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Invited Panel: Translation Studies and language education – multiple languages

Nana SATO-ROSSBERG (Chair), TANABE Kikuko, Jeffrey ANGLES

Overview: With the rise of communicative language teaching in language education around 1970, ‘translation’ began to be seen as not being useful or even detrimental to language learning. Since then, translation plays only a minor role in language education. If, however, translation is used in language education, this is mostly in form of grammar translation or text translation. When teachers incorporate only these translation practices into language education, this does not mean that they incorporate Translation Studies. Translation Studies includes wider aspects of translation activity, sometimes considering any act of speaking and writing as translation! When only offering grammar or text translation practice to students, there is not much space for creativity or multilinguality to develop their potential.

The goal of this panel is to clarify and discuss how Translation Studies can best be used in language education.

Kikuko Tanabe will explain how Japanese universities work to incorporate Translation Studies in language education and how students accept this discipline; Jeffrey Angles will argue that, by using Translation Studies in language education, the door to learn not only about language but also about culture will open widely; and Nana Sato-Rossberg will discuss the possibility of incorporating Translation Studies in language education in order to highlight the multilingual and multicultural aspects of Japan.

1. Translation Studies and multiple languages in Japan (Nana Sato-Rossberg)

Within the Japanese higher education system the term Translation Studies is often still understood as ‘study’ to learn how to do good translations and avoid wrong translations. This idea is far from Translation Studies as widely practiced in the West today.

Language teachers teaching Japanese might misunderstand the role of Translation Studies in their context as a source of guidance for teaching translation from one national language to another national language, specifically text translation. In order to use Translation Studies effectively in the language education, we need to abandon this limited understanding.

This paper will be based on *Warenne – Neko do yaru* (I am a cat, 2013) translated by Gishi Masanobu and *Chimei Ainugo Sho-jiten* (Small dictionary of Ainu place name, 1956) by Chiri Mashiho. Using these books, I will discuss how translation can encourage awareness of language multitude, and can contribute to raising creativity in Japanese language education, so offering a view of the multicultural perspectives that can Translation Studies can offer.

2. TS-oriented translation education: with specific examples from Japanese classrooms (Kikuko Tanabe)

English education in modern Japan has been wavering between two opposing policies: traditional elitist liberal-art education and more practical, professional-oriented education, and translation has been an integral part of this process. Translating literary classics by grammar-translation method (GTM) has been a dominant practice in universities but is being replaced by aural-oriented, more communicative approaches under the pressure of globalization. Translation teachers now find the enhancement of literacy and communicative skills their *raison-d'être*. With this context in mind, the presentation will explore the effect of introducing Translation Studies (TS) into language learning and, giving actual application examples from undergraduate translation classrooms, discuss the links between language learning and TS.

3. Teaching Translation Studies as Cultural History (Jeffrey Angles)

Translation studies have played a marginal role in language education because most teachers schooled in audiolingual or communicative approaches tend to see anything other than using the target language as a distraction from the task of improving linguistic proficiency. This paper will argue that looking at historical examples of translation could supplement current classroom practices, providing a rich, new window into the target language and culture. The critical study of translation provides students hints at how one might successfully render one language into another, while at the same time teaching one to be increasingly aware of the fine details of language use. Meanwhile, it also opens a surprisingly rich and complex window in the culture and history of contemporary Japan.

As a case study, this paper will show what one can discover about language and culture through the translations of that most quintessentially American of authors—Theodor Geisel, also known as Dr. Seuss—into Japanese. One finds that a discussion of translation choices quickly opens into a larger discussion of ideological currents shaping Japanese literature and culture. For instance, Ōmori Takeo's hugely successful Japanese version of *The 500 Hats of Bartholemew Cubbins*, published during the SCAP Occupation in 1949, gave Dr. Seuss' liberal, anti-imperialist story a special resonance for readers after the *ningen sengen* of 1946. The most recent wave of Seuss translations has been spearheaded by the feminist poet Itō Hiromi, whose choice of language mobilized Seuss in a liberatory agenda that rejects gender bias. In each case, the translator's role goes far beyond simply replacing words—the act of translation participates in a much larger historical drama.

Panel 1: Japanese speakers and learners as plurilinguals in the world of global mobility

MIYAKE Kazuko (Chair), IWASAKI Noriko, KAWAKAMI Ikuo

Overview: Recent waves of globalization and rapidly advancing digital technology have had great impacts on people's mobility and the ways in which they communicate. In the field of Japanese education, there is a need for teachers to be aware of such changes in communication, in order to adapt their approaches and meet the new demands arising from them. This panel focuses on 3 groups of Japanese speakers from widely different contexts but who have in common the fact that they are plural language users. By analyzing those Japanese speakers' awareness of and attitudes towards language and culture from a dynamic perspective of time and space, we hope to deepen our understanding of plurilingualism and to go beyond the dichotomy of native language speakers and learners. The questions raised in this panel are hoped to help understand the meanings and applications of plurilingualism and pluriculturalism in Japanese contexts.

1. Sense of identity and language use observed in the narratives of elderly Japanese female residents in the UK (Kazuko Miyake)

After the Second World War, in a period where Japan was making rapid economic and political progress and advancing onto the international stage, some Japanese voluntarily chose to leave Japan and settle in foreign lands. Moreover, globalization in recent years has led to increased numbers of such cases. In this rapidly changing world, we have very little understanding of how Japanese speakers living in multilingual and multicultural societies retain and inherit their own language. The present speaker names this type of Japanese migrants 'Japanese Diaspora', distinguishing them from those early emigrants who left Japan in groups and established ethnic communities in Hawaii, South American countries and alike. In this talk, 10 elderly Japanese women are chosen as an early example of this Japanese Diaspora. They were married to British citizens and settled in the UK in the 60s and 70s. The interviews with them reveal their efforts to retain the Japanese language while struggling to improve their English. Although they had a strong wish to pass down their language to their children, they had to abandon it in the overwhelmingly English environment. Meanwhile, they were able to keep the habit of cooking and eating Japanese food as well as maintain some Japanese customs. They often feel a strong sense of attachment to Japanese cultural norms and traditions, and even those who have changed their nationality to British still refer to themselves as Japanese. However, despite holding such a strong attachment to Japanese culture, relatives and friends, many also report to experiencing a sense of discomfort and distance from them. Their children, most of whom do not have Japanese nationality, do not feel strongly Japanese and often marry non-Japanese, their lives becoming further removed from Japanese-ness. The ambivalent attitudes and identity of these Japanese women have been formed during the process of 50 years since their arrival in the UK. By focusing on these ten women, and comparing their cases with those of modern-day

women who have chosen live in the UK, the interviews aim to shed light on the roles played by language and culture and the process of communication between parent and child in plurilingual and pluricultural societies.

2. Coming to terms with Japanese vagueness: A plurilingual learner of Japanese (Noriko Iwasaki)

Today learners of Japanese as a second language form their images of Japan via multiple sources such as media (e.g., TV, films, blogs, web news), textbooks and other publications, as well as personal contacts formed by travelling in Japan or interacting with Japanese people. Furthermore, Japanese learners in Europe often have knowledge and experience of multiple languages and cultures. Being plurilingual individuals could potentially help them keep away from the polarizing mentality of “us vs. them.”

This paper examines the image of Japan that a Japanese major at a British university, Sam (Pseudonym), holds about Japan before, during, and after he studied in Japan for one academic year. His plurilingual linguistic identities were also examined by asking him to draw a language portrait (Krumm 2011). Sam consistently had a very positive image of Japan (Japanese people, society, and language). Yet, there was an aspect that he was rather ambivalent about—vagueness in Japanese language and communication. While highly valuing the benefit of vagueness, he was also rather disturbed by some Japanese people’s seeming hospitality—possibly without revealing their true intentions.

Upon pondering over the issue, he came to acknowledge the importance of not telling the whole truth for some purposes – in order not to hurt people, for example – but at the same time wishes that Japanese people would make appropriate judgments as to when to be direct and frank. He stated this opinion in highly mitigated and hedged manner, mirroring his wish to express his opinion while cherishing the value of vagueness.

3. Children crossing borders: Their plurilingual and pluricultural background and identities (Ikuo Kawakami)

Children Crossing Borders (CCB: Kawakami, 2006) is an analytical concept, which can be used to analyze and understand the life of children crossing spatial and linguistic borders in learning and using different languages. Memory is at the core of this concept, in particular, the memory of success or failure these children have had in communicating with others growing up in plurilingual and pluricultural settings. These experiences of success or failure are constructed as either fun or difficult memories. These memories are also influenced by socio-cultural factors and transform depending on daily negotiations with others in the social context. As a result, these memories and their recollection construct and reconstruct the diverse identities of such children over their life paths. Recently the number of CCBs whose parent(s) are Japanese and who have grown up outside Japan have become more numerous in the student population within Japanese universities. This paper focuses on these students’ Japanese language learning and their awareness of their

plurilingual competence. Based on interviews with these students and their life-narratives, this paper analyzes how they think about Japanese language learning and their identity. One of the findings is that, in relationships between themselves and others, they are continually probing within themselves for a suitable sense of distance with the Japanese language. In addition, their motivation to learn Japanese language is influenced by their family history, the various borders crossed, the Japanese language learning settings, language activities and their relationships with meaningful others. This paper also discusses how we perceive the CCB's plurilingual and pluricultural background and identities, and what kind of language education should be offered to such students.

Panel 2: What is language education for citizenship formation?

HOSOKAWA Hideo (Chair), Marcella MARIOTTI, CHANG Jinhwa

Overview: The focus of the present panel will be to discuss the significance of “Mediation of Language and Culture” from the standpoint of Language Pedagogy. In order to think about the relation between “Mediation of Language and Culture” and Language Pedagogy, we should ask ourselves about the objectives of Language Pedagogy. In this panel we suggest “citizenship formation” as the main purpose of Language Pedagogy and we will attempt to define and analyse citizen formation from different angles.

After addressing our theoretical framework as well as the meaning and problems related to “citizenship formation” (talk 1), we will underline, through a case study in Italy (talk 2), the necessity of a Language-Culture activity that combines a continuous repetition of “self-expression with the comprehension of the other”, a combination could destroy stereotypes deriving from cultural essentialism. Lastly, in talk 3, we will point out how, when we consider dialogue and written drafts as ‘holistic and customizable’ activities, they are indeed activities closely related to “citizenship formation”, and we will suggest how to reconsider the evaluation of such a Pedagogy.

1. Why citizenship formation now? Aims of language education (Hideo Hosokawa)

Even if “citizenship formation” is an extremely important concept, it rarely been discussed in the field of Language Pedagogy. The European Council proposed a philosophy of Language Education (CEFR, 2001) that listed five concepts: plurilingualism, diversity of language, mutual understanding, democratic citizenship and social unity, and they need to be discussed under a certain hierarchy. We can locate “Democratic Citizenship” as something indispensable for the formation of a democratic society. Amongst the little research we can find on language pedagogy and citizenship, M.Byram (2008) asserts that Citizenship Education equates to Intercultural (mutual-culture) Education. ‘Interculture’ is the mutual relationship with the other, who is part of various contexts, from an individual scale to a global one, and in so doing holds plural identities. So, if we consider such “Intercultural (mutual-culture) Education” as the formation of the place of fundamental activities that depend upon Language, aimed to build a society in which different people live together on earth, then we can say that a “Comprehensive” Language Pedagogy that aims at the formation of a place where each and every person moves from his/her own hobbies or interests to a social awareness via verbal/language activities. It can follow that he/she becomes able to accept the other and develop discussions around a theme, such a “Comprehensive” Language Pedagogy. Language Pedagogy is one of the disciplines that forms individual citizenship. On the basis of such a premise, the presenter will discuss the relation between the present system of “Educational Evaluation”, “teachers’ encouragement, and training” while examining the meaning of “Language and Culture Mediation” in Language Pedagogy.

