BOOK OF ABSTRACTS

Venezia
ICJLE
2018
Dialogue for Peace

平和への対話
何のために外国語を教える・学ぶのか

Dialogue for Peace
What are we teaching and learning foreign languages for?

3-4 August 2018
Ca’ Foscari University of Venice
## CONFERENCE TIMETABLE

### CONFERENCE PRE-OPENING EVENTS

**Thursday 2 August**

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### CONFERENCE EVENTS

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**Hotel Locations**

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- Malcanton Marcorà
- Hilton Molino Stucky Venice
- San Giobbe
- Hotel Monaco & Gran Canal
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AM_A 08月 03日 14:00
日本語教育と企業文化シンポジウム
（前半）

1.企画の背景
「平和な世界のための人材育成—ビジネス日本語教育の視点から—」というシンポジウムは特別イベントとして実施される。
産業界は、世界にバランスや平和を作り出すうえで、非常に大きな役割を担っている。グローバル化が進む中、産業界の内部には解決しなければならない「経営上の異文化間コンフリクト」が増えている一方、不平等や世界的秩序に目を向けようという社会的責任も増している。日本語を教える/学ぶことで、「異文化間」コミュニケーションに携わっている人びとは、こうした責任とどのように向き合えばいいのだろうか。
産業界の役者やビジネス日本語の専門家が、この課題についてラウンドテーブルで話し合うこととは意義深い。また、世界各国のビジネス日本語教育実践者と産業界の役者を交えて、各国におけるビジネス日本語教育の現状を共有し、ヨーロッパにおける新たな人材育成の課題を探るシンポジウムは以下の通りである。

2.企画の目的
産業界の人材ニーズを確認するとともに、ビジネス日本語教育の先駆的な理念を把握し、「理解・平和」を基にして人材を育成するための日本語教育の役割を明確にする。

3.期待される成果
産業界は現代社会を構成する重要な要素の一つなので、産業界側から世界の不平等な状況を改善することに影響を及ぼすこともできる。また、経済活動だけでなく、人と人をつなげるコミュニケーションが生まれる発展もある。産業界と教育機関の連携により、国際文化を超えて活躍できる人材が育成され、そこから新しい共同体が構築される。我々が住んでいる社会にこのような貴重な貢献ができる、グローバル市民性の形成を目指し新しい「ことばでの活動」について語り、その実践へ導く道を創造する。

Panel 1 平和な世界のための人材育成
—企業要求とビジネス日本語教育—
Kaneyuki ISEDA（在イタリア日本商工会）
Maki HOSODA（イタリア三菱商事）
Kaori HATT（漢検、ビジネス日本語能力テスト）
Junko OKUDA（ビジネス日本語研究会）

日系企業が求める人材と
ビジネス機会についての考察
Kaneyuki ISEDA（在イタリア日本商工会）

・在イタリア日本商工会メンバー企業からのアンケート回答をベースに、日系企業が求めるローカルスタッフ人物像を紹介
・実際に日系銀行の海外支店長の立場から見た理想的ローカルスタッフについて
企業側からみた日本語人材のニーズ
Maki HOSODA (イタリア三菱商事)

・日本語堪能な社員の実際の活躍例の紹介
・上記を踏まえた会社側の日本語人材のニーズ・ビジネスの観点から、日本語学習を通じて、日本のどのような文化・習慣を学んでもらいたいか
・日本語教師の皆様に企業側が望む事

BJT ビジネス日本語能力テストが測定する能力と BJT が果たす役割
Kaori HATTA (漢検、ビジネス日本語能力テスト)

・BJT ビジネス日本語能力テスト開発の背景
・BJT ビジネス日本語能力テストが測定する能力
・BJT が産業界・教育界において果たす役割

ビジネス日本語教育・研究のこれまでとこれから
Junko OKUDA (ビジネス日本語研究会)

日本国内において、日本語研修から人材育成、人間形成へと拡張、発展してきたビジネス日本語教育・研究のこれまでを、第 1 期（1970 年代〜1980 年代）、第 2 期（1990 年代〜2000 年代）、第 3 期（2010 年代〜現在）に分けて振り返り、「理解・平和」へと導く人材育成という観点から、今後、求められるビジネス日本語教育・研究の方向性を検討したい。

Panel 2A 世界各地からのビジネス日本語教育実践の意味と現状報告
Harald CONRAD (イギリス、シェフィールド大学)
Izumi WALKER (シンガポール国立大学)

海外の日本学卒業生における日本への就労準備について
Harald CONRAD (イギリス、シェフィールド大学)

近年、日本企業は若い外国人卒業生を日本の本社に積極的に雇用しています。この傾向は労働力の多様化と、企業の潜在的な利益をもたらしています。企業は外国市場や多様な消費者グループにアクセスすることができ、これまでの同種の日本人従業員に多様な考え方や問題解決方法へのアクセスを提供することによって利益を得ることができます。その一方で、日本の雇用主と国際的な従
シンガポールにおけるビジネス日本語教育の実践と意義

Izumi WALKER (シンガポール国立大学)

シンガポールは1965年の建国以来、外国資本を頼みに急成長を遂げた都市国家である。日本企業も当初から多数誘致されてきたが、近年はアセアン統括本部の設立や、日本からの高度外国人材の求人が増加していることから、「ビジネス日本語教育」の充実が重要課題となっている。英語と中国語のバイリンガル教育が行われており、日本語は成績トップ10%の中高生しか学べない教育制度になっている。大学では一般教養科目の一つしか位置づけられていないため、到達レベルに限りがある。さらに、日系企業は欧米系・地元企業と比べて薄給で長時間労働を強いられるといった問題が強く、「ビジネス日本語」を履修しても日系企業へ就職を希望する学生は多くない。そこで、大学のビジネス日本語教育では、基礎的な日本語能力とビジネス日本語能力を養いつつ、「課題達成能力」「問題解決能力」「異文化適応能力」や「協働力」（近藤2015、塚井2012）なども高めることにより、日系企業に限らず日関連ビジネスで活躍できるグローバル人材を育成することが目標となっている。本発表では、このような目標を達成するために実践してきたプロジェクト型学習：「企業訪問プロジェクト」（ウォーカー・高木2016）と「企業セミナープロジェクト」（ウォーカー2018）によって報告する。さらに、グローバル人材育成をテーマに開催された国際大会、「ビジネス日本
論文文集「日本語教育国際会議」（2015年）と「日本語教育国際会議」（2017年）について報告し、シンガポールにおける「ビジネス日本語教育」の意義について考察する。

参考文献
ウォーカー川・高木裕子（2016）「グローバル化に向けた人材育成のための「国際通信」考学デザインと教師の役割」『シンガポールビジネス日本語教育国際研究大会論文集』ウォーカー川（2018）「日系企業セミナープロジェクト シンガポールにおけるビジネス日本語教育」『国際シンポジウム紀要ビジネス日本語教育とグローバル人材』ハノイ貿易大学
近藤彩（2015）「ケース学習とは何か？」近藤彩（編）『ビジネスコミュニケーションのためのケース学習 職場のダイバーシティで学びあう（解説編）』ココミ出版
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AM_A 08月 03日 14:00
Japanese Language & Corporate Culture Symposium (Part 1)

1. 企画の背景
「平和な世界のための人材育成―ビジネス日本語教育の視点から」―というシンポジウムは特別イベントとして実施される。
産業界は、世界にバランスや平和を作り出すうえで、非常に大きな役割を担っている。グローバル化が進むほど、産業界の内部には解決しなければならない「経営上の異文化間コンフリクト」が増えていき、一方、不平や世界の秩序に目を向けるという社会的責任も増している。日本語を教える学ぶことで、「異文化間」コミュニケーションに携わっている人びとは、こうした責任とどのように向き合えばいいのだろうか。
産業界の代表者やビジネス日本語の専門家から、この課題についてラウンドテーブルで話し合うこととは意義深。また、世界各国のビジネス日本語の教育実践者と産業界の代表者を交えて、各国におけるビジネス日本語教育の現状を共有し、ヨーロッパにおける新たな人材育成の課題を探るシンポジウムは以下の通りである。

2. 企画の目的
産業界の人材ニーズを確認するとともに、ビジネス日本語教育の先駆的な理念を把握し、「理解・平和」へ導ける人材を育成するための日本語教育の役割を明確にする。

3. 期待される成果
産業界は現代社会を構成する重要な要素の一つなので、産業界側から世界の不平等な状況を改善することに影響を及ぼすこともできる。また、経済活動だけではなく、人と人をつなぐコミュニケーションが生まれる場でもある。企業と教育機関の連携により、国・文化を超えて活躍できる人材が育成され、そこで更に新しい共感体が構築される。我々が住んでいる社会にこのような貴重な貢献ができる、グローバルな市民性の形成を目指す新しい「ことばでの活動」について語り、その実践へ導く道を創造する。
Panel 1  Nurturing Human Resources for a Peaceful World: Corporate Demand and Business Japanese Education

Kaneyuki ISEDA (在イタリア日本商工会)
Maki HOSODA (イタリア三菱商事)
Kaori HATTA (漢検、ビジネス日本語能力テスト)
Junko OKUDA (ビジネス日本語研究会)

Consideration of what are competencies or skills required to those who are working in Japanese corporations and the business chances for those who study of Japanese language and culture

Kaneyuki ISEDA (在イタリア日本商工会)

- Introduction of the result of questionnaire conducted among the company members of Japanese Chambers of Commerce in Italy, regarding their ideal local staff for their companies
- Personal experiences and opinion as a branch manager of overseas branches (Italy and Qatar) concerning local staff.
- Useful advises from business point of view, for the students who study Japanese language, culture, and custom.
- Discussion about business opportunities after the study of Japanese language, culture, and custom.

Needs for Japanese Speakers from Japanese company’s point of view

Maki HOSODA (イタリア三菱商事)

- Introduction of actual activities of Japanese speakers working at our company
- Our expectations for Japanese speakers
- Our expectations for Teachers

The skills measured by the BJT Business Japanese Proficiency test and the role of the BJT in Japanese language education and business world

Kaori HATTA (漢検、ビジネス日本語能力テスト)

- The Purpose of the BJT development
- The skills measured by the BJT
- The role of the BJT in Japanese language education and business world
Business Japanese Education and Research Trends

Junko OKUDA (ビジネス日本語研究会)

Over the past few decades, business Japanese education and research inside Japan has been expanding and developing from Japanese language training through human resource development to character building. We will reflect on its history to date, dividing it into three parts, i.e., the first period (1970's to 1980's), the second (1990's and 2000's), and the third (2010's to the present), and will consider the direction business Japanese education and research will need to take in the future from the point of human resource development to lead to "Understanding & Peace".

Panel 2A The Meaning of Business Japanese Language Education Practice: Relevance and Reports from around the World

Harald CONRAD (イギリス、シェフィールド大学)
Izumi WALKER (シンガポール国立大学)

How to prepare foreign Japanese studies students for employment in Japan

Harald CONRAD (イギリス、シェフィールド大学)

In recent years, Japanese companies have been actively hiring young international graduates into their headquarters in Japan. This trend offers potential benefits for companies through increased workforce diversity. Companies are better able to access foreign markets and diverse consumer groups and stand to benefit by giving their hitherto homogeneous Japanese workforce access to more diverse ways of thinking and problem solving. However, both Japanese employers and international employees face challenges that can lead to employees resigning early. Can and should Japanese Studies departments prepare their students better for employment in Japan or elsewhere? My presentation will discuss this question based on recent research with Japanese companies, international graduates, recruitment agents and Japanese Studies departments in Europe.

Japanese companies have in recent years opened their recruitment to international graduates, both from universities in Japan and abroad. While companies hope to internationalize their organizations from within, our research shows that they experience retention problems. International graduates find it often challenging to adjust to the requirements of Japanese workplaces. While companies will also need to make adjustments to their practices and cannot simply expect international graduates to fully adjust, these problems are arguably in part due to a lack of appropriate preparation of international graduates. This is where Japanese Studies departments can make a positive contribution to enhance the employability prospects of their graduates.

Our research among Japanese Studies departments in Europe shows that, while there remain differences between countries, graduate employability has gained in importance in recent years. More and more universities think about ways to enhance the employability skills of their graduates. Yet, many academics continue to express concerns about these developments and argue that employability skills are not really part of their teaching remit.

What are employability skills? Employability skills are attributes and capabilities employers find desirable. They fall under the umbrella term of transferable skills, also known as generic or soft skills. Unlike core or key skills, which differ by subject area, transferable skills can be developed regardless of discipline and applied to a variety of different contexts. In the context of Japanese Studies, employability skills include in my view high-level Japanese language skills and knowledge about Japan, as well as transferable skills. The best way to develop such skills is to follow an integrated approach by
which employability skills are taught explicitly within the core curriculum. In Japanese language teaching an integrated approach might include activities such as the writing of work memos, mock phone conversations in the workplace, business emails, mock job interviews, or Japanese CV writing. In Japanese studies teaching, students should not only be encouraged to produce academic outputs, such as essays, but also non-academic outputs such as presentations, posters, blog-posts, or films. Moreover, studies teaching should focus on the particular features and logic of the Japanese employment system.

Our research shows that graduates are often not aware of work practices such as frequent job rotations, team work, lack of clear performance targets, or seniority pay. Making them understand the logic of the Japanese employment system might avoid expectation mismatches.

Practice and Significance of Business Japanese Education in Singapore

Izumi WALKER (シンガポール国立大学)

Since its foundation in 1965, the city state of Singapore has grown rapidly based on foreign capital. Many Japanese companies were attracted from the beginning, but in recent years the establishment of ASEAN headquarters has increased, and job opportunities for highly-qualified foreign workers have been increasing, so that the enhancement of "Business Japanese Education" has become an important issue.

Bilingual education, usually in English and Chinese, is taught in the schools, and only the top 10% of junior high school students can learn Japanese as a third language, and Japanese is treated as a general subject in universities in Singapore, and therefore there is a limit to the achievement level of Japanese. In addition, Japanese companies are not so popular among university students due to the image that they are forced to work for a long period of time with a lower salary compared to Western and local companies. Consequently, students who wish to get a job at a Japanese company are limited even after taking "Business Japanese".

The objectives of business Japanese language education are, while cultivating basic Japanese language ability and business Japanese language ability, the "Task accomplishment ability", "Problem-solving ability", "Cross-cultural adaptation" and "Collaboration ability" (Kondo 2015, Horii 2012); but these need to be enhanced to foster successful global human resources not only in Japanese companies but also in Japanese related businesses.

In this presentation, I will report on project work which has been developed and practiced to achieve such goals: "Corporate visit project" (Walker · Takagi 2016) and "Corporate seminar project" (Walker 2018). Furthermore, I will report on two international conferences whose theme was global human resource development; " International Conference on Business Japanese Language Education" (2015) and “International Conference on Japanese Language Education” (2017) and discuss the significance of Business Japanese Education in Singapore.
Panel 2B 世界各地からのビジネス日本語教育実践の意味と現状報告

Yoko FURUSAKI (エチオピア、メケレ大学)
Yoshiko JONES (イギリス、ロンドン大学 SOAS)
Tomoko TAKAMI (アメリカ、ペンシルヴァニア大学)

エチオピアにおける日本企業による投資活性化のための架け橋としての日本語教育の可能性

Yoko FURUSAKI (エチオピア、メケレ大学)

エチオピアでは、現地在住邦人も240人（2018年2月時点）と少なく、投資している日本企業の拠点数も12（2017年10月時点）と非常に少ない。そのような中、メケレ大学では2008年秋より課外講座として日本語講座が開講されてきた。大多数の学生は1学期のみの履修だが、熱心な一部の学生が履修を続け、昨年12月の JLPT では在校生2名が N3 に合格した。また、メケレ大学日本語講座の歴代3名の現地人講師も全員メケレ大学の卒業生である。また協定校である京都大学の支援により首都のアディスアベバ大学でも日本語講座の開講が講師であり、エチオピアでの日本語教育は広がりつつある。一方、現時点ではエチオピアへ進出している日本企業は少なさもあり、日本語講座の履修生で日本関係の仕事に至っていたのは、JETRO エチオピア事務所に就職した1名だけである。

このような現時点では産業界からの日本語が話せる人材への需要はほとんどない状況だが、その一方で日本企業と取引をしている現地企業の社長に日本語ができる人材が欲しいと言われたことがある。また日本企業において、日本語講座の存在がまだも知られていないことから、そもそも日本語が話せる人材を前提とした業務設計がされていないと想定される。更にエチオピアではカイゼンが盛んに導入されていることもあり、産業界と日本のつながりがまったくないわけではない。

このようなエチオピアにおいて、今後の日本企業による投資活発化の一助となるため、日本語講座としてどのようにできるか、エチオピアに事務所を持つ日本企業、日本企業との取引がある現地企業、JETRO で働く卒業生、エチオピアでほぼ自習で中国語を学習した後、中国に半年語学留学した程度の人材をうまく使いこなしているらしい中国企業で働くエチオピア人にインタビューした結果をふまえて考察する。また、他に日本語教育が行われている東アフリカ各国（マダガスカル、ケニア、タンザニア、ザンビア）の状況も簡単に報告する。

実践報告：ビジネス日本語コース及びビジネス日本語スピーチコンテストの報告

Yoshiko JONES (イギリス、ロンドン大学 SOAS)

本報告では次の2点について述べる。
1. 日本語のコース：Advanced Japanese for Business Course
米国大学における次世代グローバル人材の育成をめざす教育実践

Tomoko TAKAMI (アメリカ、ペンシルヴァニア大学)

本発表では、米国の大学のビジネス日本語教育について、1）歴史・事情、2）発表者のビジネス日本語教育のコースでの実践、3）発表者が考える米国におけるビジネス日本語の意義、の3点を中心に議論したい。

まず、米国では1980年代後半から1990年代前半にかけて日本語ブームが起こった。その頃日本語を勉強し将来の職業に生かしたいと希望する学習者が増え、ビジネス日本語コースも開講され始めた。当時の文脈にはビジネス日本語の必要性を提唱し、またビジネスの状況下での適切なコミュニケーションができるようにコミュニケーション能力の習得を目標とする重要性を強調するものが多々みられる。しかし、1990年代後半の日本の景気後退とともに、ビジネス日本語学習者が減少した。以降、ビジネス日本語コースの意義は疑問視・再考され新しい意義が模索される中で、それぞれの学習目的やニーズに合わせた多様な実践につながってきている。

次に発表者の実践を紹介する。学習目的を、それぞれのアイデンティティを尊重し、多言語・多文化の様々な人と協働することができる将来のグローバル人材の育成をめざすことに新しく設定した理由、そのコースでの実践例をつける。一つはビジネスケース使い、ビジネスという切り口で日本の社会・文化、学習者の社会・文化を学び考察するという内容重視の言語教育を取り入れた学習（高見 2015; Takami2008）である。もう一つは内容重視の批判的言語教育（佐藤他 2015）に踏み込んだプロジェクト型学習である。このプロジェクトのテーマは「ワークライフバランス」で、日本社会での問題を学ぶだけでなく、学習者が自分自身の問題や解決策を議論することも含めた。最後にまとめとして、米国におけるビジネス日本語の意義について発表者の意見を述べる。
Panel 2B  The Meaning of Business Japanese Language Education Practice: Relevance and Reports from around the World

Yoko FURUSAKI (エチオピア、メケレ大学)
Yoshiko JONES (イギリス、ロンドン大学 SOAS)
Tomoko TAKAMI (アメリカ、ペンシルヴァニア大学)

Possibility of Japanese Language Education in Ethiopia as a catalyst to invite more investment by Japanese companies

Yoko FURUSAKI (エチオピア、メケレ大学)

In Ethiopia, the number of Japanese residents is few (240 as of February 2018), and the number of Japanese companies investing in Ethiopia is very little (12 office sites by Japanese companies as of October 2017). In this environment, Mekelle University has been offering certificate program in Japanese language since autumn 2008. Most students only study the language for one semester, but there are several earnest students who continue many semesters, and two of those students passed JLPT N3 in December 2017. Three Ethiopian Japanese teachers who have taught the Japanese program are all graduates of the Mekelle University Japanese program as well. Japanese program is also about to start in Addis Ababa University in the capital with support from Kyoto University, its Japanese partner university, and we could say that the Japanese language education in Ethiopia is expanding. On the other hand, owing to the scarcity of Japanese companies in Ethiopia, there is only one former student of the Japanese program who obtained a job related to Japan (JETRO Ethiopia office).

Although there seems to be very few demand for Japanese language skill, on the other hand, the president of an Ethiopian company doing business with a Japanese company once commented that he would welcome a resource with Japanese language skill. It is also probable that the Japanese companies do not know the existence of the Japanese program and the resource with some Japanese language skills, and thus design their business process assuming that there are no Ethiopians with Japanese language skills. In addition to this, there is already some linkage between Japan and Ethiopia business, as many Ethiopian companies are implementing KAIZEN.

In this circumstance, what can the Japanese language program do to help stimulate more investment by Japanese companies in Ethiopia? This research attempts to provide some answers to this question based on interviews to Japanese companies with offices in Ethiopia, Ethiopian companies doing business with Japanese companies, a former student of the Japanese program working in JETRO, and Ethiopians working in Chinese companies that seem to be making good use of resources who only studied the language in China for half a year after studying the language by themselves in Ethiopia. At
the same time, high-level overview of the situations in other east African countries with Japanese language programs (Madagascar, Kenya, Tanzania, and Zambia) will be presented.


Yoshiko JONES (イギリス、ロンドン大学 SOAS)

In this report, I discuss the following two points.

2. Speech Contest for Spoken Business Japanese

1. Advanced Japanese for Business Course is being offered as part of the program of MSc International Management for Japan, SOAS School of Economics & Finance.

   Eligibility: As the course is taught in Japanese, the students must have JLPT N2 or above, or equivalent.

   Course objective: able to communicate in business in Japanese.

   Content of the lesson: Articles on chosen topics; how to write business documents and e-mails; Business manners including how to use ‘keigo’; business presentations etc.

   Topic: Topics are chosen according to the field of interest of students of the given year. E.g., the state of Japanese economy, reform on working habits, Women and work, the current situation of temporary staff, Japanese zaibatsu system etc.

   Evaluation: End-of-year examination, weekly tests, a presentation in Japanese on the last week.

   I will also report on the trends of the graduates’ status etc.

2. The official name of Speech Contest for Spoken Business Japanese is Sir Pete Parker Awards for Spoken Business Japanese. Sir Parker was one of those who received a special Japanese training at SOAS during the war. He is famous as a pioneer of Japanese language learning in the UK. In the 1980’s, he suggested to the government that British people should study Japanese in order to do business with Japan for the UK business on the whole. After that it is said that Japanese language education at university became popular. The contest was first held in 1989 by Sir Parker’s suggestion and the 28th contest was held in 2018. Our future task is to endeavor to make the contest open to all EU/ European nationals for Business Japanese. Some forms of co-operation between business Japanese courses and contests can also be considered.

**Cultivating Future Global Professionals in Business Japanese Education at an American University**

Tomoko TAKAMI (アメリカ、ペンシルヴァニア大学)

This paper addresses business Japanese education in the United States, touching upon three topics: 1) the history and evolution of Japanese education in the United States, 2) insight on my business Japanese instruction at university, and 3) my perspectives about the meaning of business Japanese education in the United States.

In the U.S., interest in business Japanese peaked during the late 1980s and early 1990s, boosted by the strong Japanese economy and Japanese language boom. The number of students interested in learning Japanese for professional purposes increased, and business Japanese courses began to be offered at universities at that time. Most of the articles found in this period concern the legitimization of business Japanese instruction and importance of aiming to have learners acquire communicative competence. The courses emphasized teaching appropriate business Japanese language use as well as business Japanese culture. In late 1990s, the number of business Japanese students decreased as the Japanese economy stalled. Due to this, the purpose of
business Japanese education had been challenged and re-considered. New purposes of business Japanese education have been explored, resulting in a much wider range of teaching objectives.

With that background in mind, I introduce some of my new initiatives in the business Japanese course that I teach at the University of Pennsylvania in the U.S. I set up the new learning objective, which is to cultivate future global professionals who respect their own and other’s identities and can collaborate with a diverse group of people with different languages and cultures. One example incorporates content-based instruction that uses business cases to learn about Japanese and students’ own culture through the lens of business. Another example attempts to incorporate critical content based instruction through a project. The project called “work-life balance” aims to have students understand issues of work-life balance within the context of Japanese business. This provides another perspective and allows students to discuss their own work-life balance and explore solutions.

In conclusion, I would like to present my synopsis of the meaning of business Japanese instruction in the US..
There are increasing indications in Europe, and elsewhere, that the exclusive focus on the instrumental purposes of language learning is giving way to the inclusion of educational purposes, sometimes called ‘humanistic’. These aspirations to make language teaching part of liberal education include emphasis on criticality and, in particular, critical cultural awareness: the ability to evaluate critically and self-consciously, the values beliefs and behaviours of other cultural groups and our own (Byram, 1997). In this presentation, I will illustrate and explain how these abstract aspirations can be realised in concrete objectives for language teaching.

I will then go further to explain and illustrate how language teaching can also contribute to citizenship education, by bringing an international dimension to active citizenship (Byram, 2008; Byram, Golubeva, Han and Wagner, 2017). This can be justified as an element of liberal education but is also formulated in at least one national language teaching policy as a significant purpose for language teaching.

The problem area in this educational approach to language teaching has always been the question of assessment, of critical cultural awareness, of intercultural and pluricultural competence. In the final section, I will discuss how this might be done, and refer to recent proposals from the Council of Europe (2017) and the American Council on Foreign Language Teaching (2017).

References:
アイルランド中等教育における
日本語教育の新しい方向性

Karen RUDDOCK (アイルランド教育技能省ポスト・プライマリー・ランゲージ・イニシアティブ)

アイルランドでは最近、中学校向けの新しいカリキュラムが導入された。言語の新しい仕様は、コミュニケーション能力、言語意識、デジタルリテラシーに加えて、社会文化知識や異文化理解認識を含んでおり、それらは互いに関連づけられている。また、期せずしてCEFRとも対応している。生徒はコース全体を体験することによって言語学習の全ての側面を伸ばすことができる。ただ、高校向けのカリキュラムはそうした仕様にはなっていないのが現状である。

日本語の場合、生徒は日本語に繋がる文化的価値、信念、態度、習慣、伝統を内省し、自分たちの文化的アイデンティティと比較する。そして、目標言語と自国文化の違いを認識した上で、他の文化的な違いを尊重し、認める。特に、生徒はステレオタイプについて学び、事実と意見の区別のしかたを研究する。また、日本と自分の国の類似点や相違点をどう識別するかを学び、自分たちが持っている根本的な態度を批判的に探究する。

アイルランドで昔から教えられてきた外国語はヨーロッパ言語であるため、日本語の学習は生徒に異なる体験のチャンスを与える。日本は遠くにある魅惑的な国と考えられており、新しいコースでの重点は、日本語や日本文化と有意義な関わりを持つ機会をより増やしていくことである。同時に、学習者が国際的なステージでの日本の立ち位置を認識し、更にグローバルな文脈での多様性への一般的な認識を発展させることも目指している。

現在直面する問題や今後のチャレンジ、その解決策に関してもできる限り言及していきたい。

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ドイツの中等教育において CEFR の理念は
どのように実現されているか
Kaoru MATSUO (ドイツ、シュタインバート・ギムナジウム)

21 世紀に入り、世界の多くの国で「学習内容中心型」から「コンピテンシー基盤型」への教育へと転換が見られる中、ドイツでもコンピテンシーを基盤とした教育へと改革が行われ、全国統一的な「教育スタンダード」が決議された。

このうち、外国語教育に関しては、基幹学校(9 年生)、前期中等段階(10 年生)、一般的大学入学資格(12/13 年生)の3つの「教育スタンダード(英語/フランス語)」が出されている。この中で注目すべき点は、①CEFR の考え方を基盤とし、言語、文法、文構造を目標とした「学校外国語学習の伝統」からの訳別が明記されていること、②率直で、我慢強く、民主的な市民を育てるために、異文化間行動能力の養成を重視していること、③大学入学資格試験の内容を変更したこと、の3点であろう。
These views hold that English and French are also foreign languages, and the specific guidance principles are established. The guidelines for the NRW state that for the subject of foreign languages, a new guidance principle was introduced in 2017 for the first stage of the final examination.

These changes, which are significant in the education scene, have had a significant impact. In this paper, German NRW states that schools in the education scene have reported that these changes have led to Japanese education developments and made Japanese language learning a significant aspect of cultural awareness. The trends for this have included emphasis on criticality and, in particular, critical cultural awareness: the ability to evaluate critically and self-consciously the values, beliefs, and behaviors of other cultural groups and our own.

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- KMK (2014) Bildungsstandards für die fortgeführte Fremdsprache (Englisch/Französisch) für die Allgemeine Hochschulreife.

AM_E 08 月 04 日 14:00
Secondary-level Japanese Language Education in Europe and CEFR — Significance of Foreign Language Education and Global Citizenship
(Part 1)

2015年度の国際交流基金の調査によると、世界の日本語学習者が366万人の約半数を中等教育機関で学ぶ中高生が占める。中高生が全体の学習者の中で最多であるという現象は、1990年代後半から変わっていない。そこで、公益社団法人日本語教育学会で「日本語教育グローバルネットワークプロジェクト（GNプロジェクト）」として国際研究会の場で中等教育段階の日本語教育について論じる場を設けることを提案し、2016年のパリ大会からシンポジウムを企画・開催している。パリ大会に続くヴェネツィア大会では、大会開催地域のヨーロッパに焦点を当てる。複言語・複文化主義を理念に掲げ、人間言語学び意義を示した「ヨーロッパ言語共通参照枠（CEFR）」の下、この視点は教育現場でどのように実現できるのか、中等教育段階において日本語を含む外国語を学び意義はどこにあるのか、外国語教育は世界市民（グローバル・シティナンシップ）育成にどのように貢献するのかについて論じた。基調講演には欧州評議会言語政策部門の特別顧問を務めるマイケル・バイラム氏を、さらにアイルランド、ドイツ、ハンガリー、フランスから、専門も所属機関も中等教育への関わり方も多様な実践者・研究者を迎え、多様な視点から中等教育段階の日本語教育に迫りたい。

Special Keynote The Educational Value of Foreign Language Learning
Michael BYRAM (ダラム大学 名誉教授)

There are increasing indications in Europe, and elsewhere, that the exclusive focus on the instrumental purposes of language learning is giving way to the inclusion of educational purposes, sometimes called ‘humanistic’. These aspirations to make language teaching part of liberal education include emphasis on criticality and, in particular, critical cultural awareness: the ability to evaluate critically and self-consciously, the values beliefs and behaviours of other cultural groups and our own.
Byram, M. (1997). In this presentation, I will illustrate and explain how these abstract aspirations can be realised in concrete objectives for language teaching.

I will then go further to explain how language teaching can also contribute to citizenship education, by bringing an international dimension to active citizenship (Byram, 2008; Byram, Golubeva, Han and Wagner, 2017). This can be justified as an element of liberal education but is also formulated in at least one national language teaching policy as a significant purpose for language teaching.

The problem area in this educational approach to language teaching has always been the question of assessment, of critical cultural awareness, of intercultural and pluricultural competence. In the final section, I will discuss how this might be done, and refer to recent proposals from the Council of Europe (2017) and the American Council on Foreign Language Teaching (2017).

References:

New directions in the teaching of Japanese in second-level schools in Ireland
Karen RUDDOCK (アイルランド教育技能省ポスト・プライマリー・ランゲージ・インシアティブ)

In Ireland, a new curriculum for lower second-level education has recently been introduced. New specifications in languages include sociocultural knowledge and intercultural awareness in addition to communicative competence, language awareness, and digital literacy. These strands are designed to be interwoven and correspond closely with the CEFR although they were not designed to do so. This enables students to develop all aspects of language learning as they progress through the course, however this is not how the curriculum is designed at upper secondary level.

In the case of Japanese, at lower secondary students reflect on values, beliefs, attitudes, customs and traditions in cultures associated with Japanese and in comparison with their own cultural identity. Students learn to appreciate and respect cultural differences both within the target culture and in their home culture. Specifically, students learn about stereotypes, and investigate how to distinguish between fact and opinion; they learn how to identify similarities and differences between Japan and their own country; to explore diversity within Japan; and to explore critically underlying attitudes and beliefs that they may have. At upper secondary students are focussed on getting a good exam grade.

The traditional foreign languages taught in Ireland have been European and the learning of Japanese is seen as an opportunity to experience something different. Japan has been seen as distant and exotic and the emphasis in the new course is to provide an opportunity to engage in a meaningful sense with the Japanese language and culture. Simultaneously, the learner develops an awareness of the place of Japan on the international stage, and awareness in general of the diversity that exists in the global context.

Some challenges that mitigate against the implementation of this course will also be presented, as well as possible solutions.

References
Junior Cycle Short Course in Japanese, Post-Primary Languages Initiative.
How are the ideas of the CEFR put into practice at German secondary schools?

Kaoru MATSUO (ドイツ、シュタインバート・ギムナジウム)

While entering the 21st century, a shift from a “content-based” to a “competency-based” approach to teaching can be observed in many countries around the world. Likewise, a reform moving towards a competency-based form of teaching has been carried out in Germany in which “standards of education” have been implemented uniformly nationwide.

Concerning foreign language teaching, three „standards of education (English/French)” have been issued for the respective degrees of secondary school qualifications in Germany, lower secondary school leaving certificate (9th grade), intermediate school-leaving qualification (10th grade) and general higher education entrance qualification (12th/13th grade). Three points from those standards are of particular interest for us. First, due to the CEFR-based mindset, a break is stipulated from the “traditions of foreign language teaching at schools”, which focused on vocabulary, grammar and sentence structures. Second, a strong emphasis is put on the training of intercultural communicative competences in order to teach students to become open-minded, forbearing and democratic citizens. Third, a change of the examination guidelines of the German Abiturprüfungen (school leaving examinations for the access to higher education) has been conducted.

This point of view was also taken as a basis for the teaching of languages other than English and French and has led to the establishment of detailed teaching guidelines for every foreign language taught at school in each federal state of Germany. Similarly, in the state of North Rhine-Westphalia, in which the presentation speaker is teaching, a "common-core syllabus" for the school subject Japanese has been issued and in 2017 the first school leaving examination under the new teaching guidelines was conducted.

What kind of impact does this reform have on classrooms in secondary schools? This presentation will give a report from the viewpoint of these places of education focusing on the federal state of North Rhine-Westphalia. Also, it attempts to facilitate a discussion on the purpose of Japanese language teaching at the level of secondary education.

Reference:
KMK (2005) Bildungsstandards für die erste Fremdsprache (Englisch/Französisch) für den Hauptschulabschluss.
KMK (2004) Bildungsstandards für die erste Fremdsprache (Englisch/Französisch) für den Mittleren Schulabschluss.
KMK (2014) Bildungsstandards für die fortgeführte Fremdsprache (Englisch/Französisch) für die Allgemeine Hochschulreife.
AM_F 08月04日16:00

ヨーロッパ中等日本語教育とCEFR
— 外国語教育の意義と世界市民の育成（後半）

CEFRに準拠した日本語教科書『DEKIRU』と
ハンガリーの中等教育における
異文化間コミュニケーション能力育成の現状と課題

Noriko SATO（ハンガリー、ブダペスト商科大学）

ハンガリーでは、2003年からナショナル・コア・カリキュラムにCEFRが導入され、中等教育の外国語教育はCEFRに基づくことが原則となった。これを受けて、2007年から筆者を含む有志が国際交流基金の支援を受け、中等及び高等教育のハンガリー語日本語教育者向けにCEFRに準拠した日本語教科書『DEKIRU』の開発に取り組んだ。開発にあたっては、Council for EuropeとCEFRが目指す複文化・複言語主義に基づき、日本語教育が日本語日本文化を通しての異文化間コミュニケーション能力と対話力を育成する人間教育であることを教科書の理念とした。『DEKIRU』は、ハンガリーの日本語学習者が遭遇する異文化接触場面を想定し、能力記述を各課の冒頭に挙げて学習者を課題遂行に導くという点でCEFRの影響を色濃く受けているが、何よりも日本文化や日本語と大きな距離のあるハンガリー語日本語教育者にとって複文化・複言語主義を達成するために必要な異文化間コミュニケーション能力の育成を教科書の主要達成目標とした点でCEFRに準拠した教科書と言える。そのため、教科書の中のテキストやクイズ、課題では、異文化理解と同時に自文化の発信を重視しておき、自文化と目標文化を対照させ相対化し、表現方法や習慣、価値観の違いや共通点を発見できるように作られている。2011年に出版された『DEKIRU』は、2017年時点でハンガリーの中等教育機関10機関中7機関で使用されている。本発表では、出版以来7年を経た現在、教科書の目標である異文化間コミュニケーション能力の育成が実際に教育現場でどのように実践されているのか、どのように評価されているのかについて現在の日本語教師にインタビューした結果を報告する。

参考文献:
佐藤絵子、セーカーチ・アンナ（2008）「CEFRに基づく日本語教科書とは？—対話に基づく異文化間コミュニケーション能力を養う日本語教育を目指して—」『第13回ヨーロッパ日本語教育シンポジウム報告・発表論文集』、211-218、ヨーロッパ日本語教師会
福島有介（2012）「異文化間コミュニケーション能力のための教育とその教材化について—ハンガリーの日本語教育教科書『できる』作成を通して」日本語教育紀要第8号、87-101。

中等教育・高等教育・社会をつなぐ評価とは
—バカロレア日本語試験からの考察

Tomoko HIGASHI（フランス、グルノーブル・アルプ大学）

フランス教育省は小学校から高校を終了までの一貫した外国語教育政策で「全ての生徒は中等教育終了時に少なくとも2ヶ国語でコミュニケーションできること」を目標に、外国語学習が市民性、豊かなる人格、そして世界的視野の形成に果たす役割を強調している。中等教育終了認定資格バカロ
レアの外国語試験も 2013 年の改定により、CEFR の尺度による表示と記述文に基づく評価表の導入、高校のカリキュラム規定の文化的テーマを切り口にしたタスク、継続的評価の重視など CEFR の考え方が基盤になっている。

非ヨーロッパ言語である日本語も他の外国語同様 CEFR 準拠の指導要綱が編纂され、バカロレアの日本語試験が実施されている。中等教育機関で開講されている日本語クラスは少ないため、大学・グランゼコールに入ってから日本語を履修し始める学習者が多い。しかし、近年日本語はアニメやビデオゲームを通じ、多くの年少者にとって心理的に身近な言語になってきている。そのため、高校の授業や通信教育のプログラムを履修する生徒以外にも、インターネットなどで日本語に触れ、日本語をさまざまな形で自分の言語・文化レパートリーの一部にする若者が増えている。このような現状のもと、中等教育課程の日本語学習ではどのような能力の習得が期待されているのだろうか。高等教育課程、そして社会へ出てからも継続的な学習を可能にするためには、学習者の能力のどの面を重視したらよろうだろうか。

このような問い合わせを記述するにあたり、本発表では、まずバカロレアの言語試験、特に日本語の試験の形式や問題例を考察し、その評価法の根底に流れる CEFR の理念およびフランスの言語教育観を探り、評価される能力を明らかにする。また、その評価の結果と高等教育課程での学習との連携が十分でないとされる現状を指摘し、一貫性のある評価の必要性を議論する。特に非ヨーロッパ言語である日本語の学習において、中等教育から継続的に「複言語・複文化的レパートリーを活用する能力」、「言語文化的仲介者として社会参加する能力」に注目して評価することの有益性・可能性についても考えてみたい。

注:

参考文献:
AJE-CEFR プロジェクト評価基準グループ (2016) 『ヨーロッパの日本語教育における評価基準の共有の可能性と課題—大規模言語試験の分析からの考察』
http://www.eaje.eu/media/0/myfiles/cefr/dainibu-full.pdf（最終閲覧日 2018 年 6 月 7 日）
（最終閲覧日 2018 年 6 月 7 日）
AM_F 08 月 04 日 16:00

Secondary-level Japanese Language Education in Europe and CEFR — Significance of Foreign Language Education and Global Citizenship (Part 2)

Japanese language textbook „DEKIRU” compiled in accordance with the CEFR and the current intercultural communicative competence development needs in secondary schools in Hungary

Noriko SATO (ハンガリー、ブダペスト商科大学)

In Hungary, since 2003 the CEFR has been introduced in the National Core Curriculum and hence foreign languages education in secondary schools has been based on the CEFR in principle. In response to this, some Japanese language teachers in Hungary including the author began to develop a Japanese language textbook entitled “DEKIRU” in accordance with the CEFR for Hungarian native speakers of secondary and higher education in 2007, assisted by the Japan Foundation. In editing the textbook, based on plurilingualism/pluriculturalism aimed at by the CEFR, the main idea of the textbook is that Japanese language education is a type of human education that cultivates intercultural communicative competence and dialogue skills through teaching Japanese language-and-culture.

Each section of the textbook progresses along the intercultural contact scenes encountered by Hungarian learners with the Japanese culture. The DEKIRU 1 published in 2011 is strongly influenced by the CEFR not only because at the beginning of each lesson the can-do statements to be learned in the lesson are listed, but also because in terms of setting the main goal of the textbook as to cultivate the intercultural communicative competence necessary to achieve plurilingualism and pluriculturalism for Hungarian native speakers being in great distance from Japanese culture. For this reason, texts, quizzes, tasks and columns in the DEKIRU 1 and the DEKIRU 2 place importance on disseminating self-cultures as well as understanding the target culture, mediating the two cultures interchangeably and contrasting self-culture and target culture to observe, discover, relate differences and common points in expression methods, customs, and values.

In 2017 the DEKIRU 1 was used in seven schools out of the ten secondary schools where the Japanese language is taught in Hungary. This presentation, focusing on developing the intercultural
communicative competence, reports on the result of interviewing Japanese language teachers in Hungarian secondary schools about how to develop and evaluate it in practice after seven years since the publication of the DEKIRU 1.

References:

What is evaluation connecting secondary education, higher education, and society like? - consideration from the Baccalaureate Japanese Examination

Tomoko HIGASHI (フランス、グルノーブル・アルプ大学)

The French Ministry of Education aims at making all students develop communicative abilities in at least two languages by the end of secondary education by implementing consistent foreign language education policy from elementary school to Baccalaureate, emphasizing that language learning plays an important role in the formation of citizenship, rich personality, and global perspective. The 2013 revision of Baccalaureate’s Foreign Language Exams introduced the CEFR scale and an evaluation table based on the CEFR descriptions. These revised exams emphasize many CEFR’s ideas, for example, the inclusion of assessment tasks based on the cultural themes of high school curriculum and continuous assessment.

For Japanese, which is a non-European language, a new curriculum was compiled and a Baccalaureate test has been carried out, just like other foreign languages. Due to the reason that few secondary institutions offer Japanese language classes in France, many Japanese language students start taking Japanese language classes after entering universities. In recent years, however, Japanese has become a affectively familiar language for many young people through anime and video games and so on. For this reason, in addition to students taking high school classes or correspondence courses, there are an increasing number of young people who have contact with Japanese language, for instance, on the Internet and made Japanese part of their own linguistic and cultural repertoire in various forms. Under these circumstances, what competences are students expected to acquire in Japanese learning of secondary school? In the higher education as well as in the real-world, which aspect of the learner's competences should be taken into account for lifelong learning?

In order to respond to these questions, this presentation first examines the feature of Baccalaureate's foreign language examinations, especially, the format of Japanese examination and examples of topics, in order to explore the underlying philosophy of CEFR and the French view of language education, and clarify what competences are evaluated. Then, we point out the current situation in which the result of the Baccalaureate’s evaluation and language learning curriculum in the higher education are not well articulated and discuss the necessity of consistent evaluation. Finally, we explore the benefits and possibilities of evaluating language abilities focusing on "competences to build on plurilingual and pluricultural repertoire" and "competences to participate in society as a linguistic and cultural mediator" from secondary education, especially, in learning Japanese, which is a non-European language.

Notes:

Reference:
What is required from Japanese teachers in secondary schools:
From the perspective of teacher training
Jean BAZANTAY (フランス国立東洋言語文化大学, INaLCO)

Teachers' background (country of origin, education, teaching experiences, etc.) shapes their beliefs about education and, consequently, has a substantial impact on their classroom practices. In this short presentation, I will discuss several issues of Japanese language education in the French secondary education system from the perspective of teachers in charge of it. I will review how Japanese teachers are trained at University, recruited by the Ministry of Education and what skills and abilities are today required from Japanese teachers in French schools.

I will start by mapping out the profile of Japanese teachers in the French secondary education system. Although recruitment of holders of national qualifications as regular teachers with public servant status is the principle, figures will describe a slightly different situation. In reality, Japanese language education is still highly dependent on the activity of Japanese contract lecturers who often lack specialized training in language education or personal knowledge of the French educational culture.

Then, I will present the Japanese language education Master course established three years ago at INaLCO and Paris Diderot University. It is one of the first university courses aiming at training Japanese teachers in France, and maybe in Europe. I will present the contents of the curriculum and explain some choices with regard to the adoption, in 2007, of new guidelines defined on the basis of the Common European Framework of Reference for Languages (CEFR). These new guidelines have indeed substantially modified the goals and the way of teaching foreign languages in the secondary system and require specific knowledge and savoir faire from teachers. In fact, it is no exaggeration to say that didactic thinking and practices are now more advanced in secondary education than university.

From our experience as a member of the guidelines committee, I will finally look back on the possibilities and limitations of the application of the CEFR for Japanese language education in secondary schools.
可能の種類と状態性の関わり
—心理動詞の可能表現を中心に—

Soeun KIM

日本語の可能表現は、様々な文法書において、「ている」を中心とした分類のもとで「ている」と接続できない「状態動詞」として分類されている。これを表したのが「* 花子は泳げている。」の例である。しかし、近年になってこの例が非文ではないという研究もその例として見られ、可能表現を動作動詞として取り扱った研究も出現した。実際、可能表現に「ている」を接続した表現がしばしば観察され、学習者は可能表現に「ている」を用いてもいいのか使い分けが難しい。

このような可能表現の問題について最も活発に議論されている内容が心理動詞の可能表現である。同じ例文でも先行研究によっては、正反対に解釈される場合もある。よって、本稿では、心理動詞の可能表現を中心に「状態動詞」と「動作動詞」が分けて、明らかに区別を試みるのではなく、「状態性」という方向を用いて、その程度を計ることで研究を行う。先行研究で非文判断の議論があったため、本稿では敢えて非文判断はせず、日本語母語話者40人を対象として心理動詞の可能表現に「ている」を接続した例を提示し、文の自然さを4段階から選択してもらった。また、例は『現代日本語き言葉の変化』から抽出した例や作例した例を、状態性にどのような要因が影響を及ぼすかを求めるため、可能の種類によって分類して使用した。可能の種類は能力可能・外的条件可能・内

の条件可能・心情可能のように大きく四つに分けられるが、本稿ではさらに詳しく探るために、能力可能を先的・後天的に分け、外的条件可能を時間・場所・その他に分け、内の条件可能を病・気分に分けて考察を試みた。

分析結果、能力可能の場合、先天的な能力可能より後天的な能力可能の場合に状態性が高かった。後天的な能力の場合、変化による能力の結果が持続していることを表しているため、その影響で状態性がより高いと説明できる。また、外的・内の条件可能の場合は、心理動詞の種類と組み合わせて状態性の違いが観察された。ここから心理動詞の要素と可能表現の要素に関係性が見られる。最後に心情可能の場合は、永続的な性質を表す心情可能固有の特徴により、他の可能の種類より状態性が高いことがわかりました。

以上、本研究では日本語母語話者でも異見があり、尚更学習者にとっては習得し難しい心理動詞の可能表現の状態性についての研究を試みた。

The connection between type of potential verb and 'status'

Soeun KIM

Possible expressions of Japanese language are classified into 'status verb' which cannot be connected with 「てりむ」under the criteria using 「てりむ」 in grammar. However, recently there are increasing number of studies suggesting that this example sentence is not grammatically incorrect and possible expression needs to be regarded as action verb.

What is vibrantly discussed in the issue of possible expression is the possible expression of psychology verb. Therefore, this study does not clearly divide psychology verbs into status verb or action verb, but examines the degree of status using one scale of 'status'. As there were contradicting results in judging incorrect sentences in previous studies, the acceptance of sentences will be determined in the following method. Forty Japanese scholars using Japanese language as a native language were asked to select naturalness of sentences by suggesting example sentences using the conjunctive expression 「てりむ」 in psychological verb possible expressions. Example sentences were classified
depending on the kinds of possibility to see which factors influence status based on example sentences extracted from BCCWJ. The kinds of possibility are divided into four kinds including capability possibility, external condition possibility, internal condition possibility, and emotional possibility. This study made more detailed classification of the kinds of possibility in order to see more concrete influence.

The findings suggest that in terms of capability possibility, status degree was higher in the acquired possibility than in the inborn possibility. With regard to the acquired capability, as it was shown that results from changes continued, the status degree was hider because of the influence. In addition, regarding internal and external condition possibility, there were changes in status in relation to the kinds of verb. Lastly, in the case of the emotional possibility, due to the original characteristics of emotional possibility expressing lasting traits, the status degree was hider than other kinds of possibility kinds.
Actual Use and Effective Teaching of Giving/Receiving Verbs

Naoko MAEDA (学習院大学)

In this research, we will discuss how to teach Giving/Receiving verbs in the classroom. Giving/Receiving verbs are said to be difficult because Japanese language has 3 forms of the basic Giving/Receiving verbs: “ageru”, “kureru”, and “morau”. In addition, we have 3 upward (honorific) verbs and 1 downward verb: “sashiageru”, “kudasaru”, “itadaku” and “yaru”. Furthermore, these 7 forms are used as both main verbs and auxiliary verbs. So Giving/Receiving verbs are complicated grammatical items for learners and even for native teachers. However, do the learners, especially the beginner learners, need to learn all of these verbs equally? In order to investigate it, this research first examined the actual conditions of use of them by using BCCWJ (Balanced Corpus of Contemporary Written Japanese) and analyzed how to teach effectively and what should be emphasized in teaching them. From the results, the following points were suggested. First of all, with regard to the main verbs, (1) Among the basic 3 verbs, “morau” is most used, “kureru” is the second and “ageru” is the least used. So many production practices of “ageru” are unnecessary. (2) “itadaku” is the most used in upward verbs. (3) The use of “ageru” and “sashiageru” may be suppressed, just like that “te sashiageru” should not be used easily because it is condescending. (4) Among 7 verbs, “morau” and “itadaku” are important verbs and they need the production practice. As auxiliary verbs, (5) Giving/Receiving verbs are used
more as auxiliary verbs than as main verbs. (6) “-te kureru” is the most used form and “-te morau” is the second. So “kureru” is necessary to practice as the auxiliary verb, not as the main verb. (7) “-te itadaku” is the most used upward verb just like the main verb “itadaku”. From above, (8) in the auxiliary verb usage, “-te kureru” (speaker-object) and “-te itadaku” (supeaker-subject) are the most useful forms when expressing the speaker side is benefited and the production practice of these 2 are effective. In schools and classrooms, there are various restrictions in the selection of the teaching materials, but teachers can devise and give the effective practices of production, without making a new teaching material or changing the textbooks.
2B_A3 08月03日15:00
ポライトネスとしての「可能表現+テイル形」
Jun TAKAHASHI（島根県立大学短期大学部）

本発表では、「可能表現のテイル形」は、「できる」という状況を一時的状態として表現し、状況可能化することで「謙遜」を表現するというメタテクニックを持つことを検証する。
そして、可能表現にテイル形は承用しないという従来の指摘とは、齢層があるにもかかわらず、この問題に言及している研究は少ない。そこで、本発表では、この表現が多用される背景は、日本社会のポリテクニックの意識がこの形式の支えとなっていることを主張する。
従来、可能表現にはテイル形は接続しないとされていた。しかし、可能表現のテイル形は日常的に耳にする表現である。
(1)（ある歌手のコメント）今、こうやって歌うことができているのは、みんなさんの支えがあったからで...
可能表現とは、状態を表す形式である。そして、可能表現には、能力可能と状況可能がある。
まず、状態動詞にテイル形を使用すると一時的な状況を表現する（竹田2015）。そして、一時的な事態とすることによって、状況可能化すると考えられる。以下に能力可能と状況可能との定義を및（2015:383）より引用しておく：
能力可能表現：話し手は、行為の成否の原因を行為者に求める捉え方をしている。
状況可能表現：話し手は、行為の成否の原因を行為者以外に求める捉え方をしている。
そして、(2)は能力可能の例で、(3)は状況可能の例である：
(2) 私は、うどんなら10杯は食べられる
(3) 私は、お腹が空いているので、うどんなら10杯は食べられる
(2)は自分の能力の説明であるが、(3)は空腹という状況のため「できる」ことを説明している。つまり、自分以外に行為の成否の原因を求めている。
(3)は、単純な可能表現であるが、(1)では、可能表現のテイル形を用いることで、自分の現在の良い状況を、一時的かつ状況に依存していることを表現し、「謙遜さ」を表し、「自慢」とならないようにしている。
この例は、行為者が一人称のものであるが、二人称の際には、相手の謙遜をあからさまに否定しないというメタテクニックを表し、三人称では、不の状況を表現するのに用いられることを主張する。
このような日本社会における謙遜さの表現方法は、日本語の中級以上の学習者に必要な知識であり、日本語でのコミュニケーションを円滑にする一助となると信じている。

2B_A3 08月03日15:00
“Potential + Teiru-form” Expressed as Politeness
Jun TAKAHASHI（島根県立大学短期大学部）

This research examines the function of the expression “potential + teiru-form”.
It has been said that expressions of potentiality aren’t combined with the teiru-form. Traditionally, this form could not be used for potential expressions in Japanese. Now, expressions of potentiality using the teiru-form are very common in modern Japanese usage. Why can the impossible expression be used by many Japanese speakers? It would have an association with Japanese consciousness of politeness. In this presentation I argue that sensitivity to politeness in Japanese society is responsible for this shift in language use.
I suppose that the “potential + teiru-form” expresses humility (Kenkyosa) by changing the expression of personal ability to as a temporary situation with the teiru-form.
The following sentence is an example of the “potential + teiru-form” expression:
(1) (a comment of a singer) Ima kooyatte utaukoto-ga dekiteiruno-wa minasan-no sasae-ga atta-karade …

Example (1) sounds humble because the teiru-form is used in the sentence. The potential is, however, is classified as a stative verb. This is why the potential cannot normally be combined with teiru-form.

But it has been pointed out that in English the stative predicate can co-occur with the progressive form. This expression means indicates a temporary situation. Likewise, Takeda (2015) points out that in Japanese the “potential + teiru-form” expression represents a temporary situation.

Next, I’ll explain why “temporary situation” is connected to “humility”.

The potential is classified into two types: (I) the potential which expresses that a person has the ability to do something. (II) the potential which expresses that environment which makes it possible for a person to do something. (Honda 2015)

The following (2) is an example of type (I), (3) type (II).

(2) Watashi-wa udon-nara 10 pai-wa taberareru.
(3) Watashi-wa onaka-ga suiteiru-node, udon-nara 10 pai-wa taberareru.

Example (2) is simply an expression of ability but Example (3) explains that the speaker can take such action due to the circumstance of being hungry. In other words, the factor responsible for the action is not the speaker, it is the situation.

Example (3) is simply a potential expression, but in Example (1), by using the teiru-form, the speaker expresses that his or her favorable circumstances are temporary and dependent on the support of others or a favorable environment, thereby appearing humble and avoiding the impression of bragging about their success.

Even if a Japanese speaker did something alone and due to their own ability, it is considered polite to indicate that the surrounding circumstances were responsible rather than oneself.

Example (1) is spoken in the first person. In the second person the expression implicates a strategy to accentuate the humility of the other speaker. In the third person, the teiru-form is often used to express negative events and their potential to eventually have positive outcomes.

I believe that learning this way of expression is necessary for intermediate level learners or higher. Through such an expression they could learn to express humility and develop a smoother relationship with Japanese native speakers.
マンガのメタ正書法的表記
〜日本語表記用生教材としてのマンガ〜

Fusae IVARSSON (イェーテポリ大学)

日本語の表記は複雑で自由度が高く、標準的表記からの意図的な逸脱や字種の選択的使用により表現上の可能性が拡大するが、日本語学習では文字習得に多大な時間要するため、表記の多様性を駆使した表現の理解に不可欠なメタ正書法能力の養成は難しい。一方、マンガへの興味を学習動機とする学習者の增加を受け、マンガを日本語学習教材として利用する例が近年増加しているが、表記用生教材としての利用は実質的に未開発である。

これらを踏まえ、学習者のメタ正書法能力養成の必要性と表記教材としてのマンガの利点の検証のため、日本語の学習者及び母語読者を対象に、マンガの読書習慣並びにメタ正書法能力の調査を実施した。調査のメタ正書法関連の部分では、メタ正書法的特徴の例である

① 字種の変換（ひらがな化・カタカナ化・漢字化）
② 振仮名の特殊な用法（訳語・義訓等を振る）
③ 縦書き・横書きの選択的使用（発話言語の特定）

を有するマンガ 8 作品の該当部分を引用し、用いられているメタ正書法的特徴の言外の意味とそれらが作品にもたらす効果を選択肢から選ばせた。調査結果の傾向としては、学習者群の回答は母語読者群の回答に比べてばらつきが大きいことが挙げられ、学習者のメタ正書法能力の発達度合いの違いが示唆される。

メタ正書法的表記は金水 (2003)の唱える役割語の表記版とも言えるが、役割語は言葉遣いと人物像を、メタ正書法的表記は表記と言語的特徴・表現効果を関連付けるものであるという違いがある。また、Unser-Schutz (2013)はマンガを言語的資料として分析し日本語学習への活用の可能性を検討したが、本発表の研究はそれを表記に特化し実用に向けて発展させたものであると位置付けられる。

参考文献
金水敏 (2003)『ヴァーチャル日本語 役割語の謎』岩波書店
Unser-Schutz, G. (2013). The Role of Language in Manga: From the Point of View of Structure, Vocabulary and Characters. Graduate School of Social Sciences, Faculty of Social Sciences. Hitotsubashi University. Ph.D.

Metaorthographic Features of Manga:  Manga as an Authentic Material for L2 Japanese Writing System Classes

Fusae IVARSSON (イェーテポリ大学)

The Japanese orthography is complicated and has a high degree of freedom. The expressive potentialities of written Japanese can be expanded by selective uses of script types as well as intentional deviation from the writing norms. However, there is hardly the time to spare for acquisition of metaorthographic ability (an ability to use abstract knowledge on orthographies and functions of writing
systems in order to process written data) in second language (L2) Japanese classes since limited hours of writing system lectures are spent on teaching the basic necessities of kanji characters and their usage.

In recent years manga has been one of the important reasons for studying Japanese and there is a trend to use manga in L2 Japanese teaching. Nevertheless, most of existing manga-inspired teaching materials utilize manga not as authentic texts but as a content style.

In view of the current situation, a survey on manga-reading habits and metaorthographic ability of L2 learners and native readers of Japanese has been conducted in order to verify (i) the necessity to develop learners’ metaorthographic ability and (ii) merits of utilizing manga as authentic texts in L2 Japanese writing system classes. The metaorthographic part of the survey cited scenes from eight works of manga that include metaorthographic features, such as:

1. transliteration into other script types (into hiragana/katakana/kanji);
2. special use of furigana (a translation/context-based appellation is given instead of a straightforward reading); and
3. selective use of vertical/horizontal writing (indicating the language in which utterances are made);

and the survey participants were to select alternatives for between-the-line information of such metaorthographic features and its effects on the cited scenes. Learners’ responses varied more widely than native readers’, which suggests that learners have varying degrees of metaorthographic ability.

In terms of framework and previous studies, metaorthographic features resemble "yakuwarigo" (role language) initiated by Kinsui (2003) in so many aspects that it can virtually be called an orthographic version of role language. Nevertheless, role language associates styles of speech with image of persons, whereas metaorthographic features relate ways of writing with linguistic traits and expressive effects. Unser-Schutz (2013) analysed language of manga and its usability as educational resource. The present study can be regarded as a development of the concept of her study towards practical use in the area of writing system.

References:
Unser-Schutz, G. (2013). The Role of Language in Manga: From the Point of View of Structure, Vocabulary and Characters. Graduate School of Social Sciences, Faculty of Social Sciences. Hitotsubashi University. Ph.D.
アニメは日本語教育に使えるか — Co-Chuを使ったアニメの分析—

Hiroko YAMAMOTO (愛知淑徳大学)
Saeko KOMORI (中部大学)
Matthew LANIGAN (ハネウェル)

近来、日本のアニメは世界的に人気があり、教室ではなくアニメののみで日本語を学ぶ学習者もいる。また、アニメを日本語教育に取り入れる試みも急速に広がっている（熊野・川嶋 2011 他）。
しかしこアニメを日本語教育に活用するには、まずアニメの日本語の特徴を知る必要がある。そこで本研究では、テレビアニメ5作品、アニメ映画4本を「アニメコーパス」とし、書き言葉均衡コーパスBCCWJ（以下「書き言葉」）と話し言葉のコーパスである名大コーパス（以下「話し言葉」）と比較して、語彙および文法的特徴を分析した。書き言葉、話し言葉の分析は中納言を使用し、アニメコーパスはオリジナルの分析ツールである Co-Chu を使用した。

分析は全体的な特徴、語彙、文法の3つの観点から行った。結果を以下に示す。
1. 全体的な特徴：コーパスごとに品詞の割合をみたところ、話し言葉では主観的な表現に多いという形容詞、副詞、感動詞の割合が高いか、書き言葉ではその3分の1以下であった。またアニメは両者の中間的な割合であった。
2. 語彙面の特徴：書き言葉の動詞・形容詞・副詞の頻出上位 10 語をアニメと比較したところ、動詞は 9 語、副詞は 8 語、形容詞は 6 語が共通であった。上位 50 語ではどの品詞も割合が共通していた。高頻度語彙はかなり共通していると言える。
3. 文法面の特徴：初級で学ぶ文型からコア文型（岩田・小西 2015）の出現頻度を3つのコーパスで比較したところ、上位 15 のうち 9 文型が共通していた。また、書き言葉で多く用いられる文型、話し言葉で多く用いられる文型のどちらもが、アニメコーパスには用いられていた。

このようにアニメコーパスは、書き言葉と話し言葉のどちらかに近いということはなく、どちらの特徴も有している。アニメの日本語は話し言葉ほど強くないため、日本語学習者にとっては文法項目を理解しやすい可能性がある。今後、より詳しく分析し、アニメの日本語の特徴を明確にしたい。

引用文献
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Is anime useful in Japanese language education? An analysis using Co-Chu

Hiroko YAMAMOTO (愛知淑徳大学)
Saeko KOMORI (中部大学)
Matthew LANIGAN (ハネウェル)
In recent years, anime has grown in popularity globally, and some Japanese learners learn solely from anime, rather than in the classroom. There are also a growing number of examples of anime being used in the classroom (Kumano & Kawashima, 2011).

