

[Summary]

A Case Study of Teaching “the Rules of Turning Indonesian di-Sentences into Japanese Passive Sentences” to Indonesian University Students

MATSUMOTO Koji, Hasibuan ADRIANA

Most Indonesian students think Japanese passive sentences and Indonesian “di-sentences” are the same thing, because this “di-sentence” is called “passive” in Indonesian grammar. Tanaka (1991) pointed out that they are not the same and proposed “the rules of turning Indonesian di-sentences into Japanese passive sentences.” Tanaka’s insight might be right, but should we teach these “rules” in classes? and will they work?

To answer these questions, the authors observed the compositions of the university students and concluded that mastering “the rules” would be difficult without instruction. Then they conducted tests on control and experimental groups to investigate the effectiveness of the instruction and found that explicit instruction will work on the spot but that it is soon forgotten. They also suggested that implicit instruction may work if the rules are taught over and over again, although we need more investigation to find the best way of instruction.

Acquisition of Vocabulary for Specific Purpose in the Japanese-Language Program for Foreign Service Officers and Public Officials

ISHII Yoko, KUMANO Nanae

This paper aims to examine how beginner-level learners of the Japanese-Language Course for Foreign Service Officers and Public Officials acquire “Vocabulary for Specific Purpose (VSP).” Two analyses were conducted using oral-test manuscript data, and speech manuscripts written in an oral-presentation course: 1) we examined the appearance of VSP in oral-test manuscripts; 2) we compared and examined the speech manuscripts and oral-test manuscripts.

The results show that even beginner-level learners can acquire VSP at performance level. Moreover, the topic range and the characteristics in usage in each level were specified. “Repeated learning environment” in oral presentation course and the organic link with other subjects seems to affect the acquisition of VSP.

These results should contribute to set the goal of VSP for learners and could also be a guide for material development and course design for teachers.

The Significance of Resource Gathering Activities through the Collaboration of Non-Native Teachers of Japanese and Volunteer High-School Students.

— Focusing on the Awareness of Volunteer High-School Students —

KITANI Naoyuki, MAEDA Tsunaki

The Japan Foundation Japanese-Language Institute, Urawa, provides cultural exchange programs for non-native teachers of Japanese. Teachers gather resources for making teaching materials with the support of volunteer students from local high schools.

The change of awareness of the students, who participated in collaborative activities with the teachers, was examined through analyzing their comments in questionnaires and interviews. Three main findings are:

- ① Students found new meanings and values in familiar things and events through the differing perspectives of the teachers.
- ② Students acquired a new awareness about how to communicate with others through interaction with the teachers.
- ③ Students experienced “learning based on constructivism” through participation in various activities away from their ordinal school restraints (timetables, classrooms, and roles as students).

For further development of these programs, the following issues are needed:

- ① More students’ involvement in the process of making teaching materials
- ② Follow-up research on teachers’ self-evaluation of their materials

Report on the Social-Contextualization of Japanese-Language Teaching in “Isolated Circumstances”

— A Case Study on Activities in the Uzbekistan Japan Center for Human Development —

FUKUSHIMA Seiji, Marina IVANOVA

The purpose of this paper is to demonstrate course design for Japanese-language education in “isolated circumstances”, which implies the absence of a Japanese-language community, the lack of a chance to go to Japan for a trip or study, and radically differs from that in Japan or countries having comparatively strong relations with Japan. The authors consider learners’ self-realization as the one of the main learning objectives, and aim for Japanese-language teaching, supporting the learners’ self-realization through social-contextualization. The activities in the Uzbekistan Japan Center for Human Development are reported, as they are based on the idea mentioned above.

Considerations on Japanese-Language Learners' Beliefs in the Universities of the Philippines and the Manila Metropolitan Area

— From a Viewpoint of the Historical / Social Background —

TAKASAKI Michiyo

This study considers a background of beliefs of Japanese-language learners in the Philippines from a historical / social viewpoint. The results showed that the learners reflected their learning styles and beliefs, when they studied the Japanese language.

In addition, from the learners' experiences of the multilingual acquisition, they did not have a belief that "language learning is difficult." Furthermore, they assumed that the Japanese language is not highly valued in the Philippines, while on the contrary, they themselves believed that knowledge of the Japanese language will be advantageous in helping them to finding employment.

Future problems are in the development of a learning method for the beginners that will match in the Philippine situation and conducting a belief survey of intermediate-level learners. In addition, it seems that this kind of common survey conducted through foreign countries could be of great help in the development of Japanese-language education overseas.

Teacher-Training Programs for Facilitating the Development of Japanese-Language Teachers of Senior Secondary Schools in Indonesia

FUJINAGA Kaoru, FURUKAWA Yoshiko, Evi RUSIANA

More than 70% of the Japanese-language learners in Indonesia are senior secondary students. According to National Curriculum 2004 in Indonesia, teachers' roles are becoming more important than in the former Curriculum. They have to co-ordinate their courses so that the courses become more communicative to fit the students' needs. In cooperation with Department of Education in Indonesia, the Japan Foundation, Jakarta, has conducted programs to support teachers in such projects as curriculum development, teacher-training courses, and the developing of materials. Facilitating teachers' development is the common objective of them all. In particular, teacher-training courses are designed in 4 levels so that the teachers might develop their expertise in the Japanese language, teaching methodology, administration, and leadership. As a result, a respectable amount of teachers gained expertise through this scheme. However, there is further need for evaluation of the current programs and continuous support for teachers.

Toward Cooperation on the Teacher Training Program between an Overseas Office and the JFJLI, Urawa

— The “Training Program for Thai Secondary School Teachers of the Japanese Language” —

IKUTA Mamoru, KITAMURA Takeshi

This is a practice report on the series of training programs for Thai secondary-school teachers of the Japanese language, which took place 9times in total between fiscal 1996 and 2005. This program is part of a co-developed project with the JF Bangkok office that aims to increase the number of Thai teachers of the Japanese language by providing teachers of other subjects with pedagogy and proficiency in the Japanese language.

The feature of this visiting program to Japan, which differs largely from the other training programs at Urawa, is that all the participants have already taken an intensive Japanese-language course in Bangkok. In order to enhance the effect of this kind of training program, we will discuss the applicability of this cooperative program to the future projects between Urawa and overseas offices, by analyzing and evaluating the Thai case.

An Attempt to Build a Nationwide Network among Japanese-Language Teachers in Brazil through an Online Newsletter

— What Kind of Network among Japanese-Language Teachers Can Work Practically ? —

MIURA Takashi, YOSHIKAWA Mayumi Edna Iko, ENDO Cristina Maki

A recent development in Japanese-language education in Brazil has been the diversification of student backgrounds. While students were once solely Brazilians of Japanese descent, now many more non-Japanese-Brazilians are studying Japanese. An interest in Japanese pop culture, especially in animated films, manga, and Japanese pop music, is strongly motivating students to learn Japanese. We observed the difficulties Japanese teachers were having in trying to keep up with this trend. So we proposed setting up an online newsletter called “Merumaga Koshishitsu” in an attempt to build a nationwide network among Japanese teachers. We studied the situation to determine what kind of network would be most effective. Later on, surveying our readership, we found that “Merumaga Koshishitsu” had indeed been fostering gatherings and information sharing among Japanese-language teachers.