2. Language and culture practices for self-expression and understanding of Others: Japanese language education in Italy (Marcella Mariotti)

In this talk three case studies from 2010 to 2013 will be presented to inquire about Japanese Language Education in Italy as Citizenship Formation. We all live and partake in different kind of ‘societies and communities’ simultaneously. We can define the ‘culture’ of each society as that which results from significant mutual relationships as a ‘fluid awareness’ or ‘intercultural relation.’ These qualities emerge from the very interaction between ‘the culture of individual’ that belongs to each subject as ‘language actor’. But as Byram (2009) highlights, there is no interaction without willingness.

In this talk I will show three case studies, each with different language activities, in order to reflect upon what kind of Japanese language community/third place has been created depending on the ‘grade of willingness’. Moreover, I will discuss what type of meaning can be discerned from “intercultural” Language Education in the way in which Dal Fiume defines it (2000). I question: in the case that a community, otherwise called ‘collaborative society’, had not been formed in the classroom, or in the case that a process of meaningful intercultural interaction failed to take place, would the reason of such absence be because the class, made only of Italian native speakers, had been forced to speak Japanese Language, or could be it due to other factors independent from the second language? This is the question I will attempt to answer in my talk.

Following the above analysis, and recognizing students’ opinion that “freeing myself from my native language, I was able to rethink my opinions and values that were previously in a state of confusion”, I’ll try to clarify how necessary Language and Culture Activities are in the frame of the repetition of “self-expression and Other understanding”.

3. Revision of composition through dialogue: Learning processes in a Japanese language class (Jinhwa Chang)

In this talk I will qualitatively analyse the students’ process of editing their writing through dialogues and written composition within the framework of practices that are activated in ‘Holistic’ Japanese Language Education. The purpose is to discuss how to evaluate such process for all students, considering the students’ individual learning differences.

‘Holistic’ Japanese Language Education is an approach proposed by Hosokawa (1999) that holds as key concepts ‘Thinking’, ‘the Self’ and ‘Dialogue’. This research will analyse the classroom activities at the presenter’s home university in Tokyo through 13 weeks based on such ‘Holistic’ approach.

The semester-long assignment was for each intermediate Japanese learner to choose a person who fascinated him/her, write why he/she was fascinating by him/her, and to have a dialogue with that chosen person. I will adopt a qualitative evaluation and research method: I will focus on one student (B), using the transcript of her classroom exchanges, to find out 1) how, through the learner’s peer editing process, the content of B’s writing had transformed, and 2) how the relationship

between teacher and learner, or between learners themselves, had changed B's final writing piece.

Learner B had been asked to review the feedback that she received from all of her classmates, and ultimately developed several versions of her own writing piece. In so doing, B's writing became something that satisfied both the writer and the reader. Such 'Polishing through Dialogues', more than simply being an activity to 'write a paper', is an holistic and customized activity that parts from traditional methods of learning Japanese. It breaks with many linguistic and cultural preconceptions that the learner brought with him/her at the beginning of the course. In addition, while I will point out how this process is a process for Citizenship Formation via language, I will propose, as a future research direction, a way of assessing this type of student-centred writing process.

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Panel 2: On the use of onomatopoeia in Japanese written and spoken discourse about food

Polly SZATROWSKI (Chair), TAKASAKI Midori, HOSHINO Yuko

PANEL ABSTRACT:

The papers in this panel investigate the use of onomatopoeia in Japanese written and spoken discourse about food. Previous research on onomatopoeia in general (Hamano 1998; Tamori & Schourup 1999; Shibasaki 2002; Tamori 2002; Iwasaki et al. 2013 and others) and onomatopoeia and food in particular (Akiyama 2002, 2003; Hayakawa et al. 2005, 2006, 2006; Kadooka 2007; Ohashi 2010; Fukutome et al. 2011; Harada 2012) has tended to focus on phonological, and semantic aspects of these words, often taking a quantitative approach. In this panel we focus on the function, effects, strategies, etc. underlying the use of onomatopoeia in Japanese written discourse and spontaneous conversation.

The first paper proposes 7 functions of onomatopoeia in written texts related to food including newspapers, magazines, novels, essays and cookbooks. These functions include the use of onomatopoeia for procedural directions, sensory description, and metaphoric abstraction, and can be extended to other non-food texts as well. The second paper analyzes the use of onomatopoeia in gourmet magazines. It elucidates how the use of onomatopoeia can affect the image of the cakes/food described and varies with the target reader's gender and age. The third paper demonstrates how onomatopoeia is used in taster lunch conversations often for negative evaluation of the food.

Participants used onomatopoeia for the food texture (with sensory/ perceptual evidentials) and in the climax of food stories (often accompanied by gesture) to evaluate the food in the present.

These studies contribute to research on onomatopoeia by elucidating its functions, discourse effects, accompanying prosody and body movements, and strategies with which it is used in written and spoken discourse. Pedagogical applications include teaching the overriding functions, strategies and effects of choices among onomatopoetic forms, and giving Japanese learners practice in using onomatopoeia for food evaluation and storytelling with accompanying prosody and body movements.

PAPER 3: On the use of onomatopoeia and *gairaigo* 'loanwords' in Japanese taster lunches

In this paper I analyze how participants used onomatopoeia to evaluate, identify, and tell stories about food in 13 videotaped taster lunch conversations. Previous studies of onomatopoeia and food have focused on its semantic and phonological characteristics (Backhouse 1994; Akiyama 2002, 2003; Yamaguchi 2002; Hayakawa et al. 2005, 2006, 2006; Ohashi 2010; Harada 2012;). Few studies outside of the use of

onomatopoeia in storytelling (Aridome ms. 1999; Karatsu 2004, 2012, 2014; Koike 2009; Szatrowski 2010, 2013) have considered how onomatopoeia is used in spontaneous conversation.

Results of my analysis show that participants tended to use onomatopoeia (often with accompanying gestures) to highlight the climax in stories about past food experiences as well as to evaluate the food in the present. For example, the climax of a story about a Kanto person eating *udon* 'noodles' in Kyoto for the first time, was *syooyu o @zyaa.@* '(she/he) @[went zyaa] dumped@ soy sauce (on it)', and the storyteller accompanied the onomatopoeia *zyaa* 'dump' with a gesture where she swung her right hand down over her bowl of noodles at the taster lunch. Another woman evaluated the texture of a Senegalese dessert negatively using onomatopoeia (*tyotto bunibuni site ru no ni zara zara site te tyotto ki@moti warui. @* 'although (it's) a little jellylike, (it) is (also) grainy and (so it) is a bit dis@gusting.@'). In these cases the onomatopoeia was often accompanied by expressions of modality/evidentiality, in particular what Chafe (1986) refers to as sensory, perceptual evidentials such as *kimoti, kanzi* 'feeling'.

This research contributes to research on onomatopoeia by elucidating its use in conversational interaction. Teaching collocations in which onomatopoeia are used and giving learners practice with the use of onomatopoeia in food contexts and storytelling will allow them to experience the meaning of these terms through their 5 senses, and help them involve their Japanese interlocutors.

Panel 4: Learners' and general purpose dictionary making between corpus based approaches and traditional lexicography

Prashant PARDESHI (Chair), SUNAGAWA Yuriko, MOMIYAMA Yousuke, IMAI Shingo, Andrej BEKEŠ

Overview: Learners' and general purpose dictionary making between corpus based approaches and traditional lexicography

Recent developments of large scale Japanese language corpora, (BCCWJ etc.), are radically changing our view of the nature of lexical items and at the same time enable efficient assessment and extraction of items, suitable for learner's dictionaries and general-purpose dictionaries.

The first half of the panel focuses on the potential of corpus based approach for learner's dictionaries and present state-of-the-art findings in this area, with potential for monolingual and bilingual learners' dictionary development.

In "The construction of a corpus based dataset to support the compilation of dictionaries for JFL learners", the first co-presenter is presenting results of a 4 year project on building a corpus informed online database of contents needed for compilation of Japanese language learners' dictionaries for intermediate and advanced learners.

In "Japanese basic verb usage handbook: the state of the art and future prospectus" research product of a unique project at the National Institute of Japanese Language and Linguistics (NINJAL) is presented. The co-presenter is presenting "verb usage handbook", employing cutting edge research insights of various branches of linguistics combined with Japanese language pedagogy, with illustrative examples from corpora and elsewhere. "Handbook" is to be accessible online as a monolingual edition.

The second half focuses on corpus based description and large scale dictionary projects.

In "Corpus based description of bracket structures information in Japanese language dictionaries", next co-presenter explores the use of corpora for lexicographic description of bracket structures, i.e., long distance adverb collocations of the type *tabun* - ...*daroo*, etc, that have been relatively neglected in pedagogy and in lexicography.

In "Bilingual lexicography of typologically distant languages: compilation of a large scale Japanese-Polish bilingual dictionary", the last co-presenter presents the ongoing work on a "great" bilingual dictionary - focusing on methodological, typological and other pertinent issues involved; a project which is confronted also with the possibilities, offered by the recent advances in basic research in corpus lexicography.

1. The construction of a corpus based dataset to support the compilation of dictionaries for JFL learners (Yuriko Sunagawa)

The number of Japanese language learners outside Japan, especially of advanced level

learners, is increasing yearly. From the intermediate level onwards, they could profit from bilingual Japanese learners' dictionaries in their native language, but in most linguistic areas of the world, with the exception of a few "big" languages, such as English, Chinese, Korean, French etc., only very simple dictionaries for beginners and for tourists are available.

Our project therefore aims at supporting the compilation of Japanese language learners' dictionaries for beginners, intermediate, and advanced learners, by compiling a database of dictionary contents needed when editing a Japanese language learners' dictionary, and offering it online. This 4-year project is in progress, from 2011 to 2014. Two surveys were conducted: a survey of the vocabulary used in textbooks of Japanese as a foreign language and a quantitative survey on the targeted area of the Japanese language in a large-scale corpus, in order to select the list of lemmas to be included in the database, and a general list of basic vocabulary for Japanese language instruction was created. All entries were also graded according to their difficulty by 5 experienced Japanese language teachers, and high negative correlation with their frequencies in BCCWJ was confirmed.

At present, usage examples are being compiled on the basis of this vocabulary list, and a database system is being developed. A prototype of a database search interface and download system has been completed. The database is going to include various types of information which are considered to be useful for learners, such as grammar, phonetics, synonyms, collocations, stylistics, learners' errors etc. These are presently being studied in detail to be made public in 2014.

2. Japanese basic verb usage handbook: the state of the art and future prospectus (Prashant Pardeshi, Yousuke Momiyama, Yuriko Sunakawa, and Shingo Imai)

In this presentation we report and demonstrate the outcome of a collaborative research sub-project entitled "*Nihongogakushuushayou kihondoushi handobukku no sakusei* (Compilation of Japanese Basic Verb Usage Handbook for Japanese as Foreign Language (JFL) Learners)" (referred to as "handbook" below). This endeavour is a part of the large project entitled "Universals and Crosslinguistic Variations in the Semantic Structure of Predicates" carried out at the National Institute for Japanese Language and Linguistics (NINJAL), Tokyo, Japan.

The handbook differs in many ways from the conventional printed dictionaries or electronic dictionaries available at present. First, the handbook is compiled online and is available on internet for free access (<http://verbhandbook.ninjal.ac.jp/>). Secondly, the handbook is corpus-based: the contents of the entry are written taking into consideration the actual use of the headword using the Balanced Corpus of Contemporary Written Japanese (BCCWJ) corpus and Tsukuba Web Corpus (TWC). Also, it contains illustrative examples of particular meanings culled from the BCCWJ corpus as well as those coined by the entry-writers. Third, the framework used in the description of semantic issues (polysemy network, cognitive mechanism underlying semantic extensions and semantic relationships among various meanings, etc.) is cognitive linguistics, which adopts a prototype approach. Fourth, it includes audio-visual contents (such as audio files and animations/video clips etc.) for effective understanding, acquisition and retention of various meanings of a polysemous verb.

