

Production of Japanese Language Textbook for Elementary School of Turkmenistan : Production of Japanese Language Textbook for Third Grade Students

SATO Goro

In Turkmenistan, Japanese language education began at 12 elementary and secondary schools from September 2016. About one year prior, the production of Japanese textbooks started. As of July 2019, a total of six books, three for elementary 1-3 years and three for secondary 5-7, have been published.

I was in charge of writing a textbook for third grade students in 2017. At that time, I referred to the “Guidelines for Study”, “COLLATED REPRESENTATIVE SAMPLES OF DESCRIPTORS OF LANGUAGE COMPETENCES DEVELOPED FOR YOUNG LEARNERS (Preliminary consultative edition) ” and “Can-do List by Grade”.

The overall policy of the textbooks is to (1) give priority to learning happily and not require “stacked” learning, (2) adopt topic / situational syllabus, (3) establish activities that make use of children’s imagination and creativity, etc.

The section structure emphasized the flow from voice input to output (utterance) with reference to “Marugoto Nihon no kotoba to bunka”. Although the response from teachers who used the textbooks was generally well-received, there were still some challenges regarding textbook production in the future.

A Study on the Answering Process of the Listening Comprehension Test Using Items on the “Quick Response” Portion of the Japanese Language Proficiency Test

ITABASHI Takako

This study examines introspective accounts about how they selected the answers provided by non-native Japanese speakers in an interview survey that was conducted immediately after they answered two “Quick response” listening questions from the Japanese Language Proficiency Test. By going through the recorded utterances, this report clarifies how the correct answer was selected as well as why the wrong answers were chosen.

The results showed even higher level Japanese learners could not choose the correct answer because they misunderstood the meaning of “Te-form” words in the subordinate clause or failed to pay attention to case particles and mistook the agent of verbs. In addition, when the examinees were entirely unable to figure out the correct answer, their observed strategy was to make a choice depending on their conjecture about the function of the sentence or the mood of the script.

This study serves as a means of validation for the listening comprehension test in the Japanese Language Proficiency Test.

The Beliefs of Egyptian Japanese Learners and Egyptian Japanese Teachers: Survey at Ain Shams University in Egypt

KISHI Takanobu

This report provides the results of belief surveys of Egyptian Japanese language learners and Egyptian Japanese language teachers at a university of Egypt. Beliefs were investigated in 46 groups of 4 groups regarding: (1) the role of a teacher, (2) learner autonomy, (3) nature of language learning and (4) communication strategy. I compared the belief characteristics of Egyptian Japanese learners with Japanese learners from other countries. As a result, it became clear that the degree of dependence on teachers of Egyptian Japanese language learners was very high compared to learners in other countries. I also compared the beliefs of Egyptian Japanese language learners and Egyptian Japanese language teachers, and wrote problems in the curriculum and how to proceed with classes.