However, before anime can be used effectively in the classroom, it is necessary to know the characteristics of the Japanese used in anime. To that end, we created an "anime corpus" using 5 TV anime and 4 anime movies and analyzed grammar and vocabulary differences among the written language corpus BCCWJ (henceforth written language) and the spoken language Meidai corpus (henceforth spoken language). Written and spoken language were analyzed using Chunagon, and the anime corpus was analyzed using the original analysis tool, Co-Chu.

We performed analyses from three perspectives: overall characteristics, vocabulary, and grammar. The results are as follows:

1. Overall characteristics: A comparison of part-of-speech distribution showed that in spoken language, adjectives, adverbs, and interjections (i.e. subjective expressions) were more common, whereas in written language, the number was less than one third of that. Anime showed a result in between spoken and written language.

2. Vocabulary: A comparison of the top 10 most frequently used verbs, adjectives, and adverbs in written language and anime showed 9 common verbs, 8 common adverbs, and 6 common adjectives. Around 70% of the words in the top 50 were shared. From this we can say that high-frequency vocabulary are largely shared between the two.

3. Grammar: Of the sentence patterns learned in beginner Japanese, or "core patterns" (Iwata & Konishi, 2015), 9 of the top 15 were common to the three corpora. Further, the common sentence patterns used in both written and spoken language were also used in anime.

From these analyses, we see that anime is not particularly close to either written or spoken languages, but rather has its own unique characteristics. As the Japanese used in anime is not as informal as spoken language, it may be easier for learners to understand the grammar points. In the future, we would like to further investigate and make clear the unique traits of Japanese used in anime.

References


2B_C3 08 月 04 日 10:00

Pacifism and Subjectivity: Focusing on Hayao Miyazaki’s animated fantasy films

Miyuki YONEMURA (専修大学)
Koji OKUDA (愛知教育大学)

日本のアニメーションに興味を持ち、日本語、日本文化を学ぶ留学生は少なくない。本発表は、留学生に宮崎駿のアニメーション映画を教える発表者によるケース・スタディである。宮崎映画についての先行研究は、映画批評は数編存在するものの、日本文化や日本思想の視角から掘り下げたものはほとんどない。本発表では、宮崎映画の背景には、戦後日本における平和思想の問題があり、それが女性のサブジェクティブイティを通して表現されている様相を明らかにする。本発表では、二人の共同発表のかたちをとる。

一人は、『コクリコ坂から』（2011）を扱いながら、平和思想＝非戦の思想について考察する。スタジオジブリ発行の小冊子『熱風』（2013 年7月号「憲法改正」）の記事で、宮崎が日本国憲法第九条の改正に対し異議を唱えていることに着目する。宮崎は、『コクリコ坂から』の脚本を担当するが、映画の原作となった漫画にはない場面として朝鮮戦争の加筆が指摘できる。この加筆には、敗戦後の日本が復興する過程で朝鮮戦争に深く関わっていたことが示唆されており、戦後日本の歩みが日本国憲法第九条をないがしろにしていた事実が問われていると考えられる。『コクリコ坂から』の主人公は、朝鮮戦争で父を失った少女であるが、彼女は父の死に傷つきながらも、明るく前向きに生きようとする。同映画は、一人の少女が成長していく青春映画と広く捉えられているが、物語の背景（宮崎駿の脚色部分）を日本文化の視点から視野に収めるとき、戦後日本の抱えている問題が浮き上がってくるだろう。

もう一人は、『崖の上のポニョ』（2008）『風立ちぬ』（2013）における自然災害の表象から、宮崎駿の平和思想について考察する。宮崎が、映画化にあたり原作の設定を変更しつつ自然災害を加筆することによって、災害時の人々の行動を描出している点に着目する。「崖の上のポニョ」は、ハイライトシーンとして大きな波のうなりの中でヒロインが走るため、東日本大震災（2011）の後、しばらくテレビ放映が自粛された。地震や津波を題材とした映画の上映時期や中止が相次いだためだが、しかしその後、宮崎は「風立ちぬ」においても地震（関東大震災）を表現する。同映画は、軍需産業に関わる主人公の物語と捉えられているが、その一方で、自然災害と対峙しつつも主体的にふるまう女性ヒロインを通して、人間が災害をどう受け止めてゆくかという問いを提起していると考えられる。
There are not a few foreign students who are interested in Japanese animation movies and learn Japanese and Japanese culture through them. This presentation is a case study by presenters who teach animation films by Hayao Miyazaki to international students. In the previous research on Miyazaki’s movies there are several film criticisms. However, there are few articles from the perspective of Japanese culture and Japanese thought. In this presentation, we consider the background of the Miyazaki movies which have issues of peace in postwar Japan, and clarify female subjectivities in them. In this presentation, we will take the form of a joint presentation.

Okuda will discuss Miyazaki’s pacifist thought in "From Up On Poppy Hill" (2011) which is supported to deal with non-war idea. He focuses on the fact that Miyazaki is contesting the revision of Article 9 of the Japanese Constitution in his article in o "Neppu" published by Studio Ghibli (July 2013). Yonemura will examine the representation of natural disaster in "Ponyo on the Cliff by the Sea" (2008).
【背景と目的】近年、字幕を使って日本の映画作品に親しむ日本語学習者は多い。本研究の目的は、このような学習者がひとりでは学べないことは何かを探るために、映画作品の日本語のシナリオとその英語字幕を比較分析し、字幕翻訳によって削除、あるいは、変更された言葉、それによって失われた要素はどうかを解明することである。本発表では、2016年に公開され、125の国と地域で海外配給されて日本映画の歴史の興行収入を記録したアニメ映画『君の名は。』を対象に、字幕翻訳において変容が多かった「呼称」を取り上げる。「呼称」とは、話し相手に直接呼びかけたり、言及する際に使用される語で、話し手自身に言及する自称も含む。「呼称」はコミュニケーションにおける社会的関係の維持・管理機能を担う言語形式で、文化差が大きいとされる。本発表では字幕翻訳によって失われた「呼称」の社会文化的要素について考察する。

【研究の方法】DVD『君の名は。』（東宝2017）に収録された日本語のセリフと英語の字幕翻訳の文字資料をデータに、両者を映像と照らし合わせながら比較・分析した。本発表で検討する研究課題は以下の3つである。

課題1.主人公（瀧、三葉）同士の相手に対する呼称の使い分け
課題2.2.人の主人公に対する他者による呼称の違い
課題3.3.人の主人公の自称の使い方

【結果と考察】『君の名は。』のストーリーは、田舎に住む女子高生と東京に住む男子高校生の時間と空間を超えた入れ替えを軸とする。分析の結果、日本語では性の違いや心理的状態により呼称表現が使い分けられていること（課題1）、人間関係の違いにより同じ人物に対する呼称にバリエーションがあること（課題2）、入れ替わった2人がジェンダーに適さない呼称表現を使うことにより、周りが違和感を感じたり、入れ替わりに気づいたりすること（課題3）が確認された。英語翻訳ではこれらの意味合いは喪失していた。「呼称」は、社会的関係を維持・管理する機能を持つもので、相互理解を目指す日本語教育にとって重要性が高いと考える。学習者が字幕からは学べない「呼称」に対する言語教育の果たす役割は大きいと言えるだろう。これまで字幕翻訳を対象に、ことばの背景にある、ひとりで学べない社会文化的要素を実証的に示した先行研究はなく、本発表は、映画作品を使った日本語教育に新しい視点を提供できるものと考える。
【Background and Objective】In recent years, there are many Japanese language learners who use subtitles to familiarize themselves with Japanese-language movies. To understand what learners cannot learn independently, we performed a contrastive analysis on the Japanese scenario of a movie and its English subtitle. First we found out deleted words or changed words by subtitle translation, and then elucidated the missing elements caused by those procedures. In this presentation, we used “Your Name.”, a movie released in 2016 that has been distributed in 125 countries and regions around the world and has recorded the highest box office revenue among Japanese movies, and covered the “Address terms” in the movie, where there were many transformations in subtitle translation. “Address terms” are the words or phrases used to address or refer to someone including the speaker him/herself. “Address Terms” is a language form responsible for maintaining and managing social relationships during a communication, which is said to contain large cultural differences. In this presentation we will consider the socio-cultural elements of “Address terms” that were lost by subtitle translation.

【Method of Study】We compared the subtitle texts of the Japanese script and its English translation that are contained in the DVD of “Your Name.” (Toho, 2017), in checking against video, and analyzed the comparison results. The following three topics are discussed in this presentation.

Topic 1. How to use address terms of the main characters (Taki, Mitsuha) against each other
Topic 2. How to use address terms by other people to the two main characters
Topic 3. How to use self-reference terms by the two main characters

【Results and Discussion】The story of "Your Name." is centered on a high school girl living in the rural area and a high school boy living in Tokyo who swap bodies that goes beyond space and time. From the analysis, we confirmed that the address expressions in Japanese are properly used based on the differences in gender and psychological states (topic 1), there are variations in the address terms for the same person due to differences in human relations (topic 2), and that the use of address expressions that are not suitable for the genders of the two main characters caused the surroundings to feel uncomfortable or to notice the changes (topic 3). These were lost in the English translation. “Address terms” has the function of maintaining and managing social relations and is very important in Japanese language education for a mutual understanding. It can be said that language education on “Address terms” can play a major role for learners. In the past, there have been no preceding studies that empirically show socio-cultural factors that cannot be learned independently, which are contained in the background of words, using subtitle translations. We believe that this presentation can provide a new point of view for Japanese language education using movies.
2B_E2 08月04日14:30
字幕翻訳における削減現象および異文化要素の
翻訳ストラテジー
—映画「おくりびと」の中国語訳を例として—

Katei TEI (世新大学)

グローバル化とマスメディアの発展とともに、映画が文化伝達に大きな役割を果たすようになって、字幕翻訳のニーズも高まっている。にもかかわらず、文芸翻訳研究に比べて字幕翻訳研究は学間として携わっているものはまだ多くない。そのうち、日本映画の中国語字幕に関する研究は極めて少ないのが現状である。

従来の翻訳研究において、原語にある異文化要素の含まれているものがどのように訳出されているかは研究の重点のひとつである。そして異文化の射程について、研究者によってそれぞれが焦点が異なる。原文と訳文における意味的ズレについて論じ、いわば「等価」という視点からのものもあれば（松中 2005、フイイ 2014）、原文と訳文における言語構造の違いについて分析する語学の視点からのものもある（中村 2015）。一方、コミュニケーションの専門家 Pedersen は異文化要素を度量衡、固有名詞、役職名、通貨などの 12 領域に分けて、翻訳研究に方向性を示した。

字幕翻訳は文字数および提示時間の制約があるため、セリふの 43％が失われるという（藤濤 2007、保坂 2016）。いわゆる字幕翻訳には空間的、時間的制約で最初から原語にある情報を多かれ少なくなければならないという大きな特徴がある。大部分の視聴者は字幕を通して映画の内容を理解するので、情報はどうやって選択されたか、どの要素が失われたか、原語の文化や原語における独特の要素がどのように目標言語によって再構築されたかは文化が越境できるかどうかを深く関わっている。

本稿は 2008 年アカデミー賞外国語映画賞を受賞した日本映画「おくりびと」を対象とし、翻訳による情報削減および異文化要素の翻訳方法に焦点を置き、フェルメール（Vermeer）の機能主義理論で字幕翻訳のストラテジーについて考察を行う。研究方法としてはまず Pedersen の 12 分類を参考に異文化要素のある情報を抽出し、その翻訳ストラテジーを分類する。次に縮減された情報を整理し分析する。さらに、その結果に基づき、翻訳教育への示唆および応用について論じる。
As globalization progresses, there is a growing demand for fostering communication skills among language learners, and Japanese is no exception. Teachers have been seeking ways to effectively train learners’ communication skills, and the use of multi-media materials have been receiving considerable attention in recent years. Among them, the effect of captions intended for the deaf and hearing-impaired have been investigated to see whether it can be a valuable resource for language learning.

Accurately identifying words in speech is a fundamental process for comprehending the overall message and to carry out successful communication. However, studies show that foreign language learners often find word identification in continuous speech difficult, even when all individual words are familiar to them (e.g. Field, 2003; Goh, 2000). Studies have shown that the combination of written and audio input (bi-modal input), like when providing captions in the target language, has the potential to help improve learners’ listening skills because it makes the input more intelligible (e.g. Charles &
Trenkic, 2015). While much research on the effectiveness of bi-modal input on second language (L2) learning has been done in English, none to my knowledge has been done on Japanese learners. The purpose of this study is to investigate to what extent bi-modal input improves Japanese as a foreign language learners’ segmentation skills.

This study is implemented through a single-case design (SCD), an experimental method that is appropriate for testing the effectiveness of behavior and educational interventions with individual participants. Participants in this study were 12 third-year Japanese learners at a public university in the Midwestern United States, and the study called for the participants to undergo a semester-long pre-post design experiment. Participants watched a series of Japanese documentary with sound and captions (bi-modal input) throughout the semester. Before and after viewing each video, participants took Elicited Imitation Tasks (EIT) as the pre-post-tests, as well as once at the beginning and at the end of the semester. This task requires participants to listen to short excerpts taken out of the videos, and to repeat them immediately afterwards. This task, therefore, simply tests their ability to identify words in a continuous speech signal, i.e. lexical segmentation. The vocabulary and grammar used in excerpts were those that have been learned previously, and the difficulty of the vocabulary was controlled across all sentences. Additionally, all excerpts were spoken by the same speaker. Two Japanese raters counted the number of correctly repeated words/morphemes from each excerpt in the pre-post-tests for each participant, and the results were turned into proportion scores. The result showed that most participants improved their EIT scores throughout the semester, even to utterances from videos to which they have not been exposed to.

This presentation reports the success, confounds, and limitations of this proposed educational tool and explores the future directions of research and the possible role of bi-modal input for L2 Japanese learning.
テレビ番組に表象される日本語教育の社会的位づけの変遷

-NHK 番組アーカイブスを利用した史的研究の試み-

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本研究は、NHK 番組アーカイブス学術利用トライアル 2017 年度第 3 回採択講義「テレビは日本語教育をどのように描いてきたか－NHK アーカイブスにみる日本語教育の社会的位づけの変遷－」の成果報告である。

本研究では、日本社会において日本語教育がどのように位置づけられてきたかを明らかにする目的に、過去に NHK で放映された番組において、日本語教育がどのように描かれているか（番組から読み取れるメッセージは何か）を分析した。

分析方法は次の通りである。(1)NHK クロニクルの保存番組データベースを用い、日本語」「日本語教育」「日本語教師」などのキーワードで検索を行う。(2)ジャンルを報道・ドキュメンタリーに限り、番組情報に参考に、番組を選定した。選定した番組のうち、NHK から視聴許可が下りた 33 本の番組を分析対象とした。(3)33 本の番組を視聴し、日本語教育に関するシーンの詳細およびナレーションやインタビューの内容をデータ化した。(4)(3)のデータを次の三つの観点から分析した。① 日本語社会に参入する（以下、ゲスト）は誰か。② ゲストが日本語社会に参入するための言語での支援は、だれが、どのような目的で、どのように行っているか。

分析の結果、NHK で放映された番組において、日本語教育の描かれ方には次のような変遷が見られた。

1960 年代：日本の留学生受け入れ政策の一環として、留学生を対象に、大学教員により行われる大学進学予備教育を目的とする日本語教育。

1970 年代：中国残留邦人への支援施策の一環として、中国残留邦人の家族を対象に、学校教員により行われる定着支援を目的とする日本語教育。

1980 年代：日本企業の世界進出を背景とする日本語ブームの表象として、ビジネススピーチや海外の学習者を対象に、国内外の日本語教師により行われる日本人との円滑なコミュニケーション促進を目的とする日本語教育。

1990 年代以降：日本人と外国人の共生を促す喫として、日本国内の定住／就労外国人を対象に、地域のボランティアや行政職員により行われる社会参加・生活支援を目的とする日本語教育。社会的な状況の変化に伴い、対象者は、日系人、就学生、EPA 看護師、介護福祉士候補者、外国人児童生徒など、多様化している。
Transition in the social cognition of Japanese language education represented in TV programs: Trial of historical research using NHK program archives

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Minae OBATA (早稲田大学大学院生)

This research is a result report of the adopted subject of the 3rd NHK program archives academic utilization trial in 2017, "How television has been drawing Japanese language education - transition in the social cognition of Japanese language education seen in NHK program archives".

In this research, in order to clarify how Japanese language education has been positioned in Japanese society, we analyze how Japanese language education was drawn in NHK programs in the past.

The analysis method is as follows. (1) Using the TV program database provided on NHK Chronicle, we search programs by keywords such as "Japanese", "Japanese education" or "Japanese teacher". (2) We select programs with reference of program information, only news programs and documentaries for genres. Among the selected programs, we analyzed 33 programs that had been granted viewing permission from NHK. (3) We watched programs and made the database of the details of scenes concerning Japanese language education and the contents of narration and interview. (4) We analyze the data of (3) from the following two viewpoints. ①Who are the people who enter the Japanese society (hereinafter referred to as "guests")? ②Who does the language support for guests in order to enter the Japanese society, for what purpose and how are they doing?

As a result of the analysis, the following changes were seen in the way of the Japanese language education was drawn in the program aired on NHK.

1960s: Japanese language education for international students conducted by university faculty aimed at pre-university education as a part of Japanese policy for accepting international students.

1970s: Japanese language education for returnee from China conducted by school teachers as a part of measures to support returnee from China.

1980s: Japanese language education for business people and overseas learners conducted by Japanese language teachers working both within and outside Japan with the aim of promoting smooth communication with Japanese people. It was a representation of the “Japanese boom” backed by worldwide expansion of Japanese companies.

After the 1990s: Japanese language education for living or working foreigners in Japan conducted by local volunteers and administrative staff aimed at supporting for social participation and living support as a way to promote coexistence between Japanese and foreigners. With changes in social circumstances, the target has diversified, including Nikkeijin (Japanese descendants), pre-college students, candidates for EPA nurses / care workers, children who learn Japanese as a second language.
The Significance of Subjects Related to Teaching Japanese for the Students Who do not Aim to Become Japanese Teacher

Mari KOMORI (大阪大学)

In this study, the significance of subjects related to teaching Japanese for the students who do not aim to become Japanese teachers is considered. It is argued that the study of Japanese language education has something to offer to students, even if they are not aiming to become Japanese language teachers.

For this study, Japanese university students who took a course titled “Introduction to Japanese Language Teaching,” in the spring semester of 2017 at A university were surveyed twice. The first
survey was conducted at the first class to 31 students, and the second survey was given on the last class to 35 students. The fields of study of the students are cultural and historical studies, media and arts, and modern social studies. Three students are juniors, and the others are freshmen. To the question whether they want to be Japanese teachers, eight students answered “yes,” six answered “no,” and seventeen answered “I don’t know.”

In the first survey, two open-ended questions were asked: ① “What do you expect to be able to do by taking this course?” and ② “What do you think are the merits of learning about Japanese language teaching?” The answers to these questions were encoded and analyzed. For question ①, many students expressed the desire to gain the skills to teach Japanese. Also the correct use of Japanese and deep understanding about Japan and Japanese language were common answers to questions ① and ② which indicates that the course is regarded as a subject to learn about Japanese language and culture.

In the second survey, two open-ended questions were asked: ③ “What were you able to achieve by taking this course?” and ④ “What do you think are the merits of learning about Japanese language teaching?” Common answers to ③ and ④, were the development of their ability to accept and understand other persons, and improve their communication skills. In addition, their ambiguous views of their futures at the beginning of the semester became more concrete, and their consciousness of their future career choices was raised. This shows that they matured as individuals through taking the course of Japanese language teaching. This study argues that learning how to teach Japanese can contribute to the career education of students who do not aim to become Japanese teachers.
「生成としての日本語教育」の実践に向けた理論的考察の試み

Yasuhiro NAKAGAWA (中央大学)

日本語教育推進基本法等をはじめとする多文化共生に係る日本語教育施策が進展している。だが現場では母語規範による教育が行われ、学内ではグローバル化を掲げつつも、日本人学生を主体とする構造的不平等により留学生が周縁化される傾向は根強い。これは国内の日本語教育が「学校化」（イリッチ 1971）される中、日本人教育を軸にした国の将来像を描くツールとして称揚され、学習者もそれを受容する状況に置かれるため、教育の側は学習者の個を一元化させ、目標を母語話者基準の能力という「教育価値」に委ねてしまうのかと考える。

多文化共生「社会」と呼ばれ已久が、かつてアレンツ（1994：1958）は近代に始まる「社会」を、個人の卓越性が交換価値の主役に内定され画一化されるものとし、いわゆる個の複数性が現れる公共的空間を唱えた。中川（2014）はそこに多文化共生との親和性をみて日本語教育の役割に関する理学的考察を試みているが、実面には触れていない。

本発表ではアレンツを参照しつつ、自己が描き分ける体験を他者からの「純粋贈与」とした教育学者の矢野智司（2008）に着目し、交換価値とは別の日本語教育の理論と実践目標を見出すことを目的とする。矢野の思想は他者との差異を「私」の経験として回収する＝「発達」ではなく、「私」の既知をただ無化させる体験＝「生成」に教育を意義付けるものである。

分野はライフストーリー法（桜井 2002）で得た、外国にルーツを持つ調査協力者数名と発表者の対面者を兼ねる実験である。発表者は自己から個人の多様性を認識する者だ、協力者の語りをある枠組みで解釈しようとしていた。しかしデータを振り返り、協力者は、発表者の投げかけた問いに対して、画一化されることへの抵抗を示そうとする態度を示していることがわたった。さらに、その場のやりとりは発表者に別の文脈での類似経験を想起させ、そうした状態の意味を語り手と共に考えたいという欲求を生じさせた。

発表者の既知や固定概念、調査者／被調査者の非対称関係が描かれた原体験は、矢野のいう「生成」であり、複数性が現れ、他者理解を求めようとする多文化共生の契機ともる。よってこの体験を、教師を含む他者との交わりを通じた現場の活動に応用させることで、交換価値とは別の「生成としての日本語教育」という実践の目標が見いだせると結論付けた。

An Approach to the Theoretical Study on the Practice of "Japanese Language Education as Becoming"

Yasuhiro NAKAGAWA (中央大学)

Japanese language education policies pertaining to multicultural coexistence are developing and making progress. Since education is given based on native-language norms however, there is a deeply-rooted trend of international students being marginalized due to structural inequality which makes Japanese students the main subjects, despite globalization being touted within the school. While Japanese language education within the country was undergoing “schooling” (Illich, 1971), this trend was praised as a tool for drawing a future image of the country which centered on Japanese people. It is thought that since learners are also placed in a situation where they must accept this, those giving the education standardize an “individual” learner and commit to the goal of “exchange value,” which would be abilities at a native-speaker standard.

What has long been called multicultural coexistence “society”, and what Arendt (1994: 1958) once called the “society” that began in the modern era, standardizes individual excellence by filtering it
through the sieve of exchange value; therefore, it advocates for public spaces which embody human plurality. Although Nakagawa (2014) attempted a theoretical study concerning the role of Japanese language education which observed the affinity between that society and multicultural coexistence, they did not touch upon practical goals.

While continuing to reference Arendt, the goal of this presentation is to discover theoretical and practical goals for Japanese language education which are different from those of exchange value, by focusing on the pedagogical scholar Satoji Yano (2008) who claimed that experiences which can be influenced by yourself are “pure gifts” from other people. In Yano’s philosophy, collecting differences from other people as “my” experiences does not = “growth.” Rather, only experiences which nullify and dissolve “my” existing knowledge = “becoming,” and give education meaning.

The analysis was obtained using the Life Story Method (Sakurai, 2002), and it is an observation of dialogue data between the informants and me (the presenter). Although I am people habitually aware of individual diversity, I did try to interpret the stories of the informants through certain frameworks. When reviewing the data, however, I learned that informants display an attitude of showing “resistance” to being standardized as far as the questions that were thrown to them by me. Furthermore, the back-and-forth on those occasions caused informants to recall similar experiences in other contexts than those offered by me, which produced the desire to consider the significance of such attitudes together with the informants.

Experiences which can influence my existing knowledge and fixed notions, or the asymmetrical relationship between interviewers/interviewees, are what Yano calls “becoming.” These experiences embody plurality, and are opportunities for multicultural coexistence that seeks to understand others. Therefore, we concluded that practical goals for “Japanese language education for becoming,” which are different from those of exchange value, can be found by applying these experiences to real activities through interaction with others, including teachers.
日本人学生の日本語・日本事情の学びによる
グローバル思考への契機

Kenji SOEJIMA (富山大学)
Simon peter BAHAU (University of TOYAMA)

日本語・日本事情教育は一般に日本語非母語者を対象に行なうが、本発表は、「日本語・日本事情」教育を日本人学生を対象とする教養の学びとして位置づけ、実践した報告・論考である。ただし、本研究の趣旨は、日本人文科学の学術的文章の読み書き能力の不十分さへの危機感から、国語力の補完という意味での日本語の学び直しやアカデミックスキルあるいは初年時教育等にかかる論考（三塚ほか 2004 など）とは一線を画すもので、日本人学生が日頃あまり気に留めていない自文化である「1つの外国語という視点からの日本語・日本事情」を改めて学ぶことから得られる日本人としてのアイデンティティの再確認、さらには「内向き志向」からの脱却の契機となり得ることが実践から分かったことにある。

発表者は、2016年度から日本人学生を対象とする2つの実践を行なった。1つは教養教育のコロッキアム科目「留学のための教養講座」、1つは人間発達科学部の専門科目に位置付けられた「国際交流活動論」という科目である。前者は海外の大学への留学について多少とも関心を持っている日本人学生が受講し、後者は卒業後初等中等教育の教員を志望する学生が受講した。その2つの科目は、わずかな例外を除いていずれも受講者は日本人学生である。

「留学のための教養講座」は日本人学生が海外留学を目ざすに当たり「「自分」を知るところを起点とし、自国の文化・言語を revisit (再訪問)し、そこから更には「相手」すなわち異文化・多文化を受け入れられる素養を身に付ける。」（シラバスより）というものであった。「国際交流活動論」は将来初等中等教育の教職に就くことを目指す学生を対象とするのでで、「自分が日本語の母語話者であることを認識し、日本語という言語を客観的にとらえる努力をすることを学び、その上で日本文化の表象としての言語である日本語と日本事情について基本的な教養を身につけ、「外国語としての日本語および「日本語教育」に関する理解を深める。」（シラバスより）というものであった。

これらの実践は、日本人学生がその学びによって自文化の再訪問と再発見という新鮮な経験をし、自らのアイデンティティを確認することになり、内向き志向を脱却する契機となり得ることが分かった。また、日本人学生に内在する外向き指向を主体的に引き出す契機としてのエンパワーメントが得られたことが分かった。

Enhancing Global Thinking in Japanese Students through learning of the Japanese Language and Japanese Affairs and Culture

Kenji SOEJIMA (富山大学)
Simon peter BAHAU (University of TOYAMA)

Japanese language and Japanese Affairs and Culture Education have been offered primarily to the international students and non-Japanese speakers thus far. However, for the purposes of this presentation, the said courses have been offered and positioned as an educational approach that targets the Japanese students to be reported on and discussed here. It is also worth noting that the presenters
wish to keep a distance and do not follow what Miyake, 2004; Takamatsu, 2006; Sakai, 2012; and others mention about the education being complementary to the Japanese students’ insufficiencies of skills for reading and writing academic Japanese; a revisit to their own proficiencies of the national language; nor thoughts and discussions on academic skills and first-year education. The main reason being that, it focuses more on what the Japanese students have not even been conscious of, in relation to their own cultures, deriving from perspectives that the Japanese language is a foreign language. Therefore, the presentation will report on a re-study of the Japanese Language and Japanese Affairs and Culture, where the students experience a reconfirmation of their identity as Japanese; thus, creating opportunities to free themselves of the so-called introvert orientation.

The presenters have both been in charge of two subject courses at a Japanese national university since 2016. One was a general education colloquium course called “Preparatory Course for Study Abroad”. The other was called “International Exchange Activity Theory”, which is designated specifically as a major subject credit course for the Human Development Science Faculty students. The former was attended by students, who, to some extent had an interest in study-abroad, while the latter was attended by those students who are aiming at becoming teachers in primary and secondary schools. With a few exceptions, most of the attendees were Japanese nationals.

As mentioned earlier, the former course of “Preparatory Course for Study Abroad”, where the Japanese students endeavouring on study-abroad, need to know that their origins start from “oneself”; thus, resulting in a revisit of one’s own culture and language, which then leads on to the establishment of essential knowledge and skills to accept “the other”. In other words, they begin to equip themselves with intercultural and multicultural knowledge (taken from the syllabus). On the contrary, the latter course of “International Exchange Activity Theory” is targeted at those students who are aiming at becoming future teachers in primary and secondary schools. The future teachers need to reconfirm that they are native speakers of the Japanese language and objectively direct efforts towards learning this foreign language called Japanese. On top of that, there is a need to gain knowledge on the fundamental characteristics of the Japanese culture, which distinguish “Japanese as a foreign language” and “Japanese language education”, thus, inducing a deeper understanding (taken from the syllabus).

In the practice reported in this paper, it has been found that the Japanese students, while revisiting and rediscovering one’s own culture as a fresh experience which results in confirming ones’ own identity, thus, allowing for the opportunity to rid themselves of the introvert orientation perspective. In addition, the presenters have drawn the conclusion that through this practice report, empowerment guide will provide the opportunity to possible luring and guiding out of the extrovert orientation perspective that the Japanese students possess within.
Field report: Japanese heritage language education for positive attitudes and identity construction

Akane SHIRATA (Washington Japanese Heritage Center)

In Japan, the Standard Japanese (hyoujun go) is the national language which Japanese textbooks and news anchors use, and is considered as the official language. Although varieties of dialects exist nationwide in Japan, Japan seems to identify as a country with one language with the Standard Japanese as the correct or socially accepted Japanese. In other words, other Japanesees, which are used in people's daily life in their region are unconsciously labeled as a non-standard, or unaccepted Japanese in the formal settings. Ironically, today's Japan is one of the countries where globalization and internationalization have become a favorite topic due to the increasing number of international married families, and foreign-residing Japanese. The Japanese language their children speak, use, and learn have become an objective for many Japanese language scholars because of lack of vocabulary or variety of expressions such as code-switching and mixed languages, grammar errors, and poor fluency performed by those children when compared with the Standard Japanese (hyoujun go), and Japanese textbooks. The presenter argues that it is based on the native speakers' perspectives and judgments where such Japanesees are seen as imperfect (Nakajima, 2003; Douglas & Chinen, 2013). This presentation shares a field report on a Japanese heritage language program in the United States and the program's approach, where children's positive attitude towards learning Japanese language and culture is actively witnessed. Children who attend this program develop pride and sense of belongingness in the Japanese community while they find a strong connection with Japan and a positive self-identity.
The presenter discusses the need for changing the stereotypical view and ideology towards heritage language learners who will be the majority of the populations soon. The presenter, who is an educator for the Japanese heritage language children in the United States, reports the field study and its curriculum which offer practical and meaningful learning materials to the adolescence of the next generations or Shin-Nisei. She also presents a successful example of effective heritage language teaching approach by analyzing the data from group discussions and informal interviews on their own perceptions of their identity. This field report aims to provide Japanese heritage language educators and administrators resources for creating an influential learning environment for their learners where they can cultivate motivations and uplifts towards Japanese language and culture with self-defining their membership to the Japanese heritage.
子ども達の背景の多様化により、在外教育施設である補習授業校（以下、補習校）は、帰国準備のための教育から子ども達の実情に合った教育への転換が迫られている（佐藤, 2008; Kataoka, Koshiyama, & Shibata, 2008）。しかしながら、補習校は帰国準備のための教育機関であるという前提は根強く、日本国内の教育に準拠した教育が、子ども達の実情に必ずしも合っていないことに保護者や教師達は気づきながらも、なかなか転換が行われていない現状が指摘されている（渋谷, 2013; 額賀, 2014）。そこで、多様な背景を持つ子ども達に合った教育を模索し、実践している教師達の説明から、彼ら達がどのようにして教育の転換を実現することができたのかを探った。

調査は、3人の補習校教師とそれぞれ計5-6回、時間にして約8-12時間のインタビューを行い、Clandinin & Connelly (1999) の「支えとするストーリー」という概念を用いて語りを分析した。「支えとするストーリー」とは、教師の個人的実践知と教師が生じている文脈を包括的に捉えるために提唱された概念であり、多様な人々や場所、物事との関係の中にある教師の経験を複雑なまとまりに理解することを可能にする。分析の結果、補習校で教え始めるまでの教師自身の生き方が、子ども達に合った教育を模索しようとする原点となっていた。その後、子ども達の補習校内外や成長した姿を見聞きしたことや日本の学校教育を相対的に捉えたことで、「支えとするストーリー」は具体化され、補習校でどのような教育を行うのかという考えが明確になっていった。そして、協力者達は日本の学校教育を絶対視することなく、目の前の子ども達に合った教育を行うようになった。

本発表では、このような「支えとするストーリー」の構築と変容の過程を、具体的なデータと共に示す。そして、補習校において子ども達の実情により即した教育を行うためには、カリキュラムの開発や継承歴コースの設置など制度的な対応だけではなく、教師が子ども達に対する理解を深め、補習校でどのような教育を目指すのかという点も考えに入れるような環境の整備も必要であることを主張する。その際、どのように環境を整備できるかを調査の結果を踏まえて提案する。

3A_A3 08月03日15:00
「たぶん私のやってることは間違ってるな」—補習校教師の「支えとするストーリー」の構築と変容のプロセス

Yukiko SEO (獨協大学)

子ども達の背景の多様化により、在外教育施設である補習授業校（以下、補習校）は、帰国準備のための教育から子ども達の実情に合った教育への転換が迫られている（佐藤, 2008; Kataoka, Koshiyama, & Shibata, 2008）。しかしながら、補習校は帰国準備のための教育機関であるという前提は根強く、日本国内の教育に準拠した教育が、子ども達の実情に必ずしも合っていないことに保護者や教師達は気づきながらも、なかなか転換が行われていない現状が指摘されている（渋谷, 2013; 額賀, 2014）。そこで、多様な背景を持つ子ども達に合った教育を模索し、実践している教師達の説明から、彼ら達がどのようにして教育の転換を実現することができたのかを探った。

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3A_A3 08月03日15:00
“Probably, I’m doing something wrong.”: Japanese supplementary school teachers’ construction and transformation of “stories to live by”

Yukiko SEO (獨協大学)

Japanese supplementary schools (JSS hereafter) used to consist mostly of students who temporarily live abroad and return to Japan within a few years. However, more and more students who do not have clear plans to return to Japan have enrolled in such schools. Due to the diversification of these students’ backgrounds, JSS is now to reform its education to serve the new needs of their students (Kataoka, Koshiyama, & Shibata, 2008; Sato, 2008). However, educational reform at JSS is hindered by its original mission to prepare students to re-adapt to Japanese schools upon their return while teachers and parents are aware of the limitation of it (Nukaga, 2014; Shibuya, 2013).

This study investigates how JSS teachers succeeded in changing their educational practice to serve diverse students. Five to six individual interviews that lasted for 90-120 minutes were conducted with three JSS teachers respectively. Data were analyzed through the lens of “stories to live by,” a notion submitted by Clandinin and Connelly (1999). This notion was adopted because it enables to understand
the teachers’ complex experiences in relation to the context filled with people, places, and events. After examining the teachers’ narratives, it was found that their stories to live by rooted in their lives prior to teaching at JSS. Teachers developed clear ideas toward the educational goal of their practices as their stories to live by gained clear plots by deepening their understandings toward students’ lives in and out of JSS as well as the lives after graduating from JSS. As a result, teachers changed their practice to fit well with diverse students.

In this presentation, the presenter will report how the stories to live by were constructed and transformed using narrative data obtained from the interviews. Then, it will be claimed that developing curriculum and/or heritage language courses are not enough to serve diverse students. Environments where teachers can deepen their understanding toward students who grow up in multilingual/multicultural settings and examining their educational goals and practice must be created as well.
3A_B1 08月03日16:00
複言語環境で育つ子供たちの言語アイデンティティ:トランス・ランゲージングを活用した日本語教室の経験から
Miho ZLAZLI（ロンドン大学東洋アフリカ研究学院）

修士論文プロジェクトとして、ロンドンで日本語を含む複言語環境で育つ子供たち7〜11歳の7人を対象に、短期間ではあるが、言語的アイデンティティを尊重した週1回の日本語教室の運営を試みたので、その結果を発表したい。事前に子供たちに言語的背景を中心とした個別面接を行い、言語ポートレートを描画させた。2時間の教室の前半ではことばの産出に重きを置いた全員参加型の活動を実施し、後半は年長の子供たち4人（A〜D）を対象に、文科省から海外在住子弟に配布される教科書を題材として、その背景にある価値観と自身の価値観を比較する場を設けた。子供たちの使用言語に制限は設けず、日本語を中心に他の家庭言語の存在にも意識が向くよう工夫を凝らした。最後に、教室参加の感想を個別に聞き取り、再び言語ポートレートを描画させ、前回の描画と比較した。日本語、英語ともに産出能力が高く、放課後ほぼ毎日一緒に遊んでいる幼馴染の11歳男児A、Bの言語ポートレートに興味深いか異が認めた。Aは英語と日本語のモノリンガルが固定共存するかのような印象で、Bは様々な言語が緩やかに結びつき、教室参加前後の言語ポートレートに過渡的な変化が認められた。他の日本語教室にも通学していたAは、当初は本教室の自由な雰囲気を楽しんでいたが、徐々に、教室内で期待される教師と生徒の関係、文化的立ち居振る舞いの違いに不安を覚えるようになった。ごく限られた日本語受動能力を示すのに留まった11歳男児Cの言語ポートレートでは、心理面で自身の日本語像に著しい好変化が認められた。父親のポーランド語背景を伏せがちであった8歳女児Dは、最後の個別面接で自発的に誇りを持って自身がポーランド人クウォーターであることを述べた。子供たちの発達段階、個別ニーズの違いへの対応が困難であったが、それにどう対処するか考えるには、もっと長期的な取り組みを通じた考察が必要である。トランスランゲージングの概念を生かした「第三の社会的空間」は、成長の過程で複数の言語・文化・教育制度間を行き来し、様々な要求や期待に晒されている子供たちにとって、子供たちが主体性を持ち自律的に自身の言語的アイデンティティを模索できる貴重な場となる可能性を秘めている。

3A_B1 08月03日16:00
Linguistic identities of children who grow up in plurilingual environment: from the experience of translanguaging Japanese language classroom
Miho ZLAZLI（ロンドン大学東洋アフリカ研究学院）

I attempted to design short-term, weekly Japanese language classroom sessions which appreciated linguistic identity of children who grew up in plurilingual environment including Japanese in London as my dissertation project （n=7, aged 7 to 11）. In the pre-sessional individual interview, I collected each child’s linguistic background and language portrait. In the 90-minute sessions, the first half was dedicated for everyone to facilitate their productive language skills, and the second half was for four older children (A to D) to discuss the difference between their perspectives and those illustrated in textbooks provided to overseas children from MEXT (Ministry of Education, Culture, Sports, Science and Technology) in Japan. Children were allowed to use any languages in the classroom, and the sessions were designed not only to focus on Japanese but also on other languages spoken at home of
participants. In the post-sessional individual interview, I asked how they liked or did not like the classroom, collected another language portrait and compared it to the previous one. There was an intriguing difference between portraits produced by 11-year-old children A and B who had lived next door since they were very young and played together almost every day after school. They both had highly productive language skills both in English and Japanese. Child A’s portrait appeared as if he was a double monolingual split in half, and Child B’s portrait illustrated a holistic system consisting of transient, loosely connected languages which evolved after the sessions. Child A who also attended another Japanese language classroom elsewhere enjoyed freedom in our classroom in the beginning, however gradually felt anxious to the new cultural behaviours and new relationships especially between students and a teacher in our classroom. The 11-year-old Child C whose Japanese receptive skills remained very limited demonstrated a significant improvement in his attitude towards Japanese language on his language portrait. The 8-year-old Child D who was reluctant to disclose her father’s Polish background proudly described herself as a quarter Polish in the post-sessional interview. It was challenging to accommodate different developmental stages of children and their individual needs. However, longer-term projects are needed to explore these challenges. For children who are exposed to various demands and expectations as they cross different spheres of language, culture and educational system, ‘the third social space’ based on the concept of translanguaging has a potential to become an invaluable space where they can autonomously explore their linguistic identity.
“Global society,” this word has been used for many years; however, international disputes and terrorism have gotten worse, and yet we have not observed any dramatic improvements. While I have been teaching Japanese language in Taiwan, students seem to focus on only Japan at a micro level in the framework of globalization.

My students are sixteen or seventeen years old (high school age in Taiwan) major in Japanese. They are currently at elementary level, thus, they need to study Japanese in the perspective of multicultural coexistence. This project report explains how these young students have worked with peace learning. It is important for such young students to recognize connection among people in the world, to consider coexistence. This project report explains how these young students have worked with peace learning.

"Глобалната общност" е било употребявано за години; обаче, международните раздори и тероризма са станали по-лоши, и все пак ние не сме набелязали никакви значителни усъвършенствания. Моята работа по преподаване на японския език в Тайван, показва, че учениците се фокусират само на Япония на микроскопичен ниво в рамките на глобализацията.

Учениците ми са повече от шестнадесет години (възраст на висша школа в Тайван) и са специалисти по японски език. Те са на ниво елементарно, тъй като са изучавали японски в контекста на мултicultуралистична съществуване. Този доклад проект разкрива как младежите със семейства на тази работа със споделяне на мира.

It is important for such young students to recognize connection among people in the world, to consider coexistence. This project report explains how these young students have worked with peace learning.

Junko DOSAKA (国立臺中科技大学応用日本語学科)
how they can contribute themselves for the world peace (multicultural coexistence) through learning Japanese as a member of international society. This project seems to be very significant for 21st century Japanese education in globalized community.

I have provided this project for about five years in the second semester as a three-week unit plan. Students first read a story related to “Sadako and one thousand paper cranes.” After reading it, they learn about atomic bombs dropped in Hiroshima and Nagasaki during WWII. Then, students do the discussion and presentation on “What I can contribute for the world peace.” Finally, the students make one thousand paper cranes to send them to Hiroshima Peace Memorial Museum with their message.

Here, I would like to share my students’ voices with you. Some students mentioned that “I thought it was very important for me as a seventeen year-old to think about world peace now,” “I thought about various issues such as what I can do by myself, what I should do to improve as a future main character(hero/heroine) of the world.” With such mind-set, it would be extremely important for them to strengthen active international communication with Japanese college students, recognizing world peace.

This peace-learning project contributes to Japanese education in three aspects. First, even though students are young elementary-level learners, they examine various articles, read them, discuss and present about this issue, students can improve their proficiency level. Second, students could cultivate their problem-solving competence by discussing peace which is rare to exercise at this level. Finally, this project would encourage them to become autonomous learners through their own thinking and action in relation between Japanese education and world peace as a member of multicultural society.
An Analysis of Interactional Competence of Second Language Learners of Japanese as an Interviewer

Mari YAMAMOTO (関西学院大学)

In the field of second language acquisition, primarily in the West, researchers have attempted to utilize ethnomethodology and conversation analysis (Sacks, Schegloff & Jefferson 1974) as an analytical framework within which to describe the interactional competence of second language learners (Young 1999, Hall 1999). From this perspective, a language learner’s competence is assessed not by the collection of knowledge which he or she possesses but, rather, by the dynamic, co-construction of competence which he or she demonstrates when in conversation with others (Firth & Wagner 1997). The present research looks at actual filmed video data of second language learners (hereafter, “L2 speakers”) of Japanese utilizing a variety of resources (Kushida 2006) and describes the interactions achieved. It demonstrates the importance of using interactional competence as a perspective through which an L2 speaker’s competence is ascertained. The data used in this presentation comes from an interview setting within a university project-type class. The L2 speakers serve as interviewers whose subjects are people who speak Japanese as their first language (hereafter, “L1 speakers”). In this...
presentation, the question answering process of the L1 speaker is examined, focusing on those points where the speaker interrupts the conversation to facilitate the listener’s understanding by practicing alternative word choice selection and offering explanations (self-initiated repair; Schegloff, Jefferson & Sacks 1977), as well as focusing on the listener’s reaction at these points. Those points where a recognizable alternative word choice is made are those points at which the listener makes some sort of appropriate response (response-opportunity places; Nishizaka 2008). In the following excerpt, the utterances in line 01 and 03 indicate conversation interruptions and alternative word choices, and the arrows (→) indicate A’s reaction to them.

Excerpt 1 (A: Interviewer (L2 speaker) B: Interviewee (L1 speaker))

01 B: tatoeba betsuno.(.)doobutsuno, [(.)saiboooo(.)][<baiyoosuru>tameno <shita>no:
02 A: [((nod)) ‘aa’
03 B: eeto:(.)n n-ma,<kiban>toi[uka?soo]jumononi tsukaretari:
04→A: [ha a: ]
05→A: aa[soo(nan)deska]

In this excerpt, the L2 speaker successfully produced a response at the appropriate point; however, there are other examples within this data where a response was not produced, and the L1 speaker tried again or provided an explanation. The results of analysis demonstrate (1) the importance of not only the L1 speaker’s verbalized content but also nonverbal elements, such as pauses, eye movement and body movement, as resources for the L2 speaker (Mori & Yanagimachi 2015), and (2) the communicative success of these verbal and non-verbal elements depends upon whether or not the L1 speaker presents them together in a utilizable form.
Cultivating interactional communicative competence for the business world in Japan: Developing a new internship design for international students

Keiko IKEDA (Kansai University)
Yoshida 吉田 (株式会社トモノカイ)
Since Hymes’ definition of communicative competence (174), it has now been widely understood among the scholars in the field of communication and language education that communicative competence consists of various domains and channels in a multi-dimensional and multi-layered composition (Kataoka & Ikeda, 2013). In order to cultivate such a competence through language education trainings, there seems many yet underdeveloped areas still existing in terms of the pedagogy, the process of acquisition/learning. Exploration to discover what works effectively in communicative competence training has been recently paid much attention in research (Yamagimachi & Okada 2017). This study also follows such a trend. It narrows the focus to business (Japanese) communicative competence, and aims to identify most effective methods of teaching and learning for it through a set of real-life practices.

The on-going project which this current study has span off from is a government funded, five year long project (as known as SUCCESS-Osaka) to promote international students’ employments within Japan. A particular segment of the project highlighted in this study is its specially developed internship program, which we call “premium internship (hereafter PI).” Currently we have finished the first trial in 2017, and the second PI program is on-going until September 2018. Both PI programs involve various stakeholders, e.g., private sectors, Kansai Economic Federation, and Osaka prefecture division (2025 Japan World Expo Committee).

In this study, we made a careful recording of the PI programs to explore what kind of changes in the participating international students can be observed. We have asked the participating students to take a psychological profiling test called BEVI, both at the beginning of the PI and after the PI. We compare the results with the answers by those who have not participated in the PI program. We have also recorded the group work communication among the students and the hosting business persons of their internship. In addition, we collected individual interview data for a reference.

Although these two PI programs are still pilot level in our project, we have learnt that intervention in the design of internship to promote communicative competence is necessary. The PI programs have provided various group-based interactional opportunities, and they were to work at a problem-based task together. What has been practiced the most through the PI was spontaneous negotiation skills using Japanese language in the business context. An internship with a specially customized pedagogical intervention like PI seems highly effective to develop one’s communicative competence and career-bound experience at once. We would like to continue the endeavor and further discover the learning gains from it as well.
3A_C2 08月 04日 09:30
Changes in the employment situation of international students in Japan, and attempts to provide career support by Japanese language educational institutions

Shiano OYAMA (カイ日本語スクール)
Rina KUWAHARA (文化外国語専門学校)
The international students who are employed in Japan has been increasing since 2009, and it is expected that this trend will continue in the future. However, it is estimated that about half of the job-seeking international students in Japan were not able to find jobs. The Ministry of Education, Culture, Sports, Science and Technology (MEXT) presented the following three challenges to enable international students to find employment: (1) guiding them in their understanding of the Japanese way of finding a job and supporting them to acquire better Japanese language skills, (2) expanding the number of international students to be recruited and specifying their employment policy by companies, and (3) providing solid employment information for international students. Among these tasks, Japanese language educational institutions play a direct role in items (1) and (3). Until now, however, most of the institutions have focused on assisting students’ entry to Japanese universities and cannot keep pace with changes in the job market. Therefore, there is an urgent need to create a system for international student employment support.

The two speakers here belong to a Japanese language school and the business Japanese interpreting course of a vocational school in Tokyo, respectively. They are both Japanese language teachers and career consultant specialists and are involved with international students every day. In this presentation, they will introduce career support efforts using their specialties and human networks as career consultants through Japanese language education.

The career consultant groups to which the speakers belong have abundant information on careers, human networks, and many opportunities to receive career support education. Thus, both schools incorporate opportunities to invite people involved in personal affairs of companies and human resource agents, so that their students can be exposed to viewpoints from companies and trends in job hunting activities. In this way, the speakers feel that, when Japanese language educational institutions try providing career support, it is effective to make use of specialized resources including human networks.

In addition, one of the speakers is developing a program for business Japanese, managing an employment support office, and providing individual career counseling at the Japanese language school, while the other speaker is responsible for business Japanese and Japanese language classes for job hunting at the vocational school. Through such activities, the speakers have been providing support by helping students to study corporate profiles, draft resumes, and prepare for job interviews. In particular, by providing repeated counseling with techniques including microskills, they focus on deepening international students' self-understanding. Thereby, the required career support of international students should be such that it helps them to face deep inside their own heart, find their sense of value and career vision, and come to notice their own enduring uniqueness, so that they can express their awareness in Japanese.
Development of Teaching Material for the Japanese Language Teaching Program for ICT Engineers in Bangladesh: Revisit to Business Japanese

Kiyoko EGUCHI (宮崎大学)
Yoshihiko SUGIMURA (宮崎大学)
Chihiro YAGINUMA (宮崎大学)
Fumie SHIRAISHI (宮崎大学)

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Fumie SHIRAISHI (宮崎大学)
This presentation reports on the development process and the implementation situation of teaching materials used in the Japanese language teaching program for ICT engineers in Bangladesh. This program, which will be held in Bangladesh, forms the foundation of a project through which the University of Miyazaki, in collaboration with other institutions, is aiming to help overcome this deadlock through a Japanese language teaching program for software engineers in Bangladesh that aims to recruit to Japan highly skilled foreign software engineers.

The learners are Bangladeshi ICT engineers who intend to work in the ICT market in the future and are Bengali native speakers who have not previously studied Japanese. After completing the 13-week program (total lesson time of 260 hours), we hope learners will have acquired the minimum Japanese language proficiency necessary to work as an ICT engineer in the Japanese ICT market. The program not only contributes to stemming the human resource shortage in Japan but also builds future business ties between Japan and Bangladesh.

A problem arises in regard to the definition of "minimum Japanese language ability." Conventionally, the Japanese used at a Japanese company is called "business Japanese," and many teaching materials for business Japanese have been developed, but the majority are aimed at intermediate-level learners. As for why business Japanese language education from an elementary level does not exist, Awaihara (2013) points out the external factor of a lack of teaching materials and the internal factor of teachers’ anxiety. Furthermore, as Kondo (2014) points out, "business Japanese" is often defined in a narrow sense as studying honorific terms, but in terms of what educational content is accurately grasped, research is unclear.

Therefore, this project targets beginners and develops teaching materials to aid in the acquisition of a sufficient Japanese language proficiency to work as an ICT engineer in Japan. While creating teaching materials, we conducted questionnaires and interviews with Bangladeshi ICT engineers already working in Japan. The surveys highlighted that the engineers have more difficulties understanding everyday Japanese than so-called “business Japanese.” Based on these results, the teaching materials span all 13 lessons, each consisting of five units developed on the same topic. The texts are conversational dialogues based on scenes learners may actually encounter, with grammatical commentary and vocabulary lists in Bengali and English.

Seeking to investigate how the program can be improved so that the trainees can successfully launch their careers in Japan, a goal has been set to present the project outcomes at the end of the project in 2020. The present study examines the practical possibilities of teaching "business Japanese" from an absolute beginner level and improvement points based on follow-up surveys administered to former graduates already working in Japan and companies that accept trainees.
Interactions of Foreign Business People in Japanese Workplaces

Facing growing competition in a global market, many have argued that it is crucial for Japanese domestic companies to secure talented Foreign Business People (FBP) to maintain competitive power in the global economy. However, it appears to be difficult for Japanese companies to fully achieve this goal. Japanese companies are unpopular among foreign people who are regarded as a highly talented workforce (METI, 2016). The possible explanations may be related to the Japanese management systems and it’s style of communication. The traditional Japanese management system

Research Summary:

Facing growing competition in a global market, many have argued that it is crucial for Japanese domestic companies to secure talented Foreign Business People (FBP) to maintain competitive power in the global economy. However, it appears to be difficult for Japanese companies to fully achieve this goal. Japanese companies are unpopular among foreign people who are regarded as a highly talented workforce (METI, 2016). The possible explanations may be related to the Japanese management systems and its style of communication. The traditional Japanese management system...
has been supported by the hierarchy within Japanese society. To improve the current workplace environment, some Japanese companies are adopting new hiring systems and promoting English as the official corporate language.

This paper conducted interviews aimed at clarifying the actual state of communication in Japanese workplaces from the perspective of the FBP who experienced interactions in their workplaces. The results showed that most FBP noted deviations from their norms in the Japanese sociocultural features, where FBP intended not to make any adjustment actions in order to avoid any possible problems from happening. In addition, the data showed significant differences of adjustment actions in-between the language environments, and in-between the FBP’s period of stay in Japan.

The data was collected from February to August 2016, through 60 to 90 minute semi-structured interviews, from eleven FBP working in companies in Japan, and analyzed according to the language management theory (Neustupný, 1995). The extracted data were classified firstly into linguistic, sociolinguistic, and sociocultural features, then further categorized to scrutinize the interactions.

Previous studies on the actual state of FBP in the Japanese workplaces have been done qualitatively as well as quantitatively, including the study of the difficulty of communication from the perspective of FBP (Kondo, 2007). However, studies on the interactions of FBP concerning the current conditions of Japanese workplaces such as difference of mono/multi lingual working environment or period the FBP stayed in Japan do not seem to exist. Hence such a case study of FBP’s interactions in the workplaces should be meaningful in exploring the learning needs of FBP in the Japanese workplaces where global management will progress and to contribute to the curriculum development of Business-communication in Japanese.

References:
METI (2016) Study Group on “Internal Globalization”.
3A_D3 08 月 04 日 12:00

Interaction between Japanese and Taiwanese businesspersons in a Japanese-speaking setting, with a view to filling the cultural information gap

Akiko HATTORI (三重大学教育学部)

This study aims to reveal the process of establishing mutual understanding between Japanese employees and local employees in workplaces of Japanese-affiliated enterprises in Asia. The data...
analysis was focused on the cultural information gap filling occurred in regular meetings, to apply to developing teaching materials for Business Japanese Education.

Data were collected in a Japanese company in Taiwan in August 2015, including dialogue fragments of three local employees in response to their Japanese supervisor’s question about Ghost Month, a local custom. Audio- and video-recording were carried out in two regular meetings with about ten participants in. Written informed consent from each participant was obtained, and the Conversation Analysis technique was used for the qualitative data analysis.

Our findings showed a conversational structure composed of three stages. In the first stage, the supervisor started to question based on that reported from the local employees. The second stage is the stage of establishing mutual understanding, in which explanations were offered by multiple local employees. The last is the stage of ending: following the establishment of mutual understanding, the conversation sequence was brought to a close and moved on to a next topic.

In the setting of our data, the Japanese supervisor was a language guest and did not fully grasp the local information, which was indispensable for conducting business. Interestingly, we found that establishment of mutual understanding was directly connected to smooth fulfillment of business duties in the workplace, and a superior-subordinate relationship was reflected on the construction and sequence of the conversations.

There are no available conversation models for current Business Japanese Education regarding a situation that a Japanese supervisor asks local employees for offering information. Moreover, studies on contact situations in business context, using data of natural conversation, are very few. Findings of the current study could add to the literature and might contribute to the practice of Business Japanese Education and the development of its teaching materials.
3A_E1 08 月 04 日 14:00
An Analysis of Communication Difficulties in Business Contact Situations: Focusing on Chinese Businesspeople Working in Japanese Companies
Yun MENG (日本国立国語研究所)

The purpose of this study is to investigate the difficulties in business contact situations by Chinese businesspeople working in Japanese companies. Ten Chinese people working in Japanese companies throughout Tokyo were surveyed and interviewed. The native language of survey respondents, i.e., Chinese, was used to ensure accuracy in the research.
The results of qualitative analyses are as follows:

i. Mainly through the interview, the participants revealed that they feel problems in the following six settings: Meeting, Telephones, Internal Meetings, Negotiations, Chatting, Business Entertaining, as well as in e-mail use.

ii. The results of questionnaires suggested that the biggest problem that Chinese businesspeople feel when they usually use the Japanese language to work was inefficiency in work. The rest of the problems, in the order of their magnitude, were (1) Japanese language competence, (2) differences in culture and customs, (3) others, (4) differences in business practices, (5) differences in corporate systems, and (6) unfair treatment.

Based on the results of this study, in the field of Japanese education, it is probable that focusing on difficulties and problems according to the frequency of their occurrence in various scenes will be one of the most effective ways for learners of Japanese to master business Japanese and business practices.
Language Behavior Regarding the Criticism Provoked by Misunderstanding: Expressions of Learners of Japanese in Business Situations

Mikako SUETA

Amongst the research of misunderstanding there are many comparative studies, but there is little research which puts the focus on students, and even fewer studies which deal with students’ misunderstandings and criticisms in business situations. Using business situations as an example, the present study analyses, from a pragmatics point of view, the characteristics and problem areas of students’ language behaviour in regards to the criticisms provoked by misunderstandings, while comparing it to those of Japanese individuals.

The target group is 63 Chinese individuals learning Japanese (L) and 68 Japanese individuals (J). Two situations were set up: 1 – ‘misunderstanding of the other party’ (goods are not delivered at the expected time of delivery and the customer misunderstands and criticises), 2 – ‘misunderstanding due to external factors’ (there is a delay in the expected time of delivery due to a traffic accident and the customer misunderstands and criticises without knowing about this). The survey sorted the descriptions in the Discourse Completion Test into thirteen semantic formulas. The ‘apology’ and ‘explanation’ forms of expression which appeared as the main semantic formulas from this were sorted from various points of view including ‘degree of formality’, ‘the use of ambiguous expressions,’ ‘the form of expression at the end of a sentence,’ and ‘the way of conveying the misunderstanding,’ and the appearance rate was calculated.

As a result, the main difference appeared in the ‘explanation’ semantic formula. It was found that Group L often used ‘requests’ and ‘future actions’ as the semantic formulas following their explanation,
while Group J often used the semantic formulas of ‘asking another’s intentions,’ ‘confirmation,’ and ‘assessing the situation’. Among Group J, it is thought that their most commonly used forms of expression reduce the risk of customers losing face. However, among Group L, the use of these same forms of expression is lower, and the high use of ‘requests’ has the possibility of giving the impression that the explanation was insufficient.

In this presentation, I will present concrete description data while reporting.
ウェブ会議システムによる日本語教育実践での対話環境デザインの考察

Hiroyoshi IWASAKI (早稲田大学 日本語教育研究センター)

ウェブ会議システムを使用した遠隔日本語交流の実践はこれまで2か国の学生同士が互いの母語と自文化を教えるタイプの実践が主流であったが、これらの実践は海外の日本語学習者が「ネイティブと話す」という前提があるために、学習者の言語・文化観に対するステレオタイプやネイティブ信仰を強化させる可能性が指摘されている。このような問題意識から、筆者は、国内外の複数地点にある日本語話者同士が個と個として出会い、互いに対等な立場で学び合う対話の場を作成した。本研究では、参加者が自身の経験と意見を表現し、互いに関心を持ちあうような学習環境をどのように作るのか、録画データの分析から考察する。

実践参加者の出身は、日本、韓国、タイの3か国で人数は7名であった。参加者は国内外の自宅などからウェブ会議システムを使って参加した。同じメンバーが2週間に一度、時間と場面等を設定するセッションを複数回行った。本発表では1回目の対面会話に焦点をあてて分析する。このセッションは自己紹介をテーマとして、「参加者が互いについてよく知ること」を目的とした。このセッションの録画データから、参加者間の理解を増やすための相手行為がどのように表れたのかを分析した。具体的には、複数の参加者が遠隔で会話するときのターンテキニックと役割関係、ウェブ会議画面の表示とそれに関連して起こった相互行為を分析した。

分析結果の結果、以下のことが明らかになった。

①会話開始当初、「場を仕切る人」、「促されで質問をする人」など、会話における役割が固定的であったが、トップが共通して興味を持つものに移行したときに、役割が流動化し、互いの興味に沿って自由に対話する環境が生まれた。

②対話促すきっかけとして、画面共有による写真の表示が効果的であった。参加者は写真の内容に対して「この～は、・・・」というダイナミックな指示を使用していることから、遠隔環境でありながら場面を共有している感覚を持っていることがわかった。

以上のように、話題の調整や、画面表示等のシステム上の工夫が、遠隔対話促すために欠かせない要素であることが明らかになった。

付記 本研究は、2018年度特定課題研究助成費 特定課題（基礎助成）「遠隔対話型日本語教育のモデル構築を目指した実践研究」の助成を受けている

Consideration on Designing Dialogue Environment of the Japanese Language Education Practice by Web Conference System

Hiroyoshi IWASAKI (早稲田大学 日本語教育研究センター)

The most of practices of distance Japanese communication using web conference system so far have involved students from two countries mutually sharing their mother tongue and self-culture. In these practices, there is a premise that Japanese learners outside Japan speak with native speakers. Therefore
it is pointed out that there is certain possibility of strengthening learners’ stereotype of language/culture and the belief that in order to improve a language, one should speak with the native speakers. In order to avoid the situation, I, the author, have conducted practices where speakers of the Japanese language at multiple locations both in Japan and abroad meet others as ‘one-self’ and have chance to learn mutually from each other by creating dialogues. In this research, I analyze the recorded data of practices and examine how to develop the learning environments where participants can express their own experiences and opinions and create interests in others.

There were seven participants from three countries, Japan, South Korea and Thailand. They participated from each one’s home either in Japan or in other countries using the web conference system. The talking session was held several times for about one hour every two weeks with the same member. In this presentation, I focus on the conversation of the very first meeting. The theme of this session was self-introduction so that the participants can get to know each other well. Using the recorded data of this session, I analyzed how interactions took place to deepen the understanding among the participants. In particular, I examined turn-taking and role when multiple participants talk online. And I analyzed the multimodal representation of the web conference screen and the mutual actions related to it.

The results of the analysis are the following:

1) At the beginning of the conversation, the roles in the conversation such as "person who facilitates dialogues", "person who questions," were fixed. However when the topics shifted to those of common interest, the role became changeable and the environment where participants freely interact with each other with interest was created.

2) The display of photographs by screen sharing was effective as a trigger to encourage dialogue. Participants used deixis such as "This …" to explain the photograph and it turned out that they have a sense of sharing the scenes while being in a distance environment.