The handbook is an attempt to share cutting edge research insights of various branches of linguistics with Japanese language pedagogy.

We hope that the handbook will prove to be useful for JFL learners as well as Japanese language teachers across the globe. The feedback from the users for further improvements is most welcome.

3. Corpus based description of bracket structures information in Japanese language dictionaries (Andrej Bekeš)

Bracket structures are conspicuous features of Japanese language. One aspect of bracket structures, i.e., suppositional adverbs in combination with sentence-final modality forms, has been studied as “quasi grammatical” agreement phenomena (cf. Kudô 2000). Bracket structures can be conceived also as more or less systematically occurring long distance collocations, often carrying some discourse-pragmatic function in addition to semantic one. Nonetheless they are not yet systematically taught as a part of curriculum for learners of Japanese as a second language as has been pointed out in Srdanović et al (2009). Moreover, dictionaries including learners’ dictionaries also lack a systematic description of this phenomenon.

In this study we propose a general schema for description of collocation based bracket structures which could be found in the areas of modality (epistemic: *tabun - darou*), (deontic: *zahi - kudasai*), tense and aspect (*mou - [shi]ta*), etc. While knowledge of bracket structures can be acquired through learners' experience, we argue that explicit teaching of such structures can contribute towards earlier focusing of learners on projection of incoming discourse, both spoken and written. We are basing our description on approaches taken for description of collocations in lexicography.

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Oral Presentation 3: The study of paraphrasing skills of Japanese learners: From the perspective of vocabulary and communication strategies

ONO Masaki, MORITOKI Nagisa, Naoko TAMURA-FOERSTER, YAMASHITA Yukino

Paraphrasing is a useful technique in daily conversations to explain unknown things and teachers use it in language classes and tests very often as a metalanguage in order to explain unknown words and expressions to the learners. It is a communicative skill that, according to the description of Grice (1975), is used to avoid obscurity and ambiguity of expressions.

According to CEFR/JF STANDARDS, a learner who “can use circumlocution and paraphrase to cover gaps in vocabulary and structure” is classified into B2 level. In our presentation, we analyze the development of paraphrasing skills of Japanese learners of novice high level, intermediate and advanced levels.

There are two types of paraphrasing to be discussed:

- A) paraphrases which are based on vocabulary knowledge and
- B) paraphrases which are based on communication strategies.

Our observation shows three patterns below in regard to the paraphrasing of type A.

- i) replacing the word in question with another word
- ii) explaining the word in question with an antonym
- iii) giving concrete examples of the word in question

To discuss the paraphrasing of type B, utterances of learners in the various classroom interactions such as role-plays “To ask someone something” are analyzed. In these interactions, the learners use not only other words related to the word in question, but also change communication strategies to make themselves fully understood.

Based on the observation of the Japanese language learners in Slovenia, France, Germany and Japan, we will discuss the relation between language competency and paraphrasing skills. Our observation in the above countries indicates that the learners of different levels use different types of paraphrasing techniques according to their language competency. Our study also shows a necessity of paraphrase instruction on each level of Japanese language learning.

Oral Presentation 4: Practical translation as communication act: Activities and assessment from a relevance-theoric view

Author: HIGASHI Tomoko

Recent developments in functionalist approaches such as *skopos* theory, and pragmatic account have the focus on the process of translation and the dynamic role of translator. On the other hand, *the Common European Framework of Reference for Languages* (CEFR) considers the translation as communication act, namely mediation activity of two languages and two cultures. Relying on these perspectives, this article presents my practice of specialized translation course (French to Japanese) for French speaking master students and the reflection about an appropriate pedagogical method of translation as a communication act.

Based on the action-oriented approach promoted by CEFR, this course is designed to ensure that the students accomplish a realistic task to translate an authentic text as a social discourse. The degree of specialization of the used text is adjusted according to their linguistic level and pedagogical objective. Here are some important points. Firstly, the students are required to identify the genre the discourse and to search for useful information such as similar Japanese text, specialized terminology text, etc. Secondly, the criteria to evaluate the translation competence should be defined clearly. According to relevance-theory, human communication creates an expectation of *optimal relevance*, and the hearer's attempt at interpretation will yield *adequate contextual effects at minimal processing cost* (Wilson & Sperber 1989, Gutt 2011). We attempted to elaborate a criteria relayed on these views. The students are constantly encouraged to reflect on what is a "good translation" and to develop an awareness of relevancy of translation. Thirdly, works on linguistic forms and vocabulary are still really necessary for these learners (in the process of acquiring B2 level of CEFR), but these activities are carried out explicitly for the purpose of accomplish an efficient translation.

【 keywords 】 mediation and communication, optimal relevance, specialized translation, social discourse genre

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Oral Presentation 5: Development of a Japanese simplification system using collective intelligence

KAWAMURA Yoshiko

This study aims to develop a written Japanese simplification system through the collaboration of Japanese language instructors. There is an emerging demand to simplify abstruse Japanese sentences in areas of accident prevention and medical services. Moreover, to realize a convivial society, it is very important for us, Japanese native speakers (JNS), to know how to communicate with Japanese non-native speakers (JNNS) using simple Japanese. Our system will automatically convert difficult words of input sentences into easy words. It will provide effective support to both JNNS and JNS and help to foster clearer communication in Japanese.

The mechanism of the system is as follows. Using a “Simple Japanese Replacement List” made by Japanese language instructors, it converts words, transforms word forms, euphonic changes, and replaces auxiliary verbs and postpositional particles to make sentences conform to Japanese grammar. Multiple replaceable candidates on the list are displayed in a balloon-tooltip.

This system results will be public on the Internet. It will help not only JNNS to read Japanese text, but also JNS to know how to make easy Japanese text for a more convivial society.

Oral Presentation 6: Project-based learning in Japanese language education featuring drama and community involvement

Gehrtz-MISUMI TOMOKO

Project work is a special method of language learning and teaching, which emphasizes and enhances the ability to communicate freely. This case study describes a "Drama Type Project Work", a three years project of Japanese language education featuring drama and involvement of the local community.

Foreign students in collaboration with local Japanese were staging several drama performances using only the Japanese language.

I would like to concentrate on three points:

- 1) How to approach a drama and theater orientated Japanese language education.
- 2) How to exploit and educate the global and local human resource in order to achieve a fruitful collaboration.
- 3) How to enlarge the scope of the teacher. (Teacher as designer)

Oral Presentation 7: Learning process in the acquisition of intercultural communicative strategies using skits

SUZUKI Yuko

In order to communicate effectively, it is necessary to help our students develop some communicative strategies. According to the CEFR *Strategies are a means the language user exploits to mobilise and balance his or her resources, to activate skills and procedures.*

The implementation and development of these communicative strategies can be performed through a series of steps: pre-planning, Execution, Monitoring, evaluation of task, Repair Action. In particular, the development of production oral activities involves the ability to participate in spontaneous conversation. To achieve this objective, Prof Yamauchi (2005) used skits to help students develop this communicative competence. This method is particularly useful for those students who do not live in Japan.

The purpose of this presentation is to emphasize the two main objectives of skits: first, the opportunity for students to play a role and second, to take part in spontaneous conversation. In the first step of this process, students take part in a spontaneous conversation in a particular situation and analyse what is appropriate in Japanese culture. By watching a short video, students analyse Japanese body language and its relevance in the communicative process. Afterwards, students compare the differences in body language with their own culture.

After this first step, students write their own skits bearing in mind the previous analysis on how a message is transmitted in the Japanese culture by means of both words and body language. Students develop a situation and all the different elements involved in the communication process. Finally, students perform their skits and at the end, a feedback session is carried out where students have the opportunity of evaluating themselves, the task and the strategies they have to implement to achieve their objectives.

In conclusion, a skit is a valuable task to help students analyse and understand the strategies needed to communicate effectively in any social interaction.

Oral Presentation 12: Social networking sites for students at beginner level: Speeding up the learning process

Tiziana CARPI

Most recent research suggest that, integrating web 2.0 tools into their classrooms, educators can show learners how to exploit Social Networking Sites (SNSs) for academic purposes to create a dynamic learning environment, promote critical thinking and offer authentic L2 learning opportunities, beside making deeper connections with the culture of the native L2 speakers.

Given that such sites are already part of many students' e-routine, it was suggested that instructors should take advantage of using SNSs such as FB for the opportunities they offer.

In contrast with previous research that has investigated different ways to integrate FB within intermediate-advanced foreign language class, this study suggests an alternative use of the same tool for a near zero beginner class of L2 learners of Japanese.

While Japanese language classes need to invest a lot of time in order to introduce and practice the script, almost no space is left for activities that students would need most to become proficient in a digital, pluricultural and plurilingual society.

FB, currently the most popular SNS in Italy, was selected for this exploratory project with the goals of investigating: students' perceptions and attitudes towards the use of a web resource, with which they are already familiar, for language learning; its potential benefits in terms of motivation and language and cultural learning.

The experiment, which run for ten weeks and was offered on a voluntary basis to a hundred students, included participation to a closed FB group and two questionnaires.

A series of simple pedagogic tasks, designed through guidelines grounded in SLA research, was developed and submitted on a weekly basis.

Results, assessed through statistical analysis, offer insights to better grasp the potentials that SNSs may play in developing participation, motivation, language and cultural learning awareness even at beginner levels and in speeding up their learning process.

Oral Presentation 13: Simple tweets transform into food for thought: Possible use of translation in beginner classrooms

GYOGI Eiko

Recent studies are increasingly beginning to recognise the importance of existing linguistic and cultural repertoires of students. The goal of language learning has also been shifted from becoming like a 'native speaker' to becoming a 'mediator' between languages and cultures (Coste, Moore, & Zarate, 2009), an 'intercultural speaker' (Byram, 1997) or someone who finds 'third place' between and amongst languages and cultures (Kramersch, 1993). This paradigm shift has also led to a re-evaluation of translation in language teaching as an effective pedagogical tool for integrating students' own languages into the classroom (Cook, 2010). Some studies have begun to actively bring translation into language classrooms (e.g. Carreres & Noriega-Sanchez, 2011).

This study also aims to join this field by examining pedagogical possibilities of translation in the lower-level language classroom with the use of twitter. In concrete terms, it reports on a practical example of a 2-hour translation classroom of beginner students who have studied Japanese for only five weeks at a university in the UK. Twitter was chosen as a material because of its accessibility, authenticity and familiarity to students. In the classroom, students firstly compared several tweets in Japanese to explore various writing styles among different authors. Then, they were asked to analyse and translate a tweet of two Japanese celebrities from Japanese to English. Despite the small scale of the study, the analysis of classroom discussions shows that: (1) even a simple tweet allows beginner students to discuss the importance of not only the referential meaning of the text, but other factors interplayed in the text such as the writer's personality, emoticons, orthography and humour; and (2) beginner students with limited knowledge of Japanese can engage in translation activities (not limited to grammar-translation methods) with the use of authentic texts such as twitter.

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Oral Presentation 14: From an “everyday talk” to a “business speech”. Towards a curriculum to establish an oral presentation competence for B2 level

USHIYAMA Kazuko

Since the decision of the 2008 Japanese Ministry of Education called "Project of 300,000 foreign students in Japan", the globalization in the field of Japanese education has extended. The students hoping to find an employment in Japanese or Japanese-affiliated companies is increasing. Therefore, the enrichment of the business Japanese curriculum is expected not only in Japan or in Asia but also in Europe. The aim of this study is to propose a curriculum for a business Japanese Master French students (1) to develop rapidly their presentation ability in formal speech. The main data are their oral presentations in Japanese in their future professional field and the follow-up interviews that the students passed after doing a monitor evaluation for their own presentations. The linguistic level of students can be considered B1 or at the beginning of B2 level of CEFR / JF standard. A formal speech with a formal topic [*Cf.* CEFR 4.4.1.1] should be slightly difficult for them not only in the application of specific terms of their business fields, but also in the mental stress control to success in their formal speech, that I heard in the follow-up interview of the students. From this remark, I consider that it is important to support the psychological side of the students in formal speech training. Based on my data analysis, I would like to try to do some suggestions for a Japanese business course curriculum for the European students, and more specifically the French students, to raise their presentation and communication skills rather quickly stepping up to a B2 level that is described by CEFR and JF standard.

