

## Judgment Factors when Choosing the Relative Intransitive Transitive Paired Verbs –In the case of Chinese University Students–

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The goal of this research is to analyze the judgmental factors involved in choosing between intransitive and transitive verbs. Sentence completion test using video clip was given to Chinese native speakers learning Japanese (hereafter learners) and followed by follow-up interviews. The results from follow-up interviews indicate that as the academic year advances, learners will develop “simplification” for the transitive verbs. However such a trend cannot be observed as for the intransitive verbs. The results also suggest the possibility of learners employing a passive method in determining/choosing intransitive verbs. Learners will start the determination process with the criteria of transitive verbs in mind, and will only reach the conclusion of a certain verb being an intransitive verb passively when it fails to fit the profile of a transitive verb.

## Significance of Training Programs for Novice Non–Native Teachers of Japanese–Language : Suggestion from a Survey by PAC Analysis on Teachers’ Beliefs of Thai Novice Teachers of Japanese–Language

HATTA Naomi, OZAWA Ikumi, TAKEGATA Yukie, TSUBONE Yukari

This paper analyzes two Thai novice Japanese-language teachers’ beliefs on “good Japanese-language teachers” using PAC analysis, to assess their change in beliefs after a training program.

The paper makes it clear that both teachers :

- 1) made improvements in their teaching practice, which were stimulated by what they learned during the program,
- 2) observed their students’ responses, then evaluated their new lesson plans as effective, and
- 3) were not totally satisfied with the improvements, and therefore showed motivation for more learning.

It also points out the stimulation by the program may have increased the two teachers’ awareness of the issues they faced before participating the program.

These findings suggest the following three important steps for developing self-directed Japanese-language teachers :

- 1) promote clarification and sharing of beliefs among teachers,
- 2) arrange opportunities to put into practice what teachers learned and reflect on the practice, and
- 3) encourage teachers to participate in the program repeatedly.

## A study on learners' cultural perception as recorded in the “Katsudo-kiroku” –Aiming to involve the teacher in the development of learners' intercultural understanding–

NOHATA Rika

This paper is a pilot study examining the teacher's role in facilitating learners' intercultural understanding. The study analyzes learners' comments related to their cultural perception recorded in their “Katsudo-kiroku”, one of the devices designed to support learners' autonomy in the Japanese program for university students.

In their “Katsudo-kiroku”, learners record their awareness of Japanese culture and society in Japanese. In this paper I discuss comments related to factors comprising critical intercultural competence. Based on their comments I was able to understand their positive and negative attitude toward other cultures, their process of modifying their understanding of Japanese language and culture, and reflections on their language ability. I found that the cultural perception evident in their records evolved to the level of critical intercultural competence. Therefore, to encourage learners to be more reflective when writing comments is an important role for the teacher.

## A Study on Young Learners of Japanese in Hong Kong –Focusing on Parents' Perspectives–

KIYAMA Tomoko, NOMURA Kazuyuki, MOCHIZUKI Takako

Recently, the presence of young learners of Japanese has become increasingly significant in Hong Kong. Using interviews, this paper investigates the attitudes of the parents of those young learners. Overall, the parents' sense of familiarity and positive impressions towards Japan lead to integrative motivation. Also, definite purposes such as getting a job or traveling serve as instrumental motivation. Aside from integrative and instrumental motivations, the parents encourage their children to study Japanese because “learning something” is beneficial and meaningful in its own right. Although people in this multilingual society are destined to learn English and Chinese, “learning” is so highly valued in the context of Hong Kong that they still can be motivated to study Japanese as a third language.

## Research on Recognition of Portfolio among University Teachers in China : Toward Introducing Portfolio Assessment in Teacher Training Course

MATSUURA Tomoko, SATO Osamu

This paper clarifies the image of Portfolio among university teachers in China in order to introduce portfolio assessment in a teacher training course. The authors analyzed the result of an interview research and a questionnaire survey using SCAT, Steps for Coding and Theorization. Before the training course, the teachers had had a vague idea of Portfolio that it could be used for self-reflection, however, after taking the lecture, they expected the possibility of “visualization of learning process”, “recognition of learning in chronological order”, “communication between a teacher and a learner”, “comparative review of other learner’s Portfolio”. They also showed an anxiety on how to use the Portfolio at the same time. The authors found that the teachers thought what one had learned in a teacher training course should be evaluated from the perspective of how one can use it in his classroom.