As mentioned above, it became clear that it is essential to adjust topics and make the best use of the system such as screen display in order to encourage dialogues in distance environment.
近年、日本の教育分野では「主体的・対話的な深い学び」が指摘され、日本語教育でも学習者主体の教育のように、「主体性」を重視してきた。「深い学び」には他者との協働性と、ある知識他の知識や自己の経験等と関連付ける力が求められるが、実際の言語教育の現場で、自分自身と関連する深い会話は簡単ではない。「主体」とは、主観を指すだけではなく、「公」「私」との関係性から構成された独特で複雑な哲学概念であり、「主体的な学び」を指すならば、学習者を安定的な行為者とするのではなく、社会性と内面性の複雑さを含む「主体」として捉え直す必要があるのではないか。そこで、一般的なテーマを中心としたビデオ会議ディスカッション（以下 VC）と、私的なテーマを中心とした哲学カフェ（以下 PC）という二つの実践を通して、「主体」に結び付くような対話について考察した。

VCとは、2011 年より日本大学とトルコの大学で実践している異文化理解、他者理解を目的とした学習活動で、日本人在籍学生とトルコ人日本語学習者を、遠隔地点で結ぶ Web 会議システムと Web 上の掲示板を通じ、日本語で継続的に議論するものである。2017 年には「仕事」「家族」「教育」を題目として 3 回実施した。PC とは、他者の話を聴かないなどの簡単な規則の下、リラックスした中での自己の現在や哲学的なテーマを話す対話的活動である。日本語学習の一環としてトルコ人日本語学習者に実施した。彼らは自分の疑問や思いを日本語またはトルコ語で話し合った。これらの実践で確認されたのは、通常の授業では回避されがちな話題が積極的に話されたことである。VC では、文化的議題であっても就職などの私的な悩みと関連付けたり、自分なりに「謎」を見つけて考察する様子が確認された。続いて PC では、学習者が他者の悩みを自分のことのように捉え、励まし合うなど、VC とは異なる自己と問題との関連付けが確認された。

通常の授業でも個人的な事柄も話されるが、プライバシーの問題もあり、内面的なことは取り上げにくい。だから、自由に語り合う場を設けることで、学習者が私的な話題を語りやすくなり、高い満足度が得られ、新たな自己認識の獲得にも繋がった。そのため、「主体」の概念的問題を考慮した対話の実行が「深い学び」には重要だと考える。

A Study of Dialogues Leading to Deep Learning: Focusing on "Private Topics" in Video Conferencing and Philosophy Cafe

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Miho FUKAGAWA (金沢大学国際機構留学生センター)
Kanae MIURA (金沢大学国際機構留学生センター)
In recent years “Proactive and Interactive Deep Learning” has attracted attention in the fields of education in Japan. Also, the term SHUTAI-SEI, which could be translated as subjectivity, independence, self-direction or proactiveness, has been given importance in the Japanese language education field as in GAKUSHUSHA SHUTAI, that is, learner centered. It is required not only to have a cooperative mind with others but also an ability to integrate newly gained knowledge with one’s vested knowledge or one’s own experiences if one wants to realize “Deep Learning”. However, in real educational situations it is not easy for teachers to lead the students to enjoy a deep conversation in which the students really become involved. It often ends up as a mere exchange of information. The term SHUTAI means not only subjectivity, but also a unique and complicated philosophical conception that is constructed on the relevance of “public” and “private”. If a teacher wants his students to reach the point of “Proactive Learning”, the teacher should not treat the students as stable and settled agents. It is necessary for the teacher to capture the essential features of the students as SHUTAI, meaning a subject or an independent self, that includes the complexity of their social and inner aspects. In this presentation we discuss on the students’ dialogues that include essential questions of SHUTAI. The dialogues are taken from two types of activities: Video Conferencing (VC) and Philosophy Café (PC).

VC is a series of remote discussion activities that has been practiced between Japanese and Turkish university students since 2011, aiming at cross-cultural and interpersonal understanding of the students. It is an ongoing discussion program for Japanese native speakers in Japan and Turkish Japanese learners in Turkey, through a web conferencing system and the bulletin board system (BBS). In 2017 three web conferences were conducted. They focused on the topics “work”, “family”, and “education”. PC is face-to-face discussion activities for the Turkish Japanese language learners. The conversation topics were chosen from philosophical or private matters. The students were given simple rules for PC, for example, to listen to other students without interference. They freely talked about the questions and problems of life and their happy or painful experiences. During the activities students spoke about private matters which may be easily avoided in regular Japanese classes. In VC, even with the general and cultural topics, students linked the topic to their personal concerns like obtaining a job, or found a “mystery” to be solved. In PC, private topics were spoken more than in VC, for example, they took the other person’s problem as their own and encouraged each other.

Although private matters are spoken about even in regular Japanese classes, it is not so easy to pick up inner and private issues in class. However, by providing an occasion and place to talk freely, we have succeeded in having the students speak up more about their private life. According to the course evaluation by the students, most of them felt highly satisfied with the course. The teachers’ point of view is that the course was the path to their self-knowledge. Thus, we propose the dialogue activities, in which the students get involved to be confronted with themselves, to be practiced. This is the way to realize “Deep Learning”.

あるアメリカ人ろう者の経験から見る日本語学習
Aiko OTSUKA (ロンドン大学 SOAS)

本発表では、従来注目されてこなかった、ろう者である日本語使用者の語りを通して、日本語学習の多様性について考察する。

日本語学習については日本や海外の教育機関での学習者や、仕事や結婚のために来日した日本在住外国人の日本語学習など様々な形態や学習者に関する研究、また近年では、親の移動に伴い国を超えて移動する子どもたちの日本語学習（川上, 2013; 2017）や従来の「継承語」としての日本語学習への問い直し（三宅, 2015）、日本留学を経験した多言語環境で生まれ育った学習者の言語アイデンティの変容（岩崎, 2015）等の研究も進んでいる。

このような視点で今まで研究対象になってきた人々の第一言語は音声言語だった。しかし実は日本語使用者の中には音声言語を第一言語としない人々-ろう者-が存在する。ろう者は手話を第一言語とする耳の聞こえない人たちである（木村・市田, 1996）。手話は音声言語とは言語モダリティを異にする視覚言語で、ろう者の多くは手話と音声言語の書記系体を使うバイモーダル（bimodal）なバイリンガルである（Grosjean, 2010）。その人が使う言語が周囲の言語と著しく異なると、それを通して得られる世界観も周囲の人々のもとは著しく異なる可能性が高いと指摘されているが（Ladd, 2003）、ろう者にとっての日本語、日本語学習は従来研究されてきたものとは異なることが予想される。ろう者の経験を通して日本語使用のあり方を捉えることは言語使用の多様性を認める、言語学習に対する既存の価値観を相対化し、人々の相互理解に貢献するはずである。

本発表では米国出身で現在日本在住の30代のろう者であるMさんに注目する。Mさんの使用言語はアメリカ手話、英語、日本手話、日本語（英語と日本語は書記系体を使う）、日本語を本格的に開始して約3年で日本語能力試験1級に合格、現在は日本人にアメリカ手話を教えると共に日英翻訳も手がけている。好きな作家は川端康成や三島由紀夫で原作を読み、広告等の翻訳業務では日本語のメッセージの解釈を業者と調整しながら進める等、聴者コミュニティに「読み書き」を通じて積極的に入社する主体的な日本語使用者である。

本発表では、半構造化インタビューで得た、ろう者である日本語使用者Mさんの語りを通して、多様な日本語、日本語学習について新たな視点から考察する。

Japanese language learning from a Deaf American learner’s perspective
Aiko OTSUKA (ロンドン大学 SOAS)

This study examines a Deaf American's experience of learning and using Japanese language and explores diversity of L2 Japanese language users.

Previous studies on Japanese language learning have covered various settings of learning environments such as learners studying Japanese outside Japan or in Japan, or learners who came to live in Japan for marriage or for work. More recently, studies from new perspectives towards Japanese language learning have been conducted: such as Japanese learning experienced by children who crossing borders with their parents (Kawakami, 2013; 2017), rethinking of Japanese as a heritage language (Miyake, 2015) and trajectory of identity construction of students brought up in multiple language environments who experienced a year abroad in Japan (Iwasaki, 2015).

Those studies conducted so far have been dealing with Japanese language learners whose pre-existing languages are all spoken languages. However, there are L2 Japanese language users who...
don't use spoken languages; Deaf users of Japanese. The Deaf people are those who use sign language as their primary language, and they unable to hear (Kimura & Ichida, 1996). Sign languages are languages based on visual-gestural language modality. Most Deaf signers are bimodal-bilingual because although they use sign language as their primary language in their community, they also need to use the written form of spoken language surrounding them in order to communicate with hearing people. It has been pointed out that when the language one uses is extremely different from the language used by people surrounding them, their perspective towards the world can also be extremely different from that of those who surrounding them (Ladd, 2003). Therefore, Deaf learners' experiences of Japanese can possibly be different from hearing leaners' experiences studied so far. Investigating Deaf learners' experiences of learning and using Japanese will allow us to understand the diversity of language use, to re-evaluate the existing value of language learning and will contribute to better mutual understanding of people with various perspectives.

This study focuses on a Deaf American, M, who immigrated to Japan. M is in his 30s and his languages are American Sign Language, English, Japanese Sign Language and Japanese (He uses English and Japanese in their written form). He passed the 1st level of the Japanese Language Proficiency Test approximately three years after he seriously started learning Japanese and now he teaches American Sign Language to Japanese people and also works as a translator from Japanese to English. He is an active user of Japanese and participates in the hearing society, being fond of Kawabata Yasunari and Mishima Yukio's novels and reading them in Japanese, doing translation work and discussing the nuance of the original Japanese with the agency.

In the presentation, the diversity of L2 users of Japanese and Japanese language learning will be discussed by examining M's story about his experience of Japanese language learning and using obtained through semi-structured interview.
An analysis of demotivation factors of Japanese Language major students in China

Qing XU (北海道大学 国際広報メディア・観光学院)

In the past, in the field of second language acquisition and Japanese education, research on demotivation has concentrated on demotivation factors of language learners from various countries. In China, Gao (2016) and Yang (2016) investigated Chinese students about their demotivation factors of Japanese language learning. However, due to the limitation of the investigation time, senior students were not included in Yang (2016)’s research. It is generally believed that senior students probably experienced demotivation most. We can infer that the results might be changed if senior students were included. Additionally, a similar research was conducted by Gao (2016) who only investigated one university and did not state the method of how the questionnaire was designed.
The aim of this research is to understand the demotivation factors of Japanese Language major students in China.

From July to December 2014, a semi-structured interview with nine Japanese Language major students was conducted. 81 demotivation factors extracted by using the analysis of M-GTA. As a result, questionnaire consisted of 35 items was used as the next step of the research.

In June 2016. In order to measure the reliability and validity of questionnaire, a pilot study was conducted with 36 Japanese major learners from a university of Gansu province in China. From the results of the pilot study, Cronbach’s alpha was 0.789. The items in the questionnaire were revised accordingly through group discussions.

From September 2016 to April 2017, the questionnaire was administered during their Japanese class time. 283 respondents were from three universities located in Shanghai, Hunan province and Liaoning province respectively.

Factor analysis was carried out on the data collected through the Likert scale questionnaire. A six-factor structure was assumed. The five factors are: 1. Lack of intrinsic motivation and learning ability; 2. Japanese language was difficult; 3. Lack of Japanese proficiency and sense of accomplishment; 4. Dissatisfaction with the teacher; 5. Problem with the choice of major.

“Teacher” is an external factor. “Problem with the choice of major” consist of both internal and external factors, but the rest of factors are internal factors. “Lack of intrinsic motivation and learning ability” and “Lack of Japanese proficiency and sense of accomplishment” “Dissatisfaction with the teacher” are almost agree with Yang (2016), but “Japanese language was difficult” is different from the factor of “The content of the learning is too easy” in Yang (2016). In addition, “Problem with the choice of major” is a factor found only in this research.

When taking all the results into account, I envision that internal factors are considered to be the main demotivation factors of Japanese Language major students in China. Teacher was expected to focus on the internal aspects such as psychological changes of the learners.

References:
日本の伝統的な文化やポップカルチャーの人気、日系企業の進出を背景にインドネシアでは日本語を学ぶ学習者数が多く、その学習者数は世界第2位になった（国際交流基金、2015）。しかし、日本語の人気が高まっているにも拘らず、インドネシアの日本語教育に従事する教師の日本語の運用能力、日本語母語話者の教員数の少なさ、教室の設備の不十分さなど、様々な課題がある。このような環境の下で日本語学習者の動機付けはどう変化するのかを明らかにしたい。

外国語教育現場に携わる者は誰もが学習者が常し高い動機付けを維持してくれることを期待するだろう。しかし、実際は学習者の動機付けは日々変化しているため動機付けの変化を把握するのは極めて難しい。外国語学習における学習者の動機付けが注目され始めると半世紀になるが、これまで多くの動機付け研究がなされてきた。学習環境や調査対象者などが異なり、一致した結果が産出されなかった。また、一度きりの調査だけでは変化する動機付けを明らかにすることはできない。本研究はインドネシアの大学で日本語を専攻しているインドネシア人日本語学習者（36名）を対象に4か月に渡り学習者の動機付けがどう変化するか、またどのような要因が動機付けに影響を与えるかを、2回（学期の最初と最後）のアンケート調査と学習日記で明らかにする。アンケートは動機付けの変化の程度を示すためにノンパラメトリック検定のひとつである Wilcoxon 符号付順位検定にかけた分析し、学習日記のデータは Nvivo で質的に分析した。アンケートの分析結果は、p 値 = 0.196 有意差はなく、効果量は dz = 0.2249685（小）で、全体として1学期の最初と最後で学習者の動機付けに変化がなく（低下しておらず）、維持できていたことが分かった。しかし、学習日記の分析では、学習者の動機付けは日々の学習において様々な要因（76要因）によって影響され変化していたことが分かった。それらの要因から学習者の動機付け低下に強く影響を与えた要因は、「課題への不満」、「教師の教えへの不満」、「教師の管理問題」というインドネシアの日本語教師のプロフェッショナリティに関わる要因や、「課外活動」、「失敗経験」であった。一方、動機付け上昇の要因には「成功経験」、「日本人との交流」などがあった。
learners always changes day by day, it is extremely difficult for teachers to grasp the changes in motivation of their students. Learners’ motivation in foreign language learning has been attracting attentions in the second language acquisition research for half a century and many studies tried to figure out what motivates students in foreign language learning. Many studies investigate learners’ motivation however since there were differences in learning environment and learners’ situation, it is difficult to find a comprehensive results.

This study investigated how Japanese language students’ motivation in Indonesia changed and what factors influenced their motivation for one semester (4 months) using questionnaires and learning diary surveys. Research participants were 36 students majoring in Japanese at an Indonesian university. Questionnaires data were analyzed by Wilcoxon signed rank test which is one of nonparametric test to see the degree of change of motivation and data from learning diaries were qualitatively analyzed using Nvivo. The analysis result of the questionnaire was p value = 0.196 and the effect size was dz = 0.2249685 (small), overall there was no significant change in the motivation of the learners at the beginning and the end of the semester. However, in the analysis of the learning diaries, we found that the motivation of the learner was influenced and changed by various factors (76 factors) in their daily learning. Factors that strongly influenced the lowering of the motivation of the learners are dissatisfaction with the tasks, dissatisfaction with teachers’ teaching method, problem in teachers’ time management, extracurricular activities factor and failure experience. Meanwhile, factors that motivate learners are success experience, exchange activities with Japanese people and others. Because of the limited number of native speaker teachers in Indonesia, this opportunity becomes a special occasion for students to practice their Japanese. Communication with native speakers gives students the opportunity to use what they have learned in the classroom. It also helps them develop a sense of confidence and courage to use the Japanese language in real communication. These results have implications for policies and practices i.e. that teachers can control the number of the tasks and extracurricular activities, and create more opportunities for learners to communicate with Japanese native speakers.
従来のオーディオリンガルや文型積み上げ中心の日本語教育において、日本語学習とは語彙や漢字を覚えたり、実際に使ってみて練習したりすることだと考えられてきた。それに対し、学習ということを学習者の頭の中で起こっている個人的なものではなく、学習者と周囲の関係性の中で起こるものとして捉える状況的学習論が注目されている。西口（1999）は、状況的学習論から見ると日本語教育が創るべきものは「日本語がよくできるわたし」という熟練のアイデンティティであると述べている。また西口（2004）では、アイデンティティ形成の過程である学習を観察しており、学習者の相互行為の中で日本語の音声習得の契機が見られたことなどを示している。

しかし、これまで日本語学習については教える側の視点から、何をどのように学習させるべきかという議論があっても、そもそも日本語学習とは何かという視点からの議論はされてこなかったのではないか。そこで本研究は、実践における学習者の日本語学習を観察し、分析することで、日本語学習をどのように捉えるべきかを明らかにすることを目的とする。

調査対象は、筆者が2014年6月から10月までの5か月間に行なった日本語のプライベートレッスンである。調査対象者は2名のドイツ語母語話者の学習者で、それぞれ1回90分、主な使用言語は英語で、1～2週間に1度の頻度で行なった。その中の6月と7月の計10回のレッスンにおける、筆者と学習者のやりとりを録音した音声を文字化したものをデータとした。そして、日本語学習を広く学習者の日本語習得の過程における、明示的で観察可能な、学習者の行動」とし、そのような観点を抽出して分析した。

その結果、例えば学習者は「お名前は？」という日本語から、自分の母語であるドイツ語では、名前を尋ねるときにそのような言い方はしないということに気づく様子が、発話内容から見られた。また、他にも第二言語である英語に対しての同様の気づきも見ることができた。この結果から、学習者は日本語学習を通して、日本語だけでなく、自分の母語を今までとは違う視点で考えてみたり、他の言語に関して新しい発見をしたりという「ことばの学び」を行っているのだと言える。今後の課題として、このような学習者の「ことばの学び」を生かせるような教育実践を、母語と第二言語との連携を含めて考察したい。

Learning of Japanese as “general language learning” —Learner’s awareness in Japanese private lesson

In traditional Japanese language education with its focus on audio-lingual methods and a gradualist approach, Japanese language learning has been thought to consist of memorizing vocabulary and Kanji and practicing the use of those by yourself. On the other hand, recently more attention has been focused on situated learning, which sees learning as happening in a relationship between learners and their surroundings. Nishiguchi (1999) states that according to situated learning, Japanese language education should try to create an identity of proficiency, i.e. that the learner can see themselves as “somebody that
can use Japanese well”. Nishiguchi (2004) observes learning as an identity-forming process and notes that learners find opportunities for acquiring spoken language skills when interacting with each other.

But Japanese language learning has mainly been discussed from a teaching point of view, that is what and how to learn, while there has been little discussion about what Japanese language learning is in the first place. The purpose of this study is to clarify how Japanese language learning should be perceived by observing and analysing students’ Japanese learning in practice.

The object of study are Japanese private lessons that I conducted from June to October in 2014. Two German native speakers were surveyed. Each lesson was 90 min, once per 1-2 weeks and the main teaching language was English. Out of those, 10 lessons during June and July were audio recorded and transcripts of our conversations were used as data for the study. Defining Japanese language learning widely as “explicit and visible actions of the learner during the process of acquiring Japanese language”, I selected and analysed parts of the transcript that match this definition. As one result, for instance it was possible to see from what one student said that from the Japanese “O-namae wa?” (“What’s your name?”) they noticed that in their German mother language you do not say it that way when asking for somebody’s name. Similar realizations could be observed also for English which was their second language.

From these results, we can see that when studying Japanese learners are not only learning Japanese, but rather they also start thinking about their mother language from a different point of view and discover new things about other languages, so we could say they are doing “general language learning”. As a next topic, I would like to think about how to make use of this “general language learning” in practical teaching that includes links to students’ mother languages and second languages.
In this study, I examined the effects of learning activities, other than classes, on Japanese learners to promote practical research on informal learning in Japanese language education. Universities established for formal learning and thus I would like to pursue practical research on informal learning in Japanese language education as a complementary means to solve problems that arise in classes or as a means to enhance the effects of a class, rather than a means to oppose it. Formal learning according to the OECD (2010) is “learning that takes place in an organized, structured environment and is clearly designed as learning.” Learning in university classes falls under this category. On the other hand, informal learning is “learning as a result of daily activities related to work, family life, leisure,” and “although not clearly designed as learning, the learning embedded in planned activities” is said to be “non-formal learning.” In this study, I examined a case of informal learning on the basis of the definition.

Junko MORITA (東京工業大学)

of Yamauchi and Yamada’s study (2016), which states the following: “Informal learning in a broad sense is a form of learning other than that defined by OECD as formal learning. In other words, it is a general term for non-formal/informal learning.”

The subjects of this study were undergraduate students of the Japanese Language Department at a higher education institution in Ukraine. For students majoring in this field, classes are organized according to entrance year and not by the students’ ability. Those students who have lived in Japan for a year as part of the Government Scholarship Exchange Program return to the classes they originally belonged to, which leads to a remarkable divergence in students’ levels within the class as they move on to the next school year. Indeed, there are cases where learners at Japanese-Language Proficiency Test (JLPT) levels N2 and N4 are studying in the same class. I conducted a study group for students outside of regular classes before the JLPT N1 examination after the most advanced learners in the class requested it. After the JLPT, it was intended that the study group would be dissolved, but it continued as a reading circle, using the electronic library “Aozora Bunko” at the students’ request. According to alternative evaluation—which does not conform to criterion-based evaluation—three aspects are important: first, goal-free evaluation; second, evaluation in terms of quality; and third and the most important, evaluation to promote and nurture the learners’ vitality for life and work. In light of these alternative criteria, the activities of the students in the study group were worthy of recognition, and a questionnaire survey of these students indicated what effects participation in informal learning activities had.
ケース分析によるポートフォリオ学習での教師の働きかけ—上級日本語学習者の自律的学習を目指した活動の中で—

Tomomi SUEYOSHI (関西大学留学生別科)
Akihiko YAMAMOTO (関西大学)
Tomoyuki TAKEGUCHI (関西大学)

近年、日本語教育において学習者の動機づけや自律学習能力の向上に有効な学習法としてポートフォリオが注目され、「自己評価のための内省によって、自律的な学習を促進する『メタ認知能力』の向上が期待されている」(横溝, 2000)。本実践では、上級日本語学習者の自律的学習を目的として行ったポートフォリオの一環である学習日記の作成において、3つのケース分析から学習者自身の内省だけでなく教師の働きかけが学習者の動機づけの自律的コントロールに大きく関わることが確認された。データ収集は約4カ月間上級日本語クラスを受講した33名を対象に行った。学習日記の作成を課題とし、学習者が①毎回の授業内容の記録②その感想③週ごとの自己評価の3点を記録した。全て自由記述方式で、週1度の提出を義務付け、教師がコメント記入後返却した。③のコメント分析では、学習者が＜自己認識＞＜自己反省＞＜自己評価＞等のポジティブな評価や、＜困難さ・弱点の認識＞＜反省＞等のネガティブな評価に加え、メッセージ性の強いコメントを書くことがわかった。そのコメントを教師へのメッセージと学習者自身へのメッセージに分類し分析した結果、動機づけの自律的なコントロールにはポジティブな働きかけとネガティブな働きかけを併用し、そこから自身への課題を提示する一連の流れがあることが確認された。しかし、十分にそれが行われる場合とそうでない場合では何が影響するか、また、メッセージ性の強いコメントは学習者の動機づけのコントロールどう関わるかを見るため、Aポジティブな評価のみ現れたケース、Bネガティブな評価のみ現れたケース、Cポジティブとネガティブの両方が現れたケースの3つを取り出し、②と③のコメントに教師のコメントを加えて分析した。その結果、Aは教師の働きかけで後半にコメントが多様化したがポジティブな評価のみが現れ、コントロールまでは見られなかった。Bは最初から最後までネガティブな評価が続き、教師へメッセージを発信して動機を自己調整した可能性を示した。Cは教師の存在を自身の動機づけの自律的コントロールにうまく利用したとわかった。これまでの学習者に対する教師の態度に関する研究では教師の態度の違いによって効果の出現在が異なる点が指摘されている(Good,T.1987他)。今回の分析結果は自律学習を促進する上で教師の役割を考える参考となることを主張する。

Teacher’s Encouragement in Portfolio Learning based on a Case Analysis: Under the Activities Intended
to Promote Advanced Japanese Learner’s Autonomous Study

Tomomi SUEYOSHI (関西大学留学生別科)
Akihiko YAMAMOTO (関西大学)
Tomoyuki TAKEGUCHI (関西大学)

Much attention has been paid in Japanese language education in recent years to portfolios as an effective method for improving learner motivation and autonomous study ability. This method is expected to improve the ‘metacognitive ability’, which is said to promote autonomous study through the reflection required for self-evaluation (Yokomizo, 2000). The present study involved analysis of three cases of advanced Japanese language learner learning diaries, which were used as part of portfolios aimed at promoting autonomous study. The results demonstrated that not only reflection by learners themselves, but also encouragement by teachers, is strongly linked to autonomous control of learner motivation. Data collection took place with a class of 33 advanced Japanese language learners over a period of four months. Participants were tasked with writing a learning diary that recorded the following: 1. the content of each lesson, 2. their thoughts on this, 3. a weekly self-evaluation. Participants were allowed to write in any form they wished, and were asked to submit their diary once a week for their teacher to add their comments. Analysis of comments in item 3 revealed that, learners wrote both positive evaluations (e.g. about a sense of ability or achievement, or things they had noticed or discovered) and negative evaluations (e.g. acknowledging difficulty or weaknesses, or reflecting on mistakes), as well as comments with a strong underlying message. These messages were divided into those directed at the teacher and those directed at learners themselves, and analysis of these revealed that autonomous control over motivation was a combination of both positive and negative approaches, and showed a trend of learners setting tasks for themselves. However, in order to determine what affects whether or not these tasks were sufficiently followed through, as well as the relationship between comments with a strong underlying message and control over learner motivation, three cases were extracted: case A, which exhibited only positive evaluations; case B, which exhibited only negative evaluations; and case C, which exhibited both positive and negative evaluations, and analyzed their comments in items 2 and 3 along with the teacher’s comments. This analysis found that in case A, while comments diversified in the latter half of the diary in response to the teacher’s encouragement, only positive evaluations were found, and control was not observed. Case B wrote only negative comments from beginning to end, and they may have self-adjusted their motivation through writing messages to the teacher. Finally, case C was observed to have effectively used the teacher’s presence to autonomously control their own motivation. Thus far, research into teachers’ behavior towards learners has identified that variations in this lead to variations in outcomes (e.g. Good, T, 1987). It is hoped that the results of the current analysis will serve as a reference in considering the role of the teacher in promoting autonomous learning.
Conjugation in Japanese Language Textbooks in former Czechoslovakia

Kaoru ISHIDA (Charles University in Prague)

In the Czech Republic, in former Czechoslovakia Japanese language education started in the 30’s of the 20th century and several Japanese language textbooks have been published till today. In this presentation I’ll introduce some of those textbooks published during the communist period and their specific characteristics on the subject of conjugation.

Featured textbooks for this presentation are V. Hilská (1963), I. Krouský (1972) and A. Kraemerová (1988). To find out their characteristics I referred to a book by H. Yoshioka (2016). In this book Yoshioka concludes that most of Japanese textbooks published in Japan and in other countries since 1896 had the structure of the sentence build-up approach and these sentences start with a formal speaking form. As the examples I selected textbooks by E. Jorden (1963), O. Mizutani (1977) and Japan Foundation (1981). The Japanese verbs have several forms, however, it’s one of the most popular methods to introduce verbs with only the formal speaking form at the beginning of learning and learners
must practice that form for a long time. After that, it’s quite difficult to accept the other forms of a verb. However, that does not apply to the textbooks from Czechoslovakia, as they introduce also an informal form of sentences from the beginning. Hilská showed verbs with the dictionary form that’s also used as an informal form in the first lesson. Moreover, she introduced the five forms of conjugation at a time in a later lesson. Krouský also used sentences with formal and informal forms of predicate from the beginning and showed the five forms of conjugation at once. Kraemerová introduced the six forms of conjugation at the same time. All the textbooks described conjugation in their early lessons.

Such an approach could be complicated for beginners, but it could also be a good way to teach, because the learners can acquire a wider view of the Japanese grammar from the beginning. This could be very inspiring for the authors of textbooks today.

References:


3B_C2 08月04日 09:30
二国間双方「共修活動」と学習間相互作用分析から見る教育デザインの可能性

Hiroko TAKAGI (実践女子大学大学院)
Izumi WALKER (シンガポール国立大学)

グローバル下、Web等を使った日本と海外の大学間での教育実現や、方向性に学生が学び合う機会は増えている。また、校内の学生が各々の大学を訪問し合うことで、学生が授業内外を通じて共に学び合う機会も増えた。日本語を用いた国際交流等は日本語教育では久しぶりに行われているものであるが、日本と海外という2国2大学・双方の学生が「移動して学び合う『共修活動』」について報じが有る。分析は、十分に行われていない。さらには教育の意図や日本語教育における応用的可能性についても未だ不明確な点が多い。2国2大学・双方の学生がこのような形態や環境下でどのように学びを進め、相互作用の過程で、そのようなことを学ぶのかは必ずしも明確ではない。このような観点から、本研究では、日本大（JWU：Jissen Women's University）がシンガポール（NUS：National University of Singapore）を訪問して行った、双方の共修活動としての「プロジェクトワーク：International Collaboration Project Work」（①）双方の大学の異なる教育目的での各々の学習活動、②双方の学生間でのオンラインによる「共修活動」の実施、③場を共用した「共修活動」による協働学習の実施、④各々の教育目的下における学習の報告会と評価、及び、振り返り）での実践分析と結果を踏まえ、そこで行われた学習者間相互談話を解析する中で、上記の点を明らかにしていく。その上で、今後向けた「共修活動」の日本語教育での意義や可能性を考える。分析データは、双方の共修活動での学習者間取り読み談話で、特にここではWeb上で実施した学習者間相互談話分析に加え、その後行われた両方の大学での発表や報告内容を分析する。分析の枠組みでは、学生間協働フィールドワーク（村田・佐藤 2015）や日の双方のインターンシップの相互作用（村田・Mariotti 2016）等で得られた知見を参考にした。

各国の日本語教育関係者が共通もしくは協働で、このような教育や学習を実現していくことが日本語教育での新たな道を切り開き、他方で、このようなプログラムを策定する上で役立つことを述べる。

3B_C2 08月04日 09:30
Educational design based on analysis of "cooperative activities" and their interaction between learners from two countries

Hiroko TAKAGI (実践女子大学大学院)
Izumi WALKER (シンガポール国立大学)

Today, international exchange in "Japanese" is not unusual. However, "cooperative activities" between students who belong to universities in two countries have not been much reported upon. There are also many unclear points in terms of educational significance and possibilities of such practice in Japanese language education. Under the circumstances, how are the students proceeding with their learning, and what are they learning in the interaction process? In this research, we clarify these points while analyzing mutual discourse between learners through “Project Work: International Collaboration Project Work”: (1) learning activities for different educational purposes of each university, (2) online activities between Japan (JWU) and Singapore (NUS), (3) implementation of "Collaborative Learning"
through "Cooperative Learning" at the shared "Place", (4) reporting on meetings, evaluations and reflections concerning each learning and educational achievement. Then consider the significance and possibilities of Japanese language education for "cooperative activities" in the future. Analysis data is inter-student interaction through "cooperative activities", in addition to the inter-learner mutual discourse analysis on the Web, as well as the students’ presentation and report content at both universities. In the analysis framework, reference was made to the findings obtained by inter-student collaborative field work (Murata & Sato, 2015) and interaction between Japan and Italy two-way internship (Murata & Mariotti, 2016) etc.

Through this research, we propose that cooperative or collaborative learning between two nations such as reported in this research will open up a new perspectives on future Japanese language education.
3B_C3 08 月 04 日 10:00
Video-letter communication as a strategy for Japanese heritage language learners
Tomoko TAKAHASHI (近畿大学)

This study investigated whether the practice of video-letter communication between Japanese heritage language learners and Japanese university students. In this study, the heritage language learners were eight Korean–Japanese (K–J) students living in Korea.

Data included twelve video letters and questionnaire surveys from the K–J students, Japanese university students, students’ parents, and school staff. All data were coded by SCAT (Steps for Coding and Theorization Qualitative Data Analysis Method) (Otani 2008) and analyzed according to the theory of transformative learning (Mezirow 2000).
The results suggest that video-letter communication is an effective practice to develop heritage language students’ incentives to learn Japanese. The K–J students developed good relationships with the Japanese university students, opened their minds through self-disclosure, and attempted to communicate with Japanese.

The participating Japanese university students also learned about accepting diversity and the significance of communication, and they experienced a feeling of self-fulfillment. Although many previous studies have claimed that heritage language education has no defining criteria—“no pedagogy, no motivation, no teacher,”—we suggest that it is possible to solve these problems if heritage language learners can find a way to arrange external interlocutors and communicate using video letters.
3B_E1 08月04日14:00
文化言語の多様な児童のための多読プロジェクトの実践
Chiho SAKURAI (同志社大学 日本語・日本文化教育センター)

文部科学省調査（2017）では日本国内の日本語指導が必要な児童生徒数は約44000人、過去最多を記録した。彼らの多くは日本生まれや幼少期来日の子どもであり、会話の流暢度には問題なくとも教科学習言語能力（Academic Language Proficiency: ALP, Cummins 2003）の獲得に課題を抱えている。年少者日本語教育の分野では様々な実験がなされてはいるものの、ALP伸長のための方法論は未だ確立されていない。

本発表では、この課題解決に向け、Cummins (2009)の「マルチリンガル環境におけるリテラシー獲得の教育的枠組み」を理論基盤として実践した多読プロジェクト「ブック大作戦（BKD）」について報告し、その有益性を検証する。研究フィールドは中国語のルーツが4分の1を占める公立小学校、対象は中国語ルーツ児童9名（3年生）である。開始時にDLA (Dialogic Language Assessment, 文部科学省2014)で読書力を測定した上で読書目標を立て、レベルに応じたテキストから「多読」を開始し、読書継続の強化を図った。一方で週1回の取り出し授業で「あらすじ作文」を実施した。教師はファシリテーターとして介在し、様々なスキャフォールディングを行った。そして、実践終了時（4年生3学期）に再度DLAを実施した。

効果検証のため、2013年6月（3年生1学期）から2015年2月（4年生3学期）に9名の児童が書いた計322編のあらすじ作文を内容の一貫性、量（文節数、T-unit数）、質（結論性マーカーの種類・数、T-unitにおける従属節数）、漢字語彙の使用の面から量的・質的に分析した。合わせて2回のDLAの結果と学期の終了時に子どもたちが書いた振り返りをもとに考察を行った。

結果として、9名全員の読書冊数が増加し、テキストレベルも年齢相応かそれに近いレベルにまで伸びたことが確認できた。作文は変化が現れる時期は児童によって異なり、個人差も大きいが、実践開始時と終了時を比較すると作文の量と漢字語彙の使用に伸長が見られ、内容の一貫性や質の面からも変化が確認できた。この時期の読み書きに重点をおいた実践の有効性が一定程度実証できたと考える。本発表では実際の作文データを提示しながら、子どもたちの変容について報告したい。

3B_E1 08月04日14:00
Extensive Reading Project for Culturally and Linguistically Diverse Students
Chiho SAKURAI (同志社大学 日本語・日本文化教育センター)

In a 2017 report from the Ministry of Education (MEXT), the number of Japanese Language Learner students (G1–G12) in Japan was about 44,000, which is the largest number ever. Many of them were born in Japan or came to Japan in early childhood and have had problems acquiring Academic Language Proficiency (ALP, Cummins 2003) even though they have acquired conversational fluency. Although various practices have been carried out in the field of Japanese language education for young people, no methodology has yet been established for developing ALP.

In this presentation, I report on an extensive reading project "Book DAISAKUSEN (BKD)," practicing based on a theoretical background "An Instructional Framework for Literacy Promotion in Multilingual School Contexts," Cummins (2009). The research field is a public elementary school located where Japanese returnees who came back from China after WWII and their Chinese families...
are concentrated so that the Chinese–Japanese pupils constitute a quarter of all students. The participants in this educational practice are nine Chinese–Japanese third-grade pupils.

At the start of practice they measured the reading ability by Dialogic Language Assessment (DLA, MEXT 2014), set reading goals, and started "extensive reading" from the text that corresponded to their level. Meanwhile, they wrote a synopsis of the text they were reading in Japanese language class once per week. The teachers intervened as facilitators and created various scaffoldings; by the end of practice (in the third semester of fourth grade) they were assessed again by DLA.

The effect was verified by analyzing 322 outline synopses written by nine pupils from June 2013 (the first semester of third grade) to February 2015 (the third semester of fourth grade). Quantitative and qualitative analyses were carried out from the perspective of number of sentences, number of T-units, type and number of cohesion markers, subordinate clause number in T-unit, and use of kanji vocabulary. Meanwhile, I gave consideration based on the results of the two DLA.

The results confirmed that all nine pupils had increased the number of reading books and text level to a suitable level for their age and their writing composition had changed. The length of composition and the use of kanji vocabulary were seen to grow, and the aspects of consistency and quality of content had also changed. This study suggested that the intensive and extensive reading and writing for third–fourth-grade pupils is effective for developing their reading and writing proficiency. In this presentation, I would like to report on the transformation in their reading and writing proficiency while presenting actual composition data.
Considerations for Japanese education in Australian community language schools

Keiko OKUMURA (早稲田大学)

Australia proclaims multiculturalism as a national policy and accepts a number of immigrants from various countries, respecting each ethnic community language (CL) and supporting its maintenance. In particular, it is recommended for immigrants to study their own home language in Community Language Schools (CLSs) which is subsidized by the federal and state governments. The education in CLSs emphasize not only for students to acquire a given CL but also understand and respect different cultures and people.

In Victoria, there are two Japanese supplementary schools which are accredited as the CLSs by the Victorian government. On the other hand, the Japanese language education in the schools conform to the Course of Study which is the Japanese national curriculum. It has become a considerable issue for students to study Japanese language based on the curriculum since it does not match the context of the Japanese immigrants. As a result, a many students lose sight of the learning purpose and give up
studying Japanese. Although the issue can be identified in many of the supplementary schools around the world, strategies to solve the problem have not often been discussed.

The present study will provide an opportunity to widely acknowledge that offering an insightful teaching practice of Japanese for children of the Japanese background speakers (JBSs). In the study the participants were 7 children of the JBSs who attended to one of the supplementary schools but quit the school. After providing a teaching program based on the concept of the International Baccalaureate (IB) program, interviews with the children and the parents were conducted. The interview data were qualitatively analyzed using a content analysis approach. The study firstly identified the participants’ perceptions on the program, and then explored the effects and issues of the program.

The findings indicated that the children positively perceived the learning approach provided in the program and they became to have the will to continue learning Japanese. The parents also hoped to continue the program when they appreciated their children’s changes. After that, one of the parents who used to be a Japanese educator became an instructor of the program and the program has continued.

Conclusively, this learning opportunity is not an authorized school but it becomes a new learning community for the JBSs where they can study without difficulty and a cozy place. However, it is difficult to retain a qualified instructor who understands the program at all times and the supply of the teacher remains a critical issue for the continuity of the program.
Literacy of Immigrant Women in Japan and Its Background: Comparison with Buraku Women and Korean Oldcomer Women in Japan

Makiko SHINYA (大阪産業大学)
Second language acquisition by immigrants is a critical and urgent issue not only in Western countries but also in Japan and other Asian countries. Acquiring second language literacy is difficult even for immigrants who have lived in Japan for many years and acquired daily conversation fluency in Japanese. The complexity of the Japanese writing system is one of the main reasons for low literacy levels of immigrants in Japan.

The speaker has done ethnographic research with her colleagues on the literacy of immigrant women married to Japanese men in the rural area A for 5 years, and also held a Kanji class for immigrants with her other colleagues for 10 years in the urban area B and did the participatory observation. Two main factors preventing immigrant women from acquiring literacy were found from the analysis of the data; 1) the absence and the regional disparity of Japanese language education due to the absence of language policy in Japan, and 2) priority on spoken Japanese education over written Japanese education in community based Japanese language classes. In addition, there is a gender-based factor that makes it even more difficult for immigrant women married to Japanese men to acquire literacy.

The circumstances of immigrant women have many issues common to those of women in discriminated Buraku communities and Korean oldcomer women who have been illiterate for a long time. The lack of empathy as well as the violence on the part of their husbands, the misogyny and the discrimination against women by their family, and their responsibilities as a wife and mother deprived these women of the opportunity of education and limited their motivation to study. These common issues between immigrant women and Buraku and oldcomer Korean women in Japan have not been discussed from the viewpoint of gender in the context of either Japanese language education or adult education up to this point.

This presentation clarifies the common issues described above and examines the way of utilizing the life history and learning experiences of Buraku and oldcomer Korean women in developing the method of education, especially Japanese literacy education for immigrant women. The speaker would like to exchange information on the second language and literacy acquisition by and education for immigrant women in other countries, and would like to discuss with the audience what host countries can do in order to empower their social participation and independence.
平和につながる「対話」教育の基礎とは？
－自然会話の分析を通じて－

Mayumi USAMI (国立国語研究所)
Makoto YAMAZAKI (国立国語研究所)
Fumiko NAZIKIAN (Columbia University)
Suwako WATANABE (ポートランド州立大学)

本パネルでは、平和につながる「対話」を行うために必要な「対話能力」とは、どのようなものかについて、主に自然会話データを用いた分析を通じて多角的に考える。昨今、「価値観や生活習慣なども近い、親しい同士のおしゃべり」としての「会話」と、「あまり親しくない同士の価値や情報の交換、あるいは親しい同士でも価値観が異なるときに起こる価値のすり合わせなど」としての「対話」の違いが認識されつつあり、日本語教育においても「対話の教育」の重要性が叫ばれるようになった。異なる文化的価値観を背景とする人々とうまく交流していくには、相手に配慮しながら自分の意見や意思を明確に伝える「対話能力」が必要不可欠だからである。一方で、「対話」は、従来の「以心伝心」、「言わぬが花」という言葉に表されているような、伝統的な日本人が美徳としたコミュニケーション・スタイルとは異なるものである。このことは、文化社会においては、相互相を想定して相手を支え、相手の言葉に答え、自分の意思や意思は明確に伝えることができると想定される。相手に配慮しながらも自分の意見や意見を明確に伝えられる「対話能力」が必要不可欠である。平和につながる「対話能力」を、「相手と円滑なコミュニケーションを行いながらも、自分の意見や意見は明確に伝えることができる」であることが考えられる。一方で、「対話」は、従来の「以心伝心」、「言わぬが花」という言葉に表されているような伝統的な日本文化が美徳としたコミュニケーション・スタイルとは異なるものであるという。むしろ、日本文化においては、社会化の過程で、相手がすべてを言葉にする前に、なるべく「察す」ことができるように、直接的・間接的に教育を受けていることを考え、逆の言い方をすれば、日本人は、意思や思考を明確に言語化し、すなわち、「対話」の仕方については、十分に訓練を受けてこなかったとも言っても過言ではない。意識するしな
いにかかわらず、日本語母語者は、このようなわゆる日本型のコミュニケーション・スタイルを身につけており、日本語教師もその例外ではない。

本発表では、このような言語意味のもとにより、まず現代の日本人母語者のコミュニケーション・スタイルの特徴を分析し、その特徴と現実を踏まえた上で、我々日本語教育に携わる者が、「平和につながる対話」のために何ができるのかを考える。具体的には、絵語の使用を中心に、比較的大規模の「BTSJ 日本語自然会話コーパス」（333会話）の場面や相手、性別によって異なる言語使用をまとめ、日本人が普段意識していない「コミュニケーション・スタイルの全体像」と、場面や相手、話者の性別による違い、使い分け等の異同をまとめる。そして、最後に、これらの結果を踏まえながら、日本語母語者の日本語教師のあり方、非母語者の教師との連携についても考える。また、それらの試みが、いかにより広い意味での「対話教育」によって、「平和のための対話」の教育につながっていくのかについて考える。

「引き込み」のメカニズム：
「でしょう」と「よね」の比較から

Fumiko NAZIKIAN (Columbia University, New York)

対話は単に情報の提供や、情報提供の要求からのみ成り立っているのではなく、話者はお互い「引き込み合い」ながら、また、相手の「引き込み」に応答しながらインターアクションを行う。ここで「引き込み」とは、相手の情報所有に対する話者の態度、そして相手への共感、共鳴表現を意味する。異なった考えや視点を持つ相手との対話をうまく成立させるためには、相手の心理的態度や真の意味を汲み取、それに適切に応答することが不可欠であり、引き込み方を理解することは外国語学習者にとっても大切である。しかし、「引き込み」のメカニズムは十分に解明されていると言えず、日本語教育においてもその指導は課題である。話者の心の態度は文末に主にあらわられるが、本発表では「でしょう」と絵語「よね」に焦点をあて、両者の論理機能を分析し、認識的観点から引き込みのメカニズムを調べる。BTSJ 日本語話し言葉コーパス 2011 年版をデータとして用い 17 の会話を分析する。本発表では 1）場面（話題、論文指導）2）ジェンダー、3）フォーマルティの観点から「でしょう」と「よね」を比較し、そして、最後に、日本語教育への提案を述べる。

使用コーパス

宇佐美さまゆ監修(2011)『BTSJ による日本語話し言葉コーパス（トランスクリプト・音声）2011年版』

対話力養成のために：
コミュニティ・コンピテンス再考

Suwako WATANABE (ポートランド州立大学)

対話は、一方的な発話ではなく、相手の言うことを理解し、相手に対して反応し、そして、意思の疎通に齟齬があれば、それを解決した上で、話を続けていくことである。NCSSFL-ACTFL Can-Do
The foundation of ‘dialog’ for the peace: from the analyses of naturally occurring ‘conversations’.

Mayumi USAMI (国立国語研究所)
Makoto YAMAZAKI (国立国語研究所)
Fumiko NAZIKIAN (Columbia University)
Suwako WATANABE (ポートランド州立大学)

In this panel, we discuss what ‘dialog competence’ in order to conduct dialog that leads to peace is, mainly based on the results of the analyses of naturally occurring conversations. Recently, it is clearly distinguished between ‘conversation’ as chatting among friends who share the values and customs and ‘dialog’ as information exchange and for negotiation among people having different values and experiences from different cultures. In order to conduct smooth dialog with people from different cultures having various values, it is indispensable to acquire the ‘dialog competence’ to communicate one’s opinion clearly while at the same time considering the others feeling. However, this kind of communication style is very different from the so-called traditional Japanese communication style in which ‘ishin-denshin (以心伝心）’ and ‘sashih(察し）’ are valued. Japanese native speakers are
socialized to acquire this communication style whether or not it is consciously or unconsciously. And the Japanese language teachers are not the exception. Then, with this fact in mind, we discuss what Japanese language teachers can do for the education of ‘dialog for the peace’.

**Why can analysis of natural conversation lead to the ‘dialog education for the peace’? : Based on the analyses of Japanese natural conversation corpus**

Mayumi USAMI (国立国語研究所)
Makoto YAMAZAKI (国立国語研究所)

In this presentation, we first analyze the communication style of a present-day Japanese native speakers based on a natural conversation corpus. Then we discuss what Japanese language educators can do for the ‘education for the peace’ based on the findings. More concretely, we will discuss overall characteristics of the communication style of modern Japanese based on the results of both quantitative and qualitative analyses of the "BTSJ Japanese Natural Conversation Corpus" (including 333 conversations) according to the factors such as settings, age, gender, and so on. Especially we focus on the effects and functions of the use of ‘sentence-final particles’ to the smooth interactions. Finally, we discuss these results and interpretation within broader contexts of ‘dialog education’ and ‘dialog for the peace’.

**Mechanism of "involvement" in Japanese Discourse: Comparison of "deshoo" and "yone".**

Fumiko NAZIKIAN (Columbia University, New York)

As an interactional principle, Japanese speakers frequently seek and display agreement or mutual consent during social interaction, but the precise mechanisms of this principle are unclear. Building on the notions of epistemic status and stance, this study examines the Japanese sentence-final particle yone and the auxiliary of supposition deshoo as interactional markers to show how Japanese speakers construct social actions in speech. Both "yone" and "deshoo" are often used interactionally as sentence-final tags and function to solicit or grant support and induce listener involvement. Interestingly, they can be used by the same speaker to serve different discourse functions. In order to elucidate these, this paper examines 17 instances of natural conversation taken from the BTSJ - Japanese Natural Conversation Corpus. The results show that the use of "deshoo" and "yone" is associated with the speaker’s different attitudes toward the interlocutor’s epistemic status. "Deshoo" is utilized when the speaker assumes that the listener should take the same epistemic stance as her/him and endorse his/her perspective, and this use is often associated with the speaker justifying his/her position. "Yone" is used when the speaker assumes some type of epistemic discrepancy between the speakers, and this use is associated with a display of empathy. Finally, the socioculturally restricted use of "deshoo" and "yone" as discourse markers is examined.

**Development of ability to engage in dialogue: Rethinking communicative competence.**
In this presentation, I will reexamine the notion of communicative competence from the perspective of development of ability to engage in dialogue. So far as dialogue entails exchanges of ideas and information between two or more people while solving miscommunication through negotiation of meaning, there is striking resemblance between the ability to carry out dialogue and the description of the Advanced-level speakers in the NCSFL-ACTFL Ca-Do Statements (2017), which reads that Advanced-level speakers “can maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, by using probing questions and providing detailed responses across major time frames.” In order to participate meaningfully in discussion, one is expected to accurately interpret the point of an interlocutor’s message, to manage discourse that is beyond the sentence-level, negotiate meaning to solve any communication gaps, and manage interaction with others. These abilities are subsumed under communicative competence (Canale & Swaine, 1972). In this presentation, I will first examine discourse data that contain examples of failing performance in terms of negotiation of meaning, discourse management, and interactional management and, then, propose approaches to instruction and feedback to develop abilities to manage discourse and interaction required for effective participation in discussion and dialogue. I will also demonstrate how cultural differences play a role in the ways in which we state opinion, present counter-argument, and take turns during discussion.
このパネルでは、国際連合のSDGs17を基盤とした探究的な学習の実際を報告することで、地球規模で考え探究する日本語教育の発展的な検証を行う。
まず、授業の目的、対象となる学習者、主な学習活動について報告する。それは、現在の課題を21世紀の国連の課題である持続可能な開発目標やヨーロッパのCERFを使ったCLILの活用カリキュラム・デザインの観点から整理し、概念化や価値化やエッセンシャル・クッションの設定によって、学習者の探究を喚起する探究の共同体の形成を図る。
次に、単元の中で具体的に行われていたのかを報告する。そしてその使用例としての概念化の徹底化と質問力の探究化を基に（IBのATL「学習の方法」やOCG）によるディフェレンシエーションプログラムの検討と、学習者の成果物や学習活動の記録に基づいて、授業のスキルホルディング化を分析することでどのような成果と課題が見られるのか検討する。また、探究型多読教材（探読）としてデジタル教材、様々な教室教材、多様な創造的な発表教材として開発していく。また、その多様に産出される発表を地球規模の具体的で横断のアポロ計画に基づき、例えば、持続可能な開発に関する個別の知識をデジタル地球儀に、住んでいる都市についてのローカルな発見をデジタル地球儀に載せることになる。
この探究共同体は、ニューヨークの幾つかの学校に通う日本語教育者達と日本語学習者達対象に協働作業として組まれ、実施されるものである。自分達の学校や町の紹介を、Web上のデジタル地球儀に掲載するというプロジェクトを通じて、日本語の学習に加えて、良い教育や良い社会とはどのようなものかという地球規模の課題に関して（広島、長崎、福島を含め）、探究的な学習を進めていく。その際に、具体的なテーマとして「持続可能な開発目標（SDGs）」を使用し、成果物を発表するメディアとして、Web上に掲載されるデジタル地球儀を活用する。また、地球規模の課題に関する探究を促すための多読教材（「探読教材」）や、授業を担当する教員同士が協働することで開発する。それゆえに、この運動体は、日本語教育に対して新しい示唆をもたらす可能性がある。プロジェクトに基づいた日本語の学習にとどまらず、自分自身や地域との相互のつながりを意識するような、より真正な学習として位置付けることが期待できる。

ニューヨークでの新しい地球規模で考え探究する日本語教育の実際

Kazuo TSUDA (United Nations International School)
地球規模で考え探究する共同体の構築—SDGsに基づく学校紹介プロジェクト学習の報告—

Tatsuki SAKAMOTO (早稲田大学)
Ayako ITO (The City College of New York)

本発表は地球規模で考え探究する共同体構築を目指した授業の報告と検討を目的とする。
第一に、実践した授業の概要を報告する。まず、クラスの人数や学年、学習者の言語・文化的な背景を説明する。次に、「理解をもたらすカリキュラム設計（UbD）」に基づいて、授業の目標、評価、学習計画を報告する。

第二に、地球規模の課題を念頭に置いた概念に基づく学習が展開した過程を、授業の実際に即して説明する。はじめに、学習者が取り組んだ成果物を示す。例えば、学習活動で作成したマインドマップや、個人で取り組んだ発表準備のスクリプトとポスターレイアウトなどである。そして、その成果物を根拠としたながら、授業で取り上げたSDGsがどの程度学習者の概念的な理解を促したか検討する。

第三に、探究の共同体構築という側面から、本授業がどの程度、他者との対話に寄与するか、今後の展望を含めて考察する。最初に、学校紹介を中心とするプロジェクトが、探究の共同体構築と接続する過程を説明する。その際、探究の共同体構築の基盤として用いる予定の、デジタル地球儀について説明する。続いて、学習者がプロジェクトの最後に実施した振り返りの成果を示す。最後に、学習者および教師による振り返りの成果を参照しながら、本プロジェクトが探究の共同体構築にどのように役立つか、その展望を提示する。

本発表の特色として以下2つが挙げられる。第1に、SDGsを中心とした概念に基づく学習によって、地域や個人の文脈と、地球規模の課題との関連性を議論できる点である。プロジェクトのトピックは、学校紹介という学習者の身近なものである。しかし、「仮の高い教育」を中心とするSDGsを概念として設定することで、地球規模での課題と、地域・個人の文脈との関連づけを促す可能性がある。

第2に、Web上のデジタル地球儀を活用した探究の共同体構築によって、地球規模での対話の可能性について具体的な知見を提示できる点である。Web上のデジタル地球儀を基盤として異なる文化的背景を持った学習者との対話が可能となる。その結果、自分が受けている教育や学習の意味に
地球規模で考え探究する日本語教育の実際
—マスターテクストアプローチによる、学校紹介プロジェクトと「探読教材」の実践報告—

Yoshiyasu HORINO (PS147)

このパネルでは、マスターテクストアプローチを基盤とした学校紹介プロジェクト学習と、開発した「探読教材」について報告する。この実践報告を通じて、地球規模で考え探究する日本語教育の具体的な検討を行う。

筆者は初等教育における、Japanese Dual Language Program(JDLP)に関わっており、このプログラムでは、社会と理科の教科を日本語で教える。学習者の構成は、日本語を母国語として学習する、JHL 学習者、また、日本語を外国語として学習する、JFL 学習者がともに同じクラスに在籍する。このことから、JHL 学習者のように、ほぼ母国語者のような日本語能力を持ち合わせている学習者がいる一方で、JFL 学習者は日本語の学習をゼロから始め、なおかつ家庭でも日本語を使用する機会が無い。そこで、JHL と JFL の学習者には、日本語レベルに大きな差が発生し、結果、教授内容をディファレンシエートする必要が出てくる。そこで、「マスターテクスト」を筆者が自作し、それぞれの学習者のレベルに合わせた自己表現活動を試みた。

マスターテクストアプローチとは、自己表現活動中心の初級日本語教科書で採用されているアプローチのひとつである。この教科書では、各ユニットに登場する 3 人の登場人物の話を「マスターテクスト」としてモデル化する。そして、学習者はこのモデルを基準とすることで、自らのことをもって表現できるようになると期待できる。しかし、筆者の実践では、筆者自身や、筆に加え学習者を取り巻く環境そのものをマスターテクストの素材とし、社会や理科といった教科に沿った教材の作成を心掛けた。

この「マスターテクストアプローチ」に基づいたプロジェクト型学習の実際と、教材開発の実際を、カリキュラムデザインの側面も踏まえて検討する。実践の対象は、幼稚園～小学校 2 年生に該当する日本語学習者である。各学年で実際に行った学校に関する学習内容を、プロジェクトの中では 1 つにまとめて発表する。実際の報告では、学習者が実際に行った学習の様子や、学習の成果物を踏まえて、実践の成果と課題について検討していく。

この実践報告を通じて、マスターテクストアプローチ、プロジェクト型学習、「探読教材」といった諸理論が、具体的なカリキュラムと授業という形でどのように関連づけられるかについても検討することが期待できる。

4A_C 08 月 04 日 09:00
New Inquiry Japanese Education on Global based issues

Kazuo TSUDA (United Nations International School)
Tatsuki SAKAMOTO (早稲田大学)
Ayako ITO (The City College of New York)
Yoshiyasu HORINO (PS147)

In this panel, we will report and discuss the development of a global level Japanese education based on a new teaching and learning style using the United Nations' SDGs 17.

First of all, I will report on the purpose of the lesson, the target learner and the main learning activities. The lesson is based on the UN's Sustainable Development Goals, inquiry based education such as the IB (International Baccalaureate) and the use of CLIL using European CERF from the viewpoint of curriculum and design. By conceptualizing the bases, creating value to them and setting essential questions to be explored, we aim to create a common sense of exploration and inquiry.

Next, I will report on what was done specifically in the unit. Then, consideration of a day-financed program will be done based on the through conceptualization, inquiry as exploration (based on IB's ATL "learning method" and OCG) and of use and the learner's deliverables and learning activities. Based on the records and analysis of scaffolding the lessons, we will discuss what kind of outcomes and issues can be seen.

In addition, we will develop digital learning materials, various classroom-teaching materials, and creative presentation-teaching materials as explorative type extensive reading materials (seeking). Also, based on the concrete and transcending Apollo plan on the global scale, presenting its diversity of announcements, for example, we have developed a digital globe with individual knowledge on sustainable development, with local discoveries of cities that we currently live in.

This research community is organized and implemented as collaborative work for Japanese language educators and Japanese language learners of several schools in New York. Through a project of posting introductions of our schools and towns on the digital globe on the Internet, in addition to learning Japanese, the students will discuss what good education and society are on a global scale (including Hiroshima, Nagasaki and Fukushima) and will pursue inquiry learning. During these projects, we will use the "Sustainable Development Targets (SDGs)" as specific subjects to analyze and utilize the digital globe posted on the Internet as media for publishing final presentations. In addition, extensive reading materials ("research and reading materials") aiming to promote exploration on global issues are will also be created by collaboration among faculty members in charge of lessons.

Therefore, this movement may bring new suggestions for Japanese language education. It can be expected that students not only learn Japanese based on projects, but also gain a deeper understanding via analyzing the relationship between themselves and their environment.

New Inquiry Japanese Education on Global based issues from New York Area

Kazuo TSUDA (United Nations International School)

In this panel, we examine various issues that are currently used for Japanese-language education to explore and think on a global scale.

First of all, we introduce how Japanese education changed in New York Area. We also introduced how conceptual learning helps students to integrate global issues presented by the IB and the Sustainable Development such as media communication and social human relations. In addition, we will demonstrate how to integrate the SDGs 17 and Japanese education using CLIL (Content and Language Integrated Learning) and CEFR in Europe.
Secondly, we confirmed how to use the curriculum design and set up, and discussed the use of essential questions using conceptual questions to integrate many global issues. Then, we examined our above-mentioned global problems by thoroughgoing essential questions and exploring the inquiry using IB's ATL "learning method" and OCG. This panel will give suggestions to various inquiry type education models, new curriculum designs and new methods of learning.

Thirdly, a first step to the new learning models is a combination of project-based work and exploration-type work, but various problems remain. We will develop digital teaching materials as an explorative type extensive reading material (seeking), and present them as a variety of creative presentation teaching materials. The problem with these is the request of explorative-guided reading materials, developmental composition of vocabulary, and globalization of kanji education. It also leads to a challenge to liberate creative integration of kanji from a code to a productive visual symbol.

Fourthly, we believe that ideas about putting individual knowledge and understanding about sustainable development and cities the students are currently living in on a globe will become more solid based on the Apollo program.

Fifthly, we will demonstrate and confirm how to use the curriculum design and essential question set up using conceptual questions to integrate many global issues. Then, we will examine our above-mentioned global problems by thoroughgoing essential questions and exploring the inquiry using IB's ATL "learning method" and OCG.

Sixthly, we will give several suggestions to various types of inquiry type education, new curriculum designs, and new methods of learning. We will develop digital teaching materials such as explorative extensive guided reading material (seeking) as a type of creative presentation teaching materials.

Seventhly, As a result, I am sure that our suggestions using SDGs including literary education and contented education and the exploratory-type teaching materials might raise students' inquiry to philosophy.

**Constructing Community of Inquiry on Global Issues**

**- Project-based Learning on the SDGs -**

Tatsuki SAKAMOTO (早稲田大学)
Ayako ITO (The City College of New York)

This presentation aims to examine how teachers can construct Community of Inquiry connecting students to global issues in and beyond classrooms.

Firstly, the presenter introduces an abstract of his class. He tells the circumstance in which he teaches Japanese. In particular, he presents the number of students in his class, their grade, and their cultural and linguistic backgrounds. Then, he reports his curriculum design in the class based on Understanding by Design.

Secondly, the speaker discusses his class in terms of concept-based learning and explores how the teacher encouraged the students to understand global issues. When the presenter examines his class, he shows some products the students made, and he supports his discussion with them. For instance, he displays their mind maps for brainstorming. Also, he exhibits their scripts and poster layouts for the presentation.

Thirdly, the presenter explores how the class makes it possible that the students communicate with others in terms of Community of Inquiry, including a prospect in the future. At the beginning, the speaker presents the process of connecting the class to Community of Inquiry. Then, he suggests a digital globe on the website as a platform to construct the community. Next, he shows the final presentation the students made to reflect on their learning. Finally, he suggests how much the class was
helpful to construct Community of Inquiry, referring the reflection by not only the students but also the teacher.

This presentation is meaningful in terms of two points. First, the presenter discusses the connections between local context and global context through concept-based learning on the Sustainable Development Goals (SDGs). The topic of the project seems to be familiar with the students because they were required to present their own school in the project. However, the approach that the teacher set up SDGs as a main concept in the unit enables the students to connect global context and their local situations. Secondly, the presentation can propose a specific approach that leads the students to discuss globally in the Community of Inquiry. On the digital globe, for example, it is possible for students who have a variety of cultural and linguistic backgrounds to communicate with each other in global context. As a result, teachers can expect them to update their understanding what they learn. The ideas in this presentation can contribute to integrating learner’s Japanese skills and conceptual understandings and fostering learners who intend to solve global issues collaboratively.