Note: (1) Here, I am talking about the students of Japanese-English major in addition to French, specialized in the field of international marketing, trade and logistic.

Oral Presentation 15: Aiming for the simplification of nursing terminology to facilitate the Japanese language education of caregivers

ENDO Ori

Since 2008, the Japanese government has formed EPAs (Economic Partnership Agreements) with Indonesia and the Philippines. Contained within those agreements is a project to cultivate human resources for nursing and caretaking in Japan. As a consequence, the importance of Japanese language education in the fields of nursing and caretaking has become increasingly pronounced. The Society for Teaching Japanese as a Foreign Language (NIHONGO KYOIKU GAKKAI) has begun exploring ways to provide Japanese language support in this new field, which differs from previous areas treated in Japanese language education. Japanese language support for both the acquisition of caretaking knowledge and skills on the job and for taking the annual national exam have unfurled before our eyes as pressing issues for the care worker candidates that have come to Japan. Through providing such support, we have learned that the terminology used on site and in textbooks is exceedingly difficult. In this presentation, I use a vocabulary survey of care worker textbooks to argue for the simplification of nursing terminology, and to also propose a reorganization and unification of the terminology.

Oral Presentation 16: Report on the development of the Japanese Scheme of Work in primary education in England: A case study of Japanese language education for citizenship

FUKUSHIMA Seiji

In this presentation, I will introduce the outline of *the Japanese Scheme of Work for primary schools (SOW)*, with a report on the teaching practice at the primary school in London, and examine how Japanese language teaching can apply to Plurilingual and Intercultural Education as an education for citizenship.

From September 2014, languages education becomes compulsory for Key Stage 2 pupils (Year3-6) in England, as a consequence of the reform of the curriculum. The new curriculum was announced in September 2013, however, as far as foreign language education is concerned, it only gives teachers a rough guideline. In response to the situation, the Japan Foundation London decided to develop SOW in order to encourage teachers to introduce Japanese language into their curriculum.

SOW is being developed with reference to the new curriculum, the KS2 Framework for Languages developed by the former Labour government and the guide for Plurilingual and Intercultural Education by the Council of Europe. It consists of 36 lesson plans (45minutes) for one year, which contain objectives, contents, activities, grammar and vocabulary, and is planned to be made for whole Key stage 2.

Designing the SOW, I consider it important that the education of Japanese is complied with the national curriculum, which aims to foster citizenship. However, the meaning of “citizen” is controversial and varies according to the context: it can refer to legal status, an ethnic group or a citizen of the EU. In this complex situation, by reference to the guide for Plurilingual and Intercultural Education, I define “citizen” as being an individual living together with others, respecting cultural diversity, and design SOW to contribute to citizenship education along these lines, while considering the relationship between the UK and Japan.

Oral Presentation 17: An approach toward deliberation in Japanese language culture pedagogy

ARAI Hisayo

In Common European Framework of Reference for Language (CEFR), it is stressed for any language learners to become engaged in creating a diversity of societies through communication acts. In order to achieve the object, the presenter consider it necessary to incorporate the process for learners to think not personally but through deliberation into class activities, in which one's differences are brought forward. Her class work can be characterized not as just pragmatic language pedagogy but as language culture pedagogy. In this presentation, the presenter will show the importance of "an approach based on the concept" practices, which constitute the curriculum for the topic of political understanding, by analyzing the audio recording of the class activities which had been recorded and transcribed, and the reports written by some learners before/after each class activity. She will consider the meaning and the method of dealing with deliberation in language culture pedagogy.

The presenter taught a ninety-minute, advanced-level Japanese class once a week at a university in Japan. She analyzed a class of thinking international relations. In this class, each learner was required to choose a problem from the contemporary world events and to put forth his/her own views to discuss with others in the class. The aim of this class was to encourage the learners —through interaction held in the classroom— not to merely provide sourced information but to present their own opinions concerning the chosen problems, by relating themselves to the problems and reconsidering the world they hitherto regarded in a matter-of-fact manner. The learners worked together towards an intersubjective process of understanding each other and sharing their insights in a certain context in order to understand an abstract concept.

Oral Presentation 18: The importance of plurilingualism and pluriculturalism for Japanese language teachers as international volunteers

HIRAHATA Nami, NISHIYAMA Noriyuki

In this presentation, I will first outline the changes in Japan's official policy of dispatching Japanese language teachers abroad. Secondly, I will highlight the problem that Japan's policy of promoting Japanese consists only of the provision of Japanese language education, and emphasize the importance of Japanese language teachers engaging in plurilingualism/pluriculturalism.

Japan has long sent abroad Japanese language teachers, mostly young, under the title 'International Volunteers'. A typical example is the Japan Overseas Cooperation Volunteers programme. Inspired to serve humanity, the volunteers work abroad for several years, and are required to learn the local language and culture. Some volunteer in a number of countries; these are known as 'repeaters'.

Through this, volunteers inadvertently became plurilingual and pluricultural. Recently, however, at a time when other languages have become more prominent, Japan has become more vocal in stressing the need to promote Japanese language education abroad. The teacher dispatch programme has been reorganised as part of this response.

For example, in December 2013, Japan announced the dispatch to ASEAN countries of over 3000 'Japanese language learning partners' comprised of students and senior citizens. Although it is still too early to get a detailed understanding of this programme, it is unlikely that these teachers and learning partners, dispatched with the sole aim of providing Japanese language education, will attach much importance to plurilingualism and pluriculturalism.

Plurilingualism/pluriculturalism developed in Europe, a continent diverse in culture and language. Therefore, in the case of Japanese, which is only a common language in Japan, it is difficult to expect plurilingualism/pluriculturalism to be taken into account when Japan attempts to promote Japanese abroad. However, in a multi-polar world, and with the continuing global spread of English, it is important for Japanese language teachers, as citizens involved in language education, to deepen their understanding of these two concepts.

Oral Presentation 19: Learning culture through phonetics in a Japanese drama project class

NAKAGAWA Chieko

This paper presents the integration of pronunciation instruction into a university Japanese language drama-production class.

The class has three interrelated goals: 1) to develop the ability to express abstract concepts in Japanese to others, 2) to develop the willingness to understand differing points of view during working towards group produced outcomes, and 3) to learn oral expression, and the variations in Japanese pronunciation and intonation.

Drama projects are effective for developing the learners towards these goals as they require the integration of the four language skills through the process of first deciding on a theme, developing a story and a script, and finally, practicing and presenting the drama to an audience.

The class itself was held three times a week over a semester (90 min X 3 times X 15 weeks) by two teachers. The first teacher taught the class twice a week and focused on the development of the first two goals. The second teacher worked towards the third goal.

The pronunciation instruction consisted of first teaching the rules and variation in the rules of Japanese intonation for half of the term, and then applying these rules to their acting performances in the second. Here, learners were taught how to express themselves and perform based on the situation they have created by the integration of phonological knowledge (pronunciation and intonation, and voice-tone), and paralinguistic expression such as body position and other facial expressions.

This presentation focuses on the development of pronunciation and intonation by describing the processes the learners underwent when making connections between the context and their phonological knowledge, and using these in both their comprehension and linguistic and paralinguistic expression. The cross-cultural understanding attained through interaction with both Japanese and other cultures is also discussed.

Oral Presentation 20: “My Own” specialized vocabulary: Web-based vocabulary learning for pre-intermediate learners

YAZAWA Michiko, ITO Hideaki

This paper examines the facilitation of specialized vocabulary building for late-elementary level Japanese learners. It is a case study of a six-month course offered to researchers and postgraduate students who have research themes related to Japan in the social sciences or humanities, and who need to learn Japanese in order to undertake research activities in Japan. The participants vary in their academic discipline, research subject, and research stage, but also in terms of their cultural backgrounds. In order to cater to the diversity of their needs, we designed a vocabulary learning course of 14 class hours across 8 weeks, in which the aim to have participants compile their own specialized vocabulary list. To compensate for any limitations in Japanese proficiency, the class was introduced to a text analyzer, a free web-based tool that automatically extracts and lists keywords from self-selected specialized articles. The listed keywords are exported to Excel where they are processed phonetically through the addition of yomigana, which in turn allows participants to consult dictionaries on the web.

This Method can be used in late-elementary courses, whether for academic or general purposes. Moreover, free web-based tools with high versatility enable learners to continue learning autonomously after the course as is necessary.

Oral Presentation 21: Collection of student articles as a case-study for acquisition of discourse competence and written production in the field of Japanese Language and Culture

Ljiljana MARKOVIĆ, Divna TRIČKOVIĆ

The paper examines the application of David Little's Theory of Learner Autonomy to raising the level of efficiency in the teaching of Japanese language and culture within the program of Japanese language and culture at bachelor's, master's and doctoral studies level at our University. Our contribution is that, while David Little expounds the autonomous learning paradigm only within the field of foreign language acquisition, in this paper we apply the same principles to the realm of acquiring knowledge about Japanese culture. Furthermore, we propose to demonstrate how the knowledge acquired by studying about Japan's culture along the lines of the principles of learner autonomy works to deepen students' understanding, to promote and encourage their endeavor in mastering the Japanese language in its different spheres of use. By doing this, we have broadened the application of David Little's paradigm of Learner Autonomy from language studies to the broader field of Japanese Studies, which include the area of Culture Studies. Correlating language and culture studies achieves an improvement in the acquisition of the Japanese language and an increased propriety in language use, empowering students to realize the awareness of the central position of their personal effort in the process of acquiring language skills. The results presented in this paper could serve as a useful model for the possible applications of culture knowledge to raising the level of foreign language acquisition.

Oral Presentation 22: Connecting Sweden, South Korea, China and Japan through online exchanges: To raise learners' pluricultural competence

HATTORI (SAITO) Rieko, Masako Hayakawa THOR, LAO Yichen, MATSUURA Keiko

The purpose of this presentation is to describe a joint research project, which was carried out between 2012 and 2014. The project was collaborative and involved five Japanese language teachers in Sweden, South Korea, China and Japan.

In recent years, the Council of Europe has been promoting the idea of “pluriculturalism”. A “pluricultural” individual has within him- or herself various “cultural channels”. The individual can draw upon these as a means of adapting to various situations and becoming a mediator between cultures. Students who study in their own countries usually do not meet or study with foreign students, at least not in the same classroom, and thus they have few opportunities to learn about different cultures. With the use of new communication technology, it is possible for such students to meet and interact with people who have different cultural backgrounds.

This project was set up to provide such opportunities to students. The main goal of the project is to design a learning environment where students can actively engage with each other in the target language (Japanese) and develop their pluricultural competence through their exchanges.

The participants in this project were intermediate students enrolled in Japanese courses at each university and a number of Japanese native speakers. The students from each university interacted online in small groups outside of the ordinary classes. Their interaction was based on four different topics which were given to them by the teachers and was both oral, using Skype and Adobe Connect, as well as written, using OneDrive, and lasted eight weeks.

In this presentation, we focus on the participants who had never been to Japan and who had never interacted in Japanese with people outside of their classes. We will explore how they experienced the exchanges based on the data which were collected through questionnaires and follow-up interviews.

