

〔Summary〕

A Draft as Medium in Composition by Japanese Learners

ISHIGE Junko

This study examined whether learners use drafts in the process of composition, and if so, what type of draft in particular is used. The results revealed that the majority of learners use drafts; however, it was also revealed that some learners do not use drafts even if their level is high. Three different types of drafts were extracted from learner works. Type1 was a draft in which important ideas for the composition as a whole were simply written. Some learners used the type1 draft, with higher level learners using it than the lower level learners. Type2 was a draft written only for the purpose of confirming vocabulary and grammar. Type3 was a draft that was almost identical to the final composition. Most learners used the type3 draft, with the lower level learners using it more than the higher level learners.

The tense change in “YODA” “RASHII” seen in the conversational sentences of the novel and narrative writing: From the viewpoint of the person making the utterance and the time of the utterance

ONOZAWA Yoshie

This paper considers “YODA” “RASHII” seen in the conversational sentences of the novel and narrative writing. Focusing the attention on the person making the utterance and the reference axis of the time of the utterance when each text shows “YODATTA” “RASHIKATTA,” it brings out that the state of tense change is different in every text.

In conclusion, text change is related to the reference axis of the time of the utterance. Text that has absolute position in the reference axis of the time of the utterance, such as the future, the present or the past, tense change is impossible. However, in the case that text does not have absolute position in the reference axis of the time of the utterance, tense change is possible.

Examining a Teacher–Training Program for Indonesian High School Teachers of Japanese: Conclusions Drawn from a Survey of the Teacher Beliefs about Language Learning in West and East Java

OBARA Akiko, KURIHARA Akemi

This paper aims at improving the Japan Foundation Jakarta’s teacher training program for Indonesian high school teachers of Japanese by reporting on the results of a survey conducted on teacher beliefs about language learning in West and East Java.

The results of the survey show that Indonesian teachers currently believe it is important that language programs be communication–focused, but that their actual teaching styles tend to be more grammar–based. In other words, their image of “communication–focused” is not well–defined, which casts doubt on their actual command of “communication–focused teaching methods.”

As a result, we suggest the following refinements to the teacher training program: 1) reinforce the theory behind the teaching methods and dedicate time for deliberation on ways of connecting it with classroom activity; 2) provide opportunities for trainees to experience actual communication–focused Japanese language classes and then relate their experiences to actual classroom practice.

A Review of Practice Reports covering a Decade of Japanese Language Programs for Specific Purposes

HABUTO Sono, UEDA Kazuko

This report attempts a review and examination of more than 30 studies on Japanese language education practices which have been conducted by language education specialists at The Japan Foundation, Japanese language education, Kansai over the last decade.

The findings are elaborated as follows:

- Elective subjects should be offered to promote learning by giving learners the opportunity to manage their learning.
- Arrange subjects to reduce learner load.
- Conduct learning activities that make use of the specific backgrounds of learners.
- Provide profession–related activities such as ‘*practice*’ in a more authentic field and support learners.

Authors also refer to the importance of longitudinal and continuous studies on diversified educational practices. It is possible to foster teacher’s professional ability, such as prompt judgment in daily situation, through reflecting one’s work place.

An Examination of “ANIME & MANGA”: Regional Information Overseas and Japanese–Language Materials

KUMANO Nanae, HIROKAGA Masayo

“ANIME & MANGA” has become one of the biggest reasons for learners to enter into Japanese–language learning. But, do we know how far and deep “ANIME & MANGA” has reached into each region overseas, and how can we make good use of the popularity of “ANIME & MANGA” for Japanese–Language education? The Japan Foundation, Japanese–Language Institute, Kansai has started to explore the possibility of supporting Japanese–Language learners utilizing “ANIME & MANGA” in Japanese–Language education. As a basic research we have conducted information collection and interviews with students from various regions. This is a progress report of regional information of “ANIME & MANGA” overseas, existing Japanese–Language materials and Web–sites utilizing “ANIME & MANGA.”

Toward a Vocabulary List for the New Japanese Language Proficiency Test

OSHIO Kazumi, AKIMOTO Miharu, TAKEDA Akiko, ABE Yoko, TAKANASHI Miho,
YANAGISAWA Yoshiaki, IWAMOTO Ryuichi, ISHIGE Junko

The Japan Foundation and Japan Educational Exchanges and Services inaugurated an “Examination Committee on Improving Japanese Language Proficiency Test” in 2005, and have been conducting research on the New Test to be incorporated in 2009. There are various revisions to be made. This is an interim report as of September 2007, on the working of vocabulary list which has been made by the *kanji* and vocabulary list subdivision of the Test Content Specifications division.

The activities of the subdivision have been divided into four stages during these two years. The first stage is for decisions on the policy for composition and selection, and research on the database. The second stage is for the selection of vocabulary. The third stage is for discussion on the re–selection and description of vocabulary. The fourth stage is for the re–selection of vocabulary and for each level to be decided.