New Inquiry Japanese Education on Global based issues - “Present your school” project and “Inquiry-based Reading” based on Master Text Approach -

Yoshiyasu HORINO (PS147)

This panel is about our practice of the project-based learning based on “Master-text approach” and “Inquiry-based Reading” materials we created. Through this practice report, the tips for “New Inquiry Japanese Education on Global based issues”.

The presenter teaches in Japanese Dual Language Program (JDLP) in an elementary school and social studies and science are being taught in JDLP. The class consists of both Japanese as a heritage (JHL) learners and Japanese as a foreign language (JFL) learners. Therefore, there are learners who have high proficiency almost like native Japanese speakers like JHL learners, on the other hand some learners have no experience to learn Japanese prior to enter JDLP. Due to this diversity in the class, enormous language proficiency gap can be seen in the class so the content of the class must be differentiated according to their language proficiency. To fill this gap, “Master-text Approach” was applied to encourage the learner’s self-expression activity which is adjusted to learner’s proficiency.

“Master-text Approach” is one of the approaches applied in the novice level of Japanese textbook. In this textbook, there are characters talking about their own according to the chapter’s topic and their talks are modeled as the “Master-text”. Through this “Master-text”, learners are expected to acquire how to express their own things. However, in this practice, instead of using the imaginary characters, the presenter or the circumstances (including people, community etc.) were used as the materials of the “Master-text” for social studies and science materials.

In this panel, the project-based learning and teaching materials development based on “Master-text Approach” will be examined, including the aspect of curriculum design. Currently, Kindergarten, 1st grade and 2nd grade students belong to JDLP. The practices of each grade will be presented in this panel. Through the presentation, the outcomes and the points to be improved of the practice will be examined with the learner’s tasks they worked on.

Through this practice report, we examine how the curriculum design and several educational theories, “Master-text Approach”, project-based learning and “Inquiry-based Reading”.
「近年の、日本を舞台とした多言語社会論」に関して、安田敏朗（2011）には以下のような問題提起がある。

近年の、日本を舞台とした多言語社会論が、「外から」「突然のごとくやってきた多言語化といったと
さえばかりしている（中略）。しかしながら、それまで当然のこととして考えられていた単一言語社会
とまったく異なるものとして多言語社会があるわけではない。これまでの社会にあった要素を強調す
形で多言語社会をとらえていく、という姿勢が必要なのではないか。

一方、平高史也・木村篤郎クリストフ [編] (2017)は、日本国内の「多言語社会」の構想の一例とし
て、琉球方言や在日朝鮮人の事例も取り上げている。平高・木村 [編] (2017)ののような眼差しは、
「これまでの社会にあった要素を強調する形で多言語社会をとらえていく」（安田 2011）潮流が生ま
れつつあることを予感させる。だが同時に、平高・木村 [編] (2017)の「はじめに」には、『引用者注：
現代日本社会における「多言語」の実態はまだ十分に知られているとは言えませんし、その意義が
必ずしも広く共有されているわけではない』と指摘している。

以上に紹介したような先行研究の問題意識に基づくと、現代日本社会における「多言語」という単
語が持つ意味自体、未だ検討の余地があるのではないかと考えられる。そこで、本パネル発表では、3
人の発表者が、現代日本を「多言語社会」の観点から論じた先行研究ではまだ多くの触れられてい
ない、現代日本社会における「多言語」の観点について、それぞれの立場から報告を行う。そのうえで、
上述した問題意識をさらに深化、発展させ、「多様な背景を持つ日本社会が相互に平和かつ敬意
を持って接する包摂的な社会の可能性」（第1研究会ホームページの「イベント情報」より）に貢献で
きる「日本を舞台とした多言語社会論」（安田 2011）の方向性を考えるきっかけとしたい。

なお、本パネル発表で触れるトピックの概略は以下のとおりである。

1. 日本語研究者、日本語教育関係者、日本の国会関係者による「多言語」に関する言説の実態
   と問題点
2. 「日本語の多様性」をテーマとした大学学部生対象の「日本語教育入門」の授業実践
3. 様々な言語・方言を獲得し、現代日本の「多言語」状況を生きるある個人の、言語使用とアイデ
   ンティティの実態

日本における「多言語」言説の系譜
—研究者と国会関係者の場合—

Shohei OKADA

本発表では、以下の 2 つのトピックについて、発表者が調査した結果を紹介したうえで、国会関係
者、ならびに日本語研究者や日本語教育関係者による「近年の、日本を舞台とした多言語社会論」
（安田敏朗 2011）が、一面的な傾向であることを指摘する。そのことにより、「多様な背景を持つ人び
とがお互いに平和かつ敬意を持って接する包摂的な社会の可能性」（を目指した、現代日本社会
における「多言語」の視点を考慮する問題提起にした。
１ 日本語研究者や日本語教育関係者が日本社会における「多言語」をどのようにとらえ、論じてきたのか
２ 日本の国会関係者がどのように「多言語」を論じてきたのか

まず、1 の点を明らかにすべく、国立国語研究所が作成している「日本語研究・日本語教育文献データベース」で「多言語」を検索検索して検索し、ヒットした文献について、どの側面から現代日本社会の「多言語」を論じているのか、経年的な傾向を調べた。その結果、1990 年代後半に、日本語研究者や日本語教育関係者による「多言語」に関する言説が増加していることがわかった（この傾向の背景には、1990 年の「出入国管理及び難民認定法」の改正で「定住者」という在留資格が設けられ、外国人定住者数が増加したことが考えられる）。この結果は、近年の、日本を舞台とした多言語社会論、「外から」突然のごとくやってきた多言語化といった考え方に繋がっているという安田 (2011) の指摘を証量的に裏付ける事実と言えよう。

また、2 の点を明らかにすべく、「学会等における検索システム」を「多言語」を検索検索に調べた。その結果、日本の国会では、21 世紀に入り「多言語」を含む発言が増加しているものの、「訪日外国人への情報提供」や「IT 問題」「外国への情報発信」「定住外国人への情報提供」といった極めて限られた論点でのみで言及される傾向を確認できた。

以上、二つの調査から、国会関係者は勿論、日本語研究者や日本語教育関係者であっても現代日本社会に対する「多言語」へ目をつぶじ社会や時代の変化によって大きな影響を受けることが明らかになった。そして何より、どのような立場であれ、「多言語」を論じている音声言語学視点のない場合がほとんどであり、近年、手話という音声言語以外の言語が「多言語」の射程には入れられない点が明らかになった。

「日本語の多様性」をテーマとした 大学学部生対象の「日本語教育入門」

Manami YAGI

本書発表では、学部生対象の「日本語教育入門」の実践を報告する。本パネルにおける本発表の位置付けとしては、これまでの日本語教育に欠けた人材を養成する実践において、言語の一つとして実体があると考えられている「正しい日本語」の輪郭に疑問を投げかけ、一つの言語が未来を持つ多様性を提示することによって、新たな方法による人材養成の可能性を論じることにあたる。

平高・木村 [編] (2017) よれば、「多言語」いう言語学的に、「多言語社会」や「多言語状況」などのように、社会や地域、文化などの「現実」に焦点をあてる場合と、「多言語主義」というような「理念」に焦点をあてる場合があり、その中で multilingualism という言語状況と多言語主義の両面に対応している言語が、日本語では特化分けられているとしている。では、日本語教育の養成において「多言語」はどのように示されてきているか。日本語教育能力検定の出題範囲を見ると、「社会・文化・地域」、「言語と社会」、「言語と心理」、「言語と教育」、「言語と地域」の5つの分野があり、その中の「言語と社会」における3つの小分類のうちの一つ、「異文化コミュニケーションと社会」の中に「多文化・多言語主義」という項目がある。「主義」という言葉がついていることや出題例などを読むと、ここは、平高・木村 (2017) のいう理念に関する知識を問うものであると考えられる。一方、多言語状況という「現実」を扱う具体的な区分はないが、「各区分における測定内容」の説明において、「個々人の言語使用を具体的な社会文化状況の中で考える視点とそれらに関する基礎的知識」とあり、知識に加えて考える視点が求められていることがわかる。

そこで、「日本語に多様性が存在する」（真田 [編] 2006）という「現実」をテーマに、学部生対象の外国語選択科目の一つである「日本語教育入門」で実践を行った。具体的には「多言語調査」、「移住者の日本語」、「ことばはきもの」など、さまざまな視点から「日本語の多様性」をテーマにあげ、フ
現代日本の「多言語」状況を生きる
第二言語使用者の言語使用とアイデンティティ

Yoshio NAKAI (同志社大学)

本発表は、日本社会を移動しながら働く第二言語使用者の言語使用に関する経験と使用する日本語に焦点を当て、日本社会と日本語が持つ多言語性についてである。言語というものはそれを使用する人自身を表現する道具(Ochs, 2008)であり、新しい言語を習得することは新しいアイデンティティの獲得につながると考えられている(Pavlenko and Lantolf, 2000)。このように、言語とアイデンティティは表裏一体の関係にあるため、地域社会で暮らす第二言語使用者の言語と使用実態を知るということは、アイデンティティがどのように構築されているのかということについても探る必要がある。これを可能にするのが、質的研究法の語り合いを用いた手法であるナラティブインタビュー(Shuff, Benson, and Chik, 2014)で、自己自身や経験についての語りを分析することで、言語習得の過程とアイデンティティの役割を明らかにすることができる。そこで、この手法を用いて、言語習得とアイデンティティの獲得という観点から、日本に在住する第二言語使用者のKさん（仮名）の日本語使用の経験と使用する日本語について分析を行った。

Kさんは2001年に来日し、鳥取、長崎、福岡、千葉を経て現在大阪で英語教育に携わっている。Kさんとの語り合いを分析した結果、Kさんの日本語が様々な地方の方言で構成されていること、加えてその方言がKさんの日本語話者としての社会的アイデンティティ(Riley, 2007)の構築に大きな役割を果たしていることが分かった。日本の地方都市を移動しながら働いてきたKさんにとって、方言はKさんの経験そのものを示すものであり、日本語話者としてのありのままの姿を映し出すためのものとして使用されている。それと同時に、現在携わっている英語学習のアドバイジングにおいて学習者とのラボールを築くために学習者が使用する関西弁を意図的に用いる、所属先の会議で教師として尊重されるように敬語や標準語を用いるなど、Kさんは戦略的なレジスターの切り替えを行うこともある。

以上、本発表では、豊穣な「多言語」使用／認識を持っているKさんを通して、現代日本社会の多様な背景を持った人びとがお互いに平和的かつ敬意を持って接する包摂的な社会の可能性とは何かを検討したい。

Rethinking Surface and Depth of "Multilingual"
in Japan

Shohei OKADA
Manami YAGI
Yoshio NAKAI (同志社大学)

Regarding Recent discourses that contemporary Japanese society is multilingual, the following problems have been raised in Yasuda (2011).

Recent discourses that contemporary Japanese society is multilingual only consider that drawn influence from the factors “came from outside Japan” suddenly. [...] So far discourses tend to take it for granted that Japanese society is monolingual. And recent discourses that contemporary Japanese
society is multilingual tend to be unrelated to previous discourses. However, that is not right. We need to consider of the multilingualization of contemporary Japanese society by emphasizing elements that have existed in society before.

Meanwhile, Hirataka and Kimura (eds.) (2017) covers examples of Ryukyu dialects and Koreans in Japan as examples of various aspects of “multilingual society” in Japan. The viewpoints of Hirataka and Kimura [ed.] (2017) might be germinations to “to consider of the multilingualization of contemporary Japanese society by emphasizing elements that have existed in society before” (Yasuda, 2011). At the same time, it is claimed that “the actual conditions of the multilingualization of contemporary Japanese society are not known. Moreover, the meanings of the multilingualization of contemporary Japanese society are not held in common.” in the foreword of Hirataka and Kimura (eds.) (2017).

Based on the problem consciousness of previous researches as above, it seems that the meaning of the term “multilingual” itself in contemporary Japanese society still has room for consideration. Now, in this panel presentation, three presenters discuss various aspects of "multilingual" in contemporary Japanese society, many of which were not mentioned in the previous researches discussed contemporary Japan from the viewpoint of "multilingual society". Through this panel presentation, three presenters and audiences set out to deepen and develop the problem consciousness mentioned above. Then, this panel presentation would motives argument that discourses that contemporary Japanese society is multilingual could contribute "toward an inclusive position that opens the way to a more peaceful and respectful multi background society" (from "General" in Venezia 2018 ICJLE website).

The outline of topics to be mentioned in this panel presentation is as follows.

1 Actual condition and problems of discourse on 'multilingual' in Japan discussed by researchers about Japanese language or teaching Japanese as a foreign language and participants of Japanese Diet.
2 Teaching practice of “Introduction to Japanese-language Education” under the theme of “varieties in Japanese language” for the university undergraduates
3 A certain person’s actual states of the language use and of the identity of a Japanese language user: she acquires various languages and Japanese dialects and lives in the "multilingual" situation of contemporary Japan

References

The genealogy of "multilingual" discourse in Japan: case of researchers about Japanese language or teaching Japanese as a foreign language and of participants of Japanese Diet

Shohei OKADA

In this presentation, the following two topics on the results of the investigated by the presenter are released. Then, It is pointed out that "Recent discourses that contemporary Japanese society is multilingual" (Yasuda,2011) discussed by researchers on Japanese language, relevant people on teaching Japanese as a foreign language, and participants of Japanese Diet is very simple.
1 How did researchers on Japanese language and relevant people on teaching Japanese as a foreign language discuss "multilingual" on contemporary Japanese society?
2 How did participants of Japanese Diet discuss "multilingualism"?

Through this presentation, I pose the problems for considering the viewpoint of "multilingual" in contemporary Japanese society "toward an inclusive position that opens the way to a more peaceful and respectful multi background society" (from "General" in Venezia 2018 ICILE web site).

First, in order to clarify the point 1, "multilingual" as the search word was searched on the "Bibliographic Database of Japanese Language Research" (prepared by the National Institute for Japanese Language and Linguistics). And the search result articles and books were examined to reveal the tendency that researchers on Japanese language and relevant people on teaching Japanese as a foreign language discuss "multilingual" on contemporary Japanese society. As a result, it is revealed that the discussions on "multilingual" on contemporary Japanese society by researchers on Japanese language and relevant people on teaching Japanese as a foreign language increased in the latter half of the 1990s. Behind this trend is the fact that the number of foreign settlers increased due to amend “Immigration Control and Refugee Recognition Act” in 1990. This trend confirms YASUDA (2011)’s argument - "Recent discourses that contemporary Japanese society is a multilingual are drawn influence from the factors ‘came from outside Japan suddenly’” – from the perspective of quantitative.

Second, in order to clarify the point 2, "multilingual" as the search word was searched on the “The on-line full-text database of the Minutes of the Japanese Diet”. And the search result statements were examined to reveal the tendency that participants of Japanese Diet discuss "multilingual" on contemporary Japanese society. As a result, it is revealed that the discussions on "multilingual" on contemporary Japanese society by participants of Japanese Diet increased in the 21st century. However, they discussed on only limited themes, e.g. “providing information to foreigners”, “topics on Information Technology”, “transmission of information to foreign countries”, and “providing information to foreign residents”.

From the above two results, it became clear that the view to “multilingual” in contemporary Japanese society is greatly influenced by the trend of society and the times, even among researchers on Japanese language and relevant people on teaching Japanese as a foreign language, as well as participants of Japanese Diet. Above all, whoever is arguing "multilingual" in contemporary Japanese society tends to focus on spoken language. And they tend to ignore speakers using sign language attracting attention recent years.

References

“Introduction to Japanese-language Education” under the theme of “varieties in Japanese language” for the university undergraduate

Manami YAGI

In this presentation, I am going to report on the educational practice of “Introduction to Japanese-language Education” for the undergraduates. The aim of this presentation in this panel is to discuss the possibility of teacher development with new method by questioning the contour of “proper Japanese language” that has been thought to have a substance as one language, by showing some examples of the varieties naturally exist in a language, in the practice of training the teachers responsible for the future Japanese-language education.
According to Hirataka and Kimura (eds.) (2017), the term “multilingual” is used in both cases where focus is on “reality” such as society, region and usage, including “multilingual society” and “multilingual situation” and where focus is on “philosophy” including “multilingualism”. They said that the term “multilingualism” that originally supports both aspects of reality and philosophy (multilingual situation and multilingualism) is differentiated in Japanese language. Then, how the term “multilingual” is indicated at the teacher training scenes in Japanese-language education? When looking over the question range for Japanese Language Teaching Competency Test, we can see that it is consisted of five sections; “Society, Culture and Community”, “Language and Society”, “Language and Psychology”, “Language and Education” and “Language in general”, and there is an item “Multicultural & Multilingualism” in “Intercultural Communication and Society” that is one of the three subsections in “Language and Society” section. Based on the fact that the word has the suffix “-ism” and the contents of sample questions, this part seems to be included to check the respondent’s knowledge on the philosophy mentioned by Hirataka and Kimura (eds.) (2017). Although there is no specific section dealing with multilingual situations as “reality”, there is a part that describe “the contents to be measured for each section” as “the viewpoint to consider the usage of the language by each individual in specific socio-cultural situations and the related basic knowledge”. It shows that the viewpoint to consider is required in addition to the knowledge.

As such, the training has been practiced in “Introduction to Japanese-language Education”, one of the elective subjects for foreign languages, under the theme of the “reality” that “Japanese language has varieties” (Sanada, (ed.) 2006). Specifically, fieldworks and group discussions have been held under the theme of “varieties in Japanese language” from various viewpoints such as “multilingual research”, “the Japanese used by migrants” and “the words we use have lives of their own”. Such educational practice would cultivate teacher development responsible for "toward an inclusive position that opens the way to a more peaceful and respectful multi background society.”

References

The language use and identity of a Japanese language user living in multilingual contemporary Japan

Yoshio NAKAI (同志社大学)

In this presentation, I will explore the multilingual aspect of Japanese language and society, shedding light on the Japanese language experience of a second language user who has been living and working in some local communities in Japan.

First, it is said that language is the vehicle of expressing the self (Ochs, 2008) and that learning a new language is learning a new identity (Pavlenko and Lantolf, 2000). What this previous research reveals is that language and identity are inextricably linked, therefore anyone investigating the actual status of using language needs to look into the role of identity in language acquisition. Narrative inquiry (Barkhuizen, Benson & Chik, 2014) which is a qualitative research methods using storytelling about research participants’ own experiences, can contribute to our understanding of the language learning process and the role of identity in the process.

In order to analyze the language use and the role of the identity in the process of Japanese language learning, I conducted narrative inquiry to analyze Kay (pseudonym)’s experience of living in Japan. Kay came to Japan in 2001 and has been engaging in supporting English learning in Tottori, Nagasaki, Fukuoka, Chiba and Osaka since then.

The result of the analysis of Kay’s experiences reveals that the Japanese she speaks consists of aspects from various dialects which she has acquired through living in these different areas in Japan. In addition,
the dialects have a crucial role in constructing her social identities (Riley, 2007) as a Japanese language user. For Kay, the dialects she uses are the vehicle of her experiences in Japan, representing her real self as a Japanese language user.

At the same time, she intentionally separates the dialects depending on who she talks to, such as she uses Kansai dialect when she needs to build rapport with university students on advising learning English, and polite style and standard dialect to be respected as a professional teacher by colleagues in her university.

In this presentation, through Kay’s experience of usage of Japanese dialects, I would like to discuss the multilingual aspect of Japanese society and the possibility of an inclusive Japanese society where people of various backgrounds live peacefully and treat each other with respect.

References
イイカップルは、複数の言語文脈環境で育ち成長した人が社会人として生活する中で、ことばの意識と生き方/アイデンティティの動的な構築がどのように形づかいされてきているのかを「対話」を視点に捉え直すことを目的としている。

ミハイル・バフチンがいうように、「ことば」自体が相互作用性をもつものであり、他者や自己との「対話」を通じて意味が生まれ、人々はそのコミュニケーションを経験することによって自己を形成していくと考えると、グローバル化と多様な移動が日常的な現代社会において、複言語複文化能力を発揮してどのような「対話」が生まれ、それらが人のあり様にいかに影響しているのかを考察することは極めて重要である。さらに、超多様化社会(superdiversity)の中で、他者および自己との関係性をいかに構築できるのかは、今後の言語教育のあり方を考える上でも意味があると考える。

第一の発表では、ドイツ人の父と日本人の母のもと、ドイツで生まれ、現在、ドイツで暮らす40歳代の女性の語りを取り上げる。彼女は、ドイツで初等教育を受けたあと、家族とともに日本に移住し、日本で中等教育から大学教育まで受けて、高校生の時、1年間豪州留学の経験もある。家族、友人、多様な背景を持つ人々とドイツ語、英語、日本語などを使って行う「対話」の経験と記憶が現在の生き方でどのように影響しているかを、ライフストーリー・インタビューのデータの分析から考える。

第二の発表は、複数言語環境で成長期の子どもを持ち移動する母親の語りから、母親の自己との対話と学習がもたらした意識の変化を見ること。現在ロンドン在住の語りの成人の40歳代の母親は自身で英語から国際結婚により中東へ移動し、その後英語に戻った後、今度は英国に移動した。11歳の子どもの日本語、英語、アラビア語などに言語を多言による言語をトランスラゲージングと捉える母親の語りを「対話」の視点から分析し、当事者の意味世界を探究する。

第三の発表は、ブラジル人との家庭を築かれた40歳代の女性を取り上げ、複数のルーツをもつことや言語を獲得・喪失することに対する感情や意味づけを自己との対話を通しての語りから読み解いていく。

以上の事例研究を通じて、複数言語環境で育ち成長する人が社会人となってからどのような言語資源を利用して社会生活を送り、複数言語文化に関してどのように思考を持っているかを議論する。

複数言語環境で成長した子どもは、どのように複言語人生を生きかえるのか
－「対話」を視点にした語りの分析－

Ikuo KAWAKAMI (早稲田大学)

ヨーロッパのみならず、複数言語環境で成長する子どもは世界各地で増加している。日本国外で国際結婚する日本人女性の家族では、子どもは日本語と現地語、あるいは学校で使用・学習される
言語を含めた複数言語に触れながら成長している。そのような子どもは、どのような場面で誰と複数言語によってコミュニケーションし、どのように言語を使用しながら言語を身につけ、成長し、大人になるのか、その軌跡を、「対話」を視点に検討するのが、本発表の趣旨である。

本発表では、ドイツ人との父と日本人の母の子どもと、ドイツで生まれ、現在、ドイツで暮らす 40 歳代の女性の語りを取り上げる。彼女は、ドイツで初等教育を受けたあと、家族とともに日本に移動し、日本で中等教育から大学教育まで受けた。高校生の時、1 年間オーストリア留学した経験がある。日本の大学を卒業後、ドイツに戻り、ドイツ男性と結婚し、家庭を築いた。現在は、夫とともに子どもを育てながら、仕事をしている。その女性のライフストーリーの語りの中には、ドイツ語と日本語の家庭内言語生活、移動にともなう日本語への不安や葛藤、家庭内の親子関係、学校での友人関係、「ハーフ」（本人の表現）の身体的特徴と他者のまなざしななどについての、多様な語りが含まれていた。

このような成長期における、移動にともなう言語複数文化的状況に対する意識や感情が 40 歳代の語りの中にも表出することを理解するには、ライフストーリーをなぞるだけではなく、他者および自己との「対話」の視点が欠かせないと考える。そこで、言語教育実践における複数言語による「対話」や自己表現、自己表現を考える実践と意義の可能性を考える。

複数言語環境で成長する子どもを支えるトランスランゲージング – 移動する母親の語りから –

Noriko IWASAKI (SOAS, University of London)

本発表では、複数言語環境で成長期の子どもを持つ移動する母親の語りから、母親の自己との対話と学習がもたらした意識の変化を見る。現在、ロンドン在住の沖縄出身の約 40 歳の母親は自身も沖縄から国際結婚により東京へ移動し、その後沖縄に戻った後、今度は英国に移動した。彼女は 11 歳の我が子の言語使用や習得について振り返り、我が子に対しての日本語の位置付けをトランスランゲージングの視点から捉えるに至った過程を語る。子どもは沖縄出身の (日系が流れる) 父親のもとに父親の出身国で生まれたが、出生直後に母親と日本に渡った。その後、母子ともに英に移動し、現在は北アフリカ出身の義父の父親と三人で英国で暮らしている。英国で補習校に通い始めだが、補習校のカリキュラムを合わせて続けられなかった。補習校に通わなくなった当時、母親は我が子が「日本語学習においては」 legitimate (正当な) 教育の落ちこぼれであるという偏見を持っていなかったことにについて「因われていた」と語り、いわゆる日本語を元にした語を語ることで、その言語が話せる母親が話しかけてもまったく興味を持たない。実際、その国の地域内もあれば、生まれた国に短期間でも容易に移動できない子どもなのである。その国では母親の元夫である父親が住んでいたから出入口が許されず、しかも日本語は徴兵義務のためにその子どもが自分の理解できない言語で行われる厳しい軍事訓練を強いられるにつながる可能性がある。母親は我が子がその言語に関心を持たないことを理解し、子どもの成長を見守っている。本発表では日本をルーツの一つとする複数の言語環境が多様化する中、日本をルーツの一つとする子をもつ母親の自己との対話からトランスランゲージングの意義を考察する。

複数言語環境を生きる女性の日本語の獲得と喪失をめぐる語り – 自己との対話から生まれる経験の意味づけ –
Multilinguals' heritage language awareness and identity construction: Re-examination through their polyphonic dialogues

Ikuo KAWAKAMI (早稲田大学)
Kazuko MIYAKE (東洋大学)
Noriko IWASAKI (SOAS, University of London)

In this panel, we aim to re-examine how heritage language awareness and identity of people who have been raised in and/or have been living in plurilingual and pluricultural environments through the viewpoint of polyphonic dialogues.

As M. M. Bakhtin noted, languages are born through a dialogized operation between one and the other, so it is important to discuss how people on the move communicate with others by utilizing their own plurilingual and pluricultural competences in the world of superdiversity and construct the relationship with others. Such experiencing languages including Japanese as a heritage language in their daily life influence their identities and life. Based on three research papers, we rethink the significance of the use and the learning of Japanese as a heritage language in European contexts.
Analyzing a narrative on a life trajectory from the viewpoint of Children Crossing Borders and dialogue

Ikuo KAWAKAMI (早稲田大学)

How do people who were born and raised up in multilingual environments since their childhood narrate their life trajectories on the move? This paper examines a narrative of a woman in the forties, who were born into Japanese mother and German. After attending elementary school in Germany, she moved to Japan with her family and learned in the secondary and tertiary education in Japan. She also has experience of attending a high school in Australia for one year. In this paper her life trajectory that contains experiences of dialogue between her family members, friends and others who have different backgrounds through German, English and Japanese will be analyzed through an analytical concept, ‘Children Crossing Borders’ (CCB), focusing on the core of which one’s experiences and memories are shaped by geographical mobility, linguistic mobility and language-education category mobility. Based on the analyses, this paper considers how those experiences and memories of dialogue have influenced her identity and life.

“Translanguaging” for supporting a child growing up in a multilingual environment: Narratives of a mother crossing borders

Noriko IWASAKI (SOAS, University of London)

In this presentation, we report significant changes that an Okinawan woman in her 40s, Ms. X, has experienced through her graduate studies and dialogic engagements with herself. The changes she experienced were revealed in narratives told to the author several times in the past 4 years. For one of the most recent narratives, she was asked to listen to and read her earlier narratives, which led her to confront her own different voices.

She was born and raised in Okinawa, in multilingual contexts, with Standard Japanese, Okinawan and sign language used among relatives. She lived in her hometown until she moved to a country in the Middle East to marry a man from the region, who was highly proficient in Japanese. She also had a six-week stay in a Southeast Asian country. She became fluent in the language of the region but went back to Okinawa with her young son, before moving to London with him. She has now married a man from North Africa, who speaks English, French and a North African regional variety of Arabic.

In London, her son started attending a complementary Japanese school on Saturdays, but the curriculum did not suit him and he was unable to continue. Ms. X feels that at that time she regarded her son as a dropout from legitimate education, being swayed by what she calls her own prejudiced views.

She has memories of ‘Othering’ those who were not like her back in Okinawa (e.g. a child who had moved from Yokohama and spoke differently, Muslim students from a Southeast Asian country at her university), before crossing any borders herself.

What freed her from these prejudiced views were her dialogic engagements while experiencing moving, as well as her graduate education where she learned about translanguaging, which valorizes the deployment of any linguistic and cultural resources in one’s own repertoire, rather than insisting on the use of any named language. She no longer considers her son a dropout and she simply encourages
her son to enrich his repertoire by adding linguistic and cultural resources from Japan and from North Africa whenever he wishes to do so. Currently Ms. X’s son is not at all interested in his other heritage language. Though Ms. X is proficient in her son’s other heritage language, she would not expect him to learn or use the language unless he became interested. Adopting ‘translanguaging’ as a way to see multilingualism’s language liberated her.

In addition, as a result of living abroad, and experiencing being ‘Othered’, she learned the importance of understanding the ‘Other’ and having herself understood by them. Dialogic engagement with herself across time and space has played an important role in her life so far.

A Narrative on an Individual’s Acquisition and Attrition of Japanese as a Heritage Language in a Plurilingual Environment

Kazuko MIYAKE (東洋大学)

This study focuses on the narrative of a woman with a multicultural background and explores the interrelationship between her life-course decisions and her acquisition and attrition of Japanese as a heritage language. Research on acquisition and attrition of second languages tend to focus on the subjects’ linguistic abilities in vocabulary, grammar and pronunciation (Toyama & Imaeda 2010, Kim 2011), and pay little attention to the perspectives gained by the individuals from the process. If the principal role of language education is to help individuals to grow by drawing on their linguistic and communicative resources (Fleming, 2010), more attention should be paid to the role of personal experiences in the acquisition and attrition of heritage languages. This study aims to provide insights into how individuals with multicultural backgrounds form and manage their perspectives and identities through the process of learning and losing their heritage language.

Saki (pseudonym), the focus of this study, was raised in London by a Japanese mother and a British father. As a child, Saki received no formal education in Japanese and had no special interest in the language. However, when she spent her gap-year in Japan, she became fascinated by the language and culture, and eventually majored in Japanese at university. She started speaking with her mother in Japanese, and by the end of her degree had gained a very strong command of the language. Saki describes the tremendous joy she felt when decoding the Japanese sounds, which she had grown up hearing her mother speak. She had never been able to make sense of them, but the sounds always felt familiar and gentle; when learning the language, Saki was at ease with only understanding half of what she heard. These emotional ties to the language, formed through childhood experiences, definitely helped and motivated her learning. Saki also thinks that interacting with Japanese relatives and home-stay families helped her to understand the somewhat confusing behaviors of her mother in the past. Thus her relationship with her mother deepened.

Saki’s life took an unexpected turn after graduation. While working as a university administrator, she was sent to South America for student recruitment. This eventually led to her living in Brazil and marrying a Brazilian. Now, living in London with her husband and two small children, Saki converses with her husband in Portuguese and in English with the children. Her Japanese has deteriorated and she feels frustrated and disappointed that she has done little to save her Japanese and can no longer read the texts she herself had written as a student. However, she accepts that this is part of the life-course she has chosen. She hopes that her children may one day become interested in their roots and pursue them, as she did with hers. For Saki and her family, the choice of languages has developed organically, influenced by the context in which they live; she and her family are products of various cultures and roots, something she is extremely proud of and hopes to nurture. Her flexibility towards shifting
languages and places to live, and the process of interpreting her own experiences in a plurilingual environment enabled her to grow and manage her own perspectives and identity.
パネル全体要旨: ビジネスコミュニケーション能力の育成を目指した「ケース学習」の継続的実践 — ファンシリーターの役割と学習者の異文化間理解についての考察

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本パネルでは、欧州5カ国における「ケース学習」（近藤・金 2010）を活用したビジネスコミュニケーション授業および活動の報告を行う。「ケース学習」とは、事実に基づくケース（仕事上のコンフリクト）を題材に、設問に沿って学習者（参加者）が協働でそれらを理解・論議し、時には疑問をしながら考え、解決策を導き出し、最後に一連の過程について内省を行う学習活動である。

世界的国や地域、文化、年齢、性別や利害の異なる人々すべてが願う平和な未来を築くためには、対話によって相手を理解し問題を解決していくことが必要である。「ケース学習」は学習者にそれらを意識させる良い機会になると思われる。

本報告では、この活動で教師/進行役に求められる技能の一部である「ファンシリーター」としての役割に焦点を当てる。ファシリーターは対話の場において学習者に問いかけ・指摘・アドバイス等することによって、学習者の積極的な意見を引き出すと試みる。だが、この「引き出す」という行為は学習者の考えや意見を進行役が意図する方向に持って行く、つまり操作することに繋がらないだろうかと危惧する。では学習者を「操作」せず、学習者同士の積極的な意見のやり取りを促すには、我々ファンシリーターはこの対話の場のどこに位置するべきなのか、また学習者が対話によって自分の考えをさらに深め、自分の考えに意味づけをしたり、相手の意見を聞き、それを確認し、自らの考えを変えるようなプロセスが発生する授業をどうデザインすればいいのかといった問題に取り組む。

本報告では、対話活動での工夫や取り組みについて詳しく考察するとともに、教室での活動の様子や教師の立位置についても分析・記述する。また、日本語学習者と日本人留学生を交えたグループでの活動報告からは、活動を通して観察された、参加者の異文化間理解についての考えや気づきについて、アンケートの結果も交えて考察し、話し合いを深めたい。

1 近藤彩・金孝卿 (2010) 「ケース学習における学びの実態—ビジネス上のコンフリクトの教材化に向けてー」『日本言語文化研究会論集』第6号，15-31

グローバル化を背景としたビジネスコミュニケーション教育「ケース学習」における教師の役割 — 「教える人」から「ファンシリーター」へー

Kyoko KHOSLA
ビジネスコミュニケーション教育
「ケース学習」におけるディスカッションの分析
－教師の役割と気づきの形成プロセス

Yasuko TAKEUCHI (Grenoble-Alpes University, France)

本報告では、2016 年から 2018 年にかけてビジネスコミュニケーション教育の一環として「ケース学習」（近藤・金 2010）を実践した際の授業中のデータを通じて、ファシリテーターとしての教師の役割と立位について考察する試みである。

「ケース学習」では、仕事場でのコンフリクト場面のエピソードから出発し、話し合いやロールプレイなどの協働作業を通じて解決策を提案するまでのプロセスを疑似的に体験する。その過程で、学習者が自国の文化を知り理解する、他の人の意見や考え方を尊重して相手の文化を理解する、考えをまとめて自分の意見を伝えるなどのスキルを身につけることを目指す。このような獲得型の授業では、教師の役割は「教える者」から「ファシリテーター」としてシフトする。

ケース学習におけるファシリテーターとしての教師の役割は、学習者間の対話を輪を巡らせ、多様な観点から問題を考察できるようにすることである。そのための実践は授業の前後を含め多岐にわたる。本報告はその目的は、実際の教室での教師の経験をもとにこれらの実践を整理し、ファシリテーターの仕方と、授業で得られた、または十分に得られなかった気づきとの間の関係性を考察することである。

特にファシリテーターとしての教師は対話の場において問いかけ、指摘、アドバイス等することによって、参加者の積極的な意見を引き出し、そしてやや支配的に行いながら更に深める。なお、このことは単なる議論の場を超越して、FA スタートとしての役割を果たすことが求められる。

以上の報告から、我々の実践についての考察を深めるとともに、多くの方々からのコメントをいただき今後に繋げることを期待する。
論のポイントを明確化したりすると同時に、「日本語教師」として日本語の表現をチェックしたりサポートしたりする。これらの役割と教師の立ち位置を、会話分析の手法やゴフマン（1974，1991）による

参考文献

1. ケース学習とは、事実に基づくケース（仕事上のコンフリクトの事例）を題材に、参加者（学習者）が協働でこれを整理・討論する。その過程でビジネス場面でのコンフリクトを疑似体験しながら問題解決方法を導き出し、最後に一連の過程について内省を行うところまでの学習活動を示す（近藤・金 2010）。
In this presentation we report on the practical experiences of introducing of case based approach in the business classes in the universities from Europe. The Case-based approach teaches the students not only Business Japanese but also how to deal with the problematic situations through discussion. It culminates in students reflecting on what they learnt from the case and what they learned through the discussions and dialogues with their classmates.

In order to build a harmonious future that people in the different nationalities, religions, cultures, age, sex and interests wish for, it is necessary to understand each other and solve through dialogue. "Case based approach" can be a good way to increase awareness.

In our report, we focus on the role of a teacher as a facilitator. The facilitator tries to activating draw opinions from learners by asking questions, giving advice, pointing out specific words used in the situation being discussed, and wrapping up the opinions so that the dialogue flows and discussion becomes much livelier. However we as teachers/ facilitators wonder if we can control the flow of discussion towards the goals that we want the learners to achieve rather than leave the learners to discuss everything freely. If in the case we cannot direct the discussion, where should we stand as a facilitators? We would like to ask ourselves a question of “How we can design a lesson that helps (1) learners can deepen their thoughts through mutual dialogue (2) learners understand the significance of their own points (3) the participants to listen, understand others’ opinions and modify their own thinking.

In addition, we present the results of a survey conducted among participants in the case method approach to cross-cultural understanding. The participants were composed of Japanese language learners and Japanese exchange students.

Continuous practice of ‘the case- based approach’ aiming to cultivate business communication ability – a study of the teacher’s role as a facilitator

Kyoko KHOSLA
In this report, we will consider the role and position of a teacher as a facilitator in Business communication classes, especially when implementing “case-based approach” (Kondo, Kim 2010).

‘The case-based approach’ simulates the students to think about workplace conflicts based on a real episode. Thereafter, students discuss how to solve the problem and suggest a solution by discussing amongst themselves. Later sometimes they set up a role play based upon the scenario dealt with in discussion. In this process, students learn about their own culture and society as well as that of their classmates. By talking to each other they learn how to respect each other’s opinions and thinking. Finally by addressing one’s idea they practice summarizing one’s ideas and opinions. In this type of lesson, teacher’s role in the classroom shifts from ‘disseminator of knowledge’ to ‘a facilitator’.

The role of the teacher as a facilitator in the case-based approach is to facilitate the dialogue between learners and help the learners to consider problems from the different perspectives. The attempted activities before and after the lesson are diverse (different from the universities because the aim for the course is slightly different). The primary purpose of this report is to find what went well and what did not in terms of facilitating group discussions. At the same time, what can we learn from the execution of ‘case-based approach’ teaching?

In our report, we focus on the role of a teacher as a facilitator. The facilitator tries to activating draw opinions from learners by asking questions, giving advice, pointing out specific words used in the situation being discussed, and wrapping up the opinions so that the dialogue flows and discussion becomes much livelier. However we as teachers/facilitators wonder if we can control the flow of discussion towards the goals that we want the learners to achieve rather than leave the learners to discuss everything freely. If in the case we cannot direct the discussion, where should we stand as a facilitators? We would like to ask ourselves a question of “How can we design a lesson that helps (1) learners can deepen their thoughts through mutual dialogue (2) learners understand the significance of their own points (3) the participants to listen, understand others’ opinions and modify their own thinking.

Based on the above mentioned report, we welcome your comments and questions for our further study.

References

The “Case-based Approach” stimulates student’s thinking and encourages discussion by immersion in real business situations, and it gives them relevant and practical way to learn problem handling skills. Its practice can also help the students to improve their Japanese language skills.

In this type of acquisition-oriented learning, the teacher must be the facilitator who supports the participant’s activity, and the learners must be autonomous: this implies changes in relation and behavior between the teacher and the students.

A classroom is constituted of teacher and students/participants, and the roles and actions of each person are determined by their definition of “what is going on” in class, in other words, by their framing. During activities like “discussion in class” or “role play”, they seem to share the idea that the students are the main actors and the teacher support them as “animator” who distribute turns to “participants”, emphasizes or clarifies the points, or as a “Japanese language teacher” who gives or corrects expressions of “students”. I will try to analyze these configurations between teacher and students/participants using the notion of “participation frame” of E. Goffman (1974, 1991) or Conversation Analysis. I also try to describe the awareness building process of participants during discussion.

Therefore, I would like to review my practices to improve them.

Continuous practice of ‘the case-based approach’ – the study of intercultural understandings observed from the collaborative activities between learners and Japanese exchange students

Nozomi YAMAGUCHI (マンチェスター大学)

In recent years, there have been more students on our course who wish to work in Japan after returning from the exchange program at Japanese Universities for their final year. At the same time, there have also been more students who feel negative about rumors of peculiar Japanese customs in an office environment, such as relationships between bosses and subordinates, overwork culture as well as honne and tatemae attitudes.

Furthermore, there seem to have been more cases that during their exchange period, students felt disillusioned with people or society in Japan and therefore ended up returning abruptly in the middle of the course back to the U.K. In such cases, it was or would be very difficult to figure out what exactly had been the cause.

In order for those students who have not only acquired basic language skills but also learnt some aspects of Japanese culture, society, history, and so forth, to avoid feeling disappointed with their experiences in Japan, I have been looking for a counter measure that can be introduced in class. Especially when they encounter a difficult situation at their personal level, I believe students need to have the kind of skills of how to cope with this issue. The ‘case-based approach’ (Kondoh & Kim 2010) can be considered good training to improve their interpersonal skills in a difficult situation. The
base of the activities in this approach is the discussion of the ‘case’, which is the personal and factual episode about the conflict. Then, through understanding one’s simulated experience, participants should find out the issues behind the conflict and the solution collaboratively with group members.

In this report, as a continuous practice of ‘case-based approach’ in the ‘Business Japanese’ class at the University of Manchester, two comparative type of cases were used: (1) ‘An episode that showed the conflict that a British person experienced in the Japanese work environment and (2) ‘An episode that showed the conflict that a Japanese person experienced in the British work environment’. Participants are mixed students of Japanese language learners who just returned from an exchange program and Japanese students studying at the University of Manchester. Their discussions and collaborative activities were examined from the point of how the cultural diversity as well as the personal diversity was exhibited in their discussions. In the end we would like to consider how the awareness of the intercultural understanding was recognized or enhanced through these activities in the business situation.

1 ‘Case-based approach is the process of following the activities on the materials, which are based on the fact (conflicts at work) that participants (learners) should reach solutions while adjusting and discussing the questions collaboratively, sometimes considering them through pseudo experiences, and reflecting on ones’ self about the process. (Kondoh and Kim 2010)

Reference:
本大会のテーマ「平和への対話 何のために外国語を教える／学ぶのか」が投げかける課題は、「日本語教育の現場は、他者と分かれ合えることばの獲得にどのような手助けができるのかであると考えられる。これに対し OJAE 研究チームは、対話を鍛えて「ことば」のできる世界市民を育てることを提案する。そのためにこそ、CEFR 準拠日本語コミュニケーション能力テストである OJAE は開発されたのであり、今や OJAE 方式による「現在の日本語教育の位置を測る」（現在の分析から）伸びる「（協働クラスで）育む」日本語教育も実践可能となったのである。真の対話とは、話者と対話者間の対話のための「ことば」が往還するコミュニケーション場面に於いてのみ生じるものであり、他者と分かれ合えることばは、この対話を実現するコミュニケーション能力の育成によってのみ獲得できる。そのため、OJAE 研究チームは、従来自明と見過ごされていたコミュニケーション場面を問い直すことから始め、OJAE 開発の基本理念である文化記号学的コミュニケーション場面論（Jakobson 1960）を基盤にした。同理論では、「コミュニケーション場面」は、以下のように、「発信者」と「受信者」の 2 者を含む 6 つの要因と、それぞれの要因に担われる 6 つの言語機能が発揮されることで成り立っている：1) 発信者：発出的機能、2) 受信者：働きかけ機能、3) コンテクスト：記述的機能、4) メッセージ：詩的機能、5) 接触：交流的機能、6) コード：メタ言語的機能。この理論を出発点に、OJAE 研究チームのこれまでの結果を踏まえ、未来へ向けて協同する可能性までについて、以下の 3 発表で提示する：第 1 発表：コミュニケーション場面論基盤の OJAE テストで「対話力」を鍛える、第 2 発表：テストがクラスのあり方そのものを変えていく、第 3 発表：AIE-SIG としての OJAE ウェブプレゼンス——OJAE ウェブページを有効に共有するために——OJAE 研究チームは、世界の日本語教師との協働的且つ創造的な活動を意図する立場から OJAE テスト設計に関わる情報を AIE サイト上で公開する準備を進めている。ウェブシステムの構築と共に、世界各地での OJAE 研修会を通じて、OJAE がその拠り所とする欧州言語共通参照枠組と共に、広く共有されることを願う。

コミュニケーション場面論基盤の OJAE テストで「対話力」を鍛える

Yoriko YAMADA-BOCHYNEK (ヨーロッパ日本語教育学研究所)
Koji HAGIHARA (名城大学)
テストがクラスのあり方そのものを変えていく

Yasuko SAKAI (ライプチッシ大学)

生きた「ことば」をどういう形で測ることができるので、そのために生きた「ことば」を引き出すようなクラス活動はどんな形で行われるべきだろうか。ヨーロッパで CEFR の概念が学校教育現場に取り入れられ 20 数年経つ現在、CEFR の考え方は欧州十国の全会議教育の中に浸透している。

対話ができるレベルとして、以下では B2 を大学の修了口頭試験の目標として定めたクラスでの実践的スキルを紹介する（その実践過程の詳細については高木・酒井・山田ポビネック 2017 を参照）。

OJAE を応用した修了口頭試験を目指し、3 年間通した計画を進める。まず、この試験では何が測られるのか、CEFR と共に、学期ごとに OJAE の基準文書を提示し、繰り返し学生たちと話し合うことにより、更に一段階上に行くためいかなる能力が必要なのか、学生たちの気付きを促していく。学期を追うことにその気づきが明確な形を持って確認される。そのためには必要な具体的な準備としては、1）授業の際のテーマの選定（歴史、現代の企業、人生、教育、食生活、エネルギー、経済の発達、異文化、人、言葉の 10 のテーマ）とそれに伴う語彙の拡大、2）時間を区切って要領よく意見を繰るスキルの獲得、3）相手と共に書き上げる対話であるためには聴く力を養成し、相槌を打つ、助けを出すなどの捕い合うスキルが必要となる。1つのテーマを選び、自らのテーマとして深く掘り下げ、発表につなげる必要が、語彙が定着する。

さらに授業の側からは、OJAE が B2 と定める基準からコミュニケーションをどう測るべきかを考えていきたい。

この試みは、目標を立てることからその達成に至るまで、学習者が教師と共に参加する形を採るという意味で、これまでの授業形態とは大きく異なる。学習者が自主的に練習を始め、自分たちの言葉でお互い助け合い、尊重し合う態度を学ぶ姿勢。目標言語の単なるテストに終わらず、自分を出し尽くした後で得られる達成感と清々しさ、それらはまた、授業を行う側・評価する側にとっても意識を変える上で大きな意味を持つと考えられる。
AJE-SIG としての OJAE ウェブプレゼンス
—OJAE ウェブページを有効に共有するために—

Michiko TAKAGI (マリアクセス外語学院／ブラッセル日本人学校補習授業校)
Yumiko UMETSU

「学習者はテストで作られる」（牧野 2003）という言葉を OJAE 思考で解釈すると「テストで到達レベルそのものが目標となって学習者を鼓舞し、学習者がそのテストに沿う形で成長していく」ということである。OJAE 研究チームは、そのモットーでこれまで取り組んできた OJAE テスト開発の成果を AJE-SIG としてウェブページに公開し、会員とともに共有していく準備を進めている。

OJAE 研究チームは、これまで OJAE テスト設計図、プロンプトを含む各レベルのテスト、OJAE テストスクリプト、OJAE テスト評価基準表、評価シート、フィードバックシート、レベル基準表示 DVD を開発してきた。将来的には、それらを通じて AJE-SIG のウェブページに公開し、OJAE テストを機関、会員各位に有効利用してほしいと願っている。その第 1 段階として、第 2 発表中の教育実践でも学習目標としていた B2 レベルの OJAE テストを「ひな型」として公開する。それを共有することで OJAE テストを理解し、有効利用の出発点とすることを期するものである。具体的にウェブページで公開し共有する内容は、以下の 4 つである：1) OJAE テスト設計図、2) OJAE テスト B2 レベルのプロンプト、3) OJAE テスト B2 レベルのテストスクリプト、4) OJAE テスト B2 レベルの評価シート。

OJAE 研究チームは、こうしたウェブシステムの構築と共に、世界各地で OJAE 研修会を実施し、OJAE が全世界で共有されることを願っている。そうすることで OJAE は「外国語としての日本語教育」に限らず、例えば「日本語母語話者にとっての対話力テスト」として応用されるなど、新たな学習・教授・評価法の開発にも繋がるであろう。このような OJAE が、対話力を鍛えて他者と分かり合える「ことば」を持った世界市民を育てるための一助となれば幸いである。

5A_A 08 月 03 日 14:00

Kōji HAGIHARA (名城大学)
Yoriko YAMADA-BOCHYNEK (ヨーロッパ日本語教育学研究所)
Yasuko SAKAI (ライプチヒ大学)
Michiko TAKAGI (マリアッス外語学院／ブラッセル日本人学校補習授業校)
Yumiko UMETSU

The AJE-Symposium 2018 asks: “Dialogue for Peace: What are we teaching and learning foreign languages for?” We, the OJAE-Team, would like to rephrase this as follows: “In what way can we assist speakers in their language acquisition so that they become able to communicate with others?” As an answer to this question, we propose: “By imparting dialogue competence, we nurture world citizens who are competent in foreign languages.” In fact, the OJAE system, which tests and assesses the
communicative competence of JFL-speakers and is fully compliant with the CEFR, has been developed for this very purpose. We should hence like to proclaim that JFL classes can now assess the state (of the present degree of language acquisition) → improve dialogue competence further (via supporting assessment), and → nurture (in a collaborative classroom atmosphere).

What is meant by the term “dialogue”? In our understanding, a dialogue can only arise in a communication situation where the subject matter can go back and forth between the speaker and their conversation partner. Communicative competence, as a language skill, can be only fostered in situations where a “dialogue” occurs. In this connection, the OJAE Team contemplated the question, “What is a ‘communication situation’ in the first place?” We have referred to Roman JACOBSON’s (1960) semiotic theory of a “communication model” in which he elucidates 6 factors and 6 functions, respectively, of language: 1) Sender: Emotive; 2) Recipient: Conative; 3) Context: Referential; 4) Message: Poetic; 5) Contact: Phatic; 6) Code: Metalingual. The OJAE-Team has further been advised by Prof. Barry O’SULLIVAN, a renowned expert who has conducted extensive research in the field of speaking tests. He suggested to utilize a major result of a research project on the validity of speaking-test tasks: a checklist of language functions, “designed for both a priori and a posteriori analysis of speaking task output (O’Sullivan et al. 2002)”. It has provided us with a comprehensive list of functions. Building upon this foundation, we have been able to expand Jakobson’s six functions to 53, including sociolinguistic items such as honorific expressions, on the one hand, and to stratify them according to their difficulty to the CEFR levels A1-A2-B1-B2-C1-C2, on the other. Our Panel consists of the following three parts: Part 1: OJAE-Test trains the competence for dialogue owing to its theoretical framework of communication; Part 2: Tests can change the form of the JFL-class itself; Part 3: Web presence of OJAE as an AJE-SIG—towards sharing it effectively and efficiently. We are quite convinced that OJAE has matured into a suitable method for fostering the communication competence of JFL-speakers, and we should therefore like to carry out further OJAE-seminars—in addition to the ones held thus far in Brussels (Belgium) and Cardiff (Wales/UK)—so that our system and our good practices can be shared and disseminated globally.

OJAE-Test trains the competence for dialogue owing to its theoretical framework of communication

Yoriko YAMADA-BOCHYNEK  (ヨーロッパ日本語教育学研究所)
Kōji HAGIHARA  (名城大学)

Taking the “Situational Model” of Roman JAKOBSON (1960) as a starting point and theoretical background, the following 6 characteristics of OJAE will be elucidated:

1) Test Format: Two testees (test-levels self-assessed according to the “Self-Assessment Grid” of the CEFR 2001: Table 2: pp26-27; OJAE 2010: Table 2: p52) and two testers. The fundamental difference of the OJAE-test in comparison to previous speaking tests lies in its format: the testees are the protagonists of the stage, with each talking using their own words and having to come to grips with each other. There are two kinds of talking: one-way speaking “monologue” and bidirectional-interactive “dialogue”. Even at levels as basic as A1, aizuchi responses are assessed. For levels above B2, intentional avoidances or non-uses are counted as “fail” (similarly to the judging of “fouls” in judo).

2) Test-questions are produced in accordance with the 53 functions of the OJAE-Blueprint, which are classified into four communicative situations (I. Information-Sending, focused on the sender-side; II. Interactional, recipient-side; III. Managing Interaction; IV: Sociolinguistic appropriateness, including “honorific expressions”). These functions draw from research connected to the Cambridge ESOL tests (cf. O’Sullivan, B. et al. 2002, “Using observation checklist to validate speaking-test tasks”), which contributes to assuring the validity of each question. Each of the test questions is embedded into test scripts of the respective level, and the following times are allocated: A-Level 10 minutes; B-Level 15 min.; C-Level 20 min. (cf. OJAE 2010: Table 4, pp57-61).

3) Scaling communicative competence: 53 functions have been stratified according to the 6 CEFR-levels and serve as a basis for creating level-appropriate prompts and test assignments.
4) OJAE-Assessment: For each level, a different test assessment sheet is employed: Common reference levels with 5 qualitative aspects of spoken language use (CEFR 2001: p27; OJAE 2010, pp 53-56). For each test question, OJAE focuses on two “aspects”, thus improving testing practicability.

5) OJAE Assessment Standardization Table (version: 03/01/2018): The table features a 6-leveled stratification and strives for objectivity and transparency in connection with the above-mentioned 5 aspects of assessment. In order to familiarize new assessors with this table, the OJAETeam has conducted seminars with assessment workshops (Feb. 2016: in Brussels, co-hosted with the Belgian JFL-Teachers’ Association; March 2018: Cardiff/Wales/UK, with the Japanese Department, Cardiff University).

6) Feedback of the OJAE-testing: The test results are reported as “pass-fail”, accompanied by comments by the testers. Further ways of developing one’s speaking competence will therefore be shown to both test-takers and their teachers.

Tests can change the form of the JFL-class itself

Yasuko SAKAI (ライブチッヒ大學)

How can spoken, “living” language be assessed? In which form would class activities with the purpose of eliciting “living language” need to be conducted? In the almost two decades since the spreading of the CEFR concept throughout the school education system on EU soil began, it has surely taken root in the education of the EU countries.

In the following, one example of methodological application of OJAE-testing is presented. For the final examination of the bachelor’s degree of Japanology, the B2-level of JFL competence has been determined (For concrete processes, cf. Takagi, M., Sakai, Y., Yamada-Bochynek, Y. 2017).

At the very beginning of a 3-year course, the students and the instructor establish the syllabus for the course together: along the CEFR-scale of Japanese language competence based on the OJAE reference videos illustrating the 6 levels. In each semester, students are encouraged to make themselves conscious about further steps of the scale: Which competence will be required in order for them to reach the next level. Progress will be achieved throughout each semester by creating clear awareness. In achieving this target, the following will be prepared: 1) Selection of a theme (10 subjects such as history, modern enterprises, human life, education, dietary habits, energy, economical evolution, intercultural phenomena, humans, language) as well as the expansion of vocabulary repertoire; 2) Acquisition of the skills within a limited time, summarizing stated opinions; 3) Competence of dialogical interactions: Developing listening competence; chiming in with appropriated remarks; offering helping comments that appropriately support their own partner in a communicative situation. Selecting one major theme, they can deepen it as their own subject and present it in the final report as well as expanding their vocabulary competence.

Furthermore, concerning assessment methods of B2 from the standpoint of the OJAE, it shall be considered how communication competence can be assessed.

The endeavor in this type of assessment differs completely from previous methods in that it involves both sides, students and instructor, equally and synergetically. The attitude of the students: they start their own practicing on their own initiative, establishing their own communicative lessons; help each other, respect the position of the partner, with their own dictions. The result does not merely end with the final test of the target language; instead, they put forth all their strength, obtaining a sense of satisfaction and accomplishment and freshness. For the learners as well as for the teachers, these feelings contribute enormously to changing the system of testing as such.

Web presence of OJAE as an AJE-SIG—towards sharing it effectively and efficiently
“Learners are fostered through tests” (cf. Makino 2003)—This quote can be rephrased in terms of the OJAE R&D as follows: The testing method and achieving goals can encourage the learners and they grow up along this testing design. The OJAE team is currently preparing to present the results of their R&D online, in order to share them with AJE members.

Up until now, the OJAE-Team has developed the following: Test Blueprint, tests of 6 levels with prompts; test scripts; OJAE-Standardization of 6 levels with 5 aspects of competence in oral production; assessment sheets; feedback sheets; sample videos of oral production and interaction, illustrating the 6 CEFR-levels for Japanese (cf. OJAE 2010, 2016, 2018). In the future, all results will be presented online on the AJE-SIG page so that they can be shared by individual members and institutions. As the first step for the future realization, the present part exemplifies B2 OJAE Testing—presented in the second part of this panel—as a model for the remaining levels. The B2 level shared will contribute to the EU-JFL world, the OJAE-team hopes, as the starting point for its effective-efficient utilization on the EU soil. The online presentation will involve the following four items: 1) Blueprint of the OJAE Test; 2) B2 test script; 3) B2 prompts; 4) B2 assessment sheet.

The OJAE-Team constantly strives to improve their web presence, sincerely hoping that further seminar workshops can be conducted throughout the world so that the idea and methodology can be shared in further areas/countries/language entities. By doing so, developing the OJAE test itself could be expanded into yet further areas such as “Dialogue tests for L1 Japanese speakers” or new development in the research areas of “Learning, Instructions and Assessment”. The OJAE method can train dialogue competence so that it could foster world citizens who can communicate with others via “language”.

Michiko TAKAGI (マリーアップス外語学院／ブラッセル日本人学校補習授業校)
Yumiko UMETSU
“Can-do” rather than “Can-do”? 

Riiikka LÄNSISALMI (University of Helsinki)

Can-do statements are currently widely used as an internationally acknowledged benchmark of language proficiency levels. Accordingly, the JF Standard for Japanese-Language Education brochure states: “Central to the JF Standard (…) is the idea that communication in Japanese can lead to mutual understanding among people.” It is further suggested that it is possible to deepen mutual understanding through cross-cultural language communication by acquiring competence in two specific core areas: accomplishing tasks and intercultural understanding.

By zooming on the productive and interactive activities listed in the JF Standard for Japanese-Language Education, this presentation contrasts the core idea of “accomplishing tasks” with what is currently theorized about language and emotions. This comparison is accompanied by an investigation of the theme “language and emotions” in selected basic level Japanese language textbooks. It is concluded that while the JF Standard and the examined textbooks largely concentrate on how to do things and accomplish tasks with language, much less overt attention is given to the role of emotions in interaction.

The central claim of the presentation is that “Dialogue for Peace” cannot be based on accomplishing tasks or informing the ‘Other’ about the specific characteristics of one’s (canonized) ‘culture’. Peace necessitates the expressing, understanding and – most importantly – sharing of emotions.
Developing a Teacher’s Can-do List for Designing Questions Based on Bloom’s Revised Taxonomy

Keiko NAKAO (大妻女子大学)
Chiharu NAKANISHI (国立音楽大学)

The purpose of this study is to support or help language teachers who try to promote a variety of students’ cognitive processes. So, we try to examine how Bloom’s Revised Taxonomy works in designing teacher’s questions in class.

Since the publication of Bloom's Taxonomy of Educational Objectives (Bloom et al. 1956) and the Revised Taxonomy (Anderson et al. 2001), many researchers and teachers have used their framework of cognitive process dimension to construct objectives and assess them. According to the Revised Taxonomy cognitive processes range from Remember, Understand, Apply, Analyze, Evaluate, and Create.
Create. Each of the six categories is associated with 19 subcategories and some verbs. Additionally, understanding this concept well, teachers can check their questions and know that these questions work on which student’s cognitive process, by referring to the question examples of the six cognitive processes in the Revised Taxonomy. In order to encourage students to promote a variety of their cognitive processes and learn subjectively, it is necessary to have them think critically about materials, texts and activities in class. Therefore, it is necessary for the teacher him/herself to understand the concepts of “Essential questions” and “Quality questions” clearly. And they should improve the technique to materialize the essential questions in their classes and tasks. The six cognitive processes in the Revised Taxonomy are effective for setting the question and its self-reflection efficiently and appropriately.

We developed a “Teacher’s Can-Do List for designing questions”. This is a list for the teacher to check their questions before the class and to reflect them after the class.

In this report, we present the result of the implementation of the Can-Do List in two classes in Japan. One is a “Speech Communication” class of the four-year music university. The other is “Japan study” of the course of junior college. The procedures are as follows: (1) to make sure the objectives and activities of class before the course starting, (2) to design the objectives, activities, and questions for the classes, (3) to check each question in activities after the class in the end of the course.

As a result, we show some possibilities that the teachers may design the questions which urge the student’s cognitive processes and reflect themselves in class in the study. In addition, we conducted a class questionnaire after the classes, and we found that the teacher’s questions and the student’s learning outcome were linked.
Analysis on Japanese Textbooks and Language Proficiency Enhancement: from the aspect of CEFR and JF Can-do

Yuhan HUANG (国立台湾大学日本語文学科)

Japanese textbooks are the major learning resources for overseas Japanese learners. Existing Japanese textbooks are mainly edited by the principles such as structural syllabus, situational syllabus, functional syllabus, topic-based syllabus, skill-based syllabus, task-based syllabus, etc. Among them, many are based on structural syllabus (grammatical syllabus) and often used in teaching abroad.

Yuhan HUANG (国立台湾大学日本語文学科)

Analysis on Japanese Textbooks and Language Proficiency Enhancement: from the aspect of CEFR and JF Can-do

Yuhan HUANG (国立台湾大学日本語文学科)

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The conventional Japanese language education adopted in Taiwan has been mainly focused on learning linguistic knowledge; however today, not only knowledge about Japanese but also communication ability is emphasized recently. Since the Japan Foundation published the JF Standard in 2010, researches on teaching methods and evaluation methods from the CEFR and JF Can-do perspectives increased a lot. However, relevance between Japanese textbooks and language competence is less considered. In order to cultivate learners’ communication competence, it is essential to incorporate the learning contents, classroom activities, evaluation methods under the concept of CEFR and JF Can-do, while using existing Japanese textbooks.

