

**Transformative Learning of Indonesian High School Japanese–Language Teachers
: A Case Study of Online Flipped Learning Using “HIROGARU”**

SUGISHIMA Natsuko

This is an exploratory study that focuses on Indonesian language teachers' transformation through participation in an online flipped learning course using “HIROGARU”. There has been a recognition of the importance of developing students' 21st century skills in Indonesia since the 2013 curriculum was implemented. However, at a practical level, development of 21st century skills at schools is far from effective application. Therefore, I have designed an online course for Japanese-language teachers to learn about 21st century skills. Informed by transformative learning theory, this study explores the process in which Indonesian Japanese-language teachers develop their understanding of the new educational concepts through participation in the online course, transform their ‘frame of reference’ toward learning and teaching, and apply their learning into their teaching context.

**Teaching Methodology Class for Non–Native Language Teachers with Emphasis on
Collaborative Learning : A Practical Report on a Training Program for Younger
Japanese Language Teachers Held in Japan**

NAGASAKA Miaki, OFUNE Chisato

This paper aims to report on teaching methodology class for young non-native Japanese language teachers held in six-month training program in Japan which emphasized to learn from each other through collaborative learning. The class emphasized that each participant reflected on the significance of learning through the opportunities to collaborate on tasks and to advise each other. An analysis of the final reports written by the participants showed that, while they felt some confusion for a variety of reasons, they also realized the benefits of collaborative learning, such as a broadening of their perspectives and a deepening of their relationships with others. Some of the participants also expressed not only the adoption of collaborative learning into their practice after returning to their countries, and the willingness to apply the learning outcomes, but also the realization that it is necessary for a better society. These findings showed that the collaborative learning provided an opportunity for greater perspective to the participants.

Development and Evaluation of the Can-do Based Material “JFS Reading Activities”

HABUKI Miyuki, UEHARA Yumiko, NAGASAKA Miaki

This article examines “JFS Reading Activities” offered on the “Minna no Kyozaï website”, discussing their features, the underlying philosophy behind their production and how they have been received. Based on the JF Standard for Japanese-Language Education, the texts are taken from real life or are only minimally modified. Reading comprehension tasks, questions that promote cross-cultural understanding and assessment are also provided. All materials have a target level and reflect the features of appropriate levels in terms of category and topic, the types of text, the length and difficulty of the sentences. Also, user feedback has been positive. At last, it is mentioned that the JF Standard has served as a useful tool in the making of the materials.

Development of the Japan Foundation Test for Basic Japanese : Computer-Based Testing (CBT) to Measure A2 Level Japanese Language Proficiency Required for Life in Japan

KUMANO Nanae, TODA Toshiko, ADACHI Shoko

The Japan Foundation Test for Basic Japanese (JFT-Basic) was developed to measure the level of Japanese language proficiency needed by foreign nationals about to reside in Japan mainly for work, to communicate in everyday life situations. It is used to assess whether test-takers have the “ability to engage in everyday conversation to a certain extent and handle daily life without difficulties,” using Japanese proficiency at the A2 level as a guideline. By designing questions grounded on the CEFR and the JF Standard for Japanese-Language Education, the test achieved high reliability and relevance using questions with authenticity based on Can-do focused on daily life situations in Japan. Also, the Computer-Based Testing (CBT) system allowed for frequent testing, immediate notification of results, and prevention of leaks of test questions. By giving consideration for test-takers who are unfamiliar with CBT, the implementation of the test went smoothly.