

Interpretations of Learning and Its Context Done After a Teacher Training Program : A Discussion Based on an Analysis of Interviews with Participants of the Online Training for Chinese Secondary School Teachers of Japanese

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In recent years, there has been a significant emphasis on the development of students' "Key Competencies (*Hexinsuyang* in Mandarin Chinese)" in secondary education in China, and in 2020, the online training program centered on "Key Competencies" was conducted for Chinese secondary school teachers of Japanese. Five months later of the training program, an interview survey was conducted to find out how participants valued and interpreted their experiences and learnings getting through the training program. The results of qualitative analysis of the interview suggest that, although there are similarities in what participants said they learned, the pathways they took to obtain them were varied, and that their evaluations of the experiences of the training changed over time. The evaluation of the training experience and learning does not complete after the end of the training, but continues to be interpreted and valued in connection with each participant's further experiences and individual circumstances. This perspective is also important in the planning of the teacher training program.

Development of "Japanese Course for Business from Basic Level (A2)"

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The "Japanese Course for Business from Basic Level (A2)" is the online Japanese course designed by The Japan Foundation, Mexico. The course was launched on the Japanese language learning platform called "JF Japanese e-Learning Minato" by The Japan Foundation Japanese-Language Institute, Kansai. The concept of this course is to acquire better communication skills in the office through learning business Japanese and Japanese business manners. The course is targeted at native Spanish speakers with Japanese A1 to A2 level who are working or willing to work at a Japanese corporation abroad.

This paper presents the development process, operation and result of the course with tutor support which was launched as a trial course. A survey and interviews were conducted to examine the course volume, level, usability, and user friendliness in order to explore the possibility of developing the self-study course. The result suggests that the course volume, level, and user friendliness are appropriate. However, there are limitations regarding examination and the improvement of usability. Further work should be carried out to elaborate on the Can-do targets of the course.

Development of “Irodori: Japanese for Life in Japan”, Copyright-Free Teaching Materials Aimed at Tasks in Daily Life

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“Irodori: Japanese for Life in Japan” was developed as a teaching material for people who need to learn basic Japanese communication skills to live and work in Japan. Irodori (1) aims at 226 Can-dos objectives necessary for daily life, based on “JF Can-do for Life in Japan”, (2) emphasizes authenticity for people living in Japan, such as incorporating practical colloquial expressions in listening comprehension, and utilizing realia in reading comprehension materials, (3) distinguishes between Japanese for understanding and Japanese for use, especially in learning linguistic knowledge such as grammar and vocabulary, and (4) offers “Grammar Notes”, “Kanji Words” and “Tips for Life in Japan” to support autonomous learning.

In addition, by publishing “Irodori” as a copyright-free teaching material on the website, teachers from different countries will be able to create and share supplementary teaching materials, and it will promote cooperation between teachers both in Japan and abroad.