In this research, I will investigate the relevance of Japanese textbooks and communication competence from the viewpoint of CEFR and JF Can-do. Moreover, this study will focus on level A2–B1 according to the policy of twelve-years Compulsory Education which is newly established in Taiwan.
5A_C1 08 月 04 日 09:00
文章における接続表現の使用頻度に関する日韓対照研究
Saori INOUE (高麗大学)

テキスト言語学において、母語話者が理解できる意味的な文のつながりを統括性とする。この統括性の要素である指示、置換、接続表現、語彙的統括性に関し、韓国語を母語とする学習者の作文を考察した結果、接続表現の不足がもっと多く観察された。本稿では、このような結果が得られた原因として、両国間の接続表現の使用頻度の差、特に韓国語の使用頻度が低いと仮定し、両国の社説と論文要約文における接続表現の個数を比較することを目的とする。

分析は、それぞれ日本語と韓国語で書かれた社説1カ月分と学位論文の要約文45件を資料とした。また、接続表現の基準は、先行研究から、両国で対応している接続表現のみを対象とした。その結果、書き言葉における接続表現の使用頻度は、韓国語の方が高いということが明らかになった。また、接続表現の使用を機能別に見ると、両国とも同様の特徴を示し、社説の場合は「逆接」、論文要約文の場合は「添加」の機能を持つ接続表現がもっとも多用された。さらに、社説は「だが」、論文要約文は「また」の使用率が高いという点も共通している。そのため、両国の文章における接続表現の使用に関しては、仮説とは異なる結果になったといえる。

今後は、さらに様々なジャンルの文章を考察し、本稿の結果と異なるのか再検討する必要がある。その結果、他のジャンルでも同様の結果が得られた場合、韓国語を母語とする学習者の作文に、接続表現が不足するという原因を、使用頻度以外の観点で新たに考察しなければならない。

5A_C1 08 月 04 日 09:00
Saori INOUE (高麗大学)

Semantic context which the native speakers understand is called the grammatical cohesion in text linguistics. The components of grammatical cohesion are: reference, substitution, conjunction, lexical cohesion. For a background research, Japanese writing assignment written by Korean Japanese learner was studied and the result reveals that the most common mistake made was lack of conjunction. This study will focus on comparing the frequencies in using conjunction between two countries, Korea and Japan, and will compare each countries’ number of conjunctions used in editorial article and theses under the hypothesis that Korean language uses less conjunction words.

The analysis consists of opinion articles collected over a course of one month and forty five theses; the opinion articles collected consists of articles written in Japanese and one written in Korea. Also the criteria used for conjunction words is contrasting conjunction expressions between two countries observed in the previous research. As a result, writing assignment revealed that Korean has higher frequency of conjunction words. By studying videos of participants using conjunction words, categorized by functions, showed similar tendencies between two countries. In editorials "adversative" and in theses "insertion" conjunction words were most commonly used. This is also the same result as Japanese editorials using “だが(daga)”, and “また(mata)” in theses most frequently. Therefore the result does not support the hypothesis. There is the need to study whether this research will show different results when other sentence genres are added. If different genres show same result as this research, frequency rate and other factors should be studied to identify the reason why Korean learners use less conjunction words.
「として」に於ける省略の特性：運用論的視点からの解釈

Hidemi RIGGS (University of California, Irvine)

「として」に於ける省略の特性：運用論的視点からの解釈

トシテは名詞に従う用法と文に付く用法がある事が一般的に知られているが、その文法説明は専ら立場等を示す役割語に接続するとされる用法に焦点が当てられている。だが、実際の使用例には名詞に続く場合のみならず述語に続く用法も頻繁に現れる。分析に使用したデータは本調査に際してテレビ放送から一年半に渡って採取した3,000件の録画から成る。語の前後を吟味した結果トシテは複数助詞ではない事、名詞型は指定のダとスル動時語幹が既に省略された形式で文法化が進んでいる形、シテは単にスル動時語幹を省略した連用形」という結論に達した。語幹欠落により様々な語が入る仕組みなので、as と教える従来の方法では文型の解釈が困難となり、それが用法習得の遅滞が起こる原因になっていると考える。「スルの前に語幹を挿入して解釈すれば良い。何故なら話者は談話構成上の必要に応じて語幹を省略し、聞き手は欠落部に文脈から察知した語を挿入して理解する仕組みになっている」と教えれば、熟練度の低い中級学習者でも十分理解出来るのではないか。
Characteristics of Ellipsis in To-shite: A Grammatical Account from the Perspective of Pragmatics

Hidemi RIGGS (University of California, Irvine)

In the field of Teaching Japanese as a Foreign Language, the phrasal expression toshite is problematic. It is generally presented as a compound case particle that is like the English adverb “as” in constructions such as “as + noun” (i.e., “as a woman,” “as an Italian”). This is a convenient explanation and, in some cases, accurate, since the Japanese construction “noun + toshite” can convey a similar meaning. However, toshite is very often used in constructions that do not just tie it to the preceding noun, but rather to the preceding predicate word. In such “predicate word + toshite” constructions, toshite cannot simply be translated as “as” since it clearly does not convey that meaning. Because “predicate word + toshite” is difficult to translate, grammarians tend to gloss over it and students do not learn to use the compound particle correctly. The data of this paper shows that toshite is neither a compound particle nor fixed expression. Rather there is a clear morphological boundary between the quotative to and the verb suru. This paper proposes a single way to account for both “noun + toshite” (N-type) and “predicate + toshite” (P-type) constructions.

The account is based on an analysis of a dataset comprising approximately 3,000 tokens, each of which is an actual use of toshite in spoken and/or written Japanese. More specifically, all tokens are from Japanese television shows that included on-screen captions reflecting or reinforcing what the speaker said. Discrepancies between the words of the speaker and the text of the captions were instrumental in examining the usage and meaning of N-type and P-type constructions.

Based on close examination of the data, we observe that (1) shite is the conjunctive form of suru, (2) shite is used in its masu-form (toshimashite), (3) N-type constructions omit both da and the stem of the suru verb, and (4) P-type constructions omit the stem of the suru verb that is inferable in the context.

Conciseness and efficiency are the motivations for using such a “zero stem form.” Captions tend to omit da and variously the stem of the suru verb because they are easily inferred by listeners, and therefore do not need to be used.

This is demonstrated in the very different frequency patterns of zero stem forms in different kinds of television programs. In news broadcasts, presenters use zero stem forms very frequently, relying on them to convey as much information as possible in the short amount of time allotted to them. P-type constructions are particularly popular, being used four times more frequently than N-type. By contrast, shows whose goal is to entertain rather than concisely convey information, only occasionally use N-type constructions, and it is not uncommon for them to not use P-type at all in any broadcast.

Example:

Announcer: Kensatsu ga, satsui ga mitomerareru to^shite1 mukichoueki o kyuukei-shita noni taishi, hikoku wa ranbou-shiyou toshita ya itaiiki o mitometa ippou, korosu-tsumori wa nakatta to^shite2 satsujin no tsumi ni tsuite wa hinin-shite imashita

Assumed stems in ^: [handan ‘conclude’] 1; [shuchou ‘insist’] 2

‘The prosecution concluded that the accused had intent to kill and demanded for life imprisonment. But the accused admitted only to rape and to abandoning her corpse. But he denied the charge of murder, insisting that he had no intention to kill the victim.’
5A_D 08 月 04 日 11:00
「学びやすく、質の高いアカデミックな日本語学習」のためのシラバス再構築の試み—コーパスに基づいた文法項目の選定とその技能別活動

Yoko OTA (一橋大学)
Naoko NAGATANI (相模女子大学)
Aki SHIBUKAWA (国際基督教大学)
Yuko NAKAISHI (ケイトル)
Yukiko OKUNO ( UNIVERSITY)
Rika NINOMIYA (ประตーレ)/
Mayumi MIYABE (中央大学)

1. 問題の背景と本研究の概要
本パネルは、高等教育機関で学ぶ留学生のための日本語学習体系に対する新しい提案を行うものである。
近年、国際的な大学間交流が盛んになるにつれ、日本国内の高等教育機関では、短期の交換留学や、英語クラブで専門課程を学ぶと日本語に触れる留学生が増加してきている。しかし、現行の日本語学習体系の主なものには、上級まで修了するには日本語を集中的に、かつ、長い時間をかけて学ぶことが前提とされており、前述のような留学生のニーズには必ずしも対応していない。時間的に制約のあるなかでも学びやすく、かつ、上達を実感できる質の高い学びを可能とする新しい学習体系が必要とされていると考える。
こうした問題意識のもと、発表者らは、(1)8種類のコーパスデータを根拠として、文法項目を紹及込み、技能別の特徴による傾斜配分をつけながら、学習の段階づけを行った。さらに、(2)それらの文法項目を具体的な言語運用と結びつけ、各技能の中で有機的に提示することにより、限られた文法項目でも、多くのアカデミックな活動を可能とする、留学生のための学習体系(初級→上級)の一案を作成した。本パネルでは、以下の流れにより、その提案に至るまでの考察の過程を明らかにし、その妥当性について問いたい。

第1パート：本研究の概要と文法項目選択の試み
第2パート：会話・聴解の場面・機能から学習シラバス
第3パート：読解・作文の言語活動から学習シラバス

2. 特記すべきポイント
本パネルは、これからの日本語教育のあり方を見据え、選択した内容のシンプルな文法シラバスを各技能と組み合わせた体系として提示することにより、今後の高等教育機関の日本語学習のひとつモデル提出来を目指した。「より多くの語彙や文法項目を知ること」ではなく、「限られた文法項目であっても、自分の伝えたい（専門的、学術的なものを含めた）内容が伝えられる」ことを示し、短期間でも自身の言語的な向上を実感できる学習体系を提案することで日本語教育に寄与したいと考える。

＜以下、全パートに共通の参考文献＞
庵功雄（2015）『日本語学的知見から見た初級シラバス』『日本語学的知見から見た中上級シラバス』庵功雄・山内博之編（2015）『データに基づく文法シラバス』第1章・第2章 くろしお出版
山内博之（2009）『プロフィシェンシーから見た日本語教育文法』
本研究の概要と文法項目厳選の試み

Yoko OTA (一橋大学)
Naoko NAGATANI (相模女子大学)
Yuko NAKAISHI (県立広島大学)

第 1 パートでは、本研究の背景と目的を提示したうえで、文法項目をいかに選び、段階づけを行ったかについて述べる。具体的には、(1)コーパスによる調査の概要と、(2)データに基づいた文法項目の取捨選択と段階づけ（以後 Step と呼ぶ）の方法を解説し、(3)Step が上がるにつれて、文法面でどのように表現が広がっていくのか、例を挙げつつ紹介する。

文法項目を厳選すべきであるという観点から文法シラバスについて再考した先行研究には庵（2015）があるが、庵（2015）では、BCCWI（現代書き言葉均衡コーパス）、朝日新聞コーパス、新書コーパス、名大コーパスの 4 コーパスを調査対象としつつも、調査項目の選定には BCCWI の結果のみを用いている点、また、解説テキストの根拠に朝日新聞コーパスが用いられている点など、疑問点も多い。そこで、庵（2015）に不足していた観点を補うべく、会話／聴解、および、日常的な書きことば（メール文）に関するデータを拡充するものとして、新たに 4 種のコーパス（日本語話し言葉コーパス／BTS による多言語話し言葉コーパス／日本語教育のためのタスク別書き言葉コーパス／千葉大学 3 人会話コーパス）を用いて、BCCWI からは抽出されなかった項目の拾い出し、および、100 万語換算の使用頻度、出現順位、および、技能別の特徴項目を調査した。

(2)文法項目の選択と段階づけ

つぎに、(1)のデータに基づき、学習すべき文法項目を使用頻度の上位語 200 項目前後（用法の扱いにより増減に絞込込み、技能別の特徴で傾斜配分（日常的な話しことばの世界から硬い書きことばの世界へと徐々に展開するように）をかけて、初級から上級までの 6 つの Step（1 初級、3,4 中級、5,6 上級）を設定した。

(3)各 Step における表現の広がり

このようにして設定した Step について、どのように表現が広がっていくのかが明示的となるよう、意味用法ごとに段階を追って示した。

例えば Step 1「たぶん」→Step 2「と思う」→Step 3「だろう」→Step 4「(の)ではないか」→Step 5「考察動詞のバリエーション」→Step 6「自己表現（～と思われる／考えられる／推測される）」

本発表では、上記 3 点を報告することにより、本研究で提案する学習体系における文法項目のシラバスの全体像を明らかにする。

会話・聴解の場面・機能から見る学習シラバス

Yukiko OKUNO (首都大学東京)
Aki SHIBUKAWA (国際基督教大学)

このパートでは、(1)会話・聴解シラバスの方針、(2)会話・聴解シラバスにおけるレベル別言語活動の設定、(3)コーパスから抽出された文法項目と会話・聴解の場面・機能の対照プロセスについて述べ、高等教育機関で学ぶ留学生のための会話・聴解シラバスの試案を提案する。

(1)会話・聴解シラバスの方針

本会話・聴解シラバスは、学習時間が限られた中であっても、「サバイバルジャパニーズ」のように現実生活で使われる便利なフレーズ集とはせず、初期の段階から、限られた項目でも豊かな（知的な）事項の理解・産出ができることを目指すものとする。

(2)会話・聴解シラバスにおけるレベル別言語活動の設定
読解・作文の言語活動から見る学習シラバス

Rika NINOMIYA (中央大学)
Mayumi MIYABE (一橋大学)

このパートでは、(1)読解・作文シラバスの方針、(2)読解・作文シラバスにおけるレベル別言語活動の設定、(3)コーパスから抽出された文法項目との対照プロセス、について述べ、高等教育機関で学ぶ留学生のための読解・作文シラバスの試案を提案する。

(1)読解・作文シラバスの方針
本シラバスでは場面・設定を「大学キャンパスの中で遭遇する場面」、その中でも「アカデミックで実用的な部分」に特化する。

(2)読解・作文シラバスにおけるレベル別言語活動の設定
レベル 1, 2
仮名を習得しただけの段階では「アカデミックな場面」を読むこと・書くことは多いではない。そこで初級レベル、特にレベル 1 では、「真正性」という点を重視した。「真正性」とは、authenticity、つまり「実際に遭遇するもの・リアリティがあるもの」である。具体的にはキャンパスで目にする掲示物（ちらし、ポスター、注意事項など）や大学からの配布物などから情報を得、さらに「文字を読み取ることにより、次の行動に結びつくことを意識した。また「単語→連語→文→文章・読書」という段階を意識した作りにし、レベル 1 でも最終到達点は文章・読書段階までの読み書きができることとした。
レベル 3, 4
このレベルでは個人・個別の経験よりも一般的な事柄について読んだり書いたりすることが増えてくる。したがって、より書きことば的な文章の読み書きができることを目標とした。留学生の知的・高次思考力を発動するようなコンテンツを選定した。
レベル 5, 6
In this session, we will suggest a new grammar syllabus by selecting appropriate instructional materials based on grammatical expressions that appear in eight Japanese language corpora. We chose the corpora based on selection criteria related to necessary academic skills. They provide excellent samples of authentic language uses for international students in higher education.

Universities are reportedly accepting an increasing number of students into courses without requiring that they possess any Japanese language skills. The reason numerous students stay in Japan is that they change from regular students studying for a degree to enrolling as students in short-term Japanese Studies programs or English-track programs that require less Japanese proficiency.

There is a significant gap between students’ requirements and the current Japanese language curriculum offered in higher education. The current syllabus for Japanese language learning demands that students devote time to learning Japanese intensively, although frequently students do not have the time ideally required to master intermediate or fluent Japanese.

Teachers, curriculum developers, and administrators have begun to design an innovative Japanese language teaching curriculum to achieve similar academic results in less time. Now is the time to change our mindset from believing that “teaching the most is the best approach” to considering the possibility that “choosing more efficient items for learners is preferable.”

To achieve our goal of developing instructional materials and sequential curriculum that meet students’ requirements, the following steps were taken: First, common core grammatical expressions were selected from eight corpora – The Balanced Corpus of Contemporary Written Japanese, Asahi-Shinbun article data, CASTEL/J CD-ROM, Nagoya University Conversation Corpus, Corpus of Spontaneous Japanese, Multilingual Corpus of Spoken Languages by Basic Transcription System, Corpus of Task-Based Writing for Japanese Language Education, and Chiba3Party. Second, the grammatical expressions were organized, counted, sorted by their frequency in the corpora, and labeled as “steps” indicating their exact sequence in the new curriculum. Third, the expressions were categorized according to four basic language skills (reading, writing, speaking, and listening) based on
their usage frequency in each skill. Finally, efficient and authentic activities were suggested in each language skill to improve learners’ performances by employing the selected grammatical expressions. We will also offer several examples of how grammatical expressions can be developed using the recommended steps.

**Research outline and the objective of grammatical items selection**

Yoko OTA (一橋大学)
Naoko NAGATANI (相模女子大学)
Yuko NAKAISHI (県立広島大学)

In this part, the research background and objective will be presented, followed by explaining how grammatical items are selected and their order determined. To be specific, 1) the outline of research using corpora and 2) the methodology of selecting grammatical items based on that data, as well as of assigning the teaching order (=from Step1 to Step6) will be presented. Further, 3) how the expression becomes grammatically complex with items belonging to higher Steps will be explained with examples.

**Learning syllabus based on contexts/functions of speaking and listening comprehension**

Yukiko OKUNO (首都大学東京)
Aki SHIBUKAWA (国際基督教大学)

In this part, 1) the principles of the speaking/listening comprehension syllabus, 2) the setting of linguistic activities by levels in the speaking/listening comprehension syllabus, and 3) the process for connecting the grammatical items extracted from corpora with the speaking/listening comprehension contexts and functions will be explained. Further, the draft plan for the speaking/listening comprehension syllabus for foreign exchange university students will be proposed.

This speaking/listening comprehension syllabus will not be a list of useful phrases used in everyday contexts (e.g., Survival Japanese), even if the learning hours are limited. Instead, this syllabus aims to offer intellectual communicative skills, even if the number of items is limited.

**Learning syllabus based on the linguistic activities of writing and reading comprehension**

Rika NINOMIYA (中央大学)
Mayumi MIYABE (一橋大学)

In the third part, 1) the principles of the writing/reading comprehension syllabus, 2) the setting of linguistic activities by levels in the writing/reading comprehension syllabus, and 3) the process for connecting with grammatical items extracted from the corpora will be discussed. Then, the writing/reading comprehension syllabus for foreign exchange students at universities will be proposed.
The setting for this syllabus is based on situations, which students will encounter at a university campus, particularly academic and practical situations.
ICT/AIと日本語教育
一これから考えていかなければならないこと一

Hideaki ITO (筑波大学)
Shingo IMAI (早稲田大学)
Jun ARISUE (国際交流基金ニューデリー日本文化センター)
Nanae KUMANO (国際交流基金関西国際センター)
Tomohisa YAMADA (北海道大学)

現在、多くの日本語教育現場でICTを利用した実践が行われている。また近年は第3次人工知能ブームと呼ばれ、人工知能の研究が進み、人工知能の教育への応用が期待されたり、日本語教育学会の2017年度春季大会においても特別プログラム「日本語教育の現代的可能性を拓く—人工知能との対話」が組まれたりしている。しかし、その一方で「人工知能研究が進むことで教師の職を奪うのではないか」との声も聞かれる。

そこで、本パネル発表では「ICT/AIと日本語教育—これから考えていかなければならないこと」を題し、異なる機関/立場でICTを利用した日本語教育に関わっている日本語教育関係者5名それぞれ、ICT/AIの開発・運用や教師教育においてこれまで考えてきたこと、これから検討していかなければならないことについて発表を行う。そして、ICTに加え、日本語教育でも人工知能の利用の可能性について議論が始まっている中、ICT/AIの日本語教育における役割、日本語教師（人間）が果たす役割とは何なのかを、フロアを交えて議論したい。

具体的な発表内容は以下のものとなる。
発表者1:本パネルの趣旨説明とその概要
発表者2:ICTを利用したe-ラーニング開発と学習者ニーズ
発表者3:ICTの開発と日本語教師の挑戦—日本語教師個人ができること—
発表者4:日本語教師とICTの付き合い方について考える
発表者5:AI Nihongo Senseiの開発報告とAI時代の教師の役割についての議論
フロアとのディスカッション

本パネルの特徴は登壇者同士およびフロアとのディスカッションの時間を十分に取ることにある。学会のパネル発表では、発表者間の特定の話題であったり、立場が異なっても論点に関する議論が深まらないことが散見される。本パネル発表では、知見を共有するだけでなく、フロアの参加者がこの議論に参加し、日本語教育におけるICT/AI利用の議論を発展的なものすることで、多くの日本語教育現場での実践的な取り組みに寄与することを目指す。

ICT/AIと日本語教育
ーこれから考えていかなければならないことー

Hideaki ITO (筑波大学)

本発表では、本パネルの趣旨説明とその概要を述べる。
まず、異なる機関/立場で、ICTを利用した日本語教育に関わっている日本語教育関係者5名の発表を中心に、ICT/AIの日本語教育における役割、日本語教師（人間）が果たす役割についてフロアを交えて議論する。というパネル全体の趣旨を説明する。そして、それぞれの発表者の概要を紹介した後で、「日本語教育におけるICT/AI利用の議論を発展的なものにし、多くの日本語教育現場で
の実践的な取り組みに寄与する」というディスカッションのねらいを述べる。最後に本パネルにおけるディスカッションポイントについて説明し、各発表およびディスカッションにつなげる。

**ICT を利用した e ラーニング開発と学習者ニーズ**

Nanae KUMANO (国際交流基金関西国際センター)

発表者の所属機関では海外の日本語学習支援の一環として、e ラーニングの開発を行っている。

**1. 時代の変化と学習者ニーズへの対応**

アニメ・マンガなど、時代背景による特定分野の日本語ニーズへの対応として、学習者へのニーズ調査、実際に現れる日本語データの抽出と分析を行い、ニーズを満たす最適な提供方法としてサイトを開発した。時代の変化により、学習者が目にする情報の形も変わり、ニーズも多様化しているため、近年開発したサイトはマルチデバイス対応となり、インターネット接続環境が悪い地域でもオンラインで気軽に学べるアプリを開発したり、e ラーニングの新たな形としてオンラインコースを提供したりしている。

**2. ベルソナづくりと開発コンセプトの設定**

ベルソナづくり、つまり、対象ユーザーがどんな環境で、どんなデバイスで、何に興味をもって、日本語で何ができるようになることを期待して、どんなふうに使うのか、人物像を具体的に設定することは、ユーザーを漠然と「初級」等でなく、教師が教える内容を一方的に提示するのではなく、ニーズに基づくe ラーニング開発の第一歩である。そして、そこから浮かび上がる開発コンセプトによってサイト開発のねらいや方向性を定めることができ、コンテンツの設計の軸となる。

**3. 新たな学習方法の提案と自律学習支援**

e ラーニングの開発は、教室とは異なる自ら学べる新たな学習方法の提案でもある。教室では教師が指示や説明をし、質問に答えることができるが、サイトやアプリ、コースでは一人でも学べるようにするため、迷わずに操作、学習できるよう UI デザインを工夫している。コンテンツの構成や学習要素の組み込みも鍵となる。各コンテンツでは、「何ができるようになる」のかを明確にし、学習内容や方法を各自のニーズに応じて選び、段階的に理解を深め、確認しながら学べるよう工夫し、クイズやゲームで楽しみながら達成感を感じられる方法を採っている。また、ヒントや説明などで学習をサポートし、学習の達成度を自身で確認できる機能を設けるなど、さまざまな仕掛けで自律学習を支援している。今後、AI 時代の到来を受け、新しい技術を e ラーニング開発にどう活かせるのか、それによって学習者ニーズにどう応えられるのか、議論したい。

**ICT の開発と日本語教師の挑戦**

— 日本語教師個人ができること —

Jun ARISUE (国際交流基金ニューデリー日本文化センター)

日本語教育への ICT の導入が進む中、「普通」の「日本語教師」がどこまで技術を知らなければならないのか。無論、プログラミング技術を駆使して自らウェブサイトやスマホアプリを開発できる能力がある者は一握りだし、その必要もない。しかし、レベルの差はあれ、ウェブサイトの仕組みや、スマホアプリがどんなデータをどのように扱っているのか、などある程度であれば、どういう教材が作れるか、学習者に何を提供できるのか、が考えられる。

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**Book of Abstracts**
日本語教師と ICT の付き合い方について考える
Tomohisa YAMADA (北海道大学)

発表者は、日本語教師の ICT リテラシー向上のために書籍刊行、ワークショップ講師等を行ってきている。その過程で長らく疑問に思っていることがある。それは「そもそも ICT を使わなければならない理由とは何か」という根本的な問題である。本発表は、この根本的な問題を起点として、日本語教師が今後どのように ICT と付き合っていくべきかについての問いを次の2点から展開し、フローパートとに議論を深めたい。

1 社会の変化とデジタル格差
近年、MOOC や反転授業といった語を頻繁に目にする。教室に行けば、多くの学生がスマートを持ち教室にやってきている。その一方で日本語教師の ICT リテラシーは驚くほど低い。山田 (2016) の調査によると、授業の準備にパソコンを使う教師は8割程度いる (n=81) が、それ以外での ICT 活用はあまり見られないことが明らかになっている。このような学生と教師のデジタル格差が続くと教室では何か起き、教育効果にどのような影響が出るのであろうか。また、デジタル格差はどのように解消することができるのだろうか。ここで提起される課題はデジタル格差についてである。

2 ICT は教師の味方か
反転授業を世に広めたカーンアカデミー代表のサルマン・カーン氏は、テクノロジーと教育について TED Talk 2011 で次のように述べている。

「従来のやり方では、教師の時間のほとんどは説教をすることであったり、成績を付けることに費やされます。生徒の横にいる時間は5％といったところでしょうか。テクノロジーを使うことで教室をひっくり返すだけでなく、教室をより人間的にできるのです。」
AI Nihongo Sensei の開発報告と
AI 時代の教師の役割についての議論
Shingo IMAI (早稲田大学)

1. AI の定義

AI（人工知能）の定義は定まっていない。Wikipedia には「人工的にコンピューター上などで人間と同様の知能を実現させるようという試み、あるいはそのための一連の基礎技術を指す。」とあるが、これは目標であり「人間と同様の知能」を実現できている AI はない。現在の AI はチェス・将棋・囲碁のようなゲームや、音声認識、画像認識などの基礎技術を用いた特化型 AI である。人と同等（またはそれ以上の）汎用型人工知能は将来の目標に過ぎない。

2. AI は教師の仕事を奪うか？

特化型では AI のみならず機械でも、とうの昔に人間を超えていた。車や飛行機の移動能力は言うに及ばず、小さな電卓であっても計算能力は人を超えていた。産業革命の際にも大量の職が失われたが、そのとき、将来にプログラマーやコンピュータ作業者が現れると誰が思ったであろう。Frey and Osborne (2013) 以来、AI によって「奪われる」仕事をそうでない仕事をについてのヒステリックなまでの反応がある。（正確には Frey and Osborne は AI を含む「機械学習」を扱っている。）あらゆる技術・文明は仕事の種類を変えて行く。AI が特殊な訳ではない。（AI による仕事の代替の特殊性はその速さにある。）AI が教師の役割を担うことができるようになるのは否？問題はそれがいつかということだけである。ただし、オールオナッシングではない。AI と人との仕事の分担が行われるだろう。もちろん中には AI によって職を「奪われる」教師もいるだろう。

3. AI は予測できない

どんな教師がいつ AI と交渉するのか、明日 AI と交渉する教師はいないだろう。（ただし、e ラーニングを導入して語学教師の雇用を止めるというケースは数年前から起きている。）10 年～20 年後の予想（NRI2015）には代替可能性の低い職業の一つに「日本語教師」が挙げられている。そして、「創造性・協調性が必要な業務や、非定型な業務は、将来においても人が担う」としている。最後に、日々の教育実践はこの定義に当てはまっているだろうか。そうでない教師の代替可能性は高いだろう。そして AI に関する予測は、よく外れる。

本発表では、「AI Nihongo Sensei」の開発経過報告をする。そして教師は、学習者は（近い）将来にどう備えるべきかを参加者と議論したい。
Today, ICT-based practices are frequently being implemented in Japanese-language education. The last few years have been coined as the 3rd AI boom and the research on artificial intelligence has been indeed moving forward fast. At the Spring Forum 2017 organized by the Society for Teaching Japanese as a Foreign Language a special program was held titled “Developing the Contemporary Possibilities for Japanese Language Education; and Dialogue with Artificial Intelligence” and expectations for AI to find real-life applications in the domains of education are higher than ever. At the same time, concerns have been voiced that as AI progresses, educators may find themselves at risk of losing their jobs.

In this panel titled “ICT & Education: What's the Right Thing to Do?” we will hear 5 speakers from various backgrounds in ICT-based Japanese language education give a talk on the development and deployment of AI/ICT systems as well as on the subject of teacher education within that field from different perspectives. The speakers will present their thoughts on the status quo and address issues that should be investigated more in future. In addition to tackling ICT, discussions about possible use cases of AI in Japanese language education are currently taking off. In this panel, we would like to enable a lively debate amongst all participants on the role of ICT/AI in Japanese language education as well as discuss the particular role that Japanese language educators (humans) could be taking in that environment.

The content of the presentations is as follows:
1. ICT & Education: What's the Right Thing to Do?
2. Development of e-Learning Utilizing ICT and Learner Needs
3. Development of ICT and the challenges faced by Japanese language teachers - What Japanese language teachers can do -
4. “Shall we think about the relationship between ICT and Japanese language teachers?”
5. A report on the development of Japanese AI teacher, and discussion about the role of teachers in the AI era.

To debate amongst all participants

This panel’s special feature, if you will, is that it takes sufficient time to allow for a fruitful debate between all parties present – the panelists as well as all other participants alike. It can be observed at panel discussions that these sometimes tend to overly focus on topics that are of individual interest to certain presenters only and that due to strong differences in academic opinion the general debate cannot advance. This panel is about sharing expertise, and it does so by giving every participant the opportunity to create a constructive discourse on uses of ICT/AI in Japanese language education. Thus, it aims to contribute to and assist practical efforts in various Japanese language education settings.

ICT & Education: What's the Right Thing to Do?
Hideaki ITO (筑波大学)

In this presentation I would like to explain the aim of this panel and give a short overview of the proceedings. Featuring 5 speakers from various backgrounds in ICT-based Japanese language education,
Development of e-Learning Utilizing ICT and Learner Needs
Nanae KUMANO (国際交流基金関西国際センター)

The institute the presenter represents conducts e-Learning development as one aspect of its support for overseas learners of the Japanese language. With regard to the development of websites, applications, online courses and other such e-Learning methodologies that utilize ICT, importance is placed on the following points.

1. Responding to Current Trends and Learner Needs

The website was created to be the most effective method to provide maximum fulfillment of student needs where the demand for specialized Japanese language arises from current trends - such as anime/manga, etc. This was achieved through researching student needs and then analysis of that data to extract the actual Japanese language required, and to then present that in the most easily accessible and easily understood form as an online learning website available to everyone.

As times change, the information that learners access also changes, and this produces a wide diversification in their requirements. In recent years, website development has had to respond to multiple devices and create applications that allow study to be done offline in locations that have poor internet access, and therefore the presenter’s team are also evolving in how they develop and provide online e-Learning courses.

2. Creating a Persona and Setting a Development Concept

Creating a persona, or in other words, determining the detailed characteristics of the target users - such as their environment, the devices they use, their interests, what they hope to do with the Japanese language, and so on - is the very first step in developing a needs-based e-Learning program that doesn’t simply separate users indiscriminately into levels like ‘Beginners’, or where the teacher simply teaches the content they personally prefer.

Following that, a development concept emerges that determines the purpose and direction of the site design, and these then become the central focus around which the content of the site is produced.

3. Proposing New Study Methods and Supporting Autonomous Learning

The development of e-Learning proposes a new method of studying whereby essentially one teaches oneself, rather than that of a classroom situation. In a classroom the teacher provides instructions and explanations, and questions can be answered, but with a website or application or online course, strategies are employed with the UI design to make it easy to operate in order for the student to be able to learn on their own.

A key to achieving this is content design and refinement of course components. Techniques have been employed for each of the separate content areas so that the question ‘What will I be able to do?’
is easily answered, and each individual learner is able to select components and methods to suit their personal needs, deepen their understanding in stages, and confirm what they are learning as they go, with techniques such as quizzes and games also being employed to allow for a feeling of both accomplishment and enjoyment at the same time. In addition, study is supported using hints and commentary etc., and opportunities are provided to check and evaluate one’s own learning progress. These various methods are employed to support autonomous learning.

Following this, I am looking forward to further discussing how to utilize new technologies in the development of e-Learning with the arrival of the era of AI, and, accordingly, how to best respond to the needs of language learners everywhere.

Development of ICT and the challenges faced by Japanese language teachers - What Japanese language teachers can do -

Jun ARISUE (国際交流基金ニューデリー日本文化センター)

Every day and probably every second, new ICT aspects are being introduced into Japanese language education. As ordinary Japanese language teachers, what should we know about ICT and how much? There may be Japanese language teachers who have the capabilities to create web sites and smartphone applications with their own skills in the area of ICT. But such teachers are very rare and this ability is not required either, to be a Japanese language teacher. However, if we have some knowledge about the structure of websites or the data structure in the system of smartphone applications, we can imagine what kind of study materials we can make or what we can provide to Japanese learners.

Earlier, I had created a Japanese learning site which assists in the reading of Japanese by adding furigana, according to the level of the user, by combining morphological analysers with various dictionary tools. More recently, I have also created an IME dictionary tool by which the user can see the English translation of words during the typing of Japanese text: this system uses data from an open dictionary, from which the IME data is automatically generated by a script Perl that I had made by myself. With this, even learners who haven’t learnt kanji can more or less choose the right kanji, if they know the meaning of the word that they are typing.

Actually, it is not technically difficult to create these tools. My idea is relatively simple too. My tools just use a morphological analyser and an open dictionary. However, to create a concept like this, we should have some technological knowledge about data and how to use it, like the available sources, usable formats, etc. That means, if we take care to utilize more reusable data formats when making Japanese language materials, we could have more possibilities for further creation of learning resources.

If Japanese teachers all over the world would share their materials for mutual use and reuse, the possibilities for Japanese language education would broaden more. As a small step, I published power point slides for a class of “Minna no nihongo” with tag information, and these are now being used in many classes around the world.

Information shared on the Internet could accelerate the development of Japanese language education with the help of AI also. For example, I imagine that it is not very difficult to create a system generating typical sentences and learning contents automatically, based on locative information and actions of the users.

Now, we Japanese teachers, should start considering ICT more for Japanese language education. Some teachers are so excited about the future with ICT, whilst some are already fed up with a lot of the tasks brought on by the introduction of ICT. I’d like you to participate in the discussion about what every teacher can do as an individual and also, how much we should know about ICT towards the purpose of generating learning resources.
“Shall we think about the relationship between ICT and Japanese language teachers?”

Tomohisa YAMADA (北海道大学)

The presenter has been publishing books and conducting workshops for improving ICT literacy of Japanese teachers. There is something I have been wondering for a long time in the process. That is a fundamental question “Why Japanese teachers have to use ICT?” In this presentation, starting with this fundamental question, I would like to deepen the discussion with the floor by developing a question about how Japanese teachers should build a relationship with ICT in the future from the following two points.

1. Social Change and Digital Divide

In recent years, I frequently see words such as MOOC and Flipped classroom. If you go to a classroom, you will see many students coming there with their smartphones. On the other hand, Japanese teacher’s ICT literacy is surprisingly low. According to a survey by Yamada (2016), although approximately 80% of teachers use PCs for preparing classes (n = 81), it is clear that there is not much use of ICT in other cases. What will happen in classrooms if such digital divide between students and teachers continues, and how will it affect educational effect? Furthermore, how can we solve this digital divide? The first question is about digital divide.

2. Is ICT a friend of teachers?

Mr. Salman Kahn, a representative of the Khan Academy who spread flipped classroom to the world, mentioned technology and education at TED Talk 2011 as follows.

"In a traditional model, most of the teacher's time is spent doing lectures and grading. Maybe 5% of their time is sitting next to students and working with them. Using technology, not just flipping the classroom, you are humanizing the classroom."

As a result of a survey on 15 Japanese language teachers who are working at Japanese language schools in Japan in 2017, the presenter figured out that Japanese language teachers are working on more non-class tasks than tasks related to lecture. It means that less time is spent on 'teaching' which is what teachers should be doing. Then, what kind of tasks can be reduced by using ICT? As a result, does it really increase the time that teachers can spend on teaching? This is the second question.

We hope that this presentation, with the presenter giving some data and practical reports on these two points, will encourage discussions on the relationship between ICT and teachers.

A report on the development of Japanese AI teacher, and discussion about the role of teachers in the AI era.

Shingo IMAI (早稲田大学)

1. Definition of AI

The definition of AI (artificial intelligence) is in the state of lacking unity. Wikipedia says [AI is] "artificial attempts to realize the same intelligence as human beings with computers, or a series of basic technologies for that." This seems to be the ultimate goal. No AI at present has reached the level of "human intelligence" yet. The current AI is either a weak type of AI, using technologies such as voice recognition and image recognition or a specialized type of AI for games such as chess, shogi, and go. Artificial intelligence equal to or higher than humans is no more than a fantasy at present.
2. Does AI rob the teacher's job?

As long as specialized narrow tasks are concerned, machines have exceeded human beings a long time ago. Humans are no match to airplanes and cars when it comes to the mobility. Even a cheap calculator can easily beat a genius in mental calculation. Some jobs are definitely replaced by AI in the future, however at the same time, new jobs will emerge. A large amount of employments was lost in the industrial revolution, but who could imagine that jobs such as programmers and convenience-store clerks exist now? Since Frey and Osborne (2013), there have been hysterical reactions against job substitutions by AI. Technologies and civilizations change the types of work. AI is not the exception. The unique nature of job replacements by AI is its rapidness. It is not deniable that AI can play a role of a teacher. The point is when it happens. AI teachers and Human teachers will share roles of teaching. It is also deniable that some teachers will lose their work altogether due to AI.

3. AI is not predictable

What kind of teacher will be replaced by AI? We believe that no teacher will be replaced by AI tomorrow. (However, some Spanish language teachers have been replaced by an e-learning system called Rosetta Stone in the USA.) NRI (2015) predicts that language teachers are as one of the lower possibility of substitution by AI for the next ten to twenty years. It also points out that tasks requiring creativity, capacity to cooperate with others, and coping with contingencies are most likely taken care of by humans. So it is a good idea to check if our practices in a classroom meet those conditions? Practices that do not meet the conditions might be easily replaced by AI.

In this talk, I will report on the progress of "AI Nihongo Sensei". I also want to have a discussion with the audience on what and how teachers and students should prepare for the near future.
Do the teacher’s beliefs change? Comparing volunteers, teaching course students and Japanese language teachers.
Since the late 1980s, the relationship between the foreign language learning and learners’ belief or teacher’s belief, one of which is the belief, has been focused by many researches (Horwitz 1987). The previous investigations on the teacher’s belief were conducted mainly based on teaching course students or Japanese language teachers; there are few researches including volunteers. This research examines whether the teacher’s beliefs change depending on the each position, i.e., volunteers, teaching course students and Japanese language teachers.

This investigation was conducted in October and November 2017. The study targets are 15 volunteers, 27 teaching course students and 29 current Japanese language teachers. The question papers are composed of teacher’s belief, sex, age and so on. As for the teachers belief, we adopted the belief scale (Accuracy orientation and Expressiveness orientation) proposed by Kubota(2006).

To make sure validity and reliability of the belief scale, exploratory factor analysis was performed on the 20 items using principal axis factoring with Promax rotation. Cronbach coefficient is .789 for Accuracy orientation and .861 for Expressiveness orientation. We, then, conducted the t test to check the significant difference between Accuracy orientation and Expressiveness orientation. As a result, we revealed Expressiveness orientation (M=4.18, SD=.55) is significantly higher than Accuracy orientation (M=3.15, SD=.50; t(68)=14.078, p<.05). A two-way ANOVA(gender*status) indicated the following result, own status is reflected in teacher’s belief. To be more concrete, we uncovered the Accuracy orientation of volunteers is lower than the teaching course students and the current Japanese language teachers. Also, Expressiveness orientation of the volunteers is lower than the current Japanese language teachers. Expressiveness orientation shows teaching course students are positioned without any significant difference comparing with other study targets.

We claim the following two points from the result. First, the Expressiveness orientation, which emphasizes on the learners’ satisfaction, is taken to be more important than Accuracy orientation, which focuses on the knowledge of Japanese, regardless of their experience of Japanese education. Second, there is no significant difference on neither Accuracy orientation nor Expressiveness orientation between the current Japanese language teachers and the teaching course students. This result suggests that the volunteers’ teachers’ belief will change by accepting specialized education of Japanese language teaching.
5A_F2 08月04日16:30
初級後半の会話授業に関する日本語教師のビーリーフ—
日本の大学で教える教師への質問紙調査の
結果から—
Ikumi OZAWA (国際基督教大学)
Yukari TSUBONE (大阪観光大学)
Yukie TAKEGATA (横浜国立大学教育学部)
Yayumi KANAME (国立新斎商船専門学校)

言語教師のビーリーフ質問紙には、Horwitz(1985)、高木・佐藤(2006)他があるが、初級後半の日本語会話授業の具体的な事情についての質問紙は管見の限りない。本発表は、日本国内の大学で教える日本語教師を対象に実施した質問紙調査の結果から初級後半の会話授業に関する日本語教師のビーリーフを明らかにする。

発表者らは日本語学校で教える日本語教師を対象に実施したバイロット調査の結果を踏まえて質問紙を作成し、2010年1月から同年11月までに、日本国内の大学で教える日本語教師を対象に本調査を実施した。回収数は587件、有効回答は559件である。

主因子法・Promax 回転による因子分析の結果からは6因子構造が妥当であると考えられた。回転前の6因子で30项目的全分散を説明する割合は38.772%であった。その中で下位尺度のα係数が十分な値が得られた5つを解釈可能な因子とし、① 規範的で理解しやすい日本語使用、② 明確な活動目的と、授業の流れの見通し、③ 教師による評価、④ 学習者の主体的参加、⑤ 理解確認と様々な活動、と命名した。下位尺度相関を見ると、①と③、②と④、②と⑤、④と⑤には有意な正の相関があり、①と②、①と⑤、②と③に弱いながらも有意な正の相関があった。しかし、教師の年代や経験年数による相関には有意な差は認められなかった。

分析の結果、初級後半の会話授業に関する日本語教師のビーリーフには上記① ～⑤の5つの因子があることがわかった。① ② ③ の因子はバイロット調査から想定した8因子とほぼ同じだったことから、これらは日本語学校勤務、大学勤務の別に拘わらず日本語教師が共通して持つビーリーフとなっている可能性が考えられる。

参考文献
高木裕子・佐藤綾(2006)「『国別』から見た日本語教師に求められる実践能力を規定する要因」『日本語教師養成における実践能力の育成と教育実習の理念に関する調査研究』pp.118-138。

5A_F2 08月04日16:30
Japanese Language Teachers’ Beliefs About the Latter Half of Basic Japanese Language Classes: Based on the Survey of Teachers in Japanese Universities
There are several questionnaires on language-teachers’ beliefs such as Horwitz (1985) and Takagi & Sato (2006). However, surveys of Japanese language teachers’ beliefs about the latter half of basic Japanese language classes do not seem to exist. Therefore, the presenters made a questionnaire for this purpose and surveyed beliefs of teachers in Japanese universities.

The questionnaire was made based on the pilot study conducted to Japanese language teachers who teach in Japanese language schools. Then the survey data for this study was collected from Japanese language teachers in Japanese universities from January to November in 2010. The number of respondents was 587 teachers, and 559 was valid response among them.

As a result, six factors were successfully constructed using factor analysis by Principal Factor Analysis and Promax Rotation.

When six factors were extracted before performing the rotation, then 38.772% of the total variance of 30 items were shown to be explained. Among these six, five were considered interpretable as their subscale showed enough Cronbach’s alpha coefficient.

Thus, the five were assigned as the factors affecting the teaching styles;
which are 1) usage of normative and easy-to-understand Japanese,
2) clear objectives of activities and perspective of flow of the classes,
3) correction made by teachers,
4) proactive participation of learners, and
5) confirming learners' understanding and various activities.

When subscale correlation examined, positive correlations were confirmed between 1 and 3, 2 and 4, 2 and 5, and 4 and 5. Besides, it was observed there were weak but positive correlations between 1 and 2, 1 and 5, and 2 and 3. However, there was no significant difference made by ages of teachers or years of teaching.

In conclusion, the study shows there are five factors above in Japanese language teachers’ beliefs about the latter half of basic Japanese language classes. Since the first three factors were almost the same in content with the eight factors constructed from the pilot study, it suggests that these factors affect Japanese language teachers' beliefs not only those who teach in Japanese universities but also the ones teaching in Japanese language schools.

References
日本語教師の研修における「我が事」感の喚起
—研修用マンガ教材の可能性—

Tomoko KANEDA (学習院大学)

日本語教師を対象とする研修では、授業に関するデータ（映像や文字化資料等）を用い、実践的検討をすることがある。議論の焦点化、評価的な言葉の排除、客観的な立場での授業検討等を可能とするためには、具体的な教材は有効だと考えられる。

しかし、実際に映像や文字化資料を用いても、その素材に表れている現象を参考者間で共有するのは難しい。課題の焦点化のためには、ある程度の長さの授業映像を見る必要があり、また、文字化資料の分析についても、一定の訓練が必要だからである。

そこで、課題の焦点化とその共有を容易にする方法として、授業の実際を「マンガ」化した教材の活用を考えた。日本の地域日本語教育の現場で集めた授業データ（5地域、11団体、22教室、全98件）を複数の研究者が分析した結果をもとに、授業の実態をエピソードとしてまとめ、タスク（複数の問い）と解説を設けた教材を作成したのである。授業の様子を「マンガ」で示すことにより、状況把握がしやすくなると同時に、授業映像に見られるような冗長性もなくなり、タスクによって課題の焦点化が可能となると考えた。

しかし、実際にこの教材を使ってみると、「自分も同じようなことをやっていると思うから読んだ」「追体験できる」という反応がある一方で、「こんなことをする人はいるんですか」「この人、駄目ですよね」というように、教師を批判し、描かれた現象を「他人事」と捉えてしまう参加者も少なくなかった。
自分の授業にも起こりうる課題、すなわち、「我が事」として自己に引き寄せ考えてくることが難しいのである。しかし、「我が事」として捉えられなければ、自分自身の実践、実践を支える考えを見直すことには至らないのではないかだろうか。
そこで、「我が事」感が生まれ、自身の実践的思考変様に関する気づきが促されることは、マングに関するタスクの直感を見つめた。具体的には、①セリフの音読、②「ゆさぶり発問」の実施である。この実践は、現実に至るばかりであるが、すでに、マングに挙げられた教師や学習者に対する理解の深まり、実践に関する考えの気づきが促されたと思われる発言が聞かれている。
発表では、具体的な資料をもとに、マング教材を用いた研修の可能性と課題について紹介し、「我が事」感の喚起や実践的思考変様の変容に結びつく研修の在り方について意見交換したい。

「演じる」という参加過程から振り返る
自らの価値観
Yo USAMI (東京大学大学院 総合文化研究科 言語情報科学専攻)

教師は、教育についての自らの価値観（「教育において何を重要と考えるか」という観念・規範の体系）を自覚し、それに基づいて筋の通った教育活動を行っていくことが求められる。一方で、そうした価値観は、固定化した形でなければならない。自らの価値観がいかなる観念・規範から構成されているかを分析し、それを新たな観念・規範の一部を断片的に調整していくという柔軟さがなければ、その教師の教育活動は直感した独りよがりなことに陥ってしまう可能性が高い。
しかしながらこうした「自らの価値観の把握と更新」という作業は、個人で内省するだけではなかなか達成しにくいものである。そこで発表者はこれまで、「活動に能動的に参加するプロセスを通じ、受動的知識追加以上の認知的変容を目指す」というワークショップ型の学習に着目し、自らの価値観の把握と更新を目的とする活動の実践を行ってきた。
今回の発表では、特に「フォーラムシアター」という演劇ワークショップ手法に着目する。このワークショップは、概略以下のような手順で進められる。

1. 日常生活の中で生じる様々な問題を題材として大まかなシナリオを作成し、観客の前で即興劇を行う。
2. いったん即興劇を演じたあと、劇の登場人物の1人を観客の1人と入れ替え、再度同じ劇を演じる。
3. 登場人物を入れ替えでの再演によるストーリー・周囲のリアクションの変化や、ある役割を実際に演じてみることによる「当事者としての気づき」などから、「1人の振る舞いが周囲に与える影響」「現実を変えていくことができる働きかけの方法」などについて、参加者間でディスカッションを行う。

本発表では、教師・教師志望者に対してフォーラムシアターを実際に実施し、実施の模様を記録するとともに、複数の参加者に対し事前・事後インタビューを行い、それらを質的分析することにより、1）価値観の把握と更新は具体的にどのように、また何をきっかけとして行われているのか、2）演劇に当事者として参加する、という行為は、自らの価値観の把握と更新という目的のために有効といえるか、3）上記目的を達成するためにはどのような工夫が必要か、などのことを論じる。
「記述した実践」の語り直し
— アノ実践をイマ振り返る

Hiromi SAITO (東京学芸大学)
Mari HAMADA (京都教育大学)

発表者は言語教育に関する実践を紹介する雑誌の編集を行っている。実践の行為主体である実践者がその場の「いま・ここ」を記述したものを掲載し、他の教育文脈における者に伝え、学び合うための誌上空間を提供するという編集方針をもつ。しかしながら、上媒体での伝達では書き手と読み手の間に相互作用は起きにくい。

そこで、2017年5月、雑誌に掲載された「記述した実践（以下「実践報告」）」について、実践者が読み手を招いて語るという取り組みを行った。言い換えれば、あの時の実践（アノ実践）を、改めて語り直す（イマ振り返る）というものである。この活動は、二層、二重の視点によって喚起される。時間軸の層では、実践者自身の実践を記述したあの時と語り直しを行う今の視線があり、そこにはその間の実践者の変容が投影されるはずである。そして、語り直し活動の参加者である実践者と読み手（読み手でもある）による二重の視点がある。それにより実践の解釈にズレが生じた際、省察が促進されると考えられる。

語り直し活動に参加した4組の実践者は、「実践報告」の他、授業時の写真や学習者の成果物、また授業計画書や教材等を示しながら、アノ実践について再び語っていた。もう一方の参加者である聞き手は、自身の実践や現場の状況に照応させるながら記述され、語り直される実践について、質問やコメントを繰り出す。参加者の事後のコメントを見ると、この活動には次のような意味があったと考えられる。

・「アノ実践」の意味づけ直し
・聞き手との対話による「学習者の学び」の再認識
・聞き手の文脈を介して得られる実践に対する新たな視点
・実践における問題意識の銘角化
・自身の実践者としての変容の意識化

パネルでは、ここ語り直し活動を具体的に紹介するとともに、次の問いを立てて記述した実践を語り直すことの可能性について検討する。

アノ時からイマへの実践者の変容によって、更には他者の文脈を潜らせることによって、実践はどのように再解釈されるのか。この再解釈の過程は実践者の省察を促進するのか。記述した実践の語り直しの活動は、実践の場での「体験の直接性」と、言語化による「自己対象化」を結び、新たな知を生成するのか。

6A_A 08月03日14:00
Rethinking Teacher Education Methods: Three approaches to innovate development of Japanese teachers

Mari HAMADA (京都教育大学)
Tomoko KANEDA (学習院大学)
Yo USAMI (東京大学大学院 総合文化研究科 言語情報科学専攻)
Hiromi SAITO (東京学芸大学)
Okazaki & Okazaki (1997) once argued that education for Japanese language teachers should make a paradigm shift from “teacher training” to “teacher development.” They also claimed that Japanese teachers need to reset their goal and aim to become a “self-developing teacher,” who can create class activities and learning resources suitable for their learners by themselves, or a “reflective practitioner,” who can discover what is important for teaching and learning by means of observing other teachers’ classroom practice and reflecting one’s own teaching process.

In the same vein, practical measures have been proposed to promote teachers’ growth, for example, action research (Yokomizo 2000), talking shop (Aoki 2000), and so on. In fact, teacher trainers, at the very beginning of teacher development course, often find that it is not an easy job to help teachers, novice or experienced, look back what they did in the classroom critically. Is there a particular method for in-service teacher education which enables them to keep growing by observing and analyzing classroom practice of other teachers and reflecting on teaching practice of their own ceaselessly?

In this session, three approaches explores this issue. Theoretical interrelationship among the approaches is also discussed.

The first speaker, Kaneda Tomoko proposes using manga cartoon materials in order to facilitate teachers to focus on the subject and share the issue. In order to induce teachers to let the story described in the cartoon strip under their skin and create a feeling of “one’s own concern”, it is effective (i) to read aloud the lines and (ii) to ask “an unexpected question.”

The second speaker, Usami Yo, argues that teacher education should focus on teacher’s sense of values on education, on which they strategize and conduct consistent educational activities. Usami believes adjustment and renewal of values is an essential part of teacher development. A drama workshop method called Forum Theater is introduced to promote a cognitive transformation produced through a process of group participation in an activity.

The next speaker, Saito Hiromi, introduces a “re-telling” activity where teachers talk about the practice they once wrote as a practice report. They are able to reflect their practice, this time, through the lenses of the listeners and gain new points of view for the practice.

The discussant, Hamada Mari, cites Mezirow’s transformative learning theory, which is one of the most influential theories for adult education. Hamada points out that change of frames of reference is facilitated through the all the activities introduced by the speakers, and discusses the “method” for fostering lifelong professional development of teachers.

Awakening of a Feeling of “One’s Own Concerns” in Japanese Language Teacher Education: Possibilities of Manga Cartoon Training Materials for Teacher Development

Tomoko KANEDA (学習院大学)

Data (e.g. videos and transcripts) relating to classes are sometimes used to examine practice in training for Japanese language teachers. It is believed that concrete data is useful to enable focus on discussion, elimination of evaluation language and class examination from an objective standpoint.

However, even if videos and transcripts are actually used, it is surprisingly difficult to share the phenomena that appear in those materials between the participants. It is important to see class video of a certain length to focus on the subject. Moreover, certain training is also necessary for analysis of transcripts.
Accordingly, I considered using training materials that have turned actual classes into “manga cartoons” as a method to facilitate focusing on the subject and sharing that issue. I complied the true state of classes into episodes and prepared training materials with tasks or questions and commentary based on results from the analysis by multiple researchers on class data (a total of 98 classes in five regions, 11 organizations and 22 classrooms) collected at local Japanese language education sites in Japan. I think showing the state of classes in “manga cartoon” form makes it easier to understand the situation while also eliminating redundancy, such as viewing class videos, to make it possible to focus on the subject according to the task.

Nevertheless, when I actually tried using these training materials, although there was a reaction of “I read the manga cartoons while thinking that I also do the same” and “I could get a vicarious experience from the manga cartoons,” there were also more than a few participants who criticized the teachers – “are there really people like that?” and “that person is terrible” – and perceived the depicted phenomenon as “other people’s concerns.” It is difficult to draw close to oneself and think about the challenges that may also occur in one’s class – that is, “one’s own concerns.” However, unless it is possible to perceive these phenomena as “one’s own concerns,” it will not lead to a review of one’s own practice and the ideas which support that practice.

Consequently, I reviewed the tasks related to the manga cartoons with the aim of creating a feeling of “one’s own concerns” and to encourage realizations concerning one’s own practical way of thinking. In concrete terms, I implemented the following two elements: (1) reading aloud the lines and (2) “unexpected questioning.” Although this practice has only just begun, there has already been a deepening of understanding toward the teachers and learners depicted in the manga cartoons and I have heard comments that suggest realizations have been encouraged toward one’s own way of thinking in relation to practice.

In my presentation, I will introduce the possibilities and challenges of teacher education that uses manga cartoon training materials, by referring to actual data. I would then like to exchange opinions about the state of teacher education that leads to an awakening of a feeling of “one’s own concerns” and a transformation of practical ways of thinking.

Reflecting one's own sense of values through participating in a drama workshop
Yo USAMI (東京大学大学院 総合文化研究科 言語情報科学専攻)

Teachers have their own “sense of values on education” (i.e., a system of beliefs about “what they believe is important in education”), based on which they strategize and conduct consistent educational activities. Conversely, these values should not be rigid and unchangeable; teachers should adjust and renew their values flexibly depending on situations. Without that flexibility, teachers’ educational activities would become mere self-satisfaction.

However, it is not easy to adjust and renew values through self-reflection alone. Workshop Learning Style is an effective method that promotes the adjustment and renewal of values. It is not only a passive addition of knowledge but also a cognitive transformation produced through a process of group participation in an activity.

This presentation introduces a drama workshop method called “Forum Theater.” This style of workshop is conducted as follows:
1. The participants are divided into small groups. Each group selects an actual problem found in daily life, and creates a rudimentary story around it (in the story, the problem remains unsolved).
2. Based on the story, one group performs an improvisational drama in front of the audience (i.e., members of other groups). After the first performance, one of the actors is substituted by one of the audience, and the drama is replayed.
3. By substituting one of the actors, the drama’s story and the other actors’ reactions may alter slightly or drastically because the replaced actor’s values might differ from that of the original actor. Based on the alterations, both actors and audience suggest various actions to resolve the problem more appropriately. This discussion process is expected to reflect, adjust, and renew the participants’ sense of values.

A Forum Theater was conducted with 24 Japanese language teachers as participants. The workshop process was recorded, and researchers (including the presenter) interviewed some of the participants. In this presentation, the presenter will discuss the possible effect of drama workshops on reflecting, adjusting, and renewing participants’ sense of values through qualitative analysis of the data.

Re-telling Described Practice: Looking Back Now at That Practice

Hiromi SAITO (東京学芸大学)
Mari HAMADA (京都教育大学)

I edit a magazine that introduces practice relating to language education. We have an editorial policy of publishing descriptions of the “now and here” at that time by practitioners, the main actors in implementing practice, and providing magazine space to communicate with those in other educational contexts to learn from each other. Nevertheless, it is difficult for writers and readers to interact through communication in this medium.

Accordingly, I ran an initiative for practitioners to invite and talk with readers about their described practices (hereinafter “practice reports”) published in the magazine in May 2017. In other words, this was an activity to re-tell about practice at that time (that practice). This activity was carried out with dual perspectives. There was a perspective of that time when the practitioner described his/her practice and the now when re-telling it in the layer of the time axis. Transformations in the practitioner during that time are bound to be projected here. There are dual perspectives with the practitioner and listeners (or readers), who are the participants, in this re-telling activity. It is believed that deviations are brought about in the interpretation of the practice through this and that reflections are encouraged.

The four groups of practitioner who participated in this re-telling activity re-told about that practice while presenting photographs of their lessons, the results of their students, lesson plans and teaching materials in addition to their “practice reports.” They re-told about that practice. The listeners, who were the other participants in this activity, asked questions and made comments about the practice that was described and retold while comparing it with their own practices and on-site situations. Looking at the comments from the participants afterward, it seems that this activity had the following meanings.

- Once again giving significance to “that practice”
- Recognition anew of the “learning of students” through dialog with listeners
- New points of view for the practice obtained through the context of the listeners
- Sharpening of problem awareness in practice
- Formation of a consciousness of transformation as the practitioner himself/herself

This panel concretely introduces this re-telling activity and considers the potential to re-tell about described practice by asking the following questions.
6A_C 08月04日09:00
平和な社会に向けて取り組む日本語教育と教師の役割—日本・ドイツ・韓国の大学における異なる学習環境に応じたトピック選択—

Yukiko OKUNO (首都大学東京)
Shizuka MOTODA (東海大学)
Yumiko MURATA (ミュンヘン大学日本センター)
Shin MORIYAMA (Ochanomizu University)

本パネルは、国内外の異なる大学の日本語教育の場において、それぞれの学習者の属性に合わせ平和な社会を実現するための実践に取り組んでいる例を通じて、教師の役割について考察するものである。

「なぜに言語を教えているのか、このような問いを言語教師は自分に向けることがあるのではないだろうか。外国語教室は、学ぶ言語を通して、また参加する学習者が持つ社会背景や文化背景を活用して、様々な活動が可能である。バイラム(2008)は学生の言語能力の向上とクリティカルティの育成を担う外国語教育の場において、政治的・社会的意思図をもっと意識的に取り組み、考慮する必要があると述べている。同時に、これまで外国語教育では、教室運営の仕方や文法項目をどう教えるかというテクニックの面に重点が置かれてきたため、外国語教師はみなこのような問題に対しては準備不足であるとも述べつつ、外国語教育者の課題として、これらの問題を取り上げることで、教育を実践することが求められていると述べる。

本パネルでは、大学の教育現場において、昨今の社会情勢をふまえ、自分たちをどう社会、世界をより平和なものにするために何ができるのか、戦争や争いを繰り返さないために、またそれを生み出す不満や誤解不平等を乗り越えていくためにどのような後押しが可能なのかについて、学習者の属性や学習環境に合わせてトピックを考え、行ってきた実践例を紹介する。具体的には日本国内の多様な母語や国籍の学生を対象に国内外の解決すべき事柄（貧困・教育など）をトピックとしてとりあげた実践、ドイツの日本語学習者が対象としてナチスの歴史をとりあげた実践、日本の学生と韓国の日本語学習者を対象として東アジアの平和を考え日本の歴史問題を取りあげた日韓セミナーの実践をとりあげる。これら各教師の挑戦事例は国内、国外、国内外の協働という異なる学習者の属性や背景に合わせた取り組みでもある。本パネルでは、日本語教育現場において平和な社会の実現を目指した内容を、それぞれの学習者に合わせていかにとりあげていたのか、言語教育の現場における教師の役割や工夫という視点から具体的な例やデータと共に示す。様々な実践バリエーションを具体的に示すことにより、より多くの言語教育現場へ寄与したいと考える。

多様な母語の学習者に対する内容言語統合型学習に基づいた「PEACE プログラム」の実践と教師の役割

Shizuka MOTODA (東海大学)
未来につなぐナチスの歴史を題材にした
日本語教育実践と教師の役割

Yumiko MURATA (ミュンヘン大学日本センター)

本発表では、ドイツの大学で実施しているナチスの歴史的な背景や日本語教育を統合した内容言語教育（以下CLIL）の中級学習者を対象とした実践例を紹介する。

具体的には、教師がどのように組み立て進めか、そして学習者にどのような成果が生じたかを学習者の提出物などをもとに分析し、すでに実施している上級の授業を比較しながら対象者に合わせた教師の役割について考察する。

大学生になると人との交流が広がり、自国の歴史や文化について話す機会が増える。日本語学習者には日本語で自国について紹介しなければならない場面も出てくる。しかし、これまで日本語授業では日本に関する題材が多く、自国について日本語で学ぶ機会は少なかった。自国の歴史は本人にとっては身近な話題であっても、非日常的で複雑なため、それを日本語で語るのは難しい。

このことから発表者はすでにナチスを題材とした中級学習者のCLILの授業を実施し、その結果、言語教育だけでなく、市民性や社会性を高めるシチュエーション教育としても効果があったことを明らかにしている。

これをふまえ、同じ題材でも教師がレベルに適した目標と現実的な言語使用場面を設定し、それに合った課題や活動を与えることで異なるレベルの授業にも応用できると考え、今回新たにナチスを題材とした中級学習者のためのCLILの授業を実施した。言語教育の中級レベルは、学習者が初級のような上達を感じられず、伸び悩む時期でもある。教師はこの時期に学習者に新たに目標を設定し、彼らに備わっている言語知識や専門知識をいかし、伸ばす活動を提供する必要がある。
中級学習者を対象に行った授業では、ナチス時代のミュンヘン大学学生に焦点をあて、資料を調べ、発表し、自分の考えを日本語で述べる内容となっている。実践の結果、中級学習者も上級者同様に自国の政治、社会に関する問題意識が高く、主体的な活動に繋がった。また、当時の人々の生活や生き方を通じて同じ歯を繰り返してはならないという平和の大切さを考える授業ができた。
これによりナチスという一つの題材で中級から上級へと織のアーティキュレーションを考えた授業の構築が可能となった。同時に、歴史という分野においても高校までの知識をさらに広げ、深めることができ、分野を超えたアーティキュレーションにも繋がったといえる。

対話による日韓の共生をめざす「日韓大学生国際交流セミナー」と教師の役割

Shin MORIYAMA (Ochanomizu University)

本発表は、東アジアの共生をめざし、日韓両語による複言語主義と文化を超えたシティズンシップ教育の立場から実施されてきた日韓大学生国際交流セミナーを例に、平和実現のためのシティズンシップ教育としての日本語・韓国語教育のあり方、及び言語教師の役割を、実践を通じて明らかにしようとするものである。

日韓セミナーは 2004 年から、毎年実施されてきた。かつては文化をテーマとして交流が行われることが多かったが、近年は、あえて日韓の間に立ちはだかる歴史、政治、教育等の問題を取り上げようになった。そこでは日頃学んだ日本語・韓国語を対話のツールとして最大限に用いながら、双方が納得する回答を得ることを目指して、1 学期間の遠隔交流と夏休みの合同セミナーによる直接交流を実施している。さらに互いが相手の言語を学ぶことで、相互理解と敬意を深ませ、複言語・複文化主義によりナショナル・アイデンティを超えた視点を身につけようとするものである。

分析は、参加者が作成した報告書の内容を質的に分析した。その結果、日韓の学生たちは、互いに受けてきた教育の差異、マスコミを通じて築いたイメージが実情と異なるステレオタイプであったことなどの気づきを経た上で、互いの意見に耳を傾け、その差異を克服するための真摯な対話を、自らが設定した問題解決に回答を示すとともに、それを将来の実践につなげようとしていた。

また、日韓双方の指導教員はどちらも応用言語学を専門とする教員であり、最初は政治・歴史などのテーマを扱うことが多かったが、バイリンガルがタブーとされる困難な問題を扱う場合に、良好な対話の場を提供する教師の役割について触れているように、実際には言語教師が指導に当たることで、学生たちはむしろ教師に回答を求めず自分たちで主体的に回答を模索するようになること、我々はコミュニケーションの専門家としての専門性を発揮し、様々な誤解やコンフリクトを超えた対話を実現できという自信を得ていた。以上のように、外国語教育でこうした対話を行うことは、学習者の言語使用の動機づけを刺激し、相互理解を深め、ともに生きようとするシティズンシップ教育の場として最適であること、日本語教師としての専門性は、このような対話の場を形成する上でプラスの役割を持つことが明らかになった。

6A_C 08 月 04 日 09:00
Japanese Language Education for a Peaceful Society and the Role of Teachers -Select Topics According to
Different Learning Environments at Universities in Japan, Germany and Korea-

Yukiko OKUNO (首都大学東京)
Shizuka MOTODA (東海大学)
Yumiko MURATA (ミュンヘン大学日本センター)
Shin MORIYAMA (Ochanomizu University)

This panel discusses cases of Japanese-language educational practice at universities in Japan and abroad that take into account the characteristics of learners and aim to contribute to a peaceful society. In doing so, it considers the role of teachers.

