirsk Municipal “Siberia and Hokkaido Cultural Center” of Russia (SHC). Recently in Russia, the purpose of Learning Japanese is shifting towards communication. Teaching materials must be developed as a result. Assessment of these needs was conducted at SHC to develop new teaching materials. We started to develop a textbook in 2011 after a year-long trial run at SHC. As a result, SHC became the first in Russia to incorporate a course dedicated to developing Japanese language conversational competence. We used the learning model of R. Ganye as a reference. Every chapter includes Japanese cultural materials. Students can learn not just language, but also about Japan. In developing this material, we are conducting seminars and trial lessons in various parts of Russia to gain the views, reactions, and evaluations of the material. We are currently preparing for publication.