Oral Presentation 23: Case study of cooperation between a Translation course and a Japanese Language course

TAMURA Naoko

This study illustrates cooperation between a translation course and a Japanese language course within a master program. The introductory translation course was mandatory for students who are majoring in Translation Studies. The Japanese language course (B1 to B2) was optional for them and one half of them took the course.

Historically the main focus of Translation Studies shifted from a linguistic one to communication oriented one. "In recent years, translation practice has been viewed as the application of a translator's knowledge to problems of intercultural communication." (Hasegawa 2012) Translators are expected not only to be fluent in both languages but also to take an active role in overcoming cultural barriers (Witte 2000).

We supported the cultural aspect in our language course which implements a project oriented syllabus: fundraising activities addressing Japan related companies in the region. For examples they read authentic Japanese texts such as promotion flyers, charity solicitations etc. to create their own promotion flyer for an event at University Bonn or to write charity solicitations to Japanese companies of their choice. In our translation course they translated German counterparts of above-mentioned texts, called parallel text, into Japanese. All of the aforesaid texts belong to a text type which aims to cause an act, such as applying for the promoted event, by readers and is called operative text (Reiß1983, Kauz2002).

This study analyses syllabi and materials of both courses as well as translations in final exam to discuss which elements of parallel texts can be transferred in the translation of the students in B1 to B2 level and which ones not and suggests that operative texts offer a good foundation for working on languages as well as on problems of intercultural communication.

Oral Presentation 25: Fluidity and Hybridity in Pluri-lingualism and Pluri-culturalism: Thinking about My Future and Japanese Language Learning Project

SATO Shinji, SHIBATA Tomoko

The importance of pluri-lingualism and pluri-culturalism has long been recognized in the field of foreign language education (e.g., Hosokawa & Nishimaya 2010). However, the misguided treatment of diversity and multiplicity of language and culture in foreign language education sometimes leads to emphasizing the differences and hierarchy of language and culture (Segawa 2013). In order not to do so, we first review one of the most important aspects of pluri-lingualism and pluri-culturalism; theories of fluidity and hybridity of language and culture. We then define pluri-lingualism and pluri-culturalism competence as not only the inherent ability in individuals but also the performative ability to display in the interaction with others. Finally we report on an advanced-level Japanese project to provide learners with a space in which they can perform outside of the classroom.

Thinking about My Future and Japanese Language Learning Project was conducted in a private university in the United States where twelve students who took advanced-level Japanese in 2013-2014. Learners think about the relationship between their future and Japanese language learning throughout the semesters. First they set goals for 1) Japanese language proficiency, 2) their future, and 3) contributions to the community that they (would like to) belong. The students then find and engage in a community by making the most of their linguistic and cultural background. The students have peer group discussions and individual instructor consultations to discuss their development of the project as well as share and solve problems.

This research examines how both the learners and community members have influenced with each other by analyzing students' reports, peer group discussions, individual instructor consultations, and a survey about the project. Finally we discuss the necessity of pluri-lingualism and pluri-culturalism in the Japanese language education from the viewpoint of "language education for the global citizen" (Sato and Kumagai 2011).

Oral Presentation 26: How do post-beginners feel about their experience of learning Japanese at a university?: From a motivational point of view

MORIMOTO Kazuki

Whilst the need for ‘articulation’ has been called for in the field of Japanese education worldwide in recent years (Tohsaku (2009) etc.), bridging between school and university has become a particularly important issue in the UK where the number of learners is increasing at secondary schools (J-GAP Europe (2013)).

In fact, having analysed the five-year data for those who entered the Japanese degree programme at the University of Leeds between 2005 and 2009, no significant difference was observed in terms of the Japanese language skills achieved at the time of graduation between those students who had studied Japanese for qualifications at secondary schools (‘post-beginners’) and those who started learning Japanese from scratch at university. This may suggest that the Japanese programme at the University may not successfully provide those post-beginners with the best opportunities to make the most of their previous learning experience.

However, previous research dealing with issues of articulation is limited in number, and few studies have closely examined how post-beginners find their experience of learning Japanese and how their attitude and motivation affect their ability to attain Japanese language skills.

Using both questionnaires and semi-structured interviews involving the first-year students in Leeds, this research will investigate what the post-beginners’ initial motivations are and how they develop over their course of study. Furthermore, retrospective feedback on their experience of learning Japanese will be obtained from the upper-year students who had studied Japanese before coming to Leeds via a questionnaire. Based on Sakai & Kikuchi (2009) and other previous studies, these sources of data will be analysed from the perspective of demotivational factors, and discussed in terms of how the Japanese programme could be improved by referring to the motivation strategies proposed by Dörnyei (2001) and Dörnyei and Ushioda (2011).

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Oral Presentation 27: Reconsideration of “the New Educational Content for Japanese Language Teacher Development”: The comparative study of educational content for language teacher development for teaching one’s own language as a foreign language in different countries

MORITOKI Nagisa

The purpose of this presentation is to propose improvements for the Educational Content for Japanese Language Teacher Development, which was issued in 2000 by the Agency for Cultural Affairs, Japan, by researching and comparing the educational contents for language teacher development in teaching that country’s language as a foreign language, as they exist in other countries.

The Educational Content for Japanese Language Teacher Development has been changed from the former policy issued in 1985 in order to correspond to the new movement of internationalization and diversification of Japanese language learners. The features of the new Educational Content include (1) focusing on communication as an aim of language education and (2) placing Japanese language education in relation to the three categories (“society and culture”, “education” and “language”), and five sub-classification (“society”, “culture and region”, “language and society”, “language and psychology”, “language and education” and “language”). At present both the program of language teacher development in higher education and the contents of JEES (the Japanese Language Teaching Competency Test) are based on this new Educational Content (Nuibe and others 2005), though different arguments over its pros and cons have been raised (e.g. Mizutani 2001, Nuibe 2002).

On the other hand, each country has, based on its historical background, its own educational program for teaching language as a foreign language, mostly in higher education. This presentation compares the educational contents of language teacher development in other countries (Slovenia, France, China, Australia and others) against the “the New Educational Content for Japanese Language Teacher Development” in Japan and analyses its specific characteristics and backgrounds. The presentation also makes recommendations for programs and educational contents with regard to the demands for changes in Japanese language education brought about by the diversification of society, as well as considering young learners and learners with learning difficulties not only in Japan but abroad as well.

Oral Presentation 30: CEFR B1level from analysis to teaching practice: From the point of view of learners as social agent

Author: SAKURAI Naoko, HIGASHI Tomoko

The *Common European Framework of Reference for Languages* (CEFR) published by the Council of Europe in 2001, advocated Plurilingualism as a concept and adapted the Action-oriented approach as the policy for language education. From this point of view, CEFR considers learners as social agents that are "members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action. (CEFR,p9)"

How can we implement the Action-oriented approach into Japanese language education? The authors have carried out a project during four years in order to clarify the CEFR B1 level and to elaborate a curriculum of this level based on the above concept. This fourth and final year, we have done a pilot course consisting of three lessons of two hours each, totalling six hours, prepared according to the results of our previous three years of research.

At the beginning of this year, we firstly developed the scenarios of the curriculum composed of ten modules which we already made in 2011. The scenarios of each module have a story and in this story learners have to realize several tasks corresponding to B1 level which they will face in real life. Afterwards we chose module 1 for the pilot course and we made a teaching plan and teaching materials. During this process, we took account of authenticity of teaching materials and we put emphasis on teaching strategies.

In this presentation, we present this pilot course and the result of reflecting reports by the teachers and feedback from participating students. In addition,we show our consideration of the Japanese language course based on Action-oriented approach.

Oral Presentation 31: A comparison between Japanese learners in Europe and native Japanese speakers when reading on-line *kuchikomi* reviews: Does the difference in cultural background affect their reading?

NODA Hisashi, ANAI Suzuko, KUWABARA Yoko, SHIRAISHI Minoru, NAKAJIMA Akiko, MURATA Yumiko

Are there any differences between Japanese learners in Europe and native Japanese speakers when reading on-line *kuchikomi* reviews? Are the differences derived from their cultural backgrounds? We investigated 40 advanced learners in UK, Spain, Germany, France and 20 Japanese native speakers in order to find out the way in which we introduce authentic materials into Japanese learning. The learners were asked to read on-line reviews of restaurants and using the ‘talked aloud’ method, they talked about the content, their opinions, whether they trust the entry or not, and their feeling towards certain features such as the use of symbols. How they read was recorded, then transcribed and translated for analysis. The on-line review (*kuchikomi* site) was chosen for the analysis as these kind of on-line texts are not yet introduced into Japanese language learning, but it is highly likely that advanced learners will encounter such texts in everyday Japanese.

The results show some differences in interpreting. The European learners regard the use of symbols and emoticons as ‘not serious’, ‘cute, but not reliable information’. Japanese native speakers treat these as meaningful information. Furthermore Japanese natives accept the detailed information on service and individual experience as an indication of the restaurant’s reputation, but European learners do not see these as useful information as individual experience cannot be generalized.

It can be said that these differences depend on different cultural backgrounds such as

1. the different conventions of writing informal text
2. the difference in how on-line reviews are written

When using authentic informal material, it is necessary to pay attention to cultural background so that readers will understand the writer’s intention correctly.

Oral Presentation 32: A tentative plan for nurturing Intercultural Competence at a teacher training university in Japan: Study of a Japanese textbook from peer-reading between foreign and Japanese students

IZUMIMOTO Chiharu, IWASAKA Yasuko

In our presentation, we will discuss 1) the rationale of our intercultural practice, 2) the content of our practice and 3) the outcome and the implications. We have done an educational practice for aiming at fostering the intercultural competence both for foreign and the Japanese students through peer-reading of a Japanese textbook.

In foreign language education it is significant to understand the others and to recognize the self through the process of interaction with a person in a different culture (Kramsch 1993). And fostering intercultural competence (Byram 1997) plays an important role. In the Japanese school education as well it is expected to train teachers' intercultural competence and to raise their awareness on multicultural symbiosis. However, the dichotomy between the Japanese and foreign students is big because the occasions of interrelating each other are quite limited. The educational research and the practice on intercultural understanding for foreign and Japanese students have just been under way.

We will show the outline of our extracurricular lessons. In the first lesson the students were required to read the text "NAITA AKAONI (Red Demon Cried)" without the ending. After they checked the vocabulary words and the outline together in a culturally mixed group, they discussed the endings they thought and the moral behind them. In the second lesson each student shared a story of a demon, monstrous creature, or any other supernatural being in relation to their own culture and discussed the differences and the things in common. From their statements and our observation we will refer to the significance of the study and the implications for the future.

Poster 1: Mediation in social interactions among science university students with different cultural backgrounds

HONGO Tomoko

In recent years, the globalization of education and research in the science fields has come to cause researchers and students to use language pluralingually in conducting discussions in the laboratories of Japanese science universities. English use is spreading, especially in the laboratories that international researchers belong to.

This study analyses social interactions in the group discussions among international students, Japanese students and scholars in the laboratories of science university. The focus of the study is to investigate how the language is used in pluralingual contexts and the characteristics of verbal and non-verbal behaviors in such environment from the perspective of “mediation.” Mediation in this study means ‘intercultural practice,’ or ‘intercultural competence’ in Byram (2001)’s term, to interact with ‘others,’ to accept other perspectives and perception to the world, to mediate between different perspectives, to be conscious of their evaluations of difference (Byram 2001:5).

The analysis found that ‘mediation’ arises when the participants of the discussion try to deepen the mutual understanding among them, and they try to utilize their own partial language abilities effectively. Furthermore, such mediation develops sequentially triggered by certain content-specific utterances by the participants. Being in the shared context, not only the participants who have spoken actively, but other members also have become the bearers of mediation.