Language teachers sometimes are confronted with the question of why they are teaching a language. A variety of activities can be carried out in foreign language classrooms by taking advantage of the societal and cultural backgrounds of foreign language learners. Byram (2008) states that it is necessary to engage in foreign language education that cultivates students’ language abilities and criticality while more consciously adopting political and social aims. At the same time, noting that foreign language teachers are ill-equipped to address this issue because an emphasis has been placed in such classrooms their operations and technical aspects (teaching grammar), he argues that there is a need for them to not avoid such issues.

This panel presents examples of university educational practice in which learners were presented with topics, chosen in accordance with their characteristics and learning environments, that had them consider how, in light of recent social conditions, they can contribute to the peace of society and world by preventing war and conflicts as well as overcome the dissatisfaction, misunderstanding, and inequality that gives rise to these problems. It covers students in Japan with a variety of native languages and nationalities considering domestic and international issues that need to be addressed (poverty, education, etc.), Japanese language-learners in Germany considering the history of Nazism, as well a Japan-South Korea seminar for Japanese students and South Korean Japanese language learners that considered peace in East Asia and historical issues between the two countries. In the above, we find educational practice based on cooperation between people in Japanese, non-Japanese and international contexts and designed by teachers in light of the different characteristics and backgrounds of learners. Focusing on the role of teachers and their efforts in language education, this panel presents concrete examples of and data regarding how Japanese language educational content aiming to realize a more peaceful society has been used in accordance with language learners’ characteristics.

We hope that concretely discussing various examples of such educational practice will be useful for a wide range of language education environments.

The PEACE Program based on CLIL for Diverse Language Learners and the Role of Teachers

Shizuka MOTODA (東海大学)

The PEACE program based on the content and language integrated learning (CLIL) has been carried out at Japanese universities for learners with a variety of native languages. It provides Japanese language education that seeks to create a more peaceful society. Using this program as an example, this presentation will make clear the potential of such language education as well as the role of teachers within a CLIL framework.

The PEACE Program uses a holistic approach-based concept that seeks to contribute to world peace: “P: Escape from poverty,” “E: Education,” “A: Assistance in need,” “C: Cooperation and Communication,” and “E: Environment.” It was proposed by Nuibe (2009) for Japanese language
The program is currently being carried out at five universities while organically connecting the above content to communication, cognition, and community/culture using the CLIL framework. While heightening language abilities, it aims to raise learners who see themselves as world citizens, realize their involvement with everyday and world issues, know the mechanisms and current state of these issues, research and critically think about systems for solving them, consider what they can do themselves, and make society into a better place.

This presentation will introduce educational practice geared towards beginning and intermediate learners that starts by having them consider the problem of poverty overseas. Analyzing their reports, assignments, and observation reports, it will make clear the learning process by which they come to think about their involvement in the world, realize new things by listening to different ideas and opinions, and, after having done so, think about how to act. It will also show how the aforementioned content was incorporated into classes by Japanese language teachers as tasks and activities in a way that heightened students’ language skills while giving them an opportunity to deepen their understanding and views of it, as well as the explain the structures created so that students would acquire language skills. Then, it will discuss the role of teachers in language education classes that focus on content.

The Teacher’s Role in Japanese Language Education Connecting to the Future using the History of National Socialism

Yumiko MURATA (ミュンヘン大学日本センター)

This presentation introduces a course based on the principles of Content and Language Integrated Learning (CLIL) held at Munich University, targeting intermediate learners of Japanese. By comparing the advanced classes which I already held, I will explain how the teacher assembled an intermediate lesson and how the students changed after the whole lessons.

When one becomes a university student, one shares more exchanges with other people, and one has greater opportunities to talk about the history and culture of their own country. Japanese Language learner will encounter situations where they have to talk about their own country in Japanese. In the language class, however, although there is a lot of material relating to Japan, there are not many opportunities for the learners to learn about their own country in Japanese.

Even if the history of the learner’s own country may be a familiar subject for them, it is difficult to talk about it in Japanese, as it is not something you do every day, and the conversation can be complex.

Therefore, I have already presented the effectiveness of sociality and citizenship education in an advanced class based on CLIL that focused on Nazi’s history.

Based on these findings, it is thought that even if the same subject material is used, if the teacher sets out objectives suited to the learners’ level and provides an environment for practical language use, the material could be applied to classes of different levels by arranging appropriate assignments and activities.

For language education at an intermediate level, the learners may not feel that they are progressing like they did when they were beginners, and it can be a period during which their learning plateaus. During this period, teachers must establish new goals for the learners, make use of the language knowledge and specialized knowledge the learners already possess and provide them with activities that will help them improve their language abilities.

In the lesson for intermediate learners, focusing on the life of Munich University students in the Nazi era, learners read their research materials and speak their own opinions in Japanese. As a result of the lesson, the learners had a heightened awareness of issues concerning politics and society of their own country, which led to proactive activities. Moreover, by learning about the lifestyles and
way of living of the people of that time, the learners were able to think about the importance of peace and the importance of not repeating historical mistakes. This has enabled the formation of a lesson that considers vertical articulation from an intermediate level to an advanced level on the subject own history matter. At the same time, it has enabled learners to further widen and deepen their school knowledge on the subject area of history, and it has led to articulation that transcends the subject matter.

**Japan-Korea international student seminar and the role of teachers**

Shin MORIYAMA (Ochanomizu University)

This presentation deals with the Japan-Korea International Student Seminar as a practical example of citizenship education for the purpose of establishing peace in East Asia. It also addresses the teachers' role in the seminar to help participants develop citizenship, which is necessary for East Asian citizens to live together.

This seminar has been conducted every year with one of my university's partner universities in Korea, since 2004. For the first decade, we dealt mostly with cultural topics for the seminar. In recent years, however, we've dared to deal mostly with historical, political and educational problems that exist as taboos between the two countries. The students can use any language they've mastered, including Japanese, Korean, and sometimes English, as tools for communication. Every year, we start our discussion in April, using a video conference system, and then in August, we meet directly in Korea or Japan on alternating years. Learning each other's language also helps them not only foster mutual understanding and respect, but also overcome their national identities to form international ones.

Their reports that were submitted after the seminar were used as data, which were analyzed qualitatively.

As a result, they realized that the images they have formed were influenced by education and mass media they received, which include various stereotypes that are different from the actual facts. Then, they began to listen to and discuss ways to overcome these stereotypes and intercultural differences. They finally found answers for resolving the problems and acquiring the motivation for their future actions.

The supervisors on both sides, including me, were teachers whose specialties are applied linguistics, and not experts in political issues, so we first worried about addressing such issues in a professional way. However, when we actually dealt with them, the students successfully dealt with these topics, as Byram had indicated they would. He says in his book that it is possible for language teachers to play an important role in discussing such political issues, because they are experts in intercultural communications. Language teachers possess various communication skills to overcome any conflicts and misunderstandings that may occur in the intercultural dialogue. Moreover, as teachers cannot provide them with any answers about these political issues, students have to find the answers by themselves through discussion. Finally, we have gained confidence in addressing these political taboos in our seminar, not as political experts, but as experts of intercultural communication.

For these reasons, it is effective for language classes, including the Japanese language, to deal with political issues, for they can motivate language use, deepen mutual understanding through dialogue, and develop citizenship, which is necessary for people to live together. In addition, the specialty as a language teacher plays a positive role for students to establish intercultural citizenship.
6A_D 08月 04日 11:00
複言語環境で育つ子どもにとっての日本語の位置付けの多様性と平和教育の重要性—ドイツ、ブラジル、日本の事例報告と家庭内言語政策の実態を踏まえながら—
Hiroshi NOYAMA (国立国語研究所 日本語教育研究・情報センター)
Sei MIWA (ハンプルク大学)
Seiji FUKUSHIMA (早稲田大学)

本パネルでは、複言語環境で育つ子どもにとっての日本語の位置付けの多様性と平和教育の重要性について、ドイツ、ブラジル、日本の事例や家庭内言語政策の実態を踏まえながら考察する。
ドイツの事例では、日本にルーツを持つドイツ在住の子どもたちの場合に焦点を当てる。彼らは学校コミュニティの世界に加えて家族や日本とも何らかの繋がりがあるということになる。このような子どもたちである程度共通する「日本語の位置づけ」は、まず学校で必要な言葉ではあるということ、そして家族や親類と自分のつながる言葉であるということだろう。差し迫って日本語が必要なわけではないのだが、より個人的で、日本語や日本文化がアイデンティティ形成に大きく関わっており、またそれが子どもの生きる力につながっていくのである。本発表では、このような子どもたちの日本語の学び支えるための支援の方向性について考える。
ブラジルの事例では、ブラジル日系社会の日本語教育を例に、「継承語としての日本語教育」の問題が、単なるコミュニケーションの問題ではなく、日系の世代間のイデオロギー対立となっていることを示す。そして、今後の日本語教育の考える際には、「日系人」が持つ言語イデオロギーを解体し、個人、家族の言語使用の実践の中で、「日系人」としての新しい言語イデオロギーを探ることを提案する。
日本の事例では、CLD児童・生徒の言語環境の整備と平和教育について考察する。具体的には、日本の外国人在地域Aに居住するパキスタン出身の女子生徒に対して2013〜2017年度まで行ってきた日本語会話と言語生活に関する嚙合調査の結果を踏まえて、「何のために日本語を学ぶのか」という見解から、子どもの言語環境の整備や母語／継承言語維持の重要性について報告する。
これらの報告を踏まえて、CLD児童・生徒の言語環境（ethnolinguistic vitality＝EV）やネットワーク（communication network＝CN）の整備促進やエンパワメント、つまり平和教育の基盤と考えられる柔軟性と宽容性の育成に向けて、どのような学びの場の提供や家庭内言語政策の工夫が可能か考察する。

複数の文化・言語の中を生きる子どもたちの日本語の学びの支援について考える—ヨーロッパの教育理念から見えてくること—
Sei MIWA (ハンプルク大学)
複数の言語と文化の中生きる子どもたちは、複数の言語間だけでなく、価値観や習慣の異なる多様な人や文化と繋がり、仲介しながら生きていると言える。日本にルーツを持つドイツ在住の子どもたちの場合、学校コミュニティの世界に加えて家族や日本と何らかの繋がりがあるということになる。このような子どもたちにある程度共通する「日本語の位置づけ」は、まず学校で必要な言葉ではないということ、そして家族や親類と自分をつなぐ言葉であるということだろう。差し迫って日本語が必要なわけではないし、より個人的で、日本語や日本文化がアイデンティティ形成に大きく関わっており、またそれが子どもの生きる力につながっていくのである。本発表では、このような子どもたちの日本語の学びを支えるための支援の方向性について考える。

まず、発表者も関わっている、複言語・複文化主義の言語教育観に基づいた「複文化・複言語キッズ Can Do ボートフォリオ制作プロジェクト」の活動を報告する。親子の対話を通じて子どもの日本語の学びを支えるツールを紹介し、家庭内での言語政策の重要性を説く。さらに、日本語を学ぶことで、家庭内だけでなく社会参加への道に繋げていくような学びの支援の可能性を模索する。子どもたちの生活の拠点となっているヨーロッパで大切にされている言語教育観、さらに、ドイツの継承語教育に相当する「出自語教育」の指導要領などを概観することで、複数の文化と言語の中生きる子どもたちに必要だと考えられている能力を明確にする。

そのうえで、対話を通じて自身のアイデンティティを受け、他者の異なる意見を受け入れ、多様性を尊重という姿勢、さらに複数の文化的価値への気づきを促すような「継承語としての日本語」の学びの支援を提案したい。この提案は、子どもたちや子どもたちに関わる大人たちの「どのように日本語を向き合えばよいか」という問いに対する一つの答えにもなると考える。

参考文献
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複数言語状況における政治性と管理

Seiji FUKUSHIMA（早稲田大学）

個人、家庭、地域において、複数の言語が存在する場合、① そのいくつかを選択し、② 必要に応じ言語の機能を定め、③ それぞれの言語を使うようにすることを言語政策の基本とする。ただし、言語は、他者と他者をつなぐコミュニケーションの媒体であるため、この計画は「わたし（たち）」という個・集団の境界を固定する機能も果たすこととなり、その現場は、議論、議論、議論、議論、議論となりやすい。なぜなら、人間の資本の一つに社会性があると仮定した場合、人とのつながりは自己のためである。移動の時代を迎え、多言語環境にある個人、集団内での言語デザインは、このような言語政策がはらむ政治性を無視することはできない。日本だから日本語、フランスだからフランス語といった近代国家の単純な言語政策に従う姿勢は、個人・集団内での言語問題を隠蔽し、本来持つべき対話の機会を奪うことになる。異なる言語・文化の人間が共同空間を構築するためには、言語が持つ機能・イデオロギーの対立を前提にし、その利害関係が持つ政治性を踏まえ、対話による言語環境のデザインが必須となる。

言語を巡る争いは個人、家族、地域の分裂・崩壊の原因ともなるが、同時にそれぞれのレベルにおいて新たなイデオロギーを生む動力ともなる。複言語状況の言語政策、とりわけミクロレベルの政策は、家族、地域といったレベルの実践を通じて、見出されていくべきである。

パネルにおいては、ブラジル日系社会の日本語教育を例に、「継承語としての日本語教育」の問題が、単なるコミュニケーションの問題ではなく、日系の世代間のイデオロギー対立となっていることを示す。そして、今後の日本語教育の考える際には、「日系人」が持つ言語イデオロギーを解体し、個
人、家族の言語使用の実践の中で、「日系人」としての新しい言語イデオロギーを探ることを提案する。

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論点-ブラジル日系人の言語の計画のために-」『複言語・複文化時代の日本語教育』、本田弘之、
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CLD 児童・生徒の言語環境の整備と平和教育—
「何のために日本語を学ぶのか」という観点から—

Hiroshi NOYAMA (国立国語研究所日本語教育研究・情報センター)

本発表では、CLD 児童・生徒の言語環境の整備と平和教育について考察する。具体的には、日
本の外国人散在地域 A に居住するパキスタン出身の女子生徒に対して 2013～2017 年度まで行っ
てきた日本語会話と言語生活に関する綿密な調査の結果を踏まえて、「何のために日本語を学ぶのか」
という観点から、子どもの言語環境の整備や母語／継承語維持的重要性について報告する。また、
CLD 児童・生徒の言語環境（EV）やネットワーク（CN）の整備促進やエンパワメント、つまり平和教育
の基盤と考えられる柔軟性と寛容性の育成に向けて、どのような学びの場の提供や工夫が可能か
考察する。

彼等は、パキスタン人の父と日本人の母の間に、日本で生まれた CLD 児である。5 歳まで関東の
B県で育った後、6 歳時に父の母国であるパキスタンに移動した。13 歳までの約 8 年間パキスタンで
現地の英語系インターナショナルスクールに通学した。父とはウルドゥー語、母とは日本語で、2 人の
妹とはウルドゥー語で会話を行い、学校では英語を使用するという言語環境であった。14 歳の年、家
庭の事情で母の故郷である日本（A県B市＝外国人散在地域）に戻り、日本の中学に編入した。彼
女の話により、編入時点で、読み書きも含めて最も習熟していた言語は英語であり、次がウルドゥー
語。3 番目が日本語だったそうだ。編入とともに、取り出し教室（地域の日本語教室）での日本語学
習が始まり約 1 年半がたった中学 2 年の秋に広島の旅行に参加して原爆の問題に刺激を受けるこ
とと、パキスタンの平和について考察する作文を書く機会に遭遇し、関連したスピーチを全校生徒の
前や地域の住民の前で行う経験もした。中学 3 年の 9 月と卒業間近の 3 月に OPI を受けた際には
中級の上であったが、高校 2 年の 3 月には上級に到達した。3 年で進路についていろいろ考えた結
果、進学はせずに就職する道を選び、かねてから目指していたデザイン関係の会社に就職すること
となった。彼女の場合は、広島で受けた刺激、換言すれば、いわゆる平和教育が大きな転換点になった
と考えられる。

こうした平和教育の実践は、学びの動機の維持や進路選択の展望に向けて不可欠と考えられる
「何のために日本語を学ぶのか」という問いに対する回答の獲得に確実に繋がったものと考える。

6A_D 08 月 04 日 11:00
Diversity of Japanese Positioning for Children
Growing up in a Multilingual Environment and

178 Book of Abstracts
Importance of Peace Education: Based on Case Reports of Germany, Brazil, Japan and the Actual Situation of Domestic Language Policy

Hiroshi NOYAMA (国立国語研究所日本語教育研究・情報センター)
Sei MIWA (ハンブルク大学)
Seiji FUKUSHIMA (早稲田大学)

We focus about the importance of the diversity and the peace education of Japanese placing for the child who grows up by multilingual environment by this panel. It's considered based on the case of the German, Brazil, Japan and the language policy in the home concretely.

In the case of Germany, presenter 1= Ms. Miwa explores and proposes a vision for enabling support for Japanese learning by children of/with Japanese origin who are living in Germany. Children encircled with plural languages and cultures are in general not only living between several languages, but also connecting themselves to and mediating among people and cultures of diverse values and customs. In the case of those children highlighted here, a sort of connection or attachment to their Japanese family and to the country is held by them, in addition to their everyday engagement in the school community. The “positioning of Japanese”, that is, how to locate/ regards Japanese language in his/her course of life is thus to some degree common to these children: it is a language that is not required at school but is the language that connects them with their family and relatives. Because there is no immediate necessity, learning the language and culture of Japan is highly personal and influences greatly on their identity building, empowering children to live.

In the case of Brazil, presenter 2= Dr. Fukushima would like to show this political character in multilingual situation, analyzing the ideological aspect in discussion on Japanese language education for Japanese-Brazilian (Nikkei-jin) in Brazil. I propose, in designing Japanese language education for Nikkei in future, it is crucial to dismantle the language ideology that the concept ‘Nikkei-jin’ connotes and to explore new language ideologies for Nikkei-jin in the practice of individual and family language use.

In the case of Japan, it's considered about maintenance of language environment and peace education of a CLD student. Specifically, presenter 3 = Mr.Noyama focuses on language life of the schoolgirl from Pakistan who lives in Japanese foreigner dispersion area A. He reports on maintenance of language environment and an importance of mother tongue/heritage language maintenance from the point of view "Why do I learn Japanese?", based on a result of longitudinal investigation from 2013 to 2017.

Based on these case reports, it's considered an offer in a place and language policy in the home of what kind of learning it's possible to devise for maintenance promotion of language environment and a network and empowerment of a CLD student in other words upbringing of the flexibility and the tolerance regarded as a foundation of peace education.

Thoughts on Supporting the Learning of Japanese by Children Living with Plural Cultures and Languages: Observations made through the Educational Ideas from Europe

Sei MIWA (ハンブルク大学)

This presentation explores and proposes a vision for enabling support for Japanese learning by children of/with Japanese origin who are living in Germany. Children encircled with plural languages...
and cultures are in general not only living between several languages, but also connecting themselves to and mediating among people and cultures of diverse values and customs. In the case of those children highlighted here, a sort of connection or attachment to their Japanese family and to the country is held by them, in addition to their everyday engagement in the school community. The “positioning of Japanese”, that is, how to locate/ regards Japanese language in his/her course of life is thus to some degree common to these children: it is a language that is not required at school but is the language that connects them with their family and relatives. Because there is no immediate necessity, learning the language and culture of Japan is highly personal and influences greatly on their identity building, empowering children to live.

In this presentation, a project report will be first delivered on the “Development of Can-Do Portfolio for Kids with Plural Cultures and Languages”. This project in which the presenter also takes part is based on the concepts of language education pertaining in plurilingualism and pluriculturalism. By illuminating the importance of designing (and constantly adjusting) family language policy, I will introduce a tool (in the form of adaptation of ELP, European Language Portfolio) for assisting children’s Japanese learning through dialogues with their parents. Second, I will explore possible approaches for language learning support—support that would link and elevate children’s experiences at home to their participation in wider society by adding Japanese into their language repertoires. To further examine this aspect, I will provide an overview of the key ideas of language education esteemed in Europe (where the base for children’s day-to-day life is situated) and of the Herkunftssprachlicher Unterricht (equivalent to heritage language education) curriculums in Germany, so as to elucidate certain competences that are vital for children living with cultural and linguistic pluralities. Lastly, based upon the observations made above, I would like to propose learning support for “Japanese as a heritage language” that encourages children to attain self-identity, build own thoughts, develop attitudes for accepting different opinions of others and respecting diversities, and to generate awareness for values in cultural multitudes. This proposal, I believe, will enable both the children and the adults concerned in finding an answer to a shared challenge—‘how to deal with the language, Japanese’.

Politics on multilingual circumstance and its management

Seiji FUKUSHIMA (早稲田大学)

When multiple languages exist in individuals, families, and regions, we (1) select one or some languages, (2) assign the specific function(s) to each language, and (3) make each language available to use. These are the main functions of language policy. As language is a medium of communication that connects people, this decision(s) also establish characteristics or identity of oneself or group. These decisions, therefore, tend to cause discussion, conflict, friction among group members. Because, if we assume that social nature is one of the essence of human beings, the connection with people is closely related to survival of individual or group, and the language functions at the core of human being.

In the age of migration, language design within individuals and groups in a multilingual environment cannot ignore the political nature of such language policy. The attitude people simply follow the rule of language policy of modern nation, such as French people speak French language and Japanese speak Japanese, conceals the politics related to language problems within individuals and groups and deprives opportunities for dialogue that should be held. In order to build a shared space with people from different languages and cultures, it is essential to design a language environment by dialogue on the premise of the political nature of languages.

Dialogue over languages might cause break up and collapse in identity of individuals, families and regions, but at the same time they also become a place to generate new ideologies regarding language, people and society. Language policy within multilingual situations, especially micro-level policy, should be found through discussion based on practices at the level of family, region, etc.
On the panel discussion, I would like to show this political character in multilingual situation, analyzing the ideological aspect in discussion on Japanese language education for Japanese-Brazilian (Nikkei-jin) in Brazil. I propose, in designing Japanese language education for Nikkei in future, it is crucial to dismantle the language ideology that the concept ‘Nikkei-jin’ connotes and to explore new language ideologies for Nikkei-jin in the practice of individual and family language use.

Reference

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**Development of Language Environment of CLD Students and Peace Education**

**Hiroshi NOYAMA (国立国語研究所日本語教育研究・情報センター)**

It's considered about maintenance of language environment and peace education of a CLD student in this presentation. Specifically, I focus on language life of the schoolgirl from Pakistan who lives in Japanese foreigner dispersion area A. I report on maintenance of language environment and an importance of mother tongue/heritage language maintenance from the point of view "Why do I learn Japanese?", based on a result of longitudinal investigation from 2013 to 2017.

In addition, it's considered an offer in a place and a device of what kind of learning are possible for maintenance of language environment (ethnolinguistic vitality = EV) and a network (communication network = CN), promotion and empowerment of a CLD student in other words upbringing of the flexibility and the tolerance regarded as a foundation of peace education.

She's the CLD child born in Japan between my Pakistani's father and Japanese mother. After growing into 5 years old at a B prefecture in Kanto area, She has moved to Pakistan which is father's mother country at 6 years old. She went to school at local United Kingdom system international school in about 8 year Pakistan up to 13 years old. The fatherhood was Urdu and the language environment which talks with her 2 younger sisters by Urdu in Japanese with her mother and uses English by school. A year of 14 years old, she returned to Japan which is mother's home by home circumstances (A prefecture B city = foreigner scattered area) and admitted to a Japanese junior high school. The language she mastered most including reading and writing is English as of the admission according to her talk, the next, it's said that Urdu and the 3rd were Japanese. Japanese learning by a taking class as well as an admission (Japanese classroom in an area) was it started and to take Hiroshima's travel in autumn of the junior high school for 2 years where about 1 year and a half has passed and receive a stimulus in a problem of an atomic bomb, and she encountered in the chance to write the composition considered about the peace of Pakistan and also did the experience which does a related speech in front of the resident in in front of the entire school students and an area. It was when receiving OPI in September of a junior high school for 3 years and March of graduation month, it was intermediate and, but she reached an advanced grade in March of a high school for 2 years. After she thought variously about course in 3 years, without entering a school of higher grade, she was going to get a job in the company on a design relation finally. When paraphrasing into the stimulus received at Hiroshima in case of her, I can think so-called peace education was big turn-around point.

I can think the practice of such peace education is indispensable for maintenance of a motive of learning and a view of course choice. Moreover I think it led to acquisition of an answer to the question to which I say "Why do I learn Japanese?" certainly.
シティクンシップ教育としての日本語教育の確立をめざして: ヨーロッパの挑戦は
東アジアに共生をもたらすか

Shin MORIYAMA (Ochanomizu University)
Saeri YAMAMOTO (山口大学国際総合科学部)
Xiaoyan LI (九州大学)

欧州は二度の大戦を教訓に、超国家的共同体の建設をめざし、欧州評議会、欧州連合といった政}
治的共同体の建設にこぎつけた。両者は外語教育を重視しているが、本パネルの中心的なテーマ}
であるシティクンシップ教育との関わりについては、とりわけ欧州評議会の言語政策において重視さ}
れている。欧州評議会は、複言語能力を、雇用や移動機会の増大や相互交流のためだけでなく、社}
会的かつ政治的なプロセスに参加するためにも重要なものとして位置づける。またそうした参加過程
において、ヨーロッパ市民という超国家的アイデンティティが構築されるとする。
こうした議論を主導するバイラムは、国語教育を通じて国家アイデンティティが構築される(第二次
社会化)のに対し、外語教育は、その国家的視点を脱中心化・相対化し、超国家的なアイデンティティ
構築に寄与する(第三次社会化)とし、さらに、超国家、超文化的アイデンティティ構築には、外
国語教育が文化・政治教育を取り込む必要性を主張している。しかしこのような外国語教育が実際
に超国家的なアイデンティティとシティクンシップの構築に寄与するかについては、研究と実践が
十分になされたとは言い難い。またそれが東アジア(本研究では便宜的に日中韓をさす)の共生の理
論として応用可能かも不明である。
一方、東アジアに目を転じると、「ともに生きる」ための日本語教育の実践はいくつか見られ、それ
らはナショナリズムを越え、個人、国家間のコンフリクト解決の可能性を示唆する。しかしこれらは
現場教師が試行錯誤の中で展開するという側面が未だ強く、それら実践を支える理論的枠組みが
十分確立されているとは言い難い。
そこで本発表では、二つのアプローチから、東アジアがともに生きるための、シティクンシップ教育
としての日本語教育のあるべき姿を考える。その第一は理論的アプローチで、外語教育とシティク
ンシップ育成との関わりについて、ヨーロッパにおける理論研究のレビューを行う。現在、ヨーロッパの
議論が、どのような文脈において、どこまで来ているのかということを整理したうえで、東アジアへの
応用可能性を考察する。第二は教育実践からのアプローチで、東アジアが「ともに生きる」ために必
要な言語教育の基盤となる言語教育理論をボトムアップに構築していくために、これまで行われた
日本語教育実践のいくつかをレビューする。

民主的な市民性の育成は、言語教育とどのように関わるか: ヨーロッパにおける理論的達成と、
東アジアへの応用可能性

Saeri YAMAMOTO (山口大学国際総合科学部)

民主的な市民性の育成は、現在のヨーロッパにおいて、少なくとも欧州評議会や欧州連合の施政
方針における語スペックロールでは、高い優先順位を与えられている。これは新しい用語といわずな
いが、ヨーロッパレベルでの政治組織が一定程度「国家」を置き換え、同時に領域内外からの「者」
との接触が日常化するなかで、新たな意味と重要性を与えられた。
シティズンシップ教育としての複言語・複文化プログラム分析

Shin MORIYAMA (Ochanomizu University)

2017年韓国某大学にて実施された「複言語・複文化プログラム」を取り上げ、それが言語・文化を超えたシティズンシップ教育として、東アジアがそのことを生きるための言語教育として、どのような成果と課題があるのか考察したものである。

プログラムは前半に韓国の言語と文化を学ぶ、後半に日本の言語と文化を教える複言語・複文化のプログラムである。プログラム最後には政治教育の側面を加味するため「日韓学生フォーラム」を開催し、東アジアがそれを生きるために、日韓の若者は何をすべきかを考える。このプログラムは、「超国家的アイデンティティ構築のためには、複言語・複文化主義に立ち、政治教育を取り入れた言語教育が有効」とByramの考えに基づいて実施された。分析プログラム終了後参加者が提出した報告書を学的に分析した。

Byramは、複言語を超えたシティズンシップ教育には、自らがクリティカルに見つめ、代替していく「前政治的段階（2段階）」と、クリティカルに社会を変革するために行動し、共同体を構築する「政治的段階（3段階）」の計5段階の発達段階があるとしている。

また、Byram他編(2016)"From Principle to Practice in Education for Intercultural Citizenship"では、彼が提案する教育理念をいくつかの実践の中で確認しているが、そこで紹介される実践の多くでは、分析にBarnettの枠組みも用いている。Byramによれば、グローバル社会には、知識、自己、世界をクリティカルに見つめる視点が必要であり、それらは各々4段階の発達過程があるという。本研究はこれら2つの枠組みを用いて分析を行った。

その結果、Byramの枠組みによれば、参加者は政治的段階に至る前段階、すなわち「他者と関わる、クリティカルに考え、代替を模索、提案する」段階に至っていた。また、Barnettの枠組みでは、参加者は知識、自己、世界の各領域で、クリティカルなスキルを身につけ（第1段階）、柔軟な姿勢を持ち（第2段階）、従来の慣習を再考する（第3段階）という段階には至ったが、代替する（第4段階）段
多文化グループワークによるシティズンシップ教育
Xiaoyan LI (九州大学)

グローバル時代を迎えた今日、日本語教育を含めた外国語教育は、文化を超えたシティズンシップ教育としての側面が求められている（Byram, 2008）。本発表では ASCI モデルに基づいて行われてきた多文化グループワークの教育実践が、東アジアのシティズンシップ教育になりうるかについて考察する。

多文化グループワークとは、複数の異なる言語と文化を持つ人々で構成されるグループワークである。多文化グループワークでは、個人の内面化した言語的な文化が言語化されることを通じてグループ内で共有され、グループのメンバー間の統合によってグループレベルの知識が創られたのち、内省により内面化され新しい文化が再び個人レベルのものとなると考える。つまり「言語(Articulation)」→「社会化(Socialization)」→「統合化(Consolidation)」→「内面化(Internalization)」のスパイラルで、学習者が複数の言語文化を学んでおり、自己更新(Self-Renewal)を実現させる（ASCI モデル；李, 2017）。

本発表は、特に 2017 年度に関講した留学生と日本人学生の混成クラス「知識創造のためのコミュニケーション」を分析の対象とする。毎回の授業後に書いてもらった「気づきノート」などに中間・期末レポート、グループ発表のテキストデータを収集し、以下の二つのステップで分析する。1）言語文化に関する知識の変容の観点から、M-GTA の手法で学習者の自己更新を分析する。2）Byram (2008)の枠組を参考にし、自己更新につながる知識の変容をシティズンシップ教育の観点から捉える。その結果、学習者は、「言語力の向上」「『当たり前』を考え直す」「多文化の尊重」「行動規範の変容」「コミュニティへの帰属意識」など言語文化の知識の変容が見られた。また「政治信条の変化」「他国敵視の動揺」「国・政府・個人の再認識」のような変容もあった。

今回のクラス活動では政治・歴史に関する知識上の差異は扱っていなかったが、メンバーの相互作用を重視する多文化グループワークは、言語文化教育を超えて超国家的アイデンティティを育み、東アジアのシティズンシップ教育の有用性があることが示された。今後の課題としては、今回の活動を模索し、政治・歴史問題を扱い、東アジアのシティズンシップ教育の可能性を模索したい。

6A_E 08 月 04 日 14:00
Japanese language education as citizenship education: Can the challenges in Europe today provide East Asia with hints for its integration?
Shin MORIYAMA (Ochanomizu University)
Saeri YAMAMOTO (山口大学国際総合科学部)
Xiaoyan LI (九州大学)

Japanese language education as citizenship education: Can the challenges in Europe today provide East Asia with hints for its integration?
Europe experienced two big world wars in the last century, and learned that integration was necessary. After that, they continued their efforts to establish a transnational community, and established the Council of Europe, and finally, managed to build the European Union. Both regard education as important, but in terms of citizenship education, which is the central theme of this panel discussion, the Council of Europe deems this vital. It believes that pluri-lingual competence is essential, not only for increasing people's employment opportunities, movements, and interaction, but also toward the end of participating in social and political action. Moreover, they expected that international identity and European citizenship may be developed through participating in these processes.

Byram, who has led these arguments, advocates that as national language education develops people's national identities, called the second socialization, foreign language education may develop into international education, which he named the third socialization. He argues that through the process of learning foreign languages, learners de-center and relativize their national perspectives, and replace them with international ones. In addition, he insists that in order to develop students' international identities and citizenship, foreign language teaching requires the inclusion of both cultural and political education. However, it is difficult to say that studies and practices have been conducted enough to verify his claim. Moreover, it is not certain if his claim can be applied to East Asia, or has the power to resolve various conflicts or to establish integration there.

When we turn our eyes to East Asia, there are several Japanese language teaching practices living side by side, which makes us feel it's possibility to overcome nationalism and resolve conflicts between individuals and nations. However, these practices were conducted by teachers without any robust theoretical frameworks that can be applied to various situations in this field.

For these reasons, this session will address Japanese language education as citizenship education for the integration of East Asia, from two approaches.

Firstly, from a theoretical perspective, we will review the theoretical research dealing with the relationship between foreign language education and citizenship education, which was conducted in Europe. We will then discuss the possibility of applying these results that were provided in the European context to the East Asian context.

Secondly, from a practical perspective, we will review some of the practices of Japanese language education that were conducted between Japan and Korea, and between Japan and China. We will then consider a possible framework for establishing integration in this area.

Promoting Democratic Citizenship and Second Language Teaching: Theoretical Achievement in Europe and the Possibility of its Application in East Asia

Saeri YAMAMOTO (山口大学国際総合科学部)

Nowadays in Europe, at least in the official discourses produced by the Council of Europe or European Union, promoting democratic citizenship is given high priority. This is not a new concept but has taken on new importance with the growing occasions of communicating with people from in and outside of Europe and the rise of Europe as a political organization which partially replaces nation.

If active participation of citizens in the social and political decision-making process is a part of an essential prerequisite of democracy, people should be assured that they have enough opportunity and competence (citizenship) to participate in the discussion concerning not only their own region or nation but also Europe. In this context, second language teaching seems to be gaining a new role.

To outline this new role, we examined: 1) Resolutions and Recommendations by the Committee of Ministers of Member States or the Parliamentary Assembly of the Council of Europe, 2) Concerned conference proceedings such as Languages, Diversity, Citizenship: Policies for Plurilingualism in Europe” (Strasbourg, 13-15 November 2002) 3) From Linguistic Diversity to Plurilingual Education:
We find that the new role is emerging by the effort of describing it in language education principals and policies, and is actively pursued in pan-European language education systems, international collaborative projects, and even in a number of individual research projects.

We can’t apply this European achievement in East Asia directly. Even though the occasions of communicating with “others” are also growing in East Asia, social and historical background is different. Especially, East Asia as a political organization similarly covering part of the function of nation doesn’t formally exist. “East Asia” as a united political organization is only in the imagination.

What second language teaching researchers in East Asia can learn from European achievement is not the educational system or project itself but the consensual decision-making process with active participation and co-operation of large numbers of researchers, administrators and practitioners throughout Europe.

A study on a pluri-lingual/cultural program as citizenship education

Shin MORIYAMA (Ochanomizu University)

This presentation introduces a pluri-lingual/cultural program which was offered at a Korean university in 2017, as a collaborative educational practice between Japan and Korea. The purpose of this study was to determine the effects and limitations of the program not only as intercultural citizenship education, but also as language education for all East Asian countries living side by side.

The program was taught for six weeks starting in August, which was literally a pluri-lingual/cultural program, as the first half of the term covered Korean language and culture, and the second half was a Japanese language teaching training program. In addition, at the end of the term, a Japan-Korea student forum was held to add in political education where students from both countries met and discussed what the youths of these countries should do for East Asia to live together peacefully. This program was inspired by Byram's (2008) thought, which says that in order to develop international identities, which will be needed for European countries to live together, language education from the plurilingual and pluricultural perspective including political education, is necessary. After the program, participants submitted their reports about the program, which were used as the data of this study. They were analyzed qualitatively, using SCAT method.

In his book, Byram argues that intercultural citizenship education consists of five levels, two of which are pre-political and the other three are political. The former are levels where learners reflect on the self and others critically and propose alternatives. The latter are the ones where they take action to instigate change in their own society. Moreover, Byram et al. (2016) confirms his theory on intercultural citizenship education in several practices, most of which use the framework of Barnett. According to him, not only knowledge, but also the self and the world have to be reflected critically in the globalized era. He also insists that these three domains, have four developmental stages. Our study adopted these two frameworks to analyze the data.

As a result, from Byram's framework, participants reached just under the political level, the second level of pre-political, where learners engage with others, reflect critically, and propose alternatives. This might be because the program was weak in political education.

From Barnett's framework, on the other hand, they could reach the third level of refashioning traditions, but could not go to the fourth level of transformatory critique. This may be because the program was not long enough for them to reach the fourth level.

Citizenship Education Through Multicultural Group Work
In today’s global era, citizenship education, which goes beyond cultural education, is necessary in the field of foreign language education (Byram, 2008). In my presentation, I will talk about my educational practice in Kyushu University of multicultural group work, based on the ASCI model, which I consider an East Asian form of citizenship education.

I define multicultural group work as group work that consists of people with different linguistic and cultural backgrounds. Internalized culture can be shared within the group, and through its articulation group members create a new “group culture” by consolidating their shared knowledge into a whole. From this point, this new “group culture” is interiorized by group members, creating a loop in which more and more cultural knowledge is gained each time. Through this process, learners gain new knowledge about language and culture, and achieve a type of self-renewal (ASCI model; Li, 2017). Before now, I have only discussed this process as an integrated learning of language and culture, but in this presentation, I want to clarify how learners’ self-renewal is related to the construction of citizenship.

In this presentation, I analyze a mixed class of international and domestic students that took a course called “Communication for Knowledge Creation” held in 2017. I collected data including group work materials, such as Power Point presentations, videos, and so on, and also feedback written by the students, such as short surveys taken every class, mid-term reports, and final reports. My analysis was done in two steps: first, I used the methodology of M-GTA to analyze students’ renewal of their knowledge of language and culture, and second, using the framework established by Byram (2008), I re-analyzed the data from the perspective of citizenship education. From the results, it was observed that learners’ knowledge had been changed in the following areas: linguistic competency development, beliefs that seemed self-evident, attitude towards diverse cultures, behavior patterns, and the sense of belonging to a community. Furthermore, we observed changes in political values, xenophobic attitudes, and awareness of the relationship between nation, government, and individual.
6A_F 08月04日16:00

言語景観と生態学的アプローチ：
「平和への対話」をめざした言語文化教育

Shinji SATO (プリンストン大学)
Emi OTSUJI (シドニー工科大学)
Yuri KUMAGAI (スミス大学)
Neriko DOERR (ラマボ大学)
Momoyo SHIMAZU (関西大学)

本パネルは、「言語景観」の理論概念を批判的に概観し、その後、言語景観を教育活動に用いた実践を取り上げ、それらの実践と本国際大会のテーマである「平和への対話」との関係を考えるものである。

パネルの最初の発表では、「言語景観」研究の最近の動向を概観する。言語景観は「公共空間で目にする書き言葉」と定義されることが多いが、昨今では「言語」という概念が幅広く定義され、ことばのマルチモーダルな側面、さらには視覚や聴覚だけでなくコミュニケーションの際に影響すると考えられる関係など様々な感覚(Hua, Otsuji & Pennycook 2017)を含めた研究も増えている。また、言語景観とは、言語が外観の一部として、建物やものの表面に「表示」されているという考え方が主流であったが、現在は、それ社会的行為であると捉え、「景観行為 (landscaping)」と理解する傾向が強くなっている。このような、言語景観を社会的行為と捉えた場合、言語学習者は、言語景観、地域・コミュニティのこともばの生態(岡崎 2009, 枚都宮 2011)14に着目することで、教室の内では経験することが難しい様々なことばの政治的な側面（言語間の力関係ことばの選択、「言語」と別の「言語」の境界線の決定、言語イデオロギーなど）についても考えることができる。

これらを鑑み、後続の発表では、地域の言語景観をことば・文化教育の場に取り込み考えていくこと、いかに「平和への対話」につながるかを考える。これらの報告は、地域・コミュニティに存在することばの生態に着目することで、「社会に存在する様々な不平等や構成的問題の解決を考える（ガルトゥング 1990）」ながら、「他者とともに生きられる関係性を創って（小田・関 2014）」という考えを日本（留学生実体の日本語授業）とアメリカ（人類学の授業）での実践例である。その実践では、言語景観の言語形式に関することばや語用論的能力の育成などだけでなく、読み手がどのようにその言語景観解釈しているかについても分析を行っており、その分析結果を授業のディスカッション、インタビュー、振り返りレポートなどのデータを基に明らかにする。そして、授業やプロジェクトで、教師がどのように「平和への対話」を積極的に促し発展させているか、具体的な事例も報告する。

「セミオティック景観」と批判的なことばの教育：「学習者」から「景観行為者」へ

Yuri KUMAGAI (スミス大学)
Emi OTSUJI (シドニー工科大学)
Shinji SATO (プリンストン大学)

本発表では、まず「言語景観」をことばの教育に取り入れた実践研究を概観し、どのような教育的効果が論じられてきているのかをまとめ、その後、「言語景観」という概念自体を批判的に考察した上で、「言語・ことば」や「景観」を批判的、生態的に捉える「セミオティック景観」というアプローチを紹介する。そして、その視点がいかに「ことば」「人」「社会」を結ぶ社会包括的なことばの教育に有用
であり、言語文化の多様性が日常化する21世紀の言語教育において、学習者に新しい主体性構築の可能性を与えると議論する。

一般的に、言語景観とは「公共空間で目にすること、聞き、言う、読む、書くこととして存在する言語現実」を指し、言語景観を言語教育の場に取り込むことによって、言語形式に関する学びや語用論的機会を促進させている。しかし、グローバル社会で複数言語者として生活していくためには、単なる言語能力だけでなく、批判的なことばへの眼差しも非常に大切である。言語景観を通じて地域に存在することばの生態に着目することで、学習者はことばの多様性、創造性、意味の多層性を理解する一方で、ことばの選択にまつわる政治性や拘束性、言語間の関係や抗争にも気がつく。こういった批判的なことばへの眼差しは、ことばによって構築・駆使される様々な不平等を考える力と育み、自分たちがいかにその景観、つまり社会と関わっていきたいのか、いかに考えようかを考える種である。

また、最近の言語景観に関する研究の傾向として、イメージ、服薬、俳句など様々な意味生成の資源・様式をも含めた研究が増えつつある。そこには、「ことばが社会文化、政治や歴史の文脈、及び周囲の多様なセミオティック・モードと複雑に絡みながら景観の一部として、日常生活における実践や行動から生まれるものであるという理解への転回、つまり言語イデオロギーの転回が観察できる。その根底には、ことばとは個人内にシステムとして内在するものではなく、社会的行為として個人が「セミオティック景観」と関わる中で生まれるものであると言う認識がある。よって、ことばの教育においても学習者が生態的にも多様なセミオティック・モードを複数・調整しながら景観を作る資源豊富な主体的な行為者であると自覚することにより、個人の価値を社会での支配的な言語の能力に帰すことによって生まれる不平等性、社会排除などで新しい解決策を与えようという議論を展開する。

「言語景観に学び、自分を作る」ことばの教育：
他者と関わり、環境と交わり、社会とつながり、
平和な世界を知る

Momoyo SHIMAZU (関西大学)

本書は、日本の大学の留学生対象日本語クラスで行った言語景観に関するプロジェクトワークの実践報告である。日本の大学の留学生のほとんどが、大学生になった途端にアカデミック日本語に特化した活動に従事し、教室外のコミュニティにおいて日本語を学ぶ機会が少なくなっている。本書では紹介するプロジェクトワークは、留学生の実生活に即した言語景観を学びの対象とすることで、留学生自らが持続的なことばの学びの可能性を見出すことが第一の目的である。プロジェクトワークの第二の目的は、この言語景観との距離感を留学生に認識させることである。言語景観のメッセージ性については先行研究において言及されているものの（Shohamy & Gorter, 2008他）、言語景観の受け手、特にそのことばの学習者がそれらのメッセージをどのように解釈するかについては十分に考察されていない。このプロジェクトワークの実践は、留学生が日本の言語景観から感じ取るものを具体的に言語化し説明することを通して、自分が言語景観の何に注目しどのように反応するかを意識化することを目指している。

本書で取り上げるプロジェクトワークは、次の4つの段階的な活動から成る。1）留学生が各自設定したテーマの言語景観のいくつかを写真に撮って持ち寄り、クラスメイトと共有する。2）中から言語景観1つ選び、それが伝えようとしていることを具体的にメッセージ化して説明する。3）授業外時間に、言語景観に関して他者と意見交換するためのインタビューを行う。4）そのインタビュー内容を授業でクラスメイトと共有し、言語景観に関する新たな気づきをまとめる。これら各々の活動から明らかになった総合的な注目点として、留学生は言語景観に言語の・非言語のメッセージを、1）意味論的・言用論的関係の両方の側面を理解しようとしていること、2）文化的側面より、他者への思いやり
理解できない言語景観にどう対応するか：インクルーシブな共同体を目指した教育

Neriko DOERR (ラマポ大学)

同じ言語景観でも、それが通行人に与える印象は、それぞれの人の民族的背景、バイリンガルかどうかなどの言語背景、年代、経験などによって異なる。少数言語の多い言語景観が通行人に与える影響も同様に多様である。そのような反応は言語景観を理解する上で重要なものにもかかわらず、言語景観の研究ではテキスト分析が多く、実際に通行人がどう感じているかは、アンケートのような表面的なものが多く、あまり深く研究されてこなかった。又、そのような通行人の反応は、少数言語に対する反応という以上に、それぞれの社会の社会文化的文脈に照らし合わせて理解分析する必要がある。

本発表は、アメリカ北西部にある大学で発表者が教えたアジア概論の授業の言語景観プロジェクトの結果を報告、分析し、通行人としての学生、そして学生がインタビューした通行人の反応を、その多様性を踏まえて分析している。このプロジェクトでは、学生が身の回りでアジア系の言語で書かれたものを二つ探してその意味、意味を分析した上で、それをどう感じているかその言語が読める人と読めない人、計二人をインタビューするものである。そして、その分析では授業で紹介した先行研究を踏まえた議論をするよう指導されている。

本発表では、そのプロジェクトをまとめた学生たちが書いたレポート、その内容のクラス内での発表、そしてこのトピックについての授業中のディスカッションをデータとして分析する。特に、自分が読めない少数言語で書かれたものを見た時の反応として出てきたものの中から二つ選んで分析する。一つ目は理解できない言語の表記（看板など）を視察すると排斥された感じがして敵対心が湧くというもの、多数派の言語をそのような看板に足すべきであるという見方である。二つ目は自分が看板などの言語を理解できないという立場に置かれたことによって、英語の読めない注意喚起者が英語中心の社会でどう感じているかが初めてわかったというもので、逆にそういう人達の為に少数言語のある言語景観を作る必要があるとする見方である。アジア系言語は歴史的に文化的他者として扱われて来たがテロリズム等の社会的脅威は関連づけられていな現在のアメリカの文脈を踏まえてこれらの反応を理解し、少数民族排撃に繋がる前のような反応が出てきた時に教育者としてどのような対応していくか、アジア系以外も含む多文化共生を目指した議論をする。

6A_F 08月04日16:00
Linguistic Landscape and Ecological Approach:
Language and Culture Education Toward "Dialogue for Peace"

Shinji SATO (プリンストン大学)
Emi OTSUJI (シドニー工科大学)
This panel critically examines theories of “linguistic landscape” and reports teaching practices that incorporated linguistic landscape into the classroom. It then examines the relationship between the teaching practices and the conference theme, “dialogue for peace.”

We first overview recent trends of “linguistic landscape” research. Linguistic landscape is often defined as "visibility and salience of languages on public and commercial signs in a given territory or region" (Landry and Bourhis 1997:23). Recently the concept of language has been viewed more broadly and there has been more research on multimodal aspects of language and five senses including not only vision and hearing but also smell, all of which affect our communication (Hua, Otsuji & Pennycook 2017). Linguistic landscape is normally considered as a display on the surface of buildings or objects. Here language is thought as part of exterior. However, more recently linguistic landscape has been considered as a social act. If we see linguistic landscape as a social act, by paying attention to the linguistic landscape and the ecology of language in the community (Okazaki 2009, Utsuomiya 2011), students can think of politics of language that they cannot normally experience in the classroom such as power relationship between languages illuminated by language choice, border-making between languages, and language ideology.

Considering the above, three presentations followed by the first examine how incorporating linguistic landscape in language and culture education leads to have “dialogue for peace”. These reports are examples from Japan (Japanese language class for international students) and the U.S. (anthropology), which students are trying to build relationship with others (Oda & Seki 2014) while thinking about various kinds of inequalities and structural challenges existing in society (Galtung 1990) by paying attention to the linguistic landscape and the ecology of language in the community. These teaching practices not only aim at developing students’ learning of linguistic forms of linguistic landscape as well as fostering students’ pragmatic competence but also analyze how sign viewers interpret the linguistic landscape. The analysis and results will be reported based on the examinations of the data such as class discussions, interviews, and student reflections. Finally this panel reports concrete examples of how teachers have encouraged learners to engage in “dialogue for peace.”

“Semiotic Landscapes” and Critical Language Education: From “learners” to “landscaping actors”

Yuri KUMAGAI (スミス大学)
Emi OTSUJI (シドニーエコ大学)
Shinji SATO (プリンストン大学)

In this presentation, we provide a new way of approaching language and language education in light of recent studies of the “linguistic landscape”. To this end, we critically examine the limits and possibilities of deploying the concept of “linguistic landscape” in language education. In order to avoid the potentially limiting idea of “language”, we propose the notion of the semiotic landscape, which draws attention to ecological and critical perspectives of language. We argue how such perspectives endorse learners with social agency as “landscaping actors” and provide an opportunity for language education to develop a socially inclusive agenda by connecting “language” “people” and “society.”
Generally, the linguistic landscape refers to “written language in public space.” It is argued that learners can gain such knowledge of vocabulary and linguistic forms as well as develop pragmatic competence by utilizing the linguistic landscape in the context of language education. However, in order for learners to live in today’s global world as plurilingual speakers, it is crucially important for them to develop critical language awareness that goes beyond linguistic competence. By recognizing the ecology of languages through paying attention to the surrounding linguistic landscapes, learners can come to understand the diversity and creative power of language, and the multilayered meanings that language can create. Furthermore, they come to recognize such issues as the politics of language choice and the power struggles among different languages. Such critical language awareness allows learners to see various types of inequality in a society that is constructed and exercised by languages. With that understanding, they can make a decision as to how they want to (and should) engage in the landscape—i.e., the society.

While we acknowledge the importance of critical language awareness, we propose the need for taking a step further in understanding “language in society.” Lately, more and more linguistic landscape studies incorporate additional semiotic resources such as images, clothes and smells. These studies recognize language as part of the dynamic relations between semiotic resources, activities, artefacts, space and economy. This shift is informed by the epistemological turn, in which language is no longer considered as residing in the individual but as emergent from the local everyday activities as part of an integrated ecology of semiosis. Following this thread, we propose that if we adopt this ecological approach by understanding not only language but also learners as being part of the wider ecological semiotic agents, we will be able to help learners to become resourceful and integrated, “landscaping actors.” This will, in turn, provide a new perspective in language education and a different kind of awareness and agentic possibilities to students as semiotically resourceful persons who are able to draw on various resources to their advantage.

Creating Ourselves through Learning Linguistic Landscapes in Language Education: Engaging with Others, Communicating with the Environment, Connecting with Society, Understanding a Peaceful World

Momoyo SHIMAZU (関西大学)

This presentation deals primarily with project work on the learning of linguistic landscapes by international students enrolled in Japanese language classes at a Japanese university. Most, if not all, international students at Japanese universities, as soon as they arrive, are required to engage in various specialized activities to acquire the fundamental academic Japanese they need to function at a university level. The sheer time and effort involved in the pursuit of these activities gives these students comparatively fewer opportunities to learn and experience Japanese away from their university environment.

The primary objective of the project work we will discuss in this presentation was to help international students find a variety of ways to learn and acquire practical and sustainable language by targeting linguistic landscapes that conform to real life both in and out of their academic environment. The secondary objective was to assist these international students in recognizing and dealing with a sense of distance in these various linguistic landscapes.
Although the nature of messages in linguistic landscapes has been mentioned a number of times in previous research (Shohamy & Gorter, 2008), the interpretation of those messages, especially by learners, has never been considered in detail. The aims of the project work to be discussed here were to arouse in international students an awareness of what to pay attention to in linguistic landscapes, how to respond to linguistic landscapes, and explain a number of things international students sense and receive from Japanese linguistic landscapes.

The bulk of the project work of this presentation consists of the following four stepwise activities: Having the international students 1) share photographs of various linguistic landscapes of different themes with classmates, 2) choose one photo of a linguistic landscape and completely describe in detail what they think it is trying to convey, 3) interview people out of class (e.g. friends, including Japanese friends or other international students, etc.) on their impressions of the linguistic landscapes in their photos, and 4) return to class to share the contents of the interviews with their classmates, and together summarize and discuss their new awareness and perceptions of the different linguistic landscapes each of them encountered.

What became clear from these activities was that international students were trying 1) to understand the semantic and pragmatic aspects of linguistic/nonverbal messages seen in linguistic landscapes, 2) to seek more consideration, politeness, humor, perception, beliefs, stories, etc., from linguistic landscapes and 3) to rethink and reaffirm their own actions and attitudes as an active participant in Japanese society.

These points clearly suggest that we are able to know, understand and improve ourselves, and create different kinds of relationships and interactions with others and our environment. Finally, based on all the points listed above, we will discuss the possibilities and potential future of language education and its connection to society through learning linguistic landscapes.

Responses to Unintelligible Languages in Linguistic Landscapes: Pedagogy toward Inclusive Communities

Neriko DOERR (ラマポ大学)

The same linguistic landscape can have different effects on people depending on the person’s subject positions—such as ethnic background, what language(s) one knows, age, and experiences. The same can be said about the linguistic landscape dominated by minority language signs also. Though it is important to understand people’s reactions to the linguistic landscape, few research had been done research on the topic; most of the studies on linguistic landscapes have been centered on text analyses or analyses of the people’s reactions based on questionnaires that do not allow for in-depth and holistic analyses of people’s responses. Also, reactions of the people to linguistic landscapes marked by minority languages need not only to be analyzed as their reaction to the minority language but also to be situated in the particular sociocultural arrangement in which these minority groups are positioned.

This presentation reports a class project on linguistic landscape in an introductory class on Asia that the presenter taught at a college in the northeastern United States. For this project, students worked in groups of three, each one collecting three signs in Asian languages in a neighborhood, interviewing one person who does and another person who does not understand the language, and analyzing the effects of these signs on people’s perceptions of the place by drawing on two class readings. They also compared each other’s analyses within the group and did group presentations of the result in class. Each student had written the final paper based on this project.
This presentation reports the process and the results of doing this project by examining the class presentations, class discussions, and the final papers of the students. In particular, this presentation analyzes two types of responses to the signs in the minority language(s) the person cannot understand. The first type of response is a sense of resentment upon seeing signs in minority language because they feel excluded from the space, arguing instead to include the mainstream language in the sign. The second type of response is to feel empathy toward minority language speaker in English-dominant US because they felt what it is like to not understand the language surrounding them; they then supported creating linguistic landscape that caters to the minority language speaker so that they can have safe space where they can use their language. In the US, various minority languages have different positions socioculturally. Asian languages have been treated as those of cultural other but not as a threat to national security or illegality. Also, in the current US atmosphere that is not conducive in accepting cultural and linguistic difference, Asian languages stand out as alien. Situated in this cultural context, this presentation discusses how educators respond to these kinds of reactions by students as well as individuals whose views they report so that various cultural expressions, Asian or otherwise, can be accepted, if not celebrated.
How to get over belief conflict and establish common understanding in the area of Japanese Language education - From life story interviews of parents who do plurilingual child rearing in Ireland

Midori INAGAKI (早稲田大学国際教養学部)

In this presentation, the presenter introduces the philosophical principle of “eidetic seeing” which is based on Husserl’s phenomenology as a way of dialogue to get over belief conflict. The presenter also
introduce Japanese philosopher Seiji Takeda’s “theory of desire” as an interpretation of “eidetic seeing”.

As an example of practicing that philosophical principle in the context of Japanese language education, the presenter introduce the “eidetic seeing” workshop which was held with Japanese parents who raise children in a multilingual situation in Ireland. The workshop was aiming to show how to get over the belief conflict and establish common understanding in the community of Japanese language learning of children in Ireland.

"Theory of Desire" (Takeda 2017) is the philosophical principle to counter the "principle of war" and "the principle of universal violence" which make all human values of human society worse. How to overcome belief conflicts and how to avoid war. In order to fundamentally counter the "real logic" of "universal war" and "universal competition", Takeda reconsidered the principle of "meaning" and the principle of "value", and established a philosophy of desire and value. "Eidetic seeing" is a practical method of phenomenology. It is based on the idea of suspension of judgment (Epoché) and an established recognition framework of individuals language the "essence" of things by experience and introspection, It is a dialogue method to examine through dialogue with fellows and to establish 'common understanding' within the community.

The presenter has been thinking about what kind of language education framework can be built in the Japanese learning community such as the Saturday school which was built by Japanese parents in Ireland. As a result, as long as parents demand from the school what is necessary for their own child, there is no possibility to establish the common understanding of the framework of Japanese language school.

The Presenters coined the concept of “pluringual child rearing” (Inagaki 2016) for the child rearing in multilingual situation all over the world and had an "eidetic seeing workshop” with Japanese parents who raise their children in Ireland.

There, it was seen that parents repeatedly talked about the purpose of their children learning Japanese and through the dialogue making the common understanding with each other. It means the “eidetic seeing workshop” is the method that opens the possibility to overcome the belief conflict, and the presenter believes that it is an effective method also in the practice of language education. The presenter will also introduce a class at a Japanese University which was designed based on the philosophical principle of phenomenology.

Seiji Takeda’s “theory of desire” and “eidetic seeing workshop” is an effective and educational way to get over the conflict and make a common understanding with each other. It must be an exciting application of content-based instruction in the context of language education.
情報弱者に対する教育情報支援：子どもたちのライフコースによりそった教育情報提供の試み

Ryozo SASAKI (秋田大学)
Yutaka FUKIHARA (福岡女子大学)
Yasuhiko SUKEGAWA (首都大学東京)

茨城県東茨城郡大洗町にはインドネシア人移住労働者が集住しコミュニティを形成している。コミュニティ内では移住第2世代に当たる子どもたちが成長し、高校受験に対面している。こうした状況から高校進学情報のニーズが出てくるため、報告者らはWebサイトを通じて高校進学情報を提供するための試みを始めた。さらに、高校進学を考える時点で、高校卒業後の進路の見通しを立てるための情報提供も必要であることがわかった。その一方、報告者らは、コミュニティ内の子どもたちの言語習得調査を行い、日本語能力の低い保護者が日本の小学校での成績評価法や欠席の取り扱いなどの理解から取り残されていることがわかった。したがって、報告者らはライフコース全般にわたって、教育に関する情報提供が必要であると考えるようになった。

そのため、情弱者であるといえる外国人児童生徒のいる家庭に日本の学校教育に関する情報を提供するWebサイトを構築することにした。具体的には、インドネシア語と日本語による学校教育情報の提供を通じて、子どもとその保護者が進路の選択について議論し、より良い進路選択を実現できるようになることを目標とする。

上述のように、現在Webサイトを通じて高校進学情報の提供を始めたところである。本発表では、まず在日インドネシア人の子どもとその保護者からのWebサイトに対する評価について報告する。次に、調査の過程で明らかになった、高校受験にとどまらない教育情報のニーズを紹介する。そして、今後も在日インドネシア人の子どもとその保護者からのニーズに基づき、子どもたちのライフコースによりそった教育情報の提供を模索していくという展望についても述べることにする。

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吹原豊・助川泰彦(2016)「在日インドネシア人コミュニティにおける子どもたちの言語習得—対話型アセスメント、インタビュー、参与観察を用いた予備的調査報告—」2016年日本語教育学会研究集会(山口大学)
We have implemented a new means of providing school education information through a web site to Indonesian immigrant workers and their children living in Ibaraki Prefecture in Japan. The language barrier often prevents these residents from obtaining necessary information on local schools. Immigrant workers’ children need to be able to access information on issues such as the entrance examinations for Japanese high schools; educational information is also important in enabling them to build a strategic outlook for pursuing a career after they graduate high school.