Proposal Concerning the Training Evaluation System of the Japan Foundation, Japanese–Language Institute, Urawa

SHIBAHARA Tomoyo

This study examined the general theory of the evaluation system and the evaluation system for the training organization. As a result a proposal concerning the evaluation system at the Japanese–Language Institute, Urawa is presented. As it is necessary to show that the training program of the Institute is a public utility, and that the result of training is connected not to the individual but to “capacity building,” it is proposed that “capacity building” be clarified as a mission of the training program, that the present training program be reorganized to express this strategy, and that a tool that draws out the participation of the organization that sends training participants be developed.

The CHIKARA Project: Development of Resources for Teaching Japanese at the Secondary Level in the UK

KIJIMA Hiromi, MURATA Harufumi

The United Kingdom has the largest number of learners of Japanese at the secondary level in Europe. Although the main goal for these secondary learners is the GCSE (General Certificate of Secondary Education) examinations, there is no course textbook for GCSE Japanese, and the curriculum and teaching materials vary from school to school. This situation has made it difficult for us at the Japan Foundation London Office to identify typical Japanese teaching practice in the UK, and has thus limited how effectively we can support secondary teachers.

The CHIKARA project was begun to facilitate the development of unique Japanese teaching resources for teachers to share, including syllabuses which are reorganized in accordance to GCSE specifications, and over 300 examples of teaching materials. These free resources are currently available on our website. In addition, we are now preparing teacher training sessions.

Current Trends in Australian LOTE (Languages Other Than English) Programs and Support for Programs by The Japan Foundation, Sydney—Focus on the Intercultural Language Teaching and Learning Approach

Cathy JONAK, NEGISHI Wood Himiko, MATSUMOTO Koji

Recently, the importance of quality language education has been emphasized in Australian LOTE (Languages Other Than English) programs. To reflect this emphasis, the Intercultural Language Teaching and Learning approach has been proposed. This approach connects the learning of culture to the learning of language and linguistics, and sees all three as integrated and holistic. This approach is being emphasized because Australia is a multicultural country, and the aim of LOTE programs is not only the acquisition of a foreign language but the promotion of cognitive development, communication skills and intercultural understanding.

The Japan Foundation, Sydney is also taking up this approach in their professional development programs for Japanese language teachers. The most recent project is the development of teaching resources jointly with the Art Gallery of New South Wales in which the gallery's Japanese artworks are used to produce a multimedia resource based on the ILTL approach.

Curriculum Design for a Teaching Methodology Class for Non-Native Japanese Language Teachers

ABE Yoko, TSUBOYAMA Yumiko

The aim of this paper is to introduce the Japanese language teaching methodology class of the master's degree course. The class participants are non-native Japanese teachers who have basic knowledge and experience in teaching the Japanese language. The class aims to help participants tie together educational practices and theories, and to reflect on their teaching experience. The class is designed in order that participants may observe the process of accomplishing specified tasks objectively and carefully, and that they may acquire the perspective and methodology of analysis required to translate the facts observed into the process of accomplishing tasks.

Through the accomplishment of this process, participants learned to identify the problems of their own Japanese language courses considering diversified aspects, and to describe the problems concretely. In addition, they developed an ability to consider concrete ideas for the improvement ideas of their own courses.

Report on “The Wednesday Course” for Thai Teachers of the Japanese Language Conducted by The Japan Foundation, Bangkok: Collaborative Learning and Application to Teaching Practices

HATTA Naomi

This paper reports the practices and the outcome of “The Wednesday Courses” for Thai teachers of the Japanese language conducted by The Japan Foundation, Bangkok (JFBKK) for 2 and a half years. The courses aimed to develop the participants’ professionalism as teachers, and to maintain and to improve their Japanese language proficiency. The author examined the papers submitted by the participants at the end of each course and found that participants learned with one another as teachers in spite of the diversity of their backgrounds and that they applied what they had learned during the courses to their own teaching practices.

A Report on Special Testing Arrangements for People with Developmental Dyslexia

UENO Kazuhiko, OOSUMI Atsuko

The Japan Foundation has been accommodating disabled applicants from overseas through non-standard testing arrangements. Over 500 examinees have taken the Japanese Language Proficiency Test (JLPT) under special arrangements due to their disabilities, and the Japan Foundation has been successful in accommodating the majority of applicants with visual, hearing and physical disabilities. However, the foundation has been struggling to accommodate applicants with learning disabilities (LD) as their factors, mechanisms are not yet clarified.

Sakane, a researcher and Japanese language teacher said, “Japanese language teachers worry about whether or not it is right to deal with LD students as their disabilities are so varied”

This report focuses on developmental dyslexia, which is said to be a “core” disability within LD, and describes how the Japan Foundation carried out examinations in two cases. In these cases, reports on the examinees which were written by a psychologist, including WAIS-III results, which are part of the application form, are very useful. Information about past experiences in making special arrangements are also useful.