Poster 2: How do teachers perceive the CEFR? : An analysis of practitioner interviews using KH Coder Software

INOUE Reiko

The Common European Framework of Reference for Languages (CEFR) was introduced to set up systems to evaluate language ability in educational institutions for the Japanese language in Europe. However, there are still some problems such as the difficulty in contextualizing the CEFR, for example, the philosophy of the CEFR, common reference levels, classroom activities, evaluation, and so on. The difficulty in contextualizing the CEFR can be divided into two categories of “understanding” and “practice”. It is still a very challenging task for the most teachers to understand the philosophy of the CEFR and put it into educational practice.

Okumura and Tsuji (2010) state that they obtained a very positive result to establish a lingua franca for talking about language education between teachers in CEFR practice. However, what does a “lingua franca” for practitioners to effectively discuss CEFR practice mean in concrete terms? It is necessary to know how teachers perceive the CEFR in order to put the abstract philosophy of the CEFR into concrete educational practice.

In this study, I will analyze how practitioners at the institutions in Europe perceive the CEFR in the practice of contextualizing. I use KH coder software to analyze an interview survey of teachers who have experience of CEFR practice. By examining the narratives of the practitioners in the case of a higher education institution where the practitioners have more than ten years experience in utilizing the CEFR, I conducted a survey to explore their shared relationship with words. And through this analysis of the interviews, I attempt to clarify what the ‘lingua franca’ for discussing the actual experience of teachers practicing the CEFR might be. Finally, I try to discover how this lingua franca is formed effectively in practical educational activities.

Poster 3: Japanese Language Education in the Republic of Armenia

Astghik HOVHANNISYAN

The Japanese language education in Armenia started in 1992, and currently it is implemented in three institutions of higher education and several cultural centers. This paper will introduce the history and the current state of the Japanese language education in Armenia and discuss the challenges it faces.

It will be shown that although the number of institutions teaching Japanese has grown in recent years, the Japanese language education in Armenia has some problems, such as lack (or rather nonexistence) of research on Japanese language and teaching methods and lack of academic reading materials.

Poster 4: Report on the connection between Japanese language classes for international students and the Japanese language teacher training course

KUROSAKI Satoko

This presentation reports on activities that connect the two classes. One class is “multi-cultural society and international exchange” that is included in the Japanese Language Teaching Training Course. Another is a Japanese language class for international students.

There are some background factors that created the need for these activities. We had some discussion activities that included Japanese students who were taking the Japanese Language Teaching Training Course as well as international students who were in advanced Japanese courses for several years. However, there were many occasions when some Japanese students behaved like teachers or language evaluators while at the same time, international students acted like students worried about being evaluated. This meant that it was difficult for both groups to have any kind of discussion based on equal terms.

That was why we have developed different kind of activities. The activities are done in the following order (1)-(5).

- (1) Japanese students make speeches, pretending to be international students. These speeches are recorded.
- (2) International students listen to the speeches, evaluate them, and make comments as judges. They make the comments orally, and they are recorded as well.
- (3) Japanese students listen to the comments that international students have made, and revise their own speeches. Japanese students write their thought and self-evaluation on the moodle.
- (4) International students read what the Japanese students have written, and write their own thought on the moodle again.

Japanese students realize how difficult it is to make a speech even in their own language. Moreover, they realize their prejudice and stereotype through comments that international students have made. International students learn the expressions that Japanese students use and also learn more about Japanese students' personality.

Poster 5: Instruction for writing Japanese academic papers by tasks to visualize the writer's thinking and working process: Training plurilingual and pluricultural competence

YAMAMOTO Fumiko

I tried to train plurilingual and pluricultural competence by taking in divergent cultural information on Japan, Mainland China, Taiwan, Korea, Canada, Malaysia, Africa, Mongolia, when students write a Japanese academic paper on their own society and culture by tasks to visualize their thinking and working process. The tasks are composed of 18 sub-tasks to a) know one's own interests, b) choose a theme properly out of them, c) determine a topic on the theme, and d) predict a conclusion by hypothesis. The students collect necessary information by themselves in order to accomplish these tasks in Japanese, English, or their native languages.

The result was these tasks were effective in the students' appropriate choice of topic and writing good outline and paper (Yamamoto, 2008; 2012). The reason was they tried to verbalize more what they thought not only in Japanese but also in English and their native languages, through highly recognitions such as 1) comparison and contrast, 2) categorization, 3) interpretation, 4) inference and reasoning, 5) assertion and conclusion, than those who didn't do these tasks (Yamamoto, 2013).

Now I will show when and how all the 15 students in the class acquired the above recognition and verbalization. The table 1 shows the students' nationality, Japanese language proficiency test grade, paper title, and the tasks to have induced their 1) to 5) recognition and verbalization.

Table 1

Nationality	JLPT	Paper title	Tasks
Taiwanese	2	Business Policy to make Dintai fung prosper	a)-b)
Canadian	2	Drug Industry and Business in Canada	
Chinese	1	Peony Flower in Luoyang, China	
Korean	1	Only-one Strategy of Sharp Corporation was a Success?	
Indonesian	2	Safe Measure against Malaria without DDT	a)-c)
Korean	1	Alternative System in Korean Army	
Chinese	2	Function of Chinese School in Malaysia	a)-d)
Korean	2	Legalization of Euthanasia	
Korean	1	Relations between Academic Background and Employment	
Mongolia	3	Eco-tourism in Mongolia	
Chinese	1	Convenience Stores in China from Japanese point of view	
Korean	2	When Korean Drink?	
Chinese	2	Chinese Most Favorite Meat Dumpling: Steamed One	
Egyptian	2	Is Egypt Safe for Tourists?	
Korean	2	Can Characters be Judged by Blood Type?	

Poster 6: Development of human resources that utilize Japanese language education: For plural language and cultural social construction

MATSUOKA Yoko, ADACHI Yuko

In this presentation we will propose that it is important to develop human resources who have a kind of plural language and cultural communication skills for new multicultural society construction. We have developed training materials for community key persons to gain plural languages and cultural communication skills.

In this presentation, we support 'plurilingualism' which is one of the main concepts of Common European Framework of Reference for Languages, and we propose a way to develop human resources for plural language and cultural community that utilize the point of view of Japanese language education.

Immigrants need to have not only language ability, but also the knowledge and capacity to adapt of new culture in order to participate in a new society. Immigrants cannot participate in a community without sufficient communicative competence. One solution would be to provide language education to immigrants. At the same time, it is necessary to support talented people who build new communities in communicating with immigrants.

In Japanese language education, when a teacher communicates with students, skills in explaining combined with the language a student understands, using paraphrasing, illustrations, subject selection, changing of context composition which consider their partner's culture, are used abundantly. Communication with new residents who have various language and cultural backgrounds can be handled smoothly because community leaders, such as public officers and social workers learn such skills.

We have developed training materials which utilize the communication skills used in Japanese language education. It consists of examples of everyday contact situations of immigrants and Japanese people. In this presentation, we will introduce the training methods for community key persons and in order to solve the issue of communication in a society where language and culture are intermingled and the meaning to which Japanese language education contributes to this will be examined.

Poster 7: JHL children in JFL course in secondary schools in Ireland: Their role as mediators

INAGAKI Midori

In 2006, in response to Common European Framework of Reference for languages, the Department of Education and Science of Ireland issued “Language Education Policy Profile –Ireland”. This document suggested that Ireland should shift from an officially bilingual country (Irish/English) to a plurilingual country. The Post-Primary Languages Initiative was started in 2001 and Japanese as a foreign language (JFL) was introduced as an official subject in the state exam. Since then, the number of students studying JFL has been increasing. At the same time, the number of children who have a Japanese parent and are studying Japanese as a Heritage Language (JHL) has been increasing. They have been learning Japanese at Japanese ethnic schools. Some JHL students are also taking the post-primary level JFL state exam. While attending JFL classes they sometimes have an identity as mediators between Japanese language and culture and their JFL peers.

In this presentation, I consider the JHL students as mediators. I describe how JFL students and JHL students work together in the class as peer learners. Based on the interviews from teenage JHL students, I analyze two aspects of their Japanese learning. One is the benefit to the JFL children. If they have JHL students in the class, they can learn many aspects of Japanese language and culture from their JHL peers. Also they get the opportunity to speak and listen to “real” Japanese with these peers. The other benefit is for JHL students. They receive peer approval for being “half Japanese” from JFL students. This means a great deal to JHL students and it motivates them to get them back to learning Japanese.

Considering the role of JHL children as mediators in JFL courses suggests the possibility of new approaches to Japanese language education for young Japanese language learners.

Poster 8: Can learners of Japanese use *-te-i-nai*?: A longitudinal study of tense-aspect morphology by a native speaker of Russian.

SUGAYA Natsue

It has been reported that native speakers of Japanese prefer *-te-i-nai* (negative non-past imperfective form) to *-nakat-ta* (negative past form) when they deny a past action (Gouda, 2013). However, learners of Japanese have difficulty using *-te-i-nai*. According to one analysis of the ACTFL-OPI corpus (Matsuda et al., 2011), each intermediate and advanced learner used only one or two tokens of *-te-i-nai*, on average.

This longitudinal study was conducted to examine the acquisition of Japanese tense-aspect markers. We investigated data from a Russian native-speaker, *Alla* (pseudonym), who is married to a Japanese person. Alla learned Japanese through daily communication and had never received formal instruction before the data collection. We analyzed nine months of interview corpora, which comprised (1) two ACTFL-OPI datasets (obtained in the first month and seventh month), (2) 25 interviews related to her diary (first month through ninth month). Regarding the OPI assessment, Alla was judged as novice-high at first month and as intermediate-low at the seventh month.

The results were inconsistent with earlier obtained L2 data. Alla produced *-te-i-nai* (negative non-past imperfective form) more often than *-nakat-ta* (negative past form) from the beginning of the data collection and continuously showed appropriate use of *-te-i-nai* in past contexts. She also showed extensive use of the contracted forms (*-teru* and *-te-nai*), which are more common in daily conversation. Her preference for the informal equivalent implied the influence of the learning environment and exposure to ample input.

Although this is a case study of a learner, the results suggest that learners can learn the Japanese tense-aspect markers effectively without grammar explanation. One might infer that it is important how teachers balance input and communicative interaction with explicit instruction.

Poster 9: The Plurilingual competences of the Plurilingual supporters: An interview survey

TOKUI Atsuko

With an increase in people moving around the world, plurilingual supporters, that is, non-native speakers with roots overseas who support foreign residents at schools and in communities in Japan by using more than one language depending on the context and situation, currently play an active role in various areas.

This study aimed to elucidate the plurilingual competences of plurilingual supporters based on 41 interviews. Semi-structured interviews were conducted of plurilingual supporters in various communities in Japan regarding the roles they play. Nine plurilingual competences were identified as the analysis of the survey. The competence to:

- 1) change their position according to the situation and context;
- 2) find their position according to the situation and context;
- 3) the ability to regulate or to combine multiple languages;
- 4) resolve the miscommunication between foreign residents;
- 5) build relationships between foreign residents or organizations;
- 6) support foreign residents based on their own experiences as foreign residents;
- 7) communicate;
- 8) give psychological support;
- 9) support foreign residents based on their experiences as the plurilingual supporters.

These plurilingual competences are dynamic and context-oriented, which is different from the aspect of intercultural competences which was static and individual-based. The study of the plurilingual competences will provide us with a chance to reconsider of the concept of intercultural competences.