We are conducting research on how Indonesian children acquire Japanese language skills in Ibaraki Prefecture, and we found that Indonesian parents who have low proficiency in Japanese are often unaware of necessary information relating to primary school. They do not understand the evaluation system used by the schools, the importance of attendance, etc. We are therefore making a wide range of information available relating not only to high school entrance examinations but also to other issues that will affect them throughout the course of their lives.

For those struggling with the language barrier, we have set up a web site to provide proper and enough educational information. On our web site, we provide educational information about Japanese public schools written in Indonesian for parents who are immigrant workers and easy-to-understand Japanese for their children. Our bilingual web site works as a bridge between Indonesian parents who have low proficiency in Japanese and their children, who must understand the entrance examination system of Japanese high schools; this information can be difficult to understand for these children, even though they are more proficient in Japanese than their parents. Our web site also encourages Indonesian parents to talk with their children about future career options. Being able to talk about career options with parents affects children in a positive way.

As we mentioned above, we have started to provide information about high school entrance examinations in Ibaraki Prefecture. In this session, we are going to report comments about our web site from Indonesian immigrant workers and their children. We will then report on new educational information needs, which range from primary school to university. We will also present a plan to provide educational information suited to these children’s futures, based on the needs of Indonesian immigrant workers and their children in Ibaraki Prefecture.
An Exploratory Research on Learning Japanese as a Foreign Language—A Case of Japanese-Language Partners in High School, Taiwan

Tzuching CHEN

Taiwan is going to extend its half-a-century-old Grade 1-9 Curriculum Guidelines into 12 years, beginning in 2019 with a phased release of a new 12-Year Basic Education Curricula Guidelines. The new version of the Curricula Guidelines calls for attention to teaching methods friendly to learners and expands the field of elective subjects in school so that there are enriched characteristics in education. With respect to the effort of promoting second language learning in addition to English, recent years have witnessed tremendous endeavor of the Taiwanese Government, who advances Japanese into the curricula. According to the Japan Foundation, who surveyed Japanese language education institutes in Taiwan, there are 75,588 Japanese learners in primary and secondary schooling units, standing at 35.8% of the total population of Japanese-language learners in Taiwan. Also, among the 243 schools that offered second language selective courses, 239 (95%) offered Japanese as an optional course. It is surely

キーワード: 日本語パートナーズ、指導要領、高校、第二外国語、自己評価

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a regret for some Japanese-language teachers that, since Japanese as a second language is not an assigned-subject for test, students’ interests in learning Japanese has been marginalized by the current pressure of entrance competition. Nevertheless, with the New Curricula coming into effect, there opens a new frontier for the future. The New Curricula is based on CEFR (Common European Framework of Reference for Language). It is emphatic of Spontaneity, Communication and Interaction and Social Participation, and, for coherence of learning, it is classified into Level-1 (A1-1), Level-2 (A1-2), Level-3 (A2-1) and Level-4 (A2-2). Given the potentially huge sums of students interested in learning Japanese, it is timing for this paper to raise the questions regarding how to give substance to the new curricula and how to design a corresponding set of teaching activities. To answer these questions, this paper identified itself as an explorative study, seeking to understand how the Japanese-language teachers at the university designed their courses in accordance with the forthcoming New Curricula and how they implemented what they designed at the high schools. Level-1 (A1-1) learners had be selected as cases under observation. In practice, self-evaluation was introduced to boost autonomous learning. Meanwhile, the field study could also be seen as a case of cooperation with the Japan Foundation, who dispatched the Japanese-Language Partners as assistants in the class—an institution long existing in ASEAN but newly started in Taiwan in 2017. The paper in the end hoped to strengthen learners’ motivation in via the cooperative form of Japanese-Language Partners and would come up with recommendations for the practice of the New Curricular Guidelines.

Keywords: Japanese-language Partner, 12-Year Basic Education Curricula Guidelines, CEFR, Second Foreign Language, Self-evaluation
MOTIVES OF JAPANESE LANGUAGE EDUCATION DEVELOPMENT IN SECONDARY EDUCATION IN INDONESIA
Azhariyah AYU (Nagoya University)

Introduction
This paper is based on the interest to Japanese language education development in secondary education in Indonesia. There are many motives behind learning Japanese. Based on the past researches, most of them explored learner to reveal motive of learning Japanese in Indonesia. However, to find out more motives, it can be acquire from other stakeholders. Therefore, this paper attempts to disclose Japanese language education development motives in secondary education in Indonesia.

Research Objective and Method
This paper aims to explore motives of Japanese language education development in secondary education in Indonesia through investigation of history and circumstances of Japanese language education in Indonesia as well as stakeholders’ perspective regarding this issues. Exploratory research was applied to attain in-depth understanding of the aim. Therefore, related-documents collection, direct observation, and interview to related stakeholders were conducted. Related documents are curriculum documents, Japan Foundation’s survey reports on Japanese-Language education abroad, and official documents such as laws and regulations.

Findings and Discussion
Japanese Language Education History (Curriculum Development Investigation)
Through curriculum development investigation, Japanese language education as second foreign language in secondary education in Indonesia was captured. Each curriculum describes how Japanese language education as second foreign language education was taught and what was the rationale of the changes. In most of the time, second foreign language became optional subject in secondary education. However, in curriculum 2006 it became compulsory subject in secondary education. Nowadays, second foreign language becomes optional subject again.

Japanese Language Education Circumstances
Japanese language education circumstances are describe in the survey reports of Japan Foundation. In the last two survey reports (i.e. 2012 report and 2015 report), Indonesia became second most Japanese language learner in the world, but it was the most secondary education learner. To enrich the information, interview was conducted to stakeholders. The result is the development of Japanese language education is increasing, but there are still many challenges to be solved.

Stakeholders’ Perspective of Japanese Language Education in Secondary Education in Indonesia
Stakeholders’ perspective were investigated by exploring two components, policy planner and Japan Foundation. There were 3 issues found i.e. contribution, rationalization, and opinion of the two components. This findings help to understand that most of Japanese language education development motive is to prepare the learner to enter job. Moreover, the other motive is related to Indonesia and Japan relationship in economic sector.

Conclusion
Through this research, development of Japanese language education in secondary education in Indonesia was captured. It reflects the circumstance since it re-taught after Indonesia’s independence until today. By knowing the motives, we are directed to make a better and more guided management of Japanese language education in secondary education in Indonesia.
From findings, it is understood that the motive is about preparing the student who will not continue their formal education and swift to employment. Furthermore, the other is economic factor. In the future, it will be fruitful to expand the investigation and acquisition of information so that Japanese language education development in secondary education in Indonesia will be more comprehend.
JFL teacher education for German secondary schools
Monika UNKEL (University of Cologne)

One special event at the ICJLE meeting deals with Japanese language education in secondary schools. This symposium aims at a worldwide picture of JFL education in high schools.

In this broader context, the focus of the present talk lies on the state of the art of teacher education for German secondary schools. Since the late 1980s there were several attempts to establish Japanese as a regular subject at German secondary schools, but this did not result in a nationwide coverage. In 2012, there were still only about 60 secondary schools in Germany that offered Japanese as a subject. The lack of teacher education programs seemed to be a crucial factor for this situation. In order to cope with the problem, the first JFL teacher education program with a BA/MEd degree in Germany was launched in 2011 at the University of Cologne with the support of The Japan Foundation. Another program with a slightly different structure was established at the University of Bochum in form of a Master’s course for JFL teacher education in 2014.

The talk briefly presents a short inventory of the situation of Japanese language education at German secondary schools. It then concentrates on the characteristic features of German JFL teacher education programs, analyzes their outcomes as well as their difficulties under the present conditions and offers a framework of knowledge, abilities and skills that have to be acquired by student teachers in teacher education programs.

7A_B3 08 月 03 日 17:00
ドイツ中等教育向けの日本語教員養成課程
ウンケル モニカ (ケルン大学)

日本語をドイツの中等教育機関の教科として導入する試みは 1980 年代から幾つかありましたけど、全国的な普及には繋がっていませんでした。そこから 30 年たった2012年の時点で、日本語を教科として提供している学校は約60校に過ぎませんでした。その原因は日本語教員養成課程がないこととみられ、2011年にはケルン大学に教員養成課程（学士）が、2014年にはボーフム大学とケルン大学に修士課程が設置されました。

日本語を母語としない学生向けの日本語教員養成課程の内容としては、一般的に日本語能力の向上と日本語教育・教授法および日本文化・日本事情の理解が挙げられます。ケルン大学が提供している日本語教員養成課程はそれらの分野に構成されています。履修者のほとんどは日本語非母語話者で、大学に入学してから日本語を初級から学び始める学生なので、当然カリキュラムにおいても日本語の習得に多くの時間を充てています。しかし、初級後半レベルにさしかかる 3 学期目には外国語教育入門の授業、4 学期目からは日本語教育・教授法の授業も日本語の授業と並行して履修することが義務づけられています。

日本語教育・教授法の授業では、ドイツの中等教育機関における日本語の授業に必要な以下の点について学びます。
• 「文字」「語彙」「文法」などの教え方
• コンテンツ中心や技能別の授業
• 生徒の能力や多様性、そのニーズの分析方法
• その分析結果を制度上の規定やカリキュラムなどを踏まえた上で、どのようにシラバスに取り入れていくのか
また、関連分野の授業では異文化間コミュニケーションに必要な知識や能力及び日本の歴史・文化・社会の様々なテーマを学術的に扱います。「教える」ことを学ぶ過程で、学生が自らの学習についても省察することができ、自身の学習方法を見直すといった、双方向的な効果も期待されています。
本発表では、ドイツの日本語教員養成課程の特徴を紹介し、在籍者へのインタビュー調査の結果から見えてくる日本語教員養成課程の実態にも触れます。その他、現況の実績と課題を分析しながら学生が習得する知識、能力及び技能の枠組みについても考えていきます。
A Report on a Japanese Language Course for Children based on the Course Book “MARUGOTO”
Satomi MIYAZAKI (マニラ日本文化センター)

There is a big demand in learning Japanese language in Ukraine but there are only few institutions where you can learn it. More so, language institutions for children. In response to the demand, Ukraine-Japan Center (UAJC) launched a Japanese language course for children (Kodomo-class) in 2015.

The target population for this course was for children ages 10-14. The session was held once a week for 90 minutes, 30 sessions in total. Due to lack of experience, UAJC had few textbooks and teaching materials appropriate for children. Hence, the reporter developed the curriculum, teaching materials and others. UAJC has existing courses for adults which “Marugoto Nihon no Kotoba to Bunka” (“Marugoto”) is used. “Marugoto” is the official course book of the Japan Foundation (JF) based on JF Standard for Japanese language education. The curriculum of Kodomo-class was made based on “Marugoto” for the children to be ready to move to an adult course as they reach the proper age.

7A_C1 08 月 04 日 09:00
『まるごと』を基にした子ども日本語講座実践報告
Satomi MIYAZAKI (マニラ日本文化センター)

ウクライナでは日本語学習に対する需要は非常に高いため、日本語を学習できる機関は限られており、子ども向けとなると著者である。ウクライナ日本センター（以下、UAJC）ではその需要に応えるため2015年に子ども向け日本語講座（以下、子どもクラス）を開始した。

対象者は10歳から14歳、クラスは週1回90分、計30回実施された。UAJCでは実施不足により、子ども向けの教材等がなかったため、報告者がカリキュラム、教材等を作成した。UAJCでは成人向け日本語講座があり、JF日本語教育スタンダード準拠教材『まるごと 日本のことばと文化』（以下、『まるごと』）を使用している。カリキュラムは、受講者が成人講座を受講できる年齢に達した際には、成人講座に移動できるように『まるごと』を基にして作成した。子どもクラスではテキストは使用しないものの、『まるごと』のトピックから子どもの生活に関係の深いものを選択し、絵教材等を使用した。

成人向け講座と同様コミュニケーションに重点を置き、グループワークやインタビュー活動を取り入れた。子ども向けに歌やゲーム、文化紹介も取り入れた。仮名、漢字はアクティビティを通して学べるようにした。授業は基本的に日本語で行ったが、現地講師がアシスタントとして、必要な場合の通訳、活動時のサポートをし、自宅学習用配布物に現地通訳をつけた。

当初16名で開始した講座は後期実習参加された受講生を含め17人全員が終了した。前期、後期終了後に実施したアンケートでは回答した全員が「授業は面白かった」と回答、13名中海外移住予定の1名以外の12名が続けていたと回答している。「毎回の授業を楽しみにしていた。」「日本語でいろいろなことが言えるようになった。」といったポジティブな意見が多く、保護者からの質問の回答も「授業後で勉強したことを話したり、日本語で話したり、日本語の歌を歌ったりしている。」といったポジティブなものであった。

作成した教案や教材は現地講師も実施できるように、UAJCに残した。その後現地講師がそれをもとに同じ講座を実施した。

ウクライナ以外でも子ども向け日本語講座の需要は高まっていると思われる。『まるごと』をコースブックとした成人向け講座は多くの国で存在するが、子ども向け講座の実施、報告は少数であるため、本実践結果を共有し、子ども向け講座の発展の一助としたい。
Although the textbook itself is not used, the topics are chosen from it in relation to children’s everyday life, and teaching materials of “Marugoto” such as extracted pictures are used.

As well as the courses for adults, the Kodomo-class also puts emphasis on developing communication skills, and it contains group works and interview activities. For children, it contains activities such as singing Japanese songs, playing games and introducing Japanese culture. They also learn Kana and Kanji through activities. The class is conducted mainly in Japanese language, but a Ukraine teaching assistant supports the children and interprets when necessary. Assigned tasks for the home is translated by the assistant.

The course started with 16 children and one child joined during the second half of the course. All of the 17 children completed the course. Questionnaire was given at the end of the first half and second half of the course. All of the children who answered the questionnaire said that “the course was interesting”. All of 13 children except one, who had to go abroad, said that they wanted to continue the course.

There were many positive answers such as, “I look forward to every lesson”, “I am able to say various things in Japanese”. The parents also gave positive answers such as, “My child talks about what she studied. She talks and sings in Japanese.”

The reporter organized the teaching plans and teaching materials for each lesson and left them to UAJC for the Ukraine Japanese teachers to use. The course was conducted by a Ukraine Japanese teacher since then.

It is assumed that the demand of Japanese language course for children is increasing not only in Ukraine but also in other countries. There are courses for adults in many countries that “Marugoto” is used but there are only few reports about courses for children. Therefore, the reporter aims to share this report to help in the development of Japanese language courses for children.
7A_C2 08 月 04 日 09:30

Educational support for children in a plurilingual environment: A case study of a Japanese language class in an elementary school in Osaka, Japan

Chiaki YONEZAWA (大阪大学大学院)

For Japanese education for children being raised in a plurilingual environment in Japan, it is important not only to teach them Japanese language but also to support their holistic growth (Ishii 2006). A view that learning occurs when a child subjectively interacts with others has become prevalent in recent years (e.g. Saeki 1995, Ozeki 2013). Teachers in Japanese language classes that are specially designed for children who need Japanese language support need to strengthen children’s ability to use languages for engaging and interacting with other children in their home classes. However, most Japanese language...
classes currently focus on the development of Japanese grammar and vocabulary, or supplementary lessons of the subjects in their home classes.

I started a weekly Japanese language class in an elementary school in Osaka, Japan, in 2016 to support three children being raised in a plurilingual environment. All of them were born in international marriage families in which one of the parents is Japanese. The children were able to interact with others using simple Japanese sentences. However, they were not confident in their Japanese ability, especially in writing skills. I conducted various activities to improve the children’s ability to express what they are thinking by themselves so that they could interact more freely with other children in their home class.

The purpose of this study is to identify the characteristics of activities that are effective in helping the children to be able to express themselves in speaking and written. Qualitative analysis was carried out focusing on the characteristics of the activities and the way the children express themselves in those activities. Field Notes that recorded the state of activities in the Japanese language class were used as data.

Results indicate that their motivation and active outputs were seen in the two types of activities: ① project-based activities, such as making works or conducting a event, and ② acquiring new knowledge subjectively by exchanging information with each other or solving the answers by themselves. More active output, especially in writing, was identified in both above activity types when activities’ topics were based on the children’s own experience. When talking about the countries where they have their own roots, they gathered information through the Internet using their heritage language or asking their parents and introduced the gathered information in Japanese. In the activities that have a link to outside of the class, children appeared to be conscious of the ways in which they expressed what they wanted to in Japanese.

However, the above-mentioned support was not enough to support their learning. The collaborative system between Japanese language classes and their home classes will make a better environment for the children to interact with other children.
Learner motivation, parental support, and family variables in Japanese heritage language learning in the United States

Yoshiko MORI (Georgetown University)

Multilingualism in the United States has largely come as a result of the increasing number of foreign-born immigrants, transnational migrants, and their children. However, children who grow up in so-called minority-language families, often referred to as narrowly-defined heritage language (HL) speakers, face the challenge of developing HL skills and ethnocultural identities in a social milieu characterized by extensive exposure to English preferred by peers and educational institutions. Many minority-language parents are also challenged by a number of domestic and social factors in passing on their ethnolinguistic identities to their children. Bilingual research has shown that parents’ attitudes toward multilingualism and home language policies and practices have a significant impact on their children’s desire to explore their multilingual capabilities.

In light of the challenges faced by multilingual children and their parents in the United States, this study explored the relationship between learner motivation, parental support, and selected family variables in Japanese heritage language (JHL) learning. Eighty-two JHL students ages 15-18 from eight hoshuukoos (i.e., weekend supplementary academic schools for Japanese-speaking children) completed a 25-item motivational questionnaire. Simultaneously, the students’ parents, at least one of whom was a Japanese native, completed a family background questionnaire including 15 Likert-scale items asking about the perceived effectiveness of various types of parental support.

A principal component analysis of student responses to the motivational questionnaire identified six reasons to study Japanese: Preference for Japan, Japanese heritage, no choice, career orientation, American identity, and positive perceptions. A separate exploratory factor analysis identified five components that the parents considered effective in supporting their children’s bilingual development: Japanese pop culture, reading for pleasure in Japanese, use of Japanese at home, reading to child, and family conversation. Correlational analysis revealed that the parental support variable reading for pleasure in Japanese was positively correlated with the student motivation preference for Japan (r = 0.34, p < 0.01), and that it was negatively correlated with the student variable no choice (r = 0.30, p < 0.01). Canonical correlation between the six student motivational factors as one set and 16 selected family variables as the other revealed that preference for Japan distinctly showed the highest standardized correlation, and that, in the family variable set, future residency plan, college plan, parents’ goals for their children’s achievement, and language used at home defined the first canonical variate (F = 1.58, p < 0.00, r = 0.88).

These findings suggest that both JHL learners and their parents in the United States approach bilingual development from multiple perspectives, and that some aspects of parental perceptions and family variables can be related to their children’s desire to explore their multilingual capabilities. Consequently, a variety of approaches should be recommended to cultivate young learners’ ethnolinguistic identities and bilingual development.
森 美子 (ジョージタウン大学)

米国の多言語主義は、増加する移民、多国移住者、その子ども達で成り立っている。しかし、家庭で英語以外の言語を話す子ども（狭義の維持語者）は、英語が圧倒的に優位な環境の中で、親から継承した言語文化アイデンティティが十分に育成できないという問題に直面している。多言語者である保護者の多くも、家庭や社会の様々な事情により、自らの言語文化を次世代に継承できないという悩みを抱えている。多言語家庭の研究では、親の多文化に対する態度と家庭での言語使用が、子どもの学習意欲に影響を与えていることが明らかになっている。

以上のような米国の多言語事情を鑑み、本研究では、継承語学習者の動機、保護者の支援、家庭要因の関連性を調査した。参加者は、米国の補習校8校に在籍する15歳から18歳の高校生82名とその保護者（両親の少なくとも片方が日本人）である。生徒は25項目の動機アンケート、保護者は家庭での学習支援についてリッカート尺度で答える15項目を含む家族背景アンケートに回答した。

生徒の回答に基づき分析を行ったところ、「日本が好き」「日本人だ」「仕方がない」「将来の仕事に役立つ」「アメリカ人としてのアイデンティティ」「多言語に対する肯定的態度」の6つの日本語学習動機を抽出した。同様に、保護者の回答にも主成分分析を行い、「日本のポップカルチャー」「日本語での読書」「家庭での日本語使用」「読み聞かせ」「家族の会話」の5つのサポート要因を特定した。親のサポート要因である「日本語での読書」、生徒の「日本が好き」の間に正の相関関係が見られ（$r = 0.34, p < 0.01$）、「仕方がない」とは負の相関が見られた（$r = 0.30, p < 0.01$）。6つの動機変数と16の家庭背景要因に対数相関分析を行ったところ、生徒の「日本が好き」と、家庭要因である「将来の仕事計画」「大学進学予定」「子供に対する親の期待」「家庭での言語使用」の間に高い正準変量が見られた（$F = 1.58, p < 0.00, r = 0.88$）。

以上の結果から、米国の継承語学習者とその保護者は、複数の視点から二言語習得を捉えており、保護者の考え方と家庭要因が、子どもの多言語学習意欲と関連していることが明らかになった。従って、年少者の二言語育成とアイデンティティ形成には、様々なアプローチが推奨されるべきである。
7A_E1 08月04日 14:00

ヨーロッパの日本語学習者の読解における
推測ストラテジー

Hisashi NODA (国立国語研究所)
minoru SHIRAISHI
akiko NAKAJIMA (パリ・ディドロ大学)
yumiko MURATA (ミュンヘン大学日本センター)

【発表の目的】
日本語学習者は日本語の文章を読むとき、知らない語句や理解できない文があると、さまざまなストラテジーを使って推測を行う。この発表では、ヨーロッパの学習者を対象にした調査に基づいて、学習者がどのような推測をしているかを明らかにする。

【調査の方法】
ドイツ・フランス・スペイン在住の初級学習者25名と中級学習者25名に自分が読みたい日本語の文章を配布し、同じように読んでもらい、理解した内容や推測の方法を母語で語ってもらった。そのデータから学習者が使っている推測ストラテジーを分析した。

【研究の結論】
学習者の推測ストラテジーには、次のようなものが見られた。
(1) 僅々の漢字の意味や外来語の音声から知らない語句の意味を推測する。
例：辞書で見つけられなかった「自習」の意味を、「自」と「習」の意味から「自分で学習すること」と推測した。
(2) 前後にある語句から知らない語句の種類を推測する。
例：「明るく積極的な方」の「積極的」の意味を、「明るい」とナ形容詞の語尾「な」と「方」から「どんな人が表す語句」と推測した。
(3) 語句のつながりの悪さから修辞的表現だと推測する。
例：「間違後の説明」の意味を、「間」と「後」のつながりの悪さから修辞的表現だと考えて辞書を引き、「時間調整」と推測した。
(4) 助詞や助動詞などからわかりにくい文の意味を推測する。
例：「誰に...と言ってテニスを選んだ」の意味を「親が選んだ」と理解したが、「親に」の「に」に気づき、「親ではなく自分が選んだ」と推測した。
(5) 前後の語句から重要な情報かどうかを推測する。
例：「〜ためには、〜を受け、かつ、〜を〜で行う必要があります」の「かつ」の意味を、前後の内容からあまり意味がない語句だと推測した。
(6) 文脈から知らない語句やわからない文の意味を推測する。
例：「寝」の意味を辞書で調べて広さを表す助数詞だと理解したが、文脈に合わないので辞書を引き直して「タイム」を推測した。

【日本語教育への貢献】
日本語能力が同程度でも、推測ストラテジーを効果的に使える学習者は、使えない学習者より文章の内容を適切に理解できることが多い。しかし、学習者の推測を調査した研究はほとんどない。学習者の推測ストラテジーが解明できれば、読解教育で必要な推測ストラテジーを具体的に指導できる。
Prediction Strategies in Japanese Reading Comprehension of Learners in Europe
Hisashi NODA (国立国語研究所)
minoru SHIRAISHI
akiko NAKAJIMA (パリ・ディドロ大学)
yumiko MURATA (ミュンヘン大学日本センター)

Learners employ various prediction strategies when they read. In this presentation, based on our investigation of learners in Europe, we discuss how prediction strategies are employed when reading Japanese texts.

Learners who can employ prediction strategies well could grasp the meaning more appropriately than those who do not use such strategies. However there is little research investigating how learners employ prediction strategies. If we can clarify more about these strategies, we can develop effective methods for teaching of reading comprehension.

We investigated 25 learners at the beginners level and 25 learners at the intermediate level in France, Germany and Spain. We asked them to read Japanese texts and talked how they understood the text in their mother tongue.

We found the following six strategies.
1. Predicting meaning of unknown words from the meaning of individual kanji or the pronunciation of foreign loan words.
Ex. The learner could not find the meaning of ‘ご自習’ in the dictionary, so predicted the meaning from the meaning of individual kanji ‘自’ and ‘習’.
2. Predicting how words relate to preceding and following words.
Ex. From ‘明るい’ and na-adjectival ending ‘な’ and ‘方’, the learner thought the word ‘積極的’ in ‘明るく積極的な方’ was a word referring to the personal characteristics’.
3. Predicting figurative language when they encounter awkward string of words.
Ex. In the phrase ‘合間を縫う’, the learner felt that to sew ‘縫う’ and a gap ‘合間’ did not connect well. So the learner thought it must be figurative language and looked it up in the dictionary finding the meaning ‘to adjust time’.
4. Predicting meaning of a sentence from post-positions (joshi) or auxiliary verbs (jodoushi).
Ex. In the sentence ‘親に…と言ってテニスを選んだ’, the learner thought at first the subject of ‘選んだ’ was ‘親’. However noticing ‘に’, predicted the subject of ‘選んだ’ was not ‘親’, but the writer himself ‘自分’.
5. Predicting whether the phrase is important or not from preceding and following words.
Ex. In the sentence ‘～ためには、～を受け、かつ、～を～で行う必要があります’, the learner predicted that the meaning of the word ‘かつ’ was not particularly important from the meaning of the preceding and the next clauses.
6. Predicting meaning from context.
Ex. The learner looked up the dictionary and thought the meaning of the ‘畳’ as the counting suffix for size. However since it did not make sense in the context, the learner looked it up again and got the meaning ‘tatami’.
7A_E2 08月04日14:30
小説読解における上級日本語学習者の誤解の特徴—中国語母語話者、韓国語母語話者、
英語母語話者を対象に—
Miyuki FUJIWARA (国立国語研究所)
Michiko NAKAKITA (名古屋外国語大学)

【研究目的】小説読解は上級学習者の学習動機の1つだが、学習者は語句や文の解釈が文脈や
文法から妥当ではない誤解をすることがある。本発表では、上級日本語学習者が日本語の小説を読
むときの誤解の特徴を明らかにする。調査対象は、日本語との言語間距離が異なる中国語、韓国語、
英語母語話者である。母語別の誤解の特徴および日本語母語話者との違いも考察する。
【研究方法】N1・N2取得の大学生（中国6名、韓国8名、米国5名）に小説を読みながら母語で
口頭翻訳をし、調査者からの質問に答えてもらい、読解過程を調査した。
【結果と考察】次の(1)(2)は小説に限らず文章理解一般に見られるタイプの誤解、(3)(4)は小
説に特徴的なものである。
(1)漢字の形態認識における誤り：形字を正しく認識せず別の語だと誤認識する（韓・米）。次例
では「塊」を「黒」、「放」を「訪」と誤読する。
例：後悔の塊→後悔の鬼，放っておいてほしい→訪問してほしい
(2)語義解釈における誤り：次の例で「新郎」という普通名詞を元恋人の男性名であると誤読する
（韓・米）。
例：今日，別の女と晴れやかに笑っていた新郎がまた私の恋人だった２年前。
(3)明示されている要素の同定における誤り：人称詞が指す内容を同定する際、授受表現など小
説の視点を構成する要素が多く含まれる場合に誤読する（中・韓・米）。次例で「君」は主人公の
「女性」だが「女性の元恋人」と誤読する。
例：結婚なんてやめて私にやりなさい。毎日かまわずにそう願ったら，彼は迷ってくれただろう
か，いえ，「君の幸せを心から願っています」と，結婚報告のメールに添えて頂いた彼が遂ぶわけがない
(4)非明示の要素の復元における誤り：「～てほしい」等の人称制約がある表現では主体が非明
示になりやすく、その復元で誤読する。次例は「私が戻れるものなら以前の私に戻ってほしい」の意
味が「元恋人が戻れるなら私に戻ってきたい」と誤読する。「戻る・戻す」の他動詞の区別も
難しい（韓）。
例：つまらない社地の張り合いから彼を失ってしまう以前の自分に，戻れるものなら戻してるほ
い。
【セールスポイント】小説の難しさは文学的な表現の理解に求められがちで誤読の先行研究もほ
とんどないが，文章理解的基本段階における(1)から(4)の問題点が明らかになった。

7A_E2 08月04日14:30
Miscomprehensions of Japanese Novels by Advanced-
Level Japanese Learners: Focusing on Native Speakers
of Chinese, Korean, and English
Miyuki FUJIWARA (国立国語研究所)
Michiko NAKAKITA (名古屋外国語大学)
Developing the ability to read Japanese novels is a motivating factor for advanced learners of Japanese. Reading comprehension involves the integrated cognitive functions of visually processing textual data, drawing on knowledge of vocabulary, grammar, and cultural background, and inferring the meaning of unknown words. However, learners reading in a second language are prone to misinterpreting words and sentences based on context and grammatical construction. The current study highlights the characteristic misinterpretations made by advanced learners while reading Japanese novels. We recruited college international students who had passed the N1 or N2 levels of the Japanese Language Proficiency Test, including six Chinese students, eight Korean students, and six students from the United States. The participants read works of short fiction in Japanese, provide oral translations in their native languages, and answer questions about the text.

Two types of miscomprehensions were observed that occurred not only in reading novels, but also with textual comprehension in general (cases 1 and 2), and two other types of miscomprehension (cases 3 and 4) were observed that seemed to be characteristic of novel reading in particular.

1) Errors in the morphological recognition of kanji: Some kanji characters were confused with other kanji characters which shared some visual elements, yet the incorrect interpretations did not conflict with the contexts. For instance, when the kanji “katamari” (lump) was misrecognized as “oni” (demon), the intended phrase “lump of regret” was interpreted as “demon of regret.” (Korea, U.S.).

2) Errors in semantic interpretation: For instance, the common noun “groom” was misread as the male ex-lover’s name (Korea, U.S.).

3) Errors in the identification of the content of explicit elements: In cases where the structure of a novel’s point of view incorporates many elements such as giving-receiving expressions, the content indicated by personal pronouns is often misidentified (Kuno, 1978). For instance, when the word “kimi (you)” referred to the female protagonist, it was misinterpreted to be referring to the woman’s ex-lover (China, Korea, U.S.).

4) Errors in the restoration of unspecified elements: In “person restriction” expressions, such as “I want you to do X,” the subject tends not to be explicitly stated and may therefore be erroneously restored. For instance, the following sentence, “If I could, I would like to go back to being the person I was before,” was misread as “If my ex-lover could return, I would like him to come back to me.” It was also difficult for readers to distinguish between transitive and intransitive forms of the verb “to return” (Korea).

It is tempting to take literary expressions as the reason for difficulties in reading novels. In this study, however, four problematic issues that occur at the basic level of prose comprehension have been identified. This study draws attention to structural patterns that are particularly prone to misinterpretation, thus providing some clues as to the types of passages that teachers may want to focus on when they assess students’ reading comprehension.
Effects of vocabulary knowledge and strategy in the reading-and-writing task

Yukie HORIBA (神田外語大学)
Young YI (神田外語大学)
Reading-and-writing skill is a communication and learning skill necessary in social life. Effective reading and writing requires basic linguistic knowledge and general world knowledge, and flexible strategy use in a given situation and for a given purpose. Among components of linguistic knowledge, vocabulary is particularly important and how multidimensional (breadth and depth) vocabulary knowledge is related to reading and writing has increasingly become focus of attention (Albrechtsen et al., 2008; Byrnes & Manchon, 2014). Flexible strategy use is important to language learners/users (especially those who are in the process of development) because it affects not only task completion but also the quality of learning (Israel et al., 2005). However, little is understood about how vocabulary knowledge and reading and writing skills and strategies are involved when L2 learners of Japanese engage in the reading and writing task. In this study, Korean-speaking learners of L2 Japanese (N=58) read a short passage and wrote an opinion essay about the theme of the passage (“Who should decide the treatment of a minor patient with severe disease?”). Vocabulary knowledge was assessed by a breadth (basic meaning) test and a depth (word association) test. Reading comprehension was assessed by a recall task (in L1). Writing performance was assessed by linguistic analysis in terms of fluency (number of content words/ different content words/ T-units/ clauses, and number of content words per T-unit/ clause), complexity (lexical and syntactic), accuracy (number and ratio of error-free clauses), and vocabulary use (whether or not the word was contained in the reading text), and by overall rating. Major findings are as follows. (1) Vocabulary breadth was moderately correlated with recall whereas vocabulary depth was not. In contrast, vocabulary breadth was correlated with accuracy, fluency, and complexity of writing whereas vocabulary depth was correlated with accuracy of writing. These findings suggest that compared with reading, more variety of dimensions of vocabulary knowledge were involved in writing with network-like vocabulary knowledge contributing to accurate construction of sentences and text. (2) Recall was correlated with lexical complexity of writing, suggesting that better reading comprehension promoted richer vocabulary use in the following writing task. (3) Among writing performance measures, syntactic complexity was negatively correlated with fluency and lexical complexity, suggesting that there were some trade-offs between these components in terms of the allocation of cognitive resources during language production. Based on the findings, discussions are made regarding how vocabulary knowledge and reading-and-writing strategies may affect language production in the skill-integration task of “reading-and-writing”. Finally, educational implications will be drawn for learning and teaching and assessment of vocabulary and reading-and-writing in L2 Japanese.
7A_F1 08月04日16:00
東西文化交流における活字の歴史
—ホフマン活字を中心に—

Shihoko AOKI (九州大学大学院地球社会統合科学府)

イエズス宣教師ヴァリーナーノ(Alexandro Valignano, 1539-1606)が、1590年初めて日本に活版印刷機を導入したことから、宣教師による日本語研究の印刷が可能になり「キリシタン版」と呼ばれる書物が後世に伝わった。その後、キリシタン圧力により宣教師も印刷機も国外に追放されたが、19世紀末パリを中心に東洋学が勃興し、日本学も盛んになった。

ライデン大学教授ホフマン(Johann Joseph Hoffmann, 1805-1878)は、洋文字と漢字が混在する日本語研究書の出版に「漢字活字」と不可欠であるとしてオランダ政府に働きかけ、上海の美華書館が作成した「漢字活字」を、1858年オランダの大手印刷会社プリル社に購入させた。後に「ホフマン活字」と呼ばれるこの活字群と同型型から生み出された活字群は、美華書館の印刷技術者ガンブル(William Gamble, 1830-1886)によって、「日本の印刷の父」とも呼ばれる本木昌造（1824-1875）のもとに再製され、近代日本の明朝体活字の起源となった。

これまで東西文化交流史を語るとき、「西洋人による日本語研究」という言語的側面から論じられてきたが、「西洋人による日本語活字印刷」という側面からアプローチした研究は見当たらない。

そこで本研究は「ホフマン活字」を切り口に、西洋人による日本語活字の開発が19世紀の東西文化交流に与えた影響を明らかにすることを目的とする。

その方法として、ホフマン著『蘭英日三か国語対訳の商用会話集』（1861）、及び『日本語文典』（1867）を分析し、ホフマンが印刷に関わった経緯を調査した。

その結果、１）促音「ッ」、拗音「ヨ」、長音符「－」、漢音「デ」といった音標文字が厳密に表記されていること、２）ヨーロッパで鋳造された和文活字は楷書や行書ではなく明朝が選ばれたこと、３）漢字を知らない西洋の植民地が間違わないように、活字ボディの背面に『康熙字典』（1716）を基準にした部首番号と画数を鋳造した経緯が明らかになった。

本研究は、印刷技術の進歩、日本語特有の文字の存在、16世紀のキリスト教布教や19世紀の開国といった歴史を複合的に捉え、西洋人が日本語の文字を含む書物を印刷するという営みが、西洋の秩序や「知識」の体系の中に、日本の文化を組み込んでいく過程であることを論証した。

7A_F1 08月04日16:00
History of typography in the Cultural Interchange between East and West —Mainly from J.J.hoffmann’s type-face—

Shihoko AOKI (九州大学大学院地球社会統合科学府)
Missionaries were able to print their studies on Japan ever since Jesuit missionary Valignano (Alexandro Valignano, 1539-1606) introduced the printing machine to Japan in 1590. Krishitan-Ban printed by the Jesuit Mission Press in Japan has since been conserved for posterity despite both missionaries and printing machines later being expelled in line with the banning of Christianity. But with the emergence of Parisian Orientalism at the end of the 19th century, Japanology once again gained popularity. In 1858, Leiden University professor Johann Joseph Hoffmann (1805-1878) urged the Dutch government to purchase a kanji typography for E.J.Brill Inc., a leading printing company in the Netherlands. Kanji typographies were indispensable for the publication of Japanese research books in which Western letters and Japanese kanji were both included, and kanji typographies were being created by the American Presbyterian Mission Press in Shanghai. This typography group had also developed Hoffmann type letters, and was brought to Syozo Motoki (1824-1875), the father of Japanese printing, by print engineer Gillbull (William Gamble, 1830-1886) working with the American Presbyterian Mission Press. This cooperation later became the origin of modern Japanese typography.

Discussions of East-West cultural exchange often focus on linguistic concept taken from Japanese studies in the western context, yet researchers have neglected the subject of western-made Japanese typography. This study aims to explore how western-made Japanese typography, specifically the cutting-edge Hoffmann typography of the time, influenced East-West cultural exchange in the 19th century.

Methodologically, I analyzed the Japanese text found in Hoffman’s Winkelgesprekken in het Hollandsch, Engelsch en Japansch.-Shopping-dialogues in Dutch, English and Japanese (The Hague, 1861) and Japansche Spraakleer (Leiden, 1867), as well as how Hoffman was involved in the printing of these texts.

Data analysis revealed the following findings: ① strict writing of phonetic symbols (geminate ꔃ, Tone ꔄ, Long tone ꔅ, and voiced sound ꔇ, for example), ② favoring of Mincho body over Scripts or Line book as a Japanese font in Europe, and ③ Hoffman’s marking of kanji radical number and stroke count on the back of the type body based on Dictionary Kangxi (Dictionary by Chinese emperor Kangxi, 1716) in order to avoid confusion among Western European typesetters unfamiliar with Kanji characters.

This study demonstrated a gradual improvement of printing skills, the existence of characters unique to the Japanese language, and influence from both 16th century Christian missionaries as well as 19th century international exchange. More broadly, this study demonstrated the incorporation of Japanese cultural elements into western knowledge via the creation of Japanese typography and printed material containing Japanese characters.
Improvement of Japanese skills and the acquisition of social perspectives through magazine editing

Takashi KAWAKAMI (専修大学)

I will report on improving Japanese skills and acquiring social perspective by editing magazines in my seminar. I use editing and publishing magazines as part of my university seminar activities. We pursue professional standards from all aspects of planning, coverage, writing, editing, and production. At Japanese universities, Japanese culture research is also being conducted through publications, but there is no full-scale, practical editing practice by students. In my seminar, students create an actual magazine over the course of one year. International students also work with Japanese students to improve their Japanese skills, and this helps to lead students to raise their interest in society.

Originality is required for this magazine in terms of planning. Journal editing starts with a discussion at the editing meeting to try and analyze contemporary cultural and world situations, to think about the planning of special features and columns, and to identify problems of modern society. At these meetings, students are questioned about their own awareness of social problems in order to decide on themes and select interviewers. We actually do interviews and write articles. When interviewing or writing an article, students draw up the problem points among themselves and refine the article sentences through
proofreading and checking for misprints and obscure expressions. We arrange visual materials and arrange the layout using the software In-design software. After the final data is given to the printing laboratory, it is printed and bound.

There are three major points that students learn through this work. The first is looking at contemporary society through editorial planning and thinking about what they want to express through this medium, the magazine. The second point they learn is improving communication skills through covering issues, writing articles, and editing work. They also learn collaboration through language, such as how to proceed and how to argue, how to listen to others' opinions and how to incorporate those opinions into their own ideas. Finally, they learn to face the problems of Japanese expression. It is important for students to learn to use accurate Japanese usage, (for example, avoiding discriminatory expressions), to consider the relationship between freedom of expression and discrimination closely, or to learn specific issues of contemporary expressions such as libel.

In recent years, students have investigated a number of entertainment topics and social themes such as diversity issues in Japanese society from the perspective of LGBTQ, coverage of the disaster area of the Great East Japan Earthquake, coverage of discrimination villages holding slaughter houses, and the phase of international affairs concerning whaling. I hope to consider contributing to Japanese language and culture education by introducing real things based on examples of practice at seminar that editing of full-fledged magazine enhances interest in words and becomes a cornerstone of peace education.
7B_A1 08月03日14:00
アクセント型及び促音位置の違いが
促音の知覚範囲に与える影響
Kenta YAMAMOTO（広島大学教育学研究科日本語教育学講座）

本稿では、中国語を母語とする中上級日本語学習者（以下学習者と表記）と日本語母語話者（以下母語話者と表記）それぞれ23名を対象とし、アクセント型と促音位置の違いが促音の知覚範囲にどのような影響を与えるかについて、探索的に検討した。調査1では促音位置の違いがアクセント型判断に与える影響を検討することを目的に、平板型、頭高型、中高型の３種類のアクセント型で、促音位置が第一音節/第二音節に位置する促音群「かばた/かっぱた/かたた」、「ばたか/ばたか/ばたか」、「べてば/べってば/べってば」（促音語9種×アクセント型3種で合計27刺激）を学習者に一問一答形式で聴取させ、アクセント型を口頭で答えさせた。その結果、促音位置の違いにかかわらず、平板型が中高型と比較して判断成績が高く、平板型と頭高型、頭高型と中高型の間には差は見られないことが明らかになった。

調査2では、知覚範囲とアクセント型、促音位置の関係を探究することを目的に、促音を15段階に音響操作を施して無音間隔を長操作し、促音がない/「かたた/かたた」から徐々に「たかた/たかた」「たかた/たかた」を持っていると上昇系列と、促音が存在する/「たかた/たかた」から徐々に「たかた/たかた」になっていく下降系列の二系列で刺激語を呈示し、実験参加者はデジタル数が変わった音感したタイミングで反応するように指示され、反応後の提示はなされなかった。なお、調査1同様、刺激語には平板型、頭高型、中高型の3つのアクセント型を対象にした。試行数はアクセント型3種類×促音位置2箇所×呈示系列2つで、合計12回であった。その結果、①促音が第二音節にある場合より第一音節にある場合の方が知覚範囲にばらつきがあり、②中高型アクセントについては学習者と母語話者の判断傾向が類似していること、の二点が明らかになった。

以上の結果から、音の高さに注意を向けさせた場合と、促音の長さに注意を向けさせた場合ではアクセント型の関わり方が異なるということに加え、学習者と母語話者で傾向が類似している、促音が第一音節にある中高型アクセントについては、音声学的見地から見た音の重量の原理（呉志, 2006)に反しているため、知覚範囲にばらつきが見られる可能性が示唆された。しかしながら、中高型アクセントが促音の知覚範囲に具体的にどのように関わっているのかについては、今後の課題として追検討が望まれる。

7B_A1 08月03日14:00
The Effect of Geminate Positions and Different Accent Patterns on Categorical Perception of Geminate Sound
Kenta YAMAMOTO (広島大学教育学研究科日本語教育学講座)

The present study investigates the effects of the position of geminate consonant and accent in a word on categorical perception.

Twenty-three Japanese learners of Chinese were asked to perform on two tasks. The first task, the accent identification task, was designed to direct the learners’ attention to pitch, and the second task, the geminate detection task, required them to focus on mora length. In the accent identification task, the learners were presented with a series of pseudo-words consisting of three or four moras and were asked to identify their accent. In the geminate detection task, the participants heard a series of fifteen
pseudo-words that gradually shifted from three mora to four mora or four mora to three mora, and they were asked to react when the word length changed. This task was also administered to a group of native speakers of Japanese.

The results showed that the learners were able to identify correct pitch irrespective of mora length in the first task. However, the accuracy of detecting mora length was affected by accent pattern in the second task, and the learners’ performance was similar to that of native speakers. In particular, when the geminate consonant was placed in the first syllable, detecting its presence or absence became difficult. This may be explained by the Principle of Syllable Weight, but further investigation is necessary in order to clarify the effect of this accent pattern on the categorical perception of Japanese words.
A study on Japanese accent acquisition by pattern

Han sik KIM (韓国外国語大学)

Many Japanese classes adopt diverse methods to teach pronunciation while accents are rarely addressed. However, Japanese learners, in particular advanced or highly-advanced learners, are in need of “obtaining a native Japanese accent.” In this sense, this study explored and analyzed the correlations between accent perception and production, as well as acquisition patterns for both of them, in order to identify effective methods to teach Japanese accents for advanced or highly-advanced language learners.

The subject words of this study include those with a relatively greater number of moras, such as ‘noun (Type 1)’, ‘noun + suffix (Type 2)’ and ‘noun + noun (Type 3)’. The participants of this study listened to Japanese news clips and marked the accent of each word to measure their accent perception levels. In addition, the Japanese learners performed speech shadowing to measure their accent production capabilities.

The findings show that a low correlation exists between the number of moras (length of words) and the right production of accents. While the learners achieved a moderate level of accuracy in producing
accents of Type 2 words with a relatively short length, they produced accents with high accuracy for Type 3. The Pearson’s correlation coefficient between perception and production indicates a moderate relationship.

These results imply that (highly) advanced learners need to pay a keen attention to accents when listening to Japanese speeches to increase their perception levels while focusing more on production practice for Type 2 words.
7B_B1 08 月 03 日 16:00

Practical Pedagogical Knowledge in Japanese Pronunciation Education for Communication: An Analysis based on Teaching Materials and Practices

Sunyoung CHUN (早稲田大学グローバルエデュケーションセンター)

In many conventional settings of Japanese pronunciation education, the support of teacher education is based mainly on the theoretical knowledge of phonetics. As a result, educational activities are at the discretion of teachers, leading to insufficient support of practical pedagogical knowledge. This research explores practical knowledge in Japanese pronunciation education for communication. Specifically, it thus proposes the good pedagogical practices. This data are from the author’s previous empirical research from a practice program, where the author supported the graduate school students with clarifying their goals.

This presentation will show what practical knowledge is in Japanese pronunciation education for communication based on the content analysis of teaching materials and practical activities. This
program was conducted in a graduate school in Tokyo within 15 weeks. In this program, graduate school students teach Japanese pronunciation to Japanese language learners with various mother tongues. The program’s philosophy is to encourage autonomous learning, so that Japanese language learners acquire Japanese pronunciation that is sufficient for communication.

As a result of analyzing the teaching materials and practices, the following five points were revealed: (1) the goals of teaching materials and practices were clarified, (2) perspective of Japanese language education was adopted in teaching materials and practices, (3) pronunciation and other language aspects of Japanese are inseparable from the perspective of communication, (4) the practical usages of pronunciation in daily life, and (5) actual pronunciation in real life were reflected in materials. During the process of the program, five points showed improvement.

This program demonstrates that it is important to support teachers to acquire practical knowledge in educational activities. When teachers acquire practical pedagogical knowledge on communication education, the goals, contents, and methods of Japanese pronunciation pedagogy will become clearer. In the field of future teacher education, it is desirable to support practical pedagogical knowledge to teachers in order to conduct Japanese pronunciation education for communication. In addition, the five points clarified from the analysis of teaching materials and practical activities in this research will be useful for setting the goals, contents and methods of educational activities when considering teacher support of Japanese pronunciation education for communication.
This presentation attempts to answer the following question: 1) Do Japanese pronunciation experts focus on the same aspects of a Japanese learners’ oral production when evaluating their pronunciation? And 2) when an expert determines that pronunciation error has been made, what error (segmental, rhythmic, accent) do they identify?

Pronunciation research and education requires a valid and reliable measure of a learner’s oral production. However, much of the research to date has reported that second language pronunciation evaluations often are not in agreement. This is true of non-expert Japanese, native-speaking Japanese language educators, and non-native educators alike (Oguma, 2008; Watanabe and Matsuzaki, 2014). This presentation reports research which investigates whether this inconsistency in pronunciation
evaluations extends to native speakers of Japanese who have had both experience in teaching and second language pronunciation training?

In order to answer this, data was collected from the oral production of 18 Chinese beginning Japanese learners. Speech samples for evaluation were elicited by requiring the learners to repeat after a recording. 54 known words, unknown words, and non-words, 2 to 3 syllables in length were elicited. Six pronunciation experts were asked to transcribe the words with accent marks as they heard them. They were able to listen to each sample as many times as required. The transcribed words were evaluated for segmental, rhythm, and accent errors, and the agreement of the evaluators transcriptions were then analyzed.

The results showed that 85% of the segments, 60% of the rhythm, 93% of the word accent was evaluated as correct. The agreement between the experts of the words containing errors was high. However, there was inconsistency between the evaluators in the identification of the type of pronunciation error. Oguma (2008) found that there was 49% agreement in the evaluations of Japanese teachers, which is lower than that found here.

In summary, while the six Japanese pronunciation experts were in better agreement than non-expert Japanese language teachers, there is still a large amount of variation in their identification of the type of error. These results show that systems to evaluate pronunciation physically, and objectively are necessary in both Japanese-as-a-second language pronunciation research and in education.
筆者は上級日本語学習者に対する音声教育実践として、反転授業による発音の基礎知識の習得と、それに基づいた実習を行い、さらに、その過程で学習者の音読の自己評価およびピア評価を定期的に実施している。反転授業とは、基礎知識の解説動画の視聴により、学習者が予習を行い、授業では、教師や学習者の協働を必要とする実習等を行うという授業形態である。

そのうち、音読に対する自己評価・ピア評価について、学習者による授業コメント、評価の記述を分析した結果、以下の点が明らかとなった。基礎知識の導入により、発音の習得に不可欠なポイントを学習者が理解できるようになったこと、ピア評価が可能になったこと、さらには、自己評価では得られなかった自身の発音の問題点への気づきがピア評価により得られたことである。

具体的には、初回（1週目）と2回目（6週目）の音読に関するデータを観察した。まず、自己評価のみ実施した初回（基礎知識を身に付けていない段階）では、実際に問題が多かった特殊拍の長さに言及する学習者はほとんどいなかった。また、「発音が安定しない」 「アクセントが入る」 等、問題点の把握が難しいことを示し、発音の概念上不適切な表現もみられた。

次に、母音・子音の調音、拍・フットについてすでに学習した段階である2回目の評価を見ると、学習した概念を用いた記述が増えている。その上で、発音上問題があった箇所を示す、不正確な発音をかなで表記するといった、具体的で他人が理解しやすい記述も見られた。また、初回よりもよいと自己評価していた学習者も、ピア評価により、発音の問題点の気づきを得た例、自己評価とは異なる問題点の気づきを得た例も見られた。一方で、「リズム感がありません」といった具体性に乏しい評価や、「問題ありません」と評価を避けるコメントも見られた。これらについては、自己評価・ピア評価を繰り返すことで、妥当な評価の基準を持つ、相手に有益な書き方を身につけることも必要であると考える。

ピア・ラーニングの重要性が日本語教育でも指摘される中、音声教育での実施も少ないながら見られる。しかし、基礎知識がないと、たとえピアの有用な指摘であっても、気づきを得られにくいのではないかと考えた。本発表は、そのような点を反転授業により克服し、音声学習における協働を実現しようとしている実践である。

7B_B3 08 月 03 日 17:00
上級日本語学習者による発音学習の実践
—音声の基礎知識とピア・ラーニング—
Jun SUDO (同志社大学)
points essential for learning pronunciation; to do peer assessment; and to identify the problems in their own pronunciation, which they may not have realized during self-assessment.

Specifically, data for the first reading (1st week) and the second reading (6th week) were considered. First, few students mentioned the length of a special mora, which many learners had difficulty pronouncing the first time, when only the self-assessment was carried out and they had not yet acquired basic knowledge. Also, some casual and inappropriate expressions, such as “pronunciation is not stable” and “accent is inserted,” were found, which implied that they had difficulties grasping their own problems regarding pronunciation.

Next, I looked at the second assessment, when they had already learned about vowel/consonant articulation, mora, and foot. I noted that the number of descriptions in which they used the learned concepts had increased. There were also specific and easy-to-understand descriptions, such as indicating inaccurate pronunciation with kana and indicating the part that had pronunciation problems. In addition, during self-assessment, some learners considered their readings were better than the first time. They acquired an awareness of their pronunciation problems through peer-assessment, which they could not acquire through self-assessment. Meanwhile, a lack of specificity in comments such as “there was no sense of rhythm,” and “no problems” comments to avoid assessment, were seen. With regard to these, I think that it is also necessary to acquire adequate writing skills for reasonable peer assessment by repeating self- and peer assessment.

While the importance of peer learning is also pointed out in JSL teaching, practicing speech education with peers is also seen in a few cases. However, without the knowledge of basics, even peers’ useful point of view may not be able to make noticeable difference. To overcome such issues, this presentation focuses on practice to facilitate cooperation in speech learning using the flipped classroom strategy.
The Cognitive Perspective of Vietnamese Learners on Japanese Pronunciation Problems
Thi may SAI (Waseda University)

When teachers teach pronunciation, they tend to teach the pronunciation which is said to be difficult for the learners or the pronunciation is frequently pointed as guidance items. However, it seems that the recognition of the teacher and the learner to the pronunciation problem actually differ in some cases. Therefore, the teacher's pronunciation guidance is not always what the learners want. For this reason, it is considered necessary to investigate the learner’s perception of the Japanese pronunciation problem in order to offer more effective methods for pronunciation teaching.

On the other hand, due to the rapid increase of Vietnamese Japanese language learners in recent years, there seems to be a large number of teachers who are troubled with teaching Vietnamese Japanese language learners, especially with pronunciation guidance.
There are a number of the pronunciation problems of Vietnamese Japanese learners from monophones to prosodic levels have been pointed out in previous studies. At the monophonic level, it is a prolonged sound, a monophonation, a palatalized, a change of “da” (ﾞ) and “ra” (ﾗ) (Sugimoto 2003), a confusion of “ya” (ﾔ) column, “za” (ｻ) column, “ja” (ｼﾔ) column (Pham 2006) etc. At the prosodic level, there are problems in the intonation such as "Can not grasp the feeling of the beat (押すわけ)“, "The third beat(拍目) of the word is stretched", "Flatten the whole sentence", "Rise in the end of sentence with declarative sentence" (Shigekawa, Nakamura 2005).

However, all these problems are pointed out by the teacher side. And indeed, it is necessary to clarify how the Vietnamese Japanese learners to recognize the problems of their own Japanese pronunciation, what kind of pronunciation is difficult to them. This paper reviews the cognitive perspective of Vietnamese learners on Japanese pronunciation problems and the difficult Japanese pronunciation for Vietnamese learners by using SPSS to analyze questionnaire survey on 391 Vietnamese Japanese language. Furthermore, considering pronunciation guidance for Vietnamese Japanese learners in the future based on the results of questionnaire.

References
Note: Author’s translation from Japanese to English
7B_C2 08 月 04 日 09:30

Production of Accent in Japanese by German-native-speakers and British-English-native-speakers

Yutaro ODO (早稲田大学大学院日本語教育研究科)

Japanese pitch accents involve discrimination of meanings and play an important role in communication. However, for many learners it is difficult to pronounce Japanese accents, and their acquisition has not progressed. Particularly, for learners who are native speakers of German (GS) and learners who are native speakers of British English (ES), it is difficult to produce Japanese accent because of the interference of the mother tongue’s stress accent.

The purpose of this research is to clarify the characteristics of production of Japanese accents of GS and ES, and to clarify whether it is as difficult or different for GS and ES to produce these accents.
We considered the sound environment (single-kana sound, contracted sound “ɲ, ɭ, ʃ”, long sound, geminate consonant “ɬ, ꞁ”), and the position in the word.

The production survey was conducted with 10 persons, including 5 GSs and 5 ESs who are staying in Japan. All the survey words were three-mora words, and there were 60 words in total 30 pairs of different combinations of A) accent type, B) sound environment and position in the word. Whether or not the pronunciations produced by GS and ES had correct accents was judged by two Japanese speakers of Tokyo dialect and scored as 1 or 0 points.

From the results of repeated measure analysis of variance and acoustic analysis of Praat, we clarified the following three points.

1) There is no significant difference in the accent scores of GS and ES, and the score tends to be low in either case.

2) The accent scores of words including “contracted sound” and “long sound” are significantly lower than words containing other sound environments. GS and ES tend to produce "contracted sound" or "long sound" at a high pitch.

3) Accent scores of words of "Odaka type" including "geminate consonant" are significantly lower than words containing other sound environments / accent type. GS and ES tend to produce the sound before "geminate consonant" at a high pitch.

Moreover, from the interview after the production survey, even if GS and ES had lived in Japan for over 1 year and had many opportunities to use Japanese, their knowledge of Japanese accents was not enough. Therefore it became clear that the Japanese accents are not acquired by just staying in Japan.

From the results of this study, we suggested the following two points.

1) Accent guidance targeting ES can also be applied to GS, and vice versa.

2) Japanese accents should be taught with consideration of sound environment and position in words.

We believe that the results of this research can be utilized for pronunciation guidance and we can respond to the needs of learners.
Problems using Internet Tools to Learn Japanese Pronunciation Learning and their Solutions

Chieko NAKAGAWA
Naoko KINOSHITA

Pronunciation is a part of oral communication. Successful communication between a speaker and a listener establishes a dialogue, increasing the likelihood of mutual understand, which will, over time contribute to a “peaceful” human existence. For successful communication to take place, two components need to be transmitted: (1) the content of the message, and (2) the emotion of the speaker. The content of the message can be communicated through the segmental sounds and prosody. Speaker emotion is communicated through paralinguistic information such as loudness of speech, and non-verbal elements such as gestures and facial expression.

In the learning and teaching of second language pronunciation, these two components should be developed in a well-balanced manner. In foreign language learning environments, such as those in Europe, many people believe that the development of pronunciation is problematic, because of the lack of access to authentic Japanese language resources (Abe et al. 2016). However, of late, Internet tools...
have become available to use to assist in the autonomous learning of Japanese pronunciation in any environment. Two such tools are the “Online Japanese Accent Dictionary (OJAD)”, http://www.gavo.tu-tokyo.ac.jp/ojad/, and “Tsutaeru Hatsuon”, http://www.japanese-pronunciation.com/. OJAD is useful because the accent of words can be looked up. Additional functionality is available with the reading tutor “Suzuki-kun”, which displays accent and intonation marks automatically to any inputted sentence, and plays them back using computer generated speech.

“Tsutaeru Hatsuon” provides five minute videos instructing learners how they can develop their pronunciation. One such video provides guidance for the effective use of OJAD. Another video, which will be presented, focuses on “aizuchi”, nodding non-verbal communication.

One advantage of using short video lessons, such as Tsutaeru Hatsuon is that both audio and visual information are available to the learners. A second advantage is that they are available for both teachers and learners in foreign language learning contexts which have little contact with native speakers.

This presentation explores how the more-than twenty videos of Tsutaeru Hatsuon and OJAD can be used as part of a coherent curriculum aimed at developing the Japanese-as-a-second language pronunciation of JFL learners.
A Report of the Practices of Teaching Pronunciation Using ‘Voice Sample’ Materials with the Acoustic Analyses

Nobuko WANG (専修大学)
Meiko OTSUKA (専修大学)

We have several ways to train talking such as shadowing, dictation or dicto gloss. In this presentation I propose the brand-new way “Voice sample project”. “Voice Sample” is a kind of tool for professional voice actors/actresses or narrators to introduce themselves and what kind of voices or characters they can act in film works. Namely, it is a kind of voice portfolio. “Voice Samples” consist of several kinds of speech such as straight narration, TV commercials and characters’ voices for animation films of two to three minutes in length, which often have added back-ground music and sound effects. I found “Voice Samples” were very good as speech samples for learning foreign languages. I propose to use “Voice
Samples” as material for learning languages. Though professionals’ “Voice Sample” should be recorded in a recording studio, language teachers do not have such technology. In this attempt, I have done these works with an IC recorder, free-software and some free music and sound effect websites. Language teachers can make their students’ “Voice Sample” as active-learning project and can teach several language aspects such as pronunciation, writing, and new vocabulary. First, students listen to a “Voice Sample” several times, write it down correctly, and teachers then check it and can get to know how many mistakes like “sokuon” or grammar/conjugation would occur. In the next stage, students practice reading it aloud with good articulation and intonation like making a copy. After that, teachers record students’ act and make “Voice Sample” with adding some music or sound effects. Students should be encouraged by listening their own “Voice Sample”. In Japanese language classes in a University in Japan, I attempted to use these materials for students whose level is higher than N1. The following interview and evaluation by rubric indicates that their learning motivation has been increased, and they have participated in class more than before. I also report about some conclusion of experiment of sound frequency of learners’ reading by Praat. Beside of them, in this presentation, I would propose some materials which are suitable for students who learn Japanese in overseas countries.