## A case study of Hungary’s development of education for intercultural communicative competence – the design of Japanese language teaching materials

MATSUURA Yoriko, MIYAZAKI Reiko, FUKUSHIMA Seiji

This is a report on the development of education for intercultural communicative competence through Japanese language teaching in Hungary and the design of a textbook, titled “Dekiru.” Language education in Hungary is influenced by the policies of the Council of Europe, which emphasize cultural as well as language education. In the “Dekiru” textbook we define five intercultural competences and adopt a gradual approach to enhance them ; referring to the education model developed by Byram and Lázár, who have participated in the Council of Europe’s activities. In the textbook, intercultural competences are promoted by various methods, so that learners can gain modifiable and dynamic competences, rather than static knowledge. The goal of education for intercultural communicative competences is to change learners’ actions in practice ; therefore, it is important to pay attention to the way the textbooks is used.

## Development of Coursebook of JF Standard for Japanese Language Education

KIJIMA Hiromi, SHIBAHARA Tomoyo, HATTA Naomi

The Japan Foundation has been developing coursebooks to embody *the JF Standard for Japanese-Language Education* and to use them for Japanese-language courses in JF overseas centers. And ‘MARUGOTO: Japanese language and Culture A1’ <trial version>, the first book of the series, was published in May 2011. Aiming at Japanese-language for mutual understanding, ‘Marugoto A1’ is designed for learning not only the Japanese language but different cultures. It is characterized as JF Standard course-book in level setting, learning objectives by Can-do, topics of lessons, activities and ideas to learn different culture and portfolio. ‘Marugoto A1’ consists of two main coursebooks and a vocabulary book. The coursebook for activities is designed to practice communicative language activities and the coursebook for comprehension is to nourish linguistic competences. Both books are to be used independently. Being written in the same topic based structures, they could also be used complementarily. This paper reports the framework of designing ‘Marugoto’ and its contents and structures.

## Developing a Hiragana textbook for elective Japanese courses in Thailand secondary education

Prapa SANGTHONGSUK, MIURA Takashi, SHIBUYA Miki

With the revision of Thailand fundamental education curriculum in 2001, each school has expanded the range of options in the curriculum to suit the needs of the community and learners. This increased Japanese elective courses and extracurricular activities. As a result, the teachers found difficulties particularly in selecting textbooks.

To deal with these circumstances, we decided to develop new teaching materials for these non-major courses.

Through a feasibility research in four regions of Thailand, Hiragana textbook 「こはるといっしょに ひらがなわあ〜い」 was published in March 2011. We are continually developing a Japanese conversation and culture textbook 「こはるといっしょに にほんごわあ〜い」. This paper reports on the results of research, and describes our process in developing a Hiragana textbook.

## Putting the ILL approach into practice in Japanese classes : Results of teacher professional development seminar [Film resource 'Happy Family Plan']

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This paper focuses on the ILL (Intercultural Language Learning) approach, which has been a fundamental element of language education in Australia since the late 1990s. From an investigation of the reference material it was evident that ILL is included in the draft of the new Australian Curriculum for languages, and that ILL principles will continue to feature in education policy in the future. In this paper we report on the results of a teacher professional development seminar conducted by the Japan Foundation, Sydney which demonstrates ILL teaching practices. For the professional development seminar we used the film resource 'Happy Family Plan' which incorporates aspects of ILL. Through the participants' responses to questioning, we were able to confirm that they gained experience in ILL, which led them to make comparisons with and reflect on their own daily teaching practices.

## An Attempt at Implementing Japanese Language Education which aims for “Sustainability of the program” and “Continuity of learning” – a Practice in Philippine Secondary Education–

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Since the Department of Education of the Philippines issued the “Special Program in Foreign Language” in secondary education in 2009, the authors have been involved in developing teaching materials, training teachers and supporting learners for the Japanese language program, putting into consideration the “Sustainability of the program” and “Continuity of learning”.

The Japanese language program can be assessed as the only program developing materials and conducting classes which are suitable to the situations in the Philippines. With Japanese language teachers from local universities handling the development of materials and the teachers' training, the program can be assessed as being carried out to attain articulation between secondary and tertiary education. On the other hand, since the other language programs (i.e. Spanish, French, German) use materials following the “Common European Framework of Reference for Languages” they achieved articulation between secondary and tertiary education, as well as across languages, which in this regard, the Japanese program still faces a challenge.

The results of a minimal short-term program for non-native Japanese teachers  
–Change of awareness through action-oriented Japanese language learning–

HABUTO Sono, NISHINO Ai

This paper reports the results of a survey on a minimal short-term program (3 weeks) for non-native Japanese teachers (NNT) implemented by the Japan Foundation Japanese-language Institute, Kansai. The program introduced action-oriented language learning which is able to learn language and culture through real activities to respond to the needs of the NNT. The survey was administered to NNT from Australia and Thailand and aimed to interpret how NNT recognized the results of the program and how they evaluated the method. The result shows that NNT perceived the change of awareness as the results of the program such as being confident and encouraged for using Japanese and reflecting on their teaching from the learner's view point together with explicit results such as collection of teaching resources. Additionally, the NNT evaluated the method positively. Based on these results, we proposed the appropriate target and method for minimal short-term program for NNT.