Poster 10: A collaborative project via the Internet for the pluralistic approaches to languages and culture

HAYASHI Ryoko, KUNIMURA Chiyo, KANEDA Jumpei

The poster presents the summary of a collaborative project via the Internet between a Japanese class of Centre Franco-Japonais de Management (Master course) at the University of Rennes 1 and a seminar in Human Communication at the Faculty of Intercultural Studies of Kobe University. The participants of the project were 10 JFL in France and 15 students in Japan who worked in small groups to make short movies or presentations about the cultural differences between France and Japan. Each group consisted of one or two students at Kobe and one student at Rennes 1. The authors tried to measure the ability of intercultural communication and collaboration of the participants using the descriptors of CARAP (Compétences et ressources) of Pluralistic Approaches for Languages and Cultures published by the Council of Europe. The CARAP consists of about 500 descriptors divided into three groups: Knowledge (K), Skill (S) and Attitude (A). The descriptors have been published in English, French and German and were translated into Japanese by the authors. The participants of the project were asked to choose the descriptors they thought important for executing the project. In the preliminary analysis, the descriptors evaluated as highly important were those that were of interest to other cultures, variation of languages or making the partner a request such as “knows some examples of prejudice/misunderstandings of cultural origin” (A2.2), “possesses knowledge about one’s own communicative repertoire” (K3.4) and “can ask an interlocutor to reformulate what has been said” (S7.6). The results will be presented and discussed in light of how such kinds of collaborative projects can influence participants’ abilities in intercultural communication.

Poster 11: E-learning materials by the Center for Distance Learning of Japanese and Japanese Issues

LEE Jae-Ho

The International Student Center at University of Tsukuba was certified as a Center for Distance Learning of Japanese and Japanese Issues in March 2010. We are developing an e-learning system with digital contents focused on the Japanese language and cultural/social issues of Japan. International students at Japanese institutions may freely access the system and learn Japanese. We report on the development of e-learning contents and other activities, along with the plan of the next year's activities.

Poster 12: Activities of audiovisual translation

NISHINA Yoko, HOSAKA Toshiko

The poster presentation reports the class activities of an audiovisual translation in the university courses of different levels. The students learn how to translate the script of the films in the form of subtitles to match the video in regard to amount or speed.

This audiovisual media helps the students in giving the contexts to understand the story and expressions, provides with functional and situational syllabi, and can be applied, as it is lively and natural. Different expressions between the languages appearing for the same scenes reveal the cultural differences.

Already existing interest in Japanese films of *anime* increases the motivation of the students. Beginners get engaged in “situational translation” and practice to play roles in films.

Advanced students in the translation course learn and gain experience how to use the technology to put subtitles to the film on a computer.

Translation activity is a project work that students are actively involved in and has its significance for an action-oriented language learning.

Poster 13: Textbooks as a vehicle for the study of language and culture

ITO Seiko, HOSAKA Toshiko

Research Background and Purpose:

In general, most of the Japanese language textbooks focus on teaching learners about grammar and various expressions, but these textbooks also subtly teach learners about Japanese culture as well. In this study, we regard textbooks as a vehicle for the study of language and culture, and analyze textbooks in order to gain a concrete understanding of the cultural points included therein. In previous research, we analyzed several textbooks used in beginner-level Japanese classes for the following items to investigate the manner in which they are expressed: "cultural practices" "products of the culture studied ", and "culture-related nouns". In this presentation, we will try to clarify what the term "Japanese culture" means to non-native speakers who come from a social and cultural background outside of Japan. We will also analyze how Japanese culture is expressed in each textbook.

In addition, we will try to define what the term "cultural item" refers to in regards to Japanese language education.

Research Method:

The textbooks analyzed are "Minna no Nihongo" and "A New Approach to Elementary Japanese". These two textbooks utilize different approaches. The former is a grammar-centered textbook, and has been used in Japanese language classes for a long period of time. The latter is a new textbook published in 2012, and is based on Bakhtin's theory of language and linguistics. We analyzed the textbooks for the following items: "words and phrases", "topics", "discourse composition", and "illustrations".

Significance: Textbooks function as a cultural vehicle. By studying the cultural points included in these Japanese language textbooks, it is possible to improve the methods used to teach both language and culture.

Poster 14: Redesigning the "CDS for Japanese Language Class School of Engineering" based on CEFR and JF Standard and its implementation

FURUICHI Yumiko, ITO Natsumi

In recent years, a need has arisen for Japanese language skill evaluation within the school, particularly among European exchange students utilizing the CEFR Japanese language skill evaluation. This study examines steps toward redesigning the CDS at the Japanese Language School within the School of Engineering based on CEFR and JF standards.

Poster 16: Analysis of Learner Self Evaluation using Can-do Statements regarding Japanese Skills for Academic Purposes

SUZUKI Mika, FUJIMORI Hiroko

Can-do statements that clearly demonstrate educational objectives can be utilized for various purposes including curriculum improvement and learner self-assessment. Can-do lists such as the ELP (European Language Portfolio) and the CEFR-J (Tono 2013), which correspond to specific learners and/or certain purposes, have developed alongside the CEFR or JF Standards, which are more general and conceptual references.

The “JLPTUFS Can-do List,” which clarifies Japanese language knowledge and skills for academic purposes, was developed at Tokyo University of Foreign Studies. This list is presently utilized as a language proficiency self-assessment tool for learners a syllabus design guideline for instructors, etc.

This presentation focuses on reporting the results of learner self-evaluation and pinpointing recognized improvement in language skills. For this research, 193 learner data items (82 for spring term and 111 for fall term) were collected and analyzed. Learners at each level, introductory to ultra-advanced, were asked to assess their language skills in terms of relevant can-do items. All learners were provided with approximately 100 can-do items for evaluation purposes, depending upon their language level.

Spring-term results showed that learner evaluation was higher in almost all levels and skills at the end of the term than at the beginning with some variance depending upon language level and type of skill. Analysis of the language level and the self-evaluation results indicated that learners in the introductory level evaluated oral communication skills “can-do” items highly at the end of the term while intermediate-level learners recognized they had progressed significantly in written expression. Both results were shown to be statistically significant. These results, which will include fall-term data and more detailed analysis, will be explained in detail in this presentation and are sure to promote a revision of the “JLPTUFS Can-do List” and improvement of the program.

Poster 17: An Attempt to build up cross-cultural communication ability under the use of CEFR based textbook “DEKIRU”

MITSUMORI Yu

Nowadays, it has been seen that some institutions are beginning to use textbooks “DEKIRU” which are based upon the concept of CEFR in Hungary. The textbooks —“DEKIRU1”, “DEKIRU2”— were created by Japanese language specialists from The Japan Foundation and Hungarian local teachers with the support of “Japan-Hungary Cooperation Forum”.

In its preface, this textbook says that the purpose of Japanese language education is not only learning language but also to obtain knowledge and to foster skills, motivation and spirit of tolerance to have continuous dialogue between human beings who have different culture (Sato • Szekacs 2009). Thus, to build up cross-cultural communication ability is an important aspect for both teachers and learners when they choose to use the textbooks for learning Japanese.

This report focuses on what is needed and how to practice lessons to build up cross-cultural communication ability in a Japanese language course using the textbooks. In the textbooks, there are original cultural contents such as “quiz”, “kaleidoscope” and “Culture column” to acquire knowledge about Japanese culture. In addition to those contents, there are some lessons almost directly referring to misunderstanding which is caused by different culture. This report also mentions how we used these contents in our course.

“Language portfolio” is used in our course. In this report, how we use the portfolio to recognize cultural aspects will also be picked up.

Poster 18: Development of a Japanese oral proficiency test: A comparative study of oral proficiency scales in large-scale proficiency tests

YUI Kikuko, KAMADA Osamu, SHIMADA Kazuko, NOYAMA Hiroshi, NISHIKAWA Hiroyuki

Many large-scale foreign language proficiency tests currently in use are accompanied by an oral component. In our project to further develop and improve Japanese oral proficiency testing -- funded by the Grants-in-Aid for Scientific Research (Kaken) -- we will compare oral tests in other languages such as English in TOEFL, German, Spanish and other languages. We will examine the definitions, assessment criteria, and testing and assessment methods of speaking ability, including cultural competence. Although most of the presenters are heavily involved with The ACTFL Oral Proficiency Interview (OPI), our goal here is to propose a new and improved test.

Currently available tests each have their own approach, as reflected in their titles: oral competence, speaking ability, conversational competence, etc. These imply a focus on 'medium' 'skills' and 'language activity' respectively. Most tests are around 20 minutes in length, with the assessment criteria mostly designed by scales of difficulty from personal to social domain, concrete to abstract matters, and description to discussion. While some have their own testing items and scales, most refer to the CEFR framework. Some marked characteristics of testing methods are "spontaneity (spontaneous reaction/ preparation provided)", "listener's role (dialogic/ narrative/ information resource)", and "response (listening ability)." Testing interviews are mostly conducted by either one or two testers, and the examinees can be tested as a group.

While the oral proficiency test envisioned in our project is based on the concept of "proficiency", it follows the Can-do Statements projected in the 'JF Japanese Education Standards' and CEFR, and attempts to complement the current version of the Japanese Language Proficiency Test, which does not have an oral component. This test is being developed with Japanese learners in Japan and overseas, including Europe.

Poster 19: Character-connected ending of Japanese and its translation: "-desu" in Hard-Boiled Wonderland and the End of the World

KUCHIKATA Shuichi, NIIMI Yoko

In this study, an analysis of the English translations of “*desu*”, a character-connected ending of Japanese, is conducted. It reveals that the character-connected expressions are found in the English translation.

In recent years, character-connected language expressions are attracting increasing attention. Some Japanese sentence endings used by specific characters are called *Kyaragobi*, character-connected ending, in Kinsui (2003). Although this study analyses novels, *Kyaragobi* can be seen among animation and manga which are strong motivation for Japanese language learners. Thus analysis of *Kyaragobi* is important especially for translation.

This study analyses a *Kyaragobi* “*desu*” used by a Professor in *Hard-Boiled Wonderland and the End of the World*. Post verb “*desu*” such as in “*mukae ni kita desu*” are regarded as *Kyaragobi* for they are grammatically irregular. Examples are collected and corresponding English translations are analysed. There are 134 instances of *Kyaragobi* “*desu*” and 43 of them are the form of “*oru desu*”. To characterize unique utterances, English translations often adopt means such as omission of vowels in prepositions, *g* in *-ing*, and irregular spelling such as *you* as *y*’. For example, English translation of above-mentioned “*mukae ni kita desu*” is “*I came t’meet you*”

As a result, not all “*desu*” instances correspond with the special means in translation and vice versa. Therefore *Kyaragobi* “*desu*” and the special means in translation do not always correspond. However, this translation can be regarded as an example of *Kyaragobi* translation.

It is suggested that Japanese language teachers and learner can collect instance of *Kyaragobi* then understand each instance to think possible translations.

Poster 20: A multi-lingual contrastive analysis of benefactive constructions through a group work

KUROSAWA Akiko

1) In many languages, verbs corresponding to *ageru* and *kureru* in Japanese are the same word. 2) In Japanese if one benefits from some event, it is verbalized as in *oshiete/tetsudatte kureta*, which is not obligatory in many languages. 3) *Watashi wa tomodachi ni sono koto o oshiete moratta* and *Tomodachi ga watashi ni sono koto o oshiete kureta* express the same event from a different point of view, whereas two distinctive benefactive constructions used here are not common among languages.

The present report shows the effect of a multi-lingual contrastive method of studying giving and receiving expressions through a group work at a class session of 'An Introduction to Japanese Language Teaching'.

Students form a small group with other language speakers and explain how expressions for 1) to 3) are constructed in their own language, discussing which aspects are different. Then participants share the results through a class presentation, highlighting characteristics of the Japanese benefactive construction. Key findings include: while what is represented by *ageru* and *kureru* in standard Japanese is denoted by an identical verb in such languages as English, Chinese and Korean (*give*, *gei* and *juda* respectively), some Japanese dialectal verbs (e.g. *keru*) share the same property with these languages rather than with Modern Japanese, and Modern Japanese is rather unique in this respect.

The effect of this collaborative work is that it has a far greater impact than a lecture for participants to find out the difference between languages when their peers show that to them. They have a chance to view their mother tongue in a new light. It also provides a good opportunity for them to interact with their peers, which they greatly enjoy and appreciate. Overall this group work is an approach that could contribute significantly to students' understanding of the benefactive construction.

Poster 21: Selecting advanced Japanese language vocabulary for tourism

Irena SRDANOVIĆ, KASEDA Harumi

Research on Japanese language for tourism has been conducted mainly outside of Japan. This is in part because the local tourism guide profession is perceived to be relatively high income and because of the increasing demand for Japanese speaking locals. While Japanese language textbooks, syllabuses and other materials have been created in countries with a large number of Japanese tourists such as Indonesia, Thailand, they mainly target beginner-level Japanese language learners. There is thus a need for a higher level of Japanese language competency within the tourism industry in the future as the number of Japanese language learners who are majoring in tourism also increases. Accordingly, the objective of this research is to identify the characteristics of tourism-specific terminology within the Japanese language and determine its advanced vocabulary.

Firstly, words not contained within the Japanese Language Proficiency Test level list that appear within a textbook used at a tourism studies course are classified into 5 groups: 1) general proper nouns, 2) proper nouns with a specific usage, 3) specialized terms, 4) compounds of specialized words and general words forming a specialized notion, and 5) other. Next, the specialized terms obtained in this study are used as seed words to create a specialized corpus using the WebBootCat corpus building software. Furthermore, the corpus is compared to a general Japanese language corpus and the nature of the tourism-oriented extracted terms is explored. The results provide the key to understanding this specific academic domain and are valuable not only for foreign language learners but also for native speakers studying tourism.

Poster 22: Minor in Japanese language for business purposes

Kyoko KHOSLA

This project aims to design a Japanese language course for students of Business and Economics Majors who already have basic knowledge of Japanese and wish to improve their language capabilities to be able to function in a Japanese business environment. The aim is to enable the students to intern at Japanese Companies in Japan or Japanese affiliates in The Netherlands.

A student completing the Japanese language course at our university, Hogeschool van Amsterdam, typically has studied the language for c. a. 250 hours and has been to Japan as an exchange student for three to four months. The language proficiency level attained at this stage is A2 conversation level. The minor course "Japanese Language for Business Purposes" aims to build upon these capabilities of the students by familiarising them with the practical situations they are likely to face when working in a Japanese business environment.

As a first step, I conduct a survey of the previous students who have experience of internship at Japanese companies in Japan or at Japanese affiliates in The Netherlands to assess the level and content of Japanese language needed. These language requirements will then be incorporated into the course to improve delivery and learning experience. At the end of the course the students are expected to feel comfortable and competent using Japanese language in a Japanese business environment.

Poster 23: Features and evaluation of foreigner's e-mail sentences in Japanese

MURAKAMI Kyoko

Email has become one of the most important means of daily communication. It is also important for foreigners in Japan to produce e-mails in Japanese in order to function in Japanese society. On the other hand, learning to write by hand is increasingly becoming a marginalized skill and is only essential for filling out the occasional document with a name and address. With the use of email being as prevalent as it is, it is unfortunate that foreigners are not being educated on how to write an effective email using the established etiquette and social mores. In this study, we found that many unnatural or misleading expressions were being used in most e-mails written by foreigners due to direct translations from those in their mother tongue, which led native speakers to underestimate the writers' general ability. Hence it is necessary to assist foreigners to acquire skills for writing e-mails in the course of Japanese language education.

We developed a testing procedure for e-mail writing proficiency of non-native speakers. First, we collected e-mails written by native speakers on a computer or mobile phone on specified topics (e.g. information of arriving late, declining an invitation to eat out, an inquiry and so on). Next, we derived several features from the e-mails, and formulated a table of standards based on them. Six testers independently rated e-mails written by 30 foreign workers on the five-point rating scales of 'functional efficiency', 'formal appropriateness', 'the time required', 'accuracy', 'constructions', and 'sociolinguistic ability'. Sufficiently high inter-rater reliabilities of all scales were obtained.

Poster 24: Learners' perception of Japanese grammar: A case study of A2 level learners in UK

FUJINO Hanako

Many language learners consider grammar as a central piece of their learning although they do not always find grammar lessons as enjoyable as others, such as conversation or reading and writing. Studying grammar is less compensating for them because despite their effort, they forget what they learn and they are never sure of which form to use in a particular situation. In contrast, teachers strive to explain grammar, provide numerous exercises, and expect the learners to be able to use what they've seen after a certain amount of time. Such mismatches in perception and expectation are argued to affect the learners' motivation and cause a negative effect in the learning process.

Current grammar teaching methods employ the discovery approach, which aims to raise the learners' awareness. Errors are considered inevitable and not to be insisted upon, since mastery is ultimately determined by the natural course of acquisition. However, recent perception studies show that ESL and EFL learners favor receiving explicit grammar instructions and expect corrective feedback from their teachers.

Learners' perception of grammar has been studied very little in Japanese language teaching. At a moment when there is much debate over how grammar should be integrated into the task-based teaching method according to CEFR, it seems equally important to understand how learners perceive Japanese grammar and what they expect in their grammar lessons.

In this study, questionnaires regarding grammar perception were registered to 30 university students in the UK, who were enrolled in a Japanese grammar module that met twice a week for 2 hours. The students were in their second year with levels between A2 and B1. A focus group with a smaller number of students was also organized to discuss how they felt about their grammar lessons and what they thought could be improved.

Poster presentation 25: Crosscultural dimensions of foreign language learning and teaching

Judit HIDASI

The contribution aims at pointing out the increasing importance of language issues in education, that comprise three areas:

1. *language use* in the educational domain in the globalized world: the issue of world languages, of local languages, the concept of intercultural learning (Jin – Cortazzi: *Researching Intercultural Learning* 2012);
2. *language acquisition*: crosscultural differences of learning styles, learning methods and learning practices;
3. *language teaching*: crosscultural differences in expectations, in perceptions and in methods (Jin – Cortazzi: *Researching Cultures of Learning* 2013).

It will be demonstrated – showing examples – that differences in learning and teaching cultures (Hidasi: *The Impact of Cultural-mental Programming on the Acquisition of the Japanese language* 2007) might lead to misconception, miscommunication and difficulties in achieving the ultimate educational goal: to acquire a foreign language with the best possible efficiency. The relevance of the topic is reinforced by changing needs in the context of CEFR driven language policy in Europe that effect language planning, mobility, labor market and knowledge-based society. Changes in methodology (content-based language teaching, digital technology, etc.) will also be touched upon including particular cases (that of Hungary, Japan, etc.). Attempts will be made to demonstrate some projections with respect to future trends that can be expected.

Poster 26: Collaborative song making project using learners' heritage languages: A practical report from a Japanese classroom in a secondary school in the UK

Shoko MIDDLETON

This presentation is a practical report from Greenford High School, a multicultural comprehensive secondary school in London. Many of our students have English as an additional language. They are living in the environment of plurilingual and pluricultural environment in each context. The students' ability and feelings towards their heritage languages are diverse but this potential power was too good to be ignored in the foreign language classroom. In my Japanese language classroom, I have implemented a collaborative song making project using learners' heritage languages.

The project was devised for GCSE Japanese students (age 14 - 15). The task was to make a multi-lingual song using the target foreign language (Japanese) and the students' heritage languages. This was prompted by 'The Language Factor Song Competition' run by Routes into Languages, SOAS, to promote foreign languages learning at the secondary level.

The theme of the task was 'Friendship' as one of the values in the London Olympics. The students worked together to create, compose and perform a multi-lingual song, which has Japanese as a main language, with Hindu, Nepalese, Punjabi, Thai, etc. We had collaboration from the Music department and entered the competition.

As a result, the students' motivation of learning Japanese was increased and they gained awareness and confidence in their heritage languages. Furthermore, the classroom atmosphere got friendlier and they learned a variety of phrases while singing and this had positive impact on their attainment.

In my Japanese classes, while teaching Japanese grammar, vocabulary and culture, I also aim to get my students to consider the similarities and differences with British culture and English language but also with their heritage languages and cultures. By doing so, they can share their knowledge and increase their awareness and understanding of other cultures.

I will try and continue to improve my students' Japanese level while learning from one another's pruli-lingual abilities.

Poster 27: An examination of the one direction hypothesis in the "Synesthesia Metaphor" in Japanese The direction of the "Meaning diversion" among the five senses of the Japanese "verbs," "adverbs," and "adjectives"

MUTO Ayaka; SOEJIMA Kensaku

A "Synesthesia metaphor" is a metaphor which describes something usually experienced with one sense in terms of another sense category. For example, in the phrase "sweet voice", a taste adjective is used to describe a sound.

The "one direction" tendency in the change in sense categories in this synesthesia metaphor is assumed to be an example of the usual tendency common to different languages as in Figure 1 below.

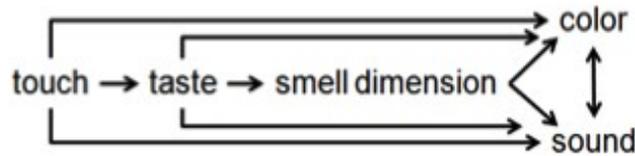


Figure 1 : one-directional hypothesis of a Synesthesia metaphor (Williams 1976)

Japanese synesthesia metaphors are the focus of this study. The direction of the "Meaning diversion" among the five senses of the Japanese "verbs", "adverbs", and "adjectives" was investigated.

As a result of this investigation, the numbers of examples diverted from "touch" were found in Japanese to be more than the number of "sight" expressions. However, diversion examples from sight were also found in Japanese without exception.

Therefore, it can be said that the results of this investigation were as follows.

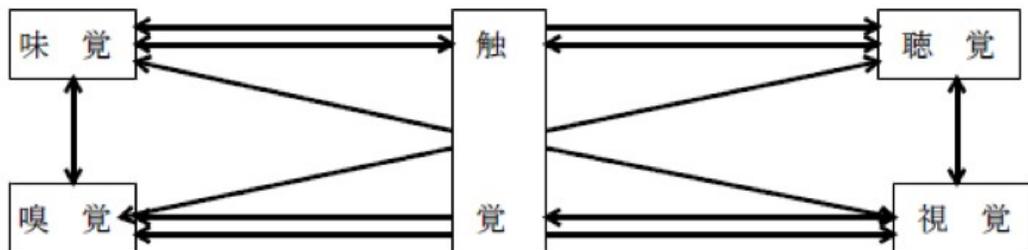


Figure 3: The direction of the "Meaning diversion" among the five senses of the Japanese "verbs", "adverbs", and "adjectives"

Although the One Direction Hypothesis is not absolute, the tendencies of meaning diversion in Japanese adjectives were found to support this hypothesis.

Japanese synesthesia metaphors are the focus of this article, and their individual characteristics in comparison to those from other languages will be identified and examined in further detail in light of this research.

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Poster 28: Collaboration of Japan Studies and Japanese Language Education in Graduate School: From the Approach of Academic Skills Training

MATSUNAGA Noriko

This is a report concerning research on examines the training of the academic skill to be required in graduate school education based on a program of the graduate school education to return result of the Japan Studies to foreign student education, Japanese language education .

The collaboration of Japan Studies and Japanese Language Education advances, but a problem is yet left for the collaboration with the social science and training of the almighty talented person (talented person with the communicative competence by Japanese and the knowledge of arts and social science).In this study team, we are doing educational program to return result of the field cross-sectional Japan Studies to graduate school education from 2010 to solve such a problem. However, it is not shown about the necessary element for the training method of the wide viewpoint and the academic skill training in the inspection of the past instructional activities and the precedent study concretely either. Therefore I analyzed the reports of foreign students again in order to clarify these points. As a result, the reports of the foreign students had weak item of the "quotation" "objectivity" as well as the indication of the precedent study. Furthermore, I found that foreign students were missing in a viewpoint to analyze a theme into newly.