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21世紀型スキルの育成を組み込んだ
外国語教育を目指して —
『にほんご人フォーラム（フィリピン）』の実践—

Florinda Amparo a. PALMA GIL (東京外国語大学)
Sachiko KUWANO
Bernadette HIEIDA (DE LA SALLE UNIVERSITY MANILA)

「にほんご人フォーラム」は公益財団法人かめのり財団と国際交流基金共催のもと実施している、10年間の東南アジアと日本の協働事業であり、年1回東南アジア5カ国（インドネシア、タイ、フィリピン、ベトナム、マレーシア）と日本から選ばれた高校生・教師を集め、日本語を共通言語として一緒に学ぶ場を創造するものである。「にほんご人フォーラム」では、①これからの社会を生きる世代に求められる能力の育成を目指した外国語教育のアプローチの共有と実践、②中等教育における「にほんご人ネットワークの形成」、③若い世代の相互理解の促進とグローバル人材の育成の3つの目的を掲げている。この「にほんご人フォーラム」が日本国外においては、「日本語によるコミュニケーション能力」「異文化理解能力」の向上に加え、これから社会で求められる力、いわゆる21世紀型スキルをどのように伸ばすことができるのかを考えている。しかしこれ Fork、日本語教育における、特に学習者の21世紀型スキルの育成と実践の成果とは何かのようなだろうか。そして、フィリピンの日本語教育では21世紀型スキルの育成はどのような意味や意義があるのだろうか。本発表では、このフィリピンの日本語教育での21世紀型スキルを育成することの意味や意義について、フィリピンにて2013年より実施している「にほんご人フォーラム（フィリピン）」と、その関連事業の実践、および成果と絡めて述べる。分析・考察には、過去に「にほんご人フォーラム（フィリピン）」およびその関連事業に参加した日本語学習者（高校生）や高校日本語教師から収集した振り返りシートやアンケート、成果物、生徒・教師へのインタビューを使用する。日本語教育が21世紀型スキルの育成にどのように貢献できるのかを確認し提案していくことは今後の東南アジア諸国における日本語教育の拡大にとって重要なことであると考える。

Aiming for a foreign language education which incorporates cultivation of 21st century skills - Implementation of “Japanese Speakers’ Forum (Philippines)” -

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Sachiko KUWANO
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“Japanese Speakers’ Forum” is a 10-year collaborative project between Southeast Asian countries and Japan by the Kamenori Foundation and the Japan Foundation, wherein selected high school students
and teachers from Southeast Asian countries (namely: Indonesia, Thailand, Philippines, Vietnam and Malaysia) and Japan learn together and interact using Japanese as a common language with the following aims: (1) To share and put into practice approaches to foreign language education to develop skills required by society in moving forward, (2) To form a network of “Japanese speakers” in secondary education, (3) To promote mutual understanding among young people and develop globally-minded human resources. Related projects are also being conducted in participating countries before and after each “Japanese Speakers’ Forum”. In the Philippines particularly, a similar program called “Japanese Speakers’ Forum (Philippines) which also serves as a venue to select students for the international forum and other related programs are conducted all throughout the year. Whereby cultivating human resources who can lead the future society has been defined as the direction of policies for Secondary Education all over the world including Japan, from the current society and hereafter problem-solving skills and skills in collaborating with other people with diverse values are becoming essential skills. With this in mind, “Japanese Speakers’ Forum”, “Japanese Speakers’ Forum (Philippines)” have been studying how to develop the necessary skills or the so-called 21st century skills that will be required of students in the future society, on top of the enhancement of students’ “Japanese language communication skills” and “skills for intercultural understanding”. Therefore, what can be achieved from the cultivation and implementation of 21st century skills specifically for learners in the field of foreign language education and Japanese language education? Moreover, what is the purpose and significance of incorporating the cultivation of 21st century skills into the Japanese language education in the Philippines? To discuss the answers to the said questions, this presentation will present the implementation framework, corresponding achievements and related projects of “Japanese Speakers’ Forum (Philippines)” since 2013. For analysis and discussion, reflection sheets, questionnaires, task outputs and the result of interview with high school students and high school teachers who were past participants of the “Japanese Speakers’ Forum (Philippines)” will be used. The presenters aim to demonstrate that in the promotion of Japanese language education in Southeast Asian countries, identifying and raising recommendations on how the Japanese language education contributes to the cultivation of 21st century skills play an important role.
This presentation is an action research of an industry-academic collaborative project of A university specializing in art and company B developing Japanese learning equipment. In the Japanese class (Cross-cultural peer learning for international students and Japanese students) at A university, we created a video telling the attractiveness of studying in Japan towards the world centered on ASEAN countries at the request of company B. Through industry-university cooperative projects, I analyzed what students and business people have learned about communication. And then I will clarify the significance of sharing problem awareness among people with multiple positions and multiple values and incorporating them into one practice.
In this presentation, I will state the situation where multiple values can coexist, shared the problem consciousness and can tackle practice as "publicness", and insist on the importance of building a place for language education with publicness.

From this practice, the student side got the following learning; ①Through communication with business persons, students can experience communication leading to the outside of the university or their future. ②International students and Japanese can share the image of "Japan" held by them, and can reconsider them. On the other hand, the company also has learning; ①It can know the values of the student closer to the user more deeply than in the hearing. ②By involving multiple departments in the project with students, collaboration within the company is promoted.

As mentioned above, industry-academia was involved in practice for each purpose and learned from each other. Enriching such learning will make the place of language education a place with publicness.
How to think about evaluating communication ability in studying Japanese -Possibility of the Japanese-Language education which connect the people and regional culture-

Azumi YU (China cultural university-Department of Education)
Naomi SAWADA (China cultural university-Department of Education)
Hsiao chin LO (Taiwan National Taiwan University)

How to think about evaluating communication ability in studying Japanese -Possibility of the Japanese-Language education which connect the people and regional culture-

Azumi YU (China cultural university-Department of Education)
Naomi SAWADA (China cultural university-Department of Education)
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According to the data of visitors visiting Taiwan and Japan, it is clear that large number of visitors had entered and exit frequently between both countries. The Japanese language learners has easier existed to interact to Japanese native speaker through internet technology development. On the other hands, we hear that Taiwanese learners are telling teachers they do not have any opportunity to communicate with Japanese native speaker. It shows that Taiwanese learners cannot evaluate their communicative ability of one’s selves and with low self-confidence.

Concerning about the evaluation of communicative skill, Kumagaya/Sato (2011) has pointed that, there are fixed role of evaluating communicative skill between teacher and learner had exist in educational institution, by having daily communication with others and understanding one another, both are evaluating one another in this communication process.

The preceding study by Doa (2011) and Sato/Fukai/Nakazawa (2011) pointed that how Japanese native speakers evaluate oral ability of the leaners.

Our purposes of the research ware; one is how the learners evaluate their own communication ability in their daily life, two is how the learners change their awareness of their own communication ability evaluation when they communicate with Japanese native speakers in Taiwan.

OPI international symposium had hold in Taiwan 2018 August, many participants came from Japan, so we had planned a project that the learners guided the Japanese participants through Tamsui where the symposium had hold. First of all, we had called for learners who want to be Japanese volunteer. Then we had a class by professional guide for the learners to know the history and place of Tamsui. After that they began to prepare for guiding by their own way. Finally, they had guided the Japanese native speakers through Tamsui.

After this project, we had an interview with the learners who were Japanese guide, we found the learner’s evaluation for their Japanese ability had changed through this practice. Then we thought this project had a possibility which the Japanese learners overseas would change the perspective about evaluation of their own Japanese ability.

By having this project, the Japanese learners found a new purpose to continue learning Japanese and had become more aware about their living community. The learners had knowledge about own community, but we found that when the learners used Japanese, the relation between the Japanese learners and the participants had slightly been changed.

We could say that this project what we planned would be an opportunity to connect with society and the Japanese learners.
"Connecting" Japanese Communities Through a Speech & Skit Contest

Taku OKAMOTO (国際交流基金)
Mayu MIYAMOTO (バデュー大学)

This presentation reports a project of Japanese speech and skit contest, which is carried out at a public university in Midwest of the United States for the first time in its history. It also shows results of survey collecting responses from the participants: contestants, their class instructors, judges for the contest, and the audience. The aim of the contest is to develop the community of Japanese education and to strengthen the articulation between those who are related to the community. Not merely for object or output for assessment of classroom activities, holding the contest plays a role to the community not only to provide Japanese learners with an opportunity to perform their result of learning Japanese in front of a crowd of audience, but also to make all of the participants connected beyond classrooms and facilitate conversations among the members in the community.
For which reasons do European people wish to start learning Japanese? In a Japanese classroom at a European university, students’ relations with Japan and its culture are quite various. Students are from “Manga generation” or they are “fans of Kurosawa movies”, traditional arts, martial arts, and so on. This variety in their interests shows, however, a common feature – a desire “to be connected with Japan”, its culture, its people, its natural and social phenomena. They want to communicate with Japan, to read and listen to Japanese people’s voices and they also want to be read, listened to and to be understood by Japanese people.

As a Japanese Language teacher, I have a feeling to be guided by “students’ aim to learn”, rather than by my mission “to teach to them”. The aim of this presentation is to share a teacher’s experience of
his/her personal evolution that we can consider as a process of teaching and learning. A teacher does not only teach, but also learns from his/her students.

Just after 3.11 Tohoku Earthquake in 2011, my students were deeply shocked and sad. The emotions shared in classroom gave me a real discovery and surprise. The students were indeed touched by this tragedy and wanted to help Japan. But how? After several hours of discussion in classrooms and in SNS, more than 60 Belgian students of Liège University decided to lead a letter writing project, in which each one could participate using their own Japanese Language skills. Using hiragana and katakana just mastered during the class, putting their names or pictures, manga-like croquis. 3 big-sized handwritten letters were sent to an elementary school in Fukushima in June 2011. This “Belgian sympathy” to their Japanese friends made a “happy return”, that is, more than 100 handwritten “Arigato” responses arrived from Fukushima children several months after. Throughout this Letter project, these students have experienced a real sensation of communication, in connecting with someone and being in an emotional commitment – that would provide them with self-esteem as a learner of Japanese Language.

I would like to mention another example of communication experience using Japanese Language, not a “handwritten” but a “cyber” one (2017). This is “Wikipedia-article writing project” meant to describe a Belgian city – Louvain-la-Neuve –, in which B1-level students participated, with a hope to help Japanese students wishing to come studying in Belgium in the future.
Historicity and Futurity: or, When is this Present of Critical “Hope”?

Yukiko HANAWA (New York University)

This paper proposes to step aside – not back – to consider the historicity of our practices of thinking when we seek to engage with “peace” as conceptualization, what we habituate as we think of “content,” and the modes of proximity with lineages of “critical thinking”. In order to focus on the ways that “words” with all of its limits and potentialities operate in the current debates around “peace,” “content,” and “critical thinking”, I will structure my questions by navigating some of them through what the Australian scholar Ghassan Hage has marked as “hope” in his disquisition on “hospitality” in contrast to the often cited but less interrogated concept of “omotenashi／おもてなし.” The paper is based in several years of curricular engagement for a fourth-year Japanese reading focused course. Here, my concerns are fundamentally underscored by the urgent imperatives of moving beyond dehistoricized conceptualization of “diversity” or “multiculturalism” synchronously in moving towards futurity. The dehistoricization, thus abating disavowal of language as formed in sociality of our modernity, risks repetition and reproduction of the occlusion of structurally encoded authority and legitimation in language practices. What might it mean, then, for those of us who teach Japanese language to those who have varied relationship to not only their subjectification “in Japanese, as language” but also limited available modes of enunciation of their experiences? The point of departure here will be Lee Chong-Hwa’s “Tsubuyaki no seijishisou” ‘つぶやきの政治思想’(1997), Motome no seijigaku「求めの政治学：言葉、這い舞う島’(2004), and Ukai Satoshi’s Otosuru chikara: kurubeki kotoba e「応答する力：来るべき言葉たちへ’(2003). The paper traces the difficulties encountered in trying to think of curricular reform, as I thought of the challenges posed by Lee Chong-Hwa and Ukai, as I read their critique in proximity of Lee Yeounsuk, “Kokugo” to iu shisou「『国語』という思想’(1996), Sakai Naoki, Shisan sareru Nihongo/Nihonjin「死産される日本語・日本人」(1996), and Kawamura Minato, Sakubun no naka no Dai-Nihon Teikoku「作文の中の大日本帝国’(2000). What does it mean that most Japanese language courses “de-emphasizes” the relationship between the emergence and contemporary practices of “standard Japanese” and kokugo, where the “content” we teach is this standardized Japanese language, squarely positioned in relationship to the “object” called “Kokugo?” How might we both more directly acknowledge the power and authority embedded in the language, as we seek means to think of practices of futurity?
平和への対話をめざす日本語教育実践
－「ゆるキャラコンテスト」開催に向けて－

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Yuko SUZUKI (マドリッド・コンブレルンセ大学言語センター)
Yu MITSUMORI （“聖クリメント・オフリドスキ”ソフィア大学)

本発表は、日本の文化「ゆるキャラ」に着目し、これまでのトルコ、スペイン、ブータニアでの日本語教育実践を通じてまとめ、主にヨーロッパ地域を対象とした「ゆるキャラコンテスト」の開催を意図するとあるのである。
「ゆるキャラ」は、全国各地で開催される地方自治体主催のイベントや、村おこし、名産品などのPRのために作られたキャラクターのこと。特に着ぐるみとなったキャラクターを指す（みうら2004:2）と定義され、今では教育現場にも広がっている。
筆者はこれまで、「ゆるキャラ」作成を通じて、主に以下の２つの日本語教育活動を行った。1つは、2016年12月から2017年5月にかけて、トルコとスペインの大学で学ぶ日本語学習者が、オリジナルの「ゆるキャラ」とともに自分の町を紹介するビデオを作成し、交換した。その結果、互いのビデオを見て、コメントをすることで、異文化を知るきっかけとなり、また、伝わる日本語についての内省できた。
もう1つは、2017年7月2日～7日にブータニア、キユン市で行われた第6回目の「バーリナ半島日本語サマーキャンプ」である。このキャンプは、ブータニア、トルコ、グルマニア、マケドニア、ポスニア・ヘルツェゴビナ、セルビアの学習者が集まり日本語で交流することを目的に行われているが、今回は「言語変種」を中心テーマに各国の参加者がグループに分かれて、いわゆる「役割語」や「キャラ語」を駆使しながら、オリジナルの「ゆるキャラ」を作成し、発表した。
上記の活動を通じ、「ゆるキャラ」作成を通じた活動は、発音や変種など日本語の様々な要素からなる言語的側面と、自文化を伝え、異文化を理解するという文化的側面を持つ総合的な教育活動であることが明らかになった。
平和の実現には、対話を通じ他者を理解し自分を伝えが基盤になると考えられる。「ゆるキャラ」はその一端を担うことができる日本文化であり、それを素材に日本語を通じて様々な国や地域の人々がつながることができる。そこで、本発表では、各地の学習者が作成する「ゆるキャラ」を一堂に集め、「ゆるキャラコンテスト」の開催を提案したい。この開催により、各地で行われている弁論大会をはじめとする各種コンテストに至り、学習者の参加意欲と学習動機を高めることが期待できる。第1回目はヨーロッパ地域を中心に、2019年の実施を目指す。
Yuru chara is defined as mascot characters created to promote regional events, local specialties and revitalization of local villages. Yuru chara are typically costumed characters (Miura (2004:2), translated by the authors). Yuru chara are now popular among educational institutions.

The authors of this paper have conducted two educational activities of Japanese language through the creation of original Yuru charas in class.

One activity was an exchange program between Turkish and Spanish university classes of Japanese learners. Both groups made videos introducing their local places with their original Yuru charas and exchanged the videos. By viewing other group's videos and commenting on them, students experienced different culture and realized the importance of understandable pronunciation.

Another activity was an intensive course given at the sixth Japanese Language Summer Camp: Balkan Peninsula held in Kiten city, Bulgaria. Students from Bulgaria, Turkey, Romania, Macedonia, Bosnia and Herzegovina, and Serbia participated in the camp to communicate each other in Japanese. Theme for the sixth camp was language variation. The participants were divided into groups to create original Yuru charas making use of role language and character language.

It was shown that activity through Yuru chara creation is a combined education which includes both linguistic side and cultural side.

For the realization of peace, it is strongly believed that the communication with others is important. Yuru chara contributes to the communication and helps people with various backgrounds get to know each other through Japanese language. This paper proposes holding an exhibition of original Yuru chara created by learners. This exhibition will promote learner’s motivations for language learning as speech competition held in each areas. The first exhibition is planned to be held in Europe and neighboring areas in 2019.
Impact of AR/VR Technologies on Future Language Education

Takako AIKAWA (Massachusetts Institute of Technology)

Technology can provide new opportunities for language learning, and emerging technologies such as augmented reality (AR) and virtual reality (VR) have great potential for immersive, interactive learning experiences. Further, they have the potential to promote world peace, as AR/VR-experience allows us to empathize with people from different cultural backgrounds ([1], [2], among others). Although they are currently not yet easily acquired in classroom settings, AR/VR-technologies will bring the next wave of digital transformation to the learning environment and play a crucial role in the field of education. However, we do not yet know how and in what ways these technologies can support learning a new language. This paper addresses some insights on these questions. To this end, we present three applications that we have developed using AR/VR-technologies.

The first one is called “JaJan”, which provides a so-called “shared virtual space” for language learners. JaJan is an AR-based application that connects learners at distance via the Internet, and lets them interact with each other in its shared virtual space. JaJan emphasizes the importance of context for language learning. It simulates various types of real-life contexts, letting learners “act out” as if they were in a real context. In this respect, it enables learners to get virtual study-abroad experience with the target language.

The second application is called “WordSense.” WordSense blends holograms with our living environments, and it creates contextually rich language learning experiences in our daily lives.
WordSense promotes the concept of “serendipitous learning” for language learning, which we define as situated, incidental learning that occurs naturally in learners’ environments and is shaped by their curiosity.

The third application is called “VR Kitchen”, which promotes the concept of kinesthetic learning. VR Kitchen is a VR application that tracks learners’ body movements and let them learn vocabularies or phrases of the target language through their performances inside the virtual kitchen. It reinforces associations between word and action pairs. Our premise here is that the more modalities leaners use, the better memory retention they will have for their vocabulary acquisition.

Although these three applications use different platforms and technologies, they all aim to investigate how the utility of using virtual environments can transform language learning via behavior and context in order to improve the learning process in digital environments.

The organization of the presentation is as follows: first, I will provide a high-level overview of the current AR/VR technologies and their influence on the field of education in general. Then, I will introduce the three applications mentioned above by presenting their demo videos. In so doing, I will also discuss how these virtual environments are different from other digital ones (such as the Internet), and point out unique affordances of virtual environments that are not possible in classroom or face-to-face settings. I am confident this presentation will shed light on how AR/VR technologies will influence our language pedagogy in the future. By extension, it will also help us understand how AR/VR -experience can promote world peace.

References:
Development and Evaluation of a Functional-Expression Analyzing Tool

Yoshiko KAWAMURA (東京国際大学)

This study aims to develop a functional-words and sentence patterns extraction tool for Japanese language learning and education. The recognition of functional-words has been addressed by combining the results of the morpheme analysis purser MeCab and a list of functional-words in the dictionary of grammatical patterns “Nihongo Bunkei Jiten” and shows the rate of occurrence of each word in input text. As for sentence patterns, the tool extracts noun modification closes and adverbial clauses. This tool will be offered on Web and support Japanese language learners to read Japanese text. It will also help Japanese language teachers and instructors to develop educational materials, and researchers to analyze Japanese text.
学習者コーパス(I-JAS)の対話に見られる授受表現の使用傾向——韓国語話者・中国語話者と日本語母語話者との比較から——

Akiko SAKODA (高麗大学校 大学院博士課程)

本研究は、実際の対話コミュニケーション場面で日本語の授受表現（本動詞・補助動詞）がどう使用されるかを調べ、その特徴を明らかにすることを目的とする。日本語の授受表現は、日本語学者にとって習得が困難であることが指摘されている。これまでの研究では、ストーリーテリング、空欄補充形式の文法テスト、多肢選択の文法テスト、絵を使った文産出テストなどで調査し（尹 2006, 稲熊 2004 など）、正答率や頻度から習得の難易度について述べ、実際の対話における授受表現の使用について調べたものは管見の限り見当たらない。

そこで、本研究では日本語学習者と日本語母語話者の対話に見られる授受表現の使用を調べるため、I-JAS（多言語母語の日本語学習者横断コーパス）の対話を用いて分析を行う。対話で設定されている話題から主に「誕生日はどんなことをしますか」 「思い出に残る先生について話してください」の2つの話題部分のテキストを抽出し、韓国・中国語話者および日本語母語話者各30名、計90名の授受表現を分析した。その結果、次の2つの特徴が確認された。

1) 授受表現を使う場面において、日本語母語話者の場合は「補助動詞のみ使用」「本動詞・補助動詞使用」の傾向が見られたのに対し、学習者は母語の違いにかかわらず「使用無し」「本動詞のみ使用」「補助動詞のみ使用」「本動詞・補助動詞使用」の4つの傾向が見られた。

本動詞のみ （例）プレゼントをもらったり（KKD07）
補助動詞のみ （例）買うってきた（KKD35）
本動詞・補助動詞の使用（例）（お金）をもらう・買ってもらって（CCM28）
使用無し （例）プレゼントを受けた（→もらった）（CCM25）※アルファベットは KKD 韓国話者、CCM 中国話者を指し、数字は ID 番号を表す。

2) 授受表現の場面で、補助動詞に前接する動詞を調べた結果、日本語母語話者と韓国・中国語話者には、動詞のバリエーションに興味深い違いが見られた。異なり語数の数においては、日本語母語話者（約80種）＞韓国語話者（約40種）＞中国語話者（約20種）の順となった。

この結果によって、従来の研究では観点とされなかった授受補助動詞と前接する動詞のバリエーションの関連性について検討する必要性が示された。
This study aims to examine the patterns of Japanese benefactives (main/auxiliary verbs) and their properties observed in real dialogues. Some argue that L2 learners, in general, have difficulties with acquiring Japanese benefactives. These difficulties have been investigated by calculating accuracy or frequency counts through tests such as story-telling, fill-in-the-blank grammar questions, multiple choice questions, or picture-sentence production. However, no studies have employed real dialogues for this purpose.

This study analyzed oral data from the I-JAS (International Corpus of Japanese as a Second Language) to examine the benefactive patterns of L2 learners and to compare them with those of native speakers. Among the topics of the dialogues, two were chosen (“what do you do on your birthday?” and “Tell us about a teacher from your past who you remember.”), and the Japanese benefactive structures spoken by 30 native Korean, Chinese and Japanese speakers, respectively, or 90 individuals in total, were analyzed. The results of the analysis can be summarized as follows.

First, while native Japanese speakers used auxiliary verbs alone, or main and auxiliary verbs, as benefactive structures, L2 learners, regardless of their mother tongue, showed four patterns of no use, main verb only, auxiliary verb only, and main and auxiliary verbs. Second, the analysis of the verbs immediately before auxiliary verbs in Japanese benefactive constructions revealed an interesting difference between these speakers in terms of verb variations. For the number of verb types, native Japanese speakers used about 80 types, followed by Korean speakers (40 types) and Chinese speakers (20 types).

These findings suggest the necessity of reviewing relevant variations in the verbs immediately preceding auxiliary verbs, which has rarely been addressed in previous studies.
初級から漢字で入力しよう！
－ English IME Dictionary の紹介 －
Jun ARISUE (国際交流基金ニューデリー日本文化センター)

現在、日本語学習者であっても、コンピュータ上でEメールやレポートを書いたり、Facebookなどのソーシャルメディアなどを利用する機会が多い。つまり、日本語を手書きで書くためもコンピュータで入力する機会の方が増えていると言えるだろう。

その際、手書きとは違った、漢字の筆順や正確な形状を覚える必要はない。しかし、多くの候補から正しい漢字を選ぶ能力が要求される。まず入力できるという点では、読み方はその時点で変わっていない。そして、自分で書いている文章ならば、入力している単語の意味もわかっているはずである。つまり、漢字の候補の意味が表示されれば、大体において正しい漢字が選べるのである。

今回発表するEnglish IME Dictionaryは、インターネット上で公開されている使用可能な辞書から作成した。漢字の訳（英訳等）を表示させるためのユーザ登録辞書ファイルである。このファイルをGoogle日本語入力に取り込むと、変換候補に訳が表示される。

ツール利用のメリットとして、

1) 正しい漢字の文章は、ひらがなだけの文章より日本人、漢字に親しみている日本語話者にとっては読みやすい。
2) 最初から漢字で入力することにより漢字を親しみることができる。
3) 読みが間違っていると漢字が表示されないため、自ら修正することができる。
4) 同じ読みの他の候補にもツールがついているため、他の語彙の意味にも触れられる。
5) カタカナ語などにも意味が表示されるため、カタカナ語辞書としても使用できる。

などが挙げられる。日本語入力をしながら自動的に辞書を引くようなものである。
従来から、「Rikai」などのブラウザのサービスなどで漢字の意味や読みを調べたり、ひらが那添付サービスなどで一覧に示すが、受容という意味では、漢字を使った文章を読む際にかなりコンピュータのアシスタントが得られてきたが、English IME Dictionaryにより、漢字を書くという産出し面でもアシスタントを得られることになる。

発表ではインストール方法や実際の使用方法などを説明するとともに、どのように成されたかについても簡単に説明したい。
また、著書執筆現在は英語版のみだが、既存の辞書データがあるため、スペイン語、フランス語なども発表までに制作予定である。

Typing kanji on the computer from Beginner's level -
An introduction to the English IME Dictionary
Jun ARISUE (国際交流基金ニューデリー日本文化センター)
Nowadays, Japanese learners have a lot of occasions to write e-mail and reports on the computer or use social media like Facebook. That means, they have more occasions to type kanji on the computer, than to write it by hand.

Typing on the computer doesn’t require the knowledge of the stroke order or the exact form of kanji. But it requires the capability of choosing the right kanji words from among many options. Being able to type Japanese texts means that the learner knows how to read the texts that are being typed. Additionally, if they write their own text, they must know the meaning of the kanji words that are being typed. That is, in principle, if the meaning of the kanji words are shown while they are being typed, a learner can choose the right kanji words.

The English IME Dictionary that I would like to introduce in my presentation is a user dictionary file consisting of English translations of Japanese words that I created from an open-source dictionary published on the Internet. After installing this dictionary file on Google Japanese IME, the user avails himself of English translations of Japanese kanji words that he is typing.

The advantages of the tool are:

1) For native Japanese speakers or Japanese learners familiarised with kanji, texts with the right kanjis are easier to read than texts with hiragana only.
2) Learners who type kanjis from the beginning can be familiarised more with kanjis.
3) If the learner types a wrong reading, the right kanji will not appear. Then, he could become aware of his mistake by himself.
4) The learner can learn multiple words for one reading.
5) This dictionary also contains Katakana words.

This activity is the equivalent of consulting the dictionary, which is being automatically done at the same time as typing.

Some tools, like Rikai, have been known as assistance for reading kanji texts with furigana or a dictionary on internet browsers. With this English IME dictionary, the learners can be assisted not only for the acquisition or reception of language, but also for language production activities such as writing Japanese texts with kanjis.

In this presentation, I’d like to explain how to install and use the tool, and I would also like to explain how I created this tool.

For the moment, it is just for english translations but I’d like to try and make other language versions like Spanish and French, based on open-source dictionary data.
Investigation of Effects of On-line ICT Literacy Training

Kazuaki NAKAZAWA (元智大学)

In order to use technologies efficiently for language education, it is necessary for pre- and in-service teachers to have sufficient knowledge/skills of ICT, namely ICT literacy (Ezziiane, 2007). Especially, those who teach Japanese outside Japan may not be able to receive enough technical support from the computer center of their institutions because engineers usually do not have knowledge of the Japanese language (Hatasa, 2001).

In English language education, there are several studies reporting the in-service teachers’ self-efficacy of ICT literacy, the frequency and examples of technology usage in the classroom, effects of ICT training on teachers (Correos, 2014; Egbert, Paulus, & Nakamichi, 2002; Fisher, 1999; Malagón & Pérez, 2017). Regarding to Japanese language education, previous studies on teachers’ ICT literacy are scarce. Nakazawa (2014) reported that most of the ICT workshops were held in big cities and that many in-service teachers could not attend those due to geographical and time constraints. However, to date, there is no study reporting effects of online ICT literacy training.

The present study explores effects of online ICT literacy training to solve the aforementioned geographical and time constraints. Seven graduate students who have an intention to be a Japanese...
teacher, namely pre-service teachers of Japanese, registered in a class called “Applications of technologies to teach Japanese” participated in the online ICT literacy training for a semester. The training was conducted using a website, and the website was accessible anywhere and anytime as long as the participants had the access to the Internet. This website provides explanations of various features of commonly-used applications in text as well as video clip help demonstrating exactly how the features can be used. The participants could read explanations first and, if necessary, watched the video help to complete assignments.

Before and after the participation in the online ICT training, the participants ICT literacy was measured using actual tasks completed on the computer. The results of the tasks were compared before and after the training. Moreover, the participants’ perceived self-efficacy of ICT literacy and attitudes toward technologies were measured using a questionnaire before and after the online training. Implications for how systematic ICT literacy training needs to be provided in teacher training or professional development programs will be presented. The present study is expected to help Japanese teachers utilize technologies more widely and consequently to help students have more diversified learning tools and opportunities to learn Japanese.
On the use of the social network “INSTAGRAM” for the cultivating values of peace and mutual understanding

Yury PANCHENKO (Нижний·Новгород国立言語大学)

The digital part has become a crucial part of the personality of contemporary young people and thus is very important when it comes to self-determination and formulating their attitude towards others. That is why it seemed to us that it is possible to educate the values of mutual understanding and respect using social networks for they have become an essential part of our everyday lives. Among all the social networks we chose “Instagram” and attempted to use it as means for cultivating respect towards others in our students.

In order to achieve this goal, we carried out various Instagram projects. For example, while working on the topic “Giving presents” where many objects and emotions were discussed, we made students
find 2 objects that had made them happy and sad, 2 objects that they were intended to use and actually used or failed to use, and one object that made them want to go to Japan or study Japanese. Before giving this assignment we made the students fill a table of personal significance, where they had to evaluate on the scale of 3 their interest in lives of other groupmates and their willingness to work in pair with them. After having chosen those personally significant objects, they posted them to their Instagram accounts under a unique hash tag with the description in Japanese. The next step was to comment in Japanese photos posted by groupmates, two of which were chosen by the teacher in advance and who had 0 or 1 point in the table of personal significance for commenting student. Besides those two groupmates, the students had to choose also someone on their own. We believed that the closer look to other people’s pictures and consequent interaction with them would contribute to more profound understanding of others as unique individuals. Thus, after the end of the project we made students fill the table of personal significance one more time.

The comparison of the two tables made by the same student showed us several times a change in their attitude towards their groupmates. Even though positive changes were observed not in the tables of all students, a general positive tendency could be clearly seen.

Besides, we conducted a series of interviews with participants of the project concerning their impressions about the project and many students expressed their willingness to take part in a similar project again. This can count for the success of the project.

If the teacher also joins the group project, it can not only create more personal and confident communication between students and the teacher, but it also makes the teacher and his students see each other not as irrelevant human beings, but as individuals who have their own ways of seeing the world. However, it is clear that mutual understanding can’t be born in a second and therefore should be cultivated in a series of such digital projects during the whole process of education.

In the works of Russian authors, social networks rarely become subject of research, however, recently there have started to appear articles where the possibility of their use for self-education and communication are highlighted. In the present research we tried to look at social networks as the means for developing communication skills within the frame of mutual respect and understanding.
8A_E2 08月04日14:30

A Study of Continued Interactions between International Students and Japanese Student Supporters in Short-term Japanese Language Programs

Noriko KUROSAKI (明治大学)
Miho IMOTO (明治大学)

As a policy for accepting international students, an increasing number of Japanese universities are implementing short-term Japanese language programs. There are many opportunities for Japanese students to participate as volunteers so they can support international students and experience intercultural exchanges.
In this presentation, we will introduce the results of the “Meiji University Short-term Japanese Language Program (MJLP)” that has been continuously implemented in Meiji University since 2011, as well as the “student supporter system” within the program. And we will discuss factors related to continued interactions following the program’s completion. Survey targets are data from the 10 implementations of the program between 2011 and 2017 when an SNS group page (Facebook) was created for each program. We will attempt quantitative and qualitative analysis based on the supporter’s face sheet (TOEIC score, number of overseas visits, study abroad experience, program aspirations), postings to the group page, and post-program questionnaire. To connect this to continued interaction, effective use of SNS and student-based extracurricular activities will lead to increases in student reunion rates and the number of times that they come to Japan again, which will in turn lead to continued interactions between international students and Japanese students.

In previous researches, they analyzed communication from questionnaires and surveys of Japanese students at the time of implementing a single program; however, in this study, we accumulated data from 10 programs and surveyed post-completion interactions as well, and we think it is meaningful to consider the correlation among these.

It is of course very important for students from different cultures with different nationalities to meet each other through learning Japanese language and visiting Japan; however, emphasis should also be placed on how to lead students to continued and substantial interactions. We would like to emphasize that thought-out program coordination leads to not only effective learning but also continuing Japanese language learning and an understanding of Japan for international students, and a catalyst to adopt a new view of the world for Japanese students.
L2 speakers repair the insufficient and inappropriate parts of their utterances so that their communication partner understands their intended message(s) correctly. There has been a number of studies done concerning L2 speakers’ self-repair mechanisms (O’Conner 1988, Kormos 2006 etc.). In previous studies of repair in a native language environment, there was a focus on the repairs which the language learners themselves initiated. However, little is known about other initiated self-repairs.
Furthermore, in these studies many researchers used OPI data with few data based on daily, natural speech. This study aims to clarify the characteristics of repairs (“self-initiated self-repair” and “other-initiated self-repair”) used by intermediate and advanced level Japanese learners by collecting SKYPE conversation of Turkish learners of Japanese (TLJ) with a Japanese native speaker.

In this study, 20 minute conversations in Japanese were organized by pairing one Japanese native speaker with 1 of the 16 TLJ at a time. The TLJ group consisted of intermediate level of OPI (n=8) and advanced level of OPI (n=8). Repairs produced by learners during the conversation were identified based on the TLJ’s pauses and repetitions, the native speaker’s clarification requests and the amount of incomprehension. Once the data were collected, repairs were transcribed and classified. The frequency of occurrence for each repair type was subjected to a chi-square test to clarify the similarities and differences between repairs observed in intermediate and advanced levels of TLJ.

As a result, “self-initiated self-repair” was observed more than “other-initiated self-repair” in both intermediate and advanced levels of TLJ. Furthermore, there was only a significant difference in frequency between “insertions”, “grammatical repairs” and “lexical repairs” among the six types of repairs (insertions, false starts, grammatical repairs, lexical repairs, pronunciation and others) observed during the conversation. The results showed that in the case of advanced level of TLJ, “insertions” were frequent in occurrence. In the same way, “grammatical repairs” and “lexical repairs” were observed more frequently in the intermediate level of TLJ than the advanced level of TLJ. It seems that because of the limited Japanese resources, many linguistic repairs were observed in the intermediate level of TLJ. On the other hand, it was observed that because advanced TLJ have accrued many Japanese resources and a high amount of meta-language consciousness, many discourse level repairs were made with more appropriate words in order to convey their messages.

As a final note, repairs play an important role in the language learning process and we may view them as one indicator of a learner’s language proficiency. Through this research, it is expected to conduct educational activities focusing on grammar and vocabulary for intermediate level of TLJ including activities that intend to raise the advanced TLJ’s consciousness about appropriate language use.

References
A Report on the Audiovisual Translation Class for Learners Not Majoring in Japanese

Ming-jan CHEN (TATUNG UNIVERSITY)

Due to the rapid development of communication system and the progress of globalization in recent years, there has been a new field of audiovisual translations as well as literary or commercial translations with the translation pattern becoming diversified. Our Japanese department as the second foreign language also considered to develop skills and abilities of the students and started to offer an audiovisual translation class two years ago.

Audiovisual translations have unique restrictions of time and space unlike in the case of ordinary translations. According to the study of Hosaka (2016), English subtitles in Japanese films often skip words related to society and culture such as social systems, human relations, and values. Kao (1999) also reported in his study that there was a tendency to delete honorifics and euphemisms due to...
difficulty in translation when translating dialogues of Japanese dramas into Chinese. That is because there audiovisual translations have time and space restrictions. Meanwhile, a Chinese translator, Fu Yuan, explains the difficulty of translation with fidelity, fluency, and felicity. Under the influence of different cultures, I wanted to teach learners not only how to skip words, but also how to pursue "felicity ".

The classes are given to 35 learners of non-Japanese major once a week (18 weeks) for two hours. In order to make the learners think "How to translate" in such short hours, I purposefully chose words that are closely related to Japanese culture. In consideration of the Japanese language abilities of the learners, I designed the lesson as follows. At the time of class, I presented a clear learning target in each class, instructed the learners to work in pairs or small groups for better understanding of contents, and finally use video related to the learning target to make the learners to revise and polish their translations. Sometimes I use peer learning at the time of revising translations.

This practical research was proved to be effective by the questionnaires and the translations written by the learners. Through this research, the following three results were obtained;

(1) The learners understood that the words deeply related to Japanese culture were important and tried to assimilate cultural information into their translations;

(2) The learners thought pair work and group work would be useful for learning translation; and

(3) The learner's translations evolved from "fidelity," "fluency", and to "felicity" through peer learning.
Investigating the Scenarios of Using Japanese in the International Exchange of Senior High Schools in Taiwan For the Production of e-Learning Materials

Sheng wen HUANG (東倉大学)

Despite the addition of a second foreign language to the new curriculum implemented in Taiwan in 2019, no fundamental teaching materials have been published. In addition, as rural education and flipped education have been included in the important educational reforms promoted in recent years, and e-learning materials can support them both, the importance of the development of e-learning materials thus rises.

Using the exchange reports of two senior high schools and by interviewing two senior high school teachers responsible for exchange in Taiwan, this paper investigated in what scenarios Japanese
learners of Taiwan will speak Japanese in their exchange with sister schools, the topics in the syllabus of the second foreign language in the new curriculum, and the learning performance in terms of the found scenarios. Then, this study designed a learning script based on the research findings.

This study found that Japanese is spoken in scenarios including the welcome party, campus tour, in-class learning, and farewell party. These scenarios can correspond to topics including greetings, me and my family, and school life in the syllabus of the second foreign language. However the campus tour and in-class learning are not included in any topics in the syllabus. In addition, establishment and maintenance of relationships corresponds to topics in A2. As these scenarios fall into the topics for elementary Japanese, they should be included in A1.

A learning script has also been designed based on the research findings. It is hoped that a broader investigation will be conducted based on the research findings to design e-learning materials suitable for learners receiving compulsory education.

Keywords: Japanese learners of senior high schools in Taiwan, sister school exchange, scenarios of Japanese use, new curriculum, e-learning materials
Actual Usage of Smartphones for Japanese Language Study Purposes in the Classroom: Case of Thai Learners of the Japanese Language
Tanapat SONTIRAK (カセート大学人文学部)

Smartphones have been increasing their role as an essential tool to access information regardless of place. Connected to boundless sources of information, it is undeniable that smartphones have had a massive impact on language education as well, and have become a supportive tool for language study. Ikejima et al (2007) and Mikuni et al (2011) have conducted research targeting smartphone users who are learners of the Japanese language, including Thai learners. However, since the cases are mainly focused on environments outside of the classroom, in-class usage has rarely been studied. In order to study actual usage of smartphones for Japanese language study purposes in a classroom, 48 Thai university students who are majoring in the Japanese language were chosen. These Thai learners (TL)
were observed to determine how they used their devices while performing a task in a Japanese language class.

As for methodology, I provided TLs a reading task in class using a previously unseen article written in the Japanese language. I explained to the TLs that they were to attempt to comprehend the article within 45 minutes by any means they regularly use, without any restrictions. Finally, I conducted a survey regarding the means the TLs used throughout the task.

The results showed that, excluding 2 TLs who had not brought their smartphones, most of the TLs managed to use smartphones to search for information such as the meaning of vocabulary words, readings of Chinese characters, and grammatical explanations to understand the article further. In addition, some of the TLs who usually use the internet outside the classroom for language study purposes also indicated that they switched to using applications during the task. As some of the TLs pointed out, not only are applications “easy to use”, but “searching can also be done right at the moment”. It was confirmed that TLs find the ability of applications to search for the needed information instantly as a significant positive aspect. On the other hand, some negatives were noted as well. For example, some TLs stated that the meaning of a word seemed “to differ from the one used in the context of the article” and “it is rather difficult to understand completely when applications show the meaning in English instead of Thai”.

To conclude, while participating in the reading task in the classroom, most TLs spontaneously used applications in smartphones to search for the meaning of words. With that being mentioned, they still could not comprehend the article thoroughly. In spite of the fact that applications are generally convenient to use, the results revealed that information obtained from applications can possibly be limited or even misleading. To make more effective use of smartphones as supportive tools for Japanese language study, I suggest that instructors of the Japanese language carefully select some reliable applications and websites based on students’ abilities such as language proficiency, and then advise them to consider using these sources more actively as alternatives.
日本語オノマトペへの意識と感覚を培う初級クラスの翻訳活動：広告のオノマトペを使って

Eiko GYOGI (国際教養大学)
Noriko IWASAKI (SOAS, University of London)

本研究は、日本語初級クラスでのオノマトペ指導に関する実践研究である。オノマトペを使った表現は、商品名、テレビ、新聞など日本語で広く使われている（田守 2002）。ただ、オノマトペを使用するの上級レベル以上の学習者には限られていたという報告もあり（桜井 2003、岩崎 2008）、学習者にとってその使用は難しいようである。また、初級教科書ではオノマトペ表現の取扱いは比較的少なく、その頻度や重要性に比べて十分な指導がなされているとはいえない（渡邉 1997、三上 2007）。オノマトペ指導の取組みや教材開発がなされているが（三上 2004）、さらなる実践研究が望ましいと考え、本発表では学習者の複言語能力をいかした実践を報告する。

本研究では、日本の大学に留学中の初級学習者19名に対して、広告を使ってオノマトペの指導を実施し、その成果を調査した。授業では、商品のポスター等でのオノマトペの使用を考察後、自分の言語（主に母語）でオノマトペがあるか、その使用は日本語と類似しているか話し合い、その後オノマトペが入った広告を自分の言語に翻訳した。本研究では、授業の録音データ、学生が授業後に提出した感想・宿題、授業後のインタビューを分析、考察した。

その結果、本実践は言語間の類似点や相違点の理解、オノマトペへの興味と意識の向上という点で効果的であった。まず、オノマトペについて説明文で比較し、さらに自分の言語にどう翻訳されるか考えたことにより、言語間の違いを浮き彫りにできた。例えば、話し合いでは「英語にもオノマトペはあるが、使う場面は限られている」、「中国語では広告でもよくオノマトペを使う」など、幅広い考察が見られた。また、広告の中の「(肌が)カサカサ粉吹いた」という文を翻訳する際には、「咖喱咖喱（中国語）」などのオノマトペを使ったり、「flaky」や「SECO（スペイン語）」などの形容詞を繰り返したり、「scratch」や「whoosh」などの動詞が接辞を示したりするなど、オノマトペに匹敵する自分の言語の表現を工夫していた。また、授業の感想でも全体的に肯定的で、今まで気になっていたオノマトペの理解が深まったと述べた学生もあり、興味と意識を高めるという点でも効果的であることがわかった。今後、興味の高まりがオノマトペの習得や使用につながるかも見られる。

8B_A1 08月03日 14:00
Cultivating interest and senses of Japanese mimetics in the beginner-level classroom through translating mimetics in adverts

Eiko GYOGI (国際教養大学)
Noriko IWASAKI (SOAS, University of London)

This study reports on an innovative translation activity to help students to become familiar with Japanese mimetics at a beginner-level Japanese language class. Despite the widespread use of mimetics in Japanese commercial goods’ names, advertisements, and newspaper headlines (Tamori 2002), learning mimetics poses challenges to learners of Japanese. Some studies report that Japanese learners rarely use mimetics until they reach an advanced-level (Sakurai 2003, Iwasaki 2008, Iwasaki 2017). Though some material development and practical reports on teaching mimetics have been reported (e.g. Mikami 2004), mimetics have received relatively little attention in beginner-level textbooks (Watanabe 1997, Mikami 2007). We aim to contribute to the endeavor, from a new perspective by mobilizing learners’ plurilingual resources.
We report on translation activities focusing on mimetics given to 19 beginner-level students of Japanese at a university in Japan. In the class, after the students first observed how mimetics are used in advertisements and TV commercials, they discussed whether and how mimetics (or their equivalents) are used in their own languages. After that, they translated a Japanese advertisement containing mimetics into their own language. In order to understand the benefits and limitations of the activities, we analysed students’ translations of the advertisement, the audio-recorded class discussion, students’ learning journal written after class and retrospective interviews.

The results show that this session enabled the students to compare languages and raised their interest and awareness about mimetics. Students became aware of how mimetics are used in their own languages (e.g. mimetics in English are typically used to describe sounds and not a state) and in Japanese (e.g. mimetics in Japanese may evoke visual images). The act of translation itself also further helped them to consider the effects of mimetics. In translating a word “kasakasa (flaky)” in a Japanese advertisement for skin lotion, students took various strategies to express how skin is dry and itchy. Their strategies include the use of equivalent mimetics in their own language such as “kasakasa (Chinese),” repetitious use of adjective such as “flaky” and “SECO (Spanish),” or verbs such as “scratch” and “whoosh.” Some students were very creative. For example, a student used a novel English mimetic equivalent “scritch-scratch, scratchy, dry, flaky skin” The discussion and the act of translation helped them understand similarities and differences among languages.

Feedback after the class was positive overall. Students knew about the frequent use of mimetics in Japanese, and with the translation activities, they were able to understand mimetics better. One student got so interested that she discussed the use of English and Japanese mimetics with her friends after class. However, some students struggled to understand the effects of mimetics. Further studies will be needed to examine if the increased interest contributes to the students’ acquisition and use of mimetics.
8B_A2 08月03日14:30

Analysis of an Impression Survey of Motivation in Japanese Onomatopoeia: A Case Study of Korean Learners of Japanese and Native Speaker

Rie OSAWA (関西外国語大学)

This paper describes an impression survey of Korean Learners of Japanese and Native Japanese, using 96 examples of 29 onomatopoeia forms where the meaning has possibly been extended from an onomatopoeic word to a mimetic word. The Korean native speakers were asked whether they could...
feel motivation between the form and meaning in the onomatopoeic forms. The results were digitized, and the significant results were extracted and considered. An outline of the five results of the examination is as follows:

1. A considerable number of respondents felt the motivation between form and meaning not only with respect to onomatopoeic words that have phonetic motivation but also for mimetic words that have morphological or meaningful motivation.

2. A considerable number of respondents recognized motivation between form and meaning also in Japanese onomatopoeia that does not resemble Korean onomatopoeia.

3. In regards to reduplicative onomatopoeia, there was not only similarity with Korean onomatopoeia, but also the possibility of the wording in the example demonstrating the meaning of the reduplication.

4. When the form and meaning of Korean onomatopoeia were compared with only similar Japanese onomatopoeia, it was not necessarily the case that an equally high degree of understanding was obtained in respect of all onomatopoeia. These differences can be considered from the point of view of the nature of each phoneme and their combinations as well as examples.

5. For example, in respect of the correlation between “/karakara/” in Japanese and “/talgaraktalgurak/” in Korean, the study respondents felt a high degree of similarity. Tamori and Lawrence (1999:147) supported this result by indicating the similarities of the two as “a difference of word-form originating from how the external sound is captured.”
Teaching katakana loanwords as the linguistic the ‘New Wild’: Toward coexistence in the rapidly internationalizing society

Naoko HOSOKAWA (European University Institute)

This paper discusses the importance and benefits of teaching katakana loanwords to Second Language (L2) learners of Japanese, applying the idea of The New Wild suggested by an journalist Fred Pearce (2016). The difficulty of learning and teaching katakana loanwords has been pointed out by many scholars including Quackenbush (1977). This is due to the complex system of transcribing (mainly) English words in katakana. L2 learners, both native and non-native English speakers albeit to different degrees, thus find it more cumbersome to learn katakana loanwords compared to wago (native Japanese vocabulary) and kango (Sino-Japanese words) and avoid using katakana loanwords in their writing and speaking. This can lead to difficulty in learning katakana script at elementary levels while impoverishing the vocabulary of L2 learners at all levels. Furthermore, according to a survey discussed by Jinnouchi (2008), there is also a bias among L2 learners that Western-based loanwords are not ‘pure Japanese’ due to their foreign origin. Indeed, a survey conducted by the National Institute for Japanese Language and Linguistics shows that such negative views toward katakana loanwords are shared by a large number of L1 speakers of Japanese who find loanwords difficult to understand and see them as a source of linguistic corruption. However, loanwords constitute an important element in the Japanese language and it is essential for Japanese language education. Furthermore, katakana loanwords give important clues to understand the history of cultural interactions and the reality of social diversity. These are key ideas for coexistence in the rapidly internationalising contemporary world. How then can we approach katakana loanwords in teaching Japanese as a foreign language? This paper responds to this question by drawing an analogy between biology and language, examining the arguments made by Pearce on the so-called ‘invasive’ spices. According to Pearce, alien species are in fact not invasive to chase away native species. On the contrary, they strengthen the local ecosystem and thus should be considered to be the ‘new wild’. In Japanese, the word for alien species (gairaishu) and the word for loanwords (gairaigo) share the morpheme gairai. (foreign, alien), demonstrating a common perception that they are outside of the native ecosystem or linguistic system. Employing the idea of the ‘new wild’, the paper suggests that loanwords as an element to strengthen Japanese as a language and enrich the lexical diversity that should be rigorously taught from the elementary to advanced levels. It will be concluded that learning katakana loanwords can help L2 speakers understand and experience the cultural and linguistic diversity in the Japanese society. After Einer Haugen’s The Ecology of Language (1972), it has been common to use the metaphor of ecology in linguistics. Taking part of the field of ecolingustics, the paper is expected to make a unique contribution by interpreting the discussions on foreign species as a way to understand the role of katakana loanwords in Japanese language education.

「新しい野生」としてのカタカナ外来語教育 ～国際社会での共存へ向けて～

Naoko HOSOKAWA (European University Institute)

この論文では第二言語（L2）学習におけるカタカナ外来語学習の重要性について、イギリスのジャーナリスト、フレッド・ピアスの著書『新しい野生』（2016）にて述べられている考え方と比較しながら考察する。L2 学習者にとって、カタカナ外来語習得が難しいものであることは多くの研究者によっ
て指摘されている。これは英語を始めとする外国語音の表記の仕方の複雑さなどによるもので、例え
ば英語のネイティブスピーカーであっても英語起源の外来語の学習を和語や漢語より難しく感じる
学習者が多いようである。結果として特にライティングやスピーキングといった能動的な言語使用の
場では、日本語の L2 学習者はカタカナ外来語を避ける傾向にある。また、これによって、初級学習者
の中には、カタカナの文字習得そのものがひらがなと比較して思うように進まないという問題が起こ
る場合もある。さらに、陣内（2008）の研究によって、多くの L2 話者はカタカナの外来語を純粋な日
本語はないと感じていることがわかっている。このような外来語に対する否定的な考え方は L1 話者
と共通するものである。しかし、外来語は日本語の語彙の中の重要な位置を占めるものであり、日本
語教育においてもなくてはならないものである。外来語によって言語や文化の交流の現状や歴史を
学ぶことができるし、国際化の進む今日、語彙もまた多様化している事実は必然とも言える。それで
はどのよう視点から外来語を教えるべきか。この論文はこの問いに対する答えを、生態学と言語学
の比較を通じて提示する。生態学的な議論として、ビアスは、いわゆる「侵入種」である外来種は在
来種を駆逐するものではなく、現地の生態系を豊かに、強く進化させるものであり、「新しい野生」だ
と捉えるべきだと述べている。この見解の生物学的有効性は別として、日本語において「外来」という
形態素が共通するように、外来語と外来種に対する認識は似て非なる部分が少なくなくあり、外部
から侵入し、生態系を脅かすものであるというイメージは外来語に対する否定的な考え方と共通して
いる。そこで、この論文ではビアスの植物、動物の外来種に関する議論について、外来語についての
言説に当てはまる点を指摘し、外来語を日本語の語彙体系を豊かに、強く進化させる「新しい野生」
の語彙であるという考え方を第二言語教育の前提として提案する。
8B_C1 08 月 04 日 09:00

Influence of Learners’ Characteristics on Learning Outcomes and Flipped Classroom Evaluation in Japanese Language Education: A Structural Equation Model

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Mayuko TEZUKA (関西大学)

This study examines flipped classroom evaluations and how the characteristics of Japanese language learners influence learning outcomes of flipped classroom assignments such as preparatory video viewing and attainment tests. Learners’ characteristics were analyzed using a structural equation model, and the influential factors of the characteristics were discussed.
Flipped teaching (Bergman & Sams, 2012) is conducted in the context of Japanese language education (Yoon et al., 2016; Nakamizo, 2016; Furukawa and Tezuka, 2016). The effectiveness of this teaching method is in the process of being demonstrated by utilizing questionnaire/interview survey results and comparing learning outcomes reflected in attainment tests before and after flipped classrooms. However, no studies have analyzed learners’ characteristics that influence educational outcomes, such as lecture video viewing rate and attainment test scores of flipped classrooms. Fujimoto (2017) indicated that the efficacy of flipped classrooms differs depending on the person. Therefore, investigating the connection between learners’ characteristics and educational outcomes is believed to be important for verifying the effectiveness of flipped classrooms in Japanese language education and taking cognizance of various facets when engaging in flipped teaching.

Consequently, in this study, a structural equation model-based analysis of data including attainment test results, lecture video viewing rate, and results of a questionnaire was conducted. The data was collected from 237 Japanese learners from beginner, intermediate, and early advanced classes in which flipped teaching had been implemented in the 2016 academic year. The measured variables comprised the following: attainment test scores; lecture video viewing rate; learning levels; Internet usage time; computer skill levels; preparation assignment evaluation and lecture video evaluation; lecture video levels of understanding and lecture video time; and e-learning evaluation. Results revealed that lecture video levels of understanding and lecture video time and e-learning evaluation influenced lecture video evaluation; lecture video evaluation influenced preparation assignment evaluation; and computer skill levels influenced Internet usage time. Furthermore, lecture video viewing rate directly influenced preparation assignment evaluation, learning levels, and Internet usage time, and lecture video viewing rate influenced attainment test scores. The goodness of fit for the final model was as follows: χ²-squared = 47.561, df = 32, p = .038, RMSEA = .045, CFI = .967, AGFI = .933, and GFI = .961.
日本語学術共通語彙の習得—第一言語による違いに着目して—

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Masumi TAJIMA (中央学院大学)
Mika HASHIMOTO (川崎医科大学)

日本語で学術テキストを読み書きできる人材の養成は、日本にも世界にも重要である。とりわけ日本留学を目指す人材にとって、日本語の学術テキストを読めることは重要である。しかしながら、学術テキストに特徴的な語彙の4分の3は漢語であり（Matsushita, 2012）、非漢字圏の学習者にとって、学術テキストは日常のテキスト以上にむずかしい。

そこで本研究では、学術共通語彙（松下 2011）を目として開発した日本語学術共通語彙テスト（JCAWT）Ver. 2（田島ほか 2017）を、日本語をL2として学習する大学生などに実施し、L1 の違いの学術共通語彙の習得への影響を調べた。学術共通語彙は学術テキストにおいて相対的に高頻度で、学術分野を問わずに用いられる語彙である。

調査は2017年4月から11月にかけて、日本、韓国、中国などで日本語をL2として使う大学生等229名を対象に実施した。テストの信頼性（内的一貫性）は高く、クロンバックαは.95であった。75点満点中、平均48.2、標準偏差16.0、最高71、最低0であった。

ラッシュモデルを用いて中（C, 52名）、中朝バイリンガル（K/C, 16名）、韓（K, 104名）、その他（O, 57名）の四つのL1グループ別にDIFを分析したところ、相対的項目難度はL1による顕著な違いが表れた。C に対してOより相対的に難度の高い項目は「サンプルング」「ビジョナル」など上位4項目がすべて外来語だったのに対し、OがCより相対的に難度の高い項目は「案件」「症増」など上位11項目がすべて漢語であった。母語別項目難度の相關係数を計算してみると、KとCの相関がr=.508だったのに対し、KとOではr=.615で、KはCよりOに近く、必ずしも漢語系の学術語彙がKにとって易しいわけではないことが示唆された。また K/C（中国の朝鮮族大学生）は K (r=.480) よりも C (r =.666)に近かった。

以上より、学術テキストの指導においてCには外来語の指導が、Oには漢字語の指導がより効果的であることが確認された。また従来の「中韓」というグループ化よりも「中」か「それ以外」という分類が有効である可能性が示唆された。

また、テストツールの妥当性も示されたので、今後は更なる検証・改善の後に公開し、学術語彙の習得レベルの測定に役立てたい。

8B_C2 08月04日09:30
Acquisition of Japanese Common Academic Words: Focusing on the First Language Effect
It is important for both Japan and the world to train people capable of reading and writing academic texts in Japanese. Especially for people who wish to study in Japan, it is essential to be able to read academic texts in Japanese. However, three quarters of the words specific to academic texts are Chinese-origin words (Matsushita, 2012); therefore, academic texts are, for non-Kanji background learners, generally harder to understand than everyday texts.

In this study, in order to examine how the difference of L1 influences learning of Japanese academic vocabulary, Japanese Common Academic Word Test (JCAWT) Ver. 2 (Tajima et al., 2017) was implemented on the learners of Japanese at some universities. JCAWT items are sampled from the Japanese Common Academic Words (Matsushita, 2011) which are a group of words used at a relatively higher frequency in academic texts than in general texts, regardless of academic field.

The test was conducted from April to November in 2017 for 229 university students who learn Japanese as a second language in Japan, Korea, China and some other countries. As Cronbach α was .95, the reliability (internal consistency) of the test was considerably high. Out of the full mark 75, mean was 48.2, standard deviation was 16.0, maximum was 71, and the lowest was 0.

Based on Rasch model, DIF analysis was carried out for each of the four L1 groups of Chinese (henceforth C, n=52), Korean-Chinese bilingual (K/C, n=16), Korean (K, n=104), and others (O, n=57). The result shows that the relative item difficulty was significantly different by L1. For C, the most difficult four items with higher item difficulty than O were all Western-origin words such as "Sampuringu" (sampling) and "Bijuaru" (visual), whereas, for O, the most difficult eleven items with higher item difficulty than C were all Chinese-origin words. The correlation coefficients for the item difficulty by L1 were also calculated. The correlation r between K and C was .508, whereas the correlation was .615 between K and O. The difficulty for K is overall closer to the difficulty for O rather than for C. It was suggested that Chinese-origin academic vocabulary is not necessarily easy for K. Also, K/C (Korean-Chinese university student) was closer to C (r = .666) than K (r = .480).

In summary, it was confirmed that teaching of Western-origin words to C is more effective in teaching academic texts, while teaching of Kanji words to O is more effective. It is also suggested that the classification of "Chinese" and "others" is more useful rather than the grouping of “Kanji-background learners” of Chinese and Korean.

Also, the test itself is proved to be valid, we would like to publicize the test as a useful tool to measure the acquisition level of academic vocabulary after further validation of the test in future.
多言語・多文化先進地域の言語表示
－韓国安山市多文化通りの言語景観が示す
多言語・多文化社会の実際－

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国境を越えた人の動きが活発になり、世界のいいたところで従来の住民とはその言語文化的背景を異にする居住者が増加する現代社会では、地域社会における言語環境の実態に基づいて将来的な政策検討を行う必要性が高まっている。そうした必要性に基づいて行われる研究手法として、公共空間にある看板、掲示物、ボスターやシールなどの書き言葉を対象とした言語景観研究がある。報告者らはこれまで韓国安山市の多文化通りをフィールドとして、その言語景観を調べることを通じて、外国人集住地域の特徴を読み解く試みを続けてきた。それは、安山市のような多言語・多文化先進地域の共示表示の特徴を明らかにすることは、日本においても議論がなされている外国人労働者の受け入れの見通しを考えた場合、言語政策の観点から参考資料となりうるものであると考えたからである。

本発表では安山市の多文化通り周辺地域の言語景観を、同じ安山市にある韓国人が主に暮らしている中央洞のそれと比較することによって、多文化通り周辺の特性を相対的に浮き彫りにしていくことを試みる。論点として三点を考えている。第一に、この地域が、国籍・民族・宗教を異にする人々が集う特徴的な地域であることを指摘する。第二に、この地域で共存する多文化の融合について議論する。第三に、外国人移住労働者流入による街の変化を議論する。そのために、韓国人生活地域についても取り上げ、外国人移住労働者の流入に対する行政の対応を紹介し、あわせて韓国における「国際化」と「多文化化」の違いについて考えたい。

日本では現在外国人労働者の受け入れをめぐる議論が行われている状況にある。外国人移住労働者の受け入れに際しては彼らの安らぎを保障することは当然であるが、今回調査した韓国の事例では、「安山の多文化通り」において多文化的共存が外国人労働者の安らぎに作用していることが観えた。そこで、本研究で得られた知見から、日本における外国語表示がどのように進めるべきかについて若干の検討を行った。それもとに、日本の多言語・多文化共生社会のさらなる充実に向けた提言を行いたい。

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A Case Study of Multilingual Landscape of Ansan City, The Most Multilingualized and Multiculturalized City in Korea

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People these days are moving across the borders more than ever and in many parts of the world new comers having different languages and cultures are increasing in number. Thus it is necessary for us to study and consider policy toward future based on the reality of linguistic environment of local communities. One of such studies is linguistic landscape research which treats written language in signboards, notices, posters, stickers and so on. We have continuously been studying features of Ansan City, Korea where foreigners live concentratedly. Our idea was that it would benefit to make clear the features of the public signs in Ansan City which is both quite multilingual and multicultural for providing data through which a perspective of Japan’s guest worker acceptance in the future can be discussed.

In this presentation, we will compare the linguistic landscapes of two areas in Ansan City, the one around Multicultural Street and the one in Jungangdong where mainly indigenous Koreans live. By doing so, the location-specific particularity of Ansan Multicultural Street can be revealed. There are three points. First, it is pointed out that this area is quite special for having huge number of residents with different nationalities, ethnicities, and religions. Secondly, the degree of integration of multiculturality is discussed. Thirdly, it is discussed how the town changed by the inflow of guest workers. In order to achieve these goals, we also will introduce the public services offered by the local government and consider the difference between “internationalization” and “multiculturalization” in Korean context.

The Japanese are still having debates and arguments whether guest workers should be accepted or eliminated. It is obvious to ensure peace and order of foreigners when we accept them. Through research, we perceived the fact that the coexistence of multiple cultures contribute to the state of peace and order of the guest workers at Ansan Multicultural Street. We extend our insights to some discussion about how Japan’s foreign language signs should be provided. Finally, we would like to make a proposal to enhance the future of multilingualization and multiculturalization of Japan.
学術的文脈における文体差に関する認識 —
日本人学生・日本語学習者を対象とした調査からー

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Keisuke KAMIMURA (大東文化大学)

大学におけるレポート・論文（以下、学術的文章）に用いられるべきとされている語に関し、その類義表現同士の硬軟の組み合わせや段階は、文章表現関連の教科書・研究書に様々な例示されている。
しかし、教科書によって異なる扱いのある語（例：少々・少し）があること、添削者となる教師側の語感
にも個人差があることから、文体差のある類義表現の線引きや学術的文章としての許容度は一律に
は決めることができないものと考えられる。

学術的文章の文体の特徴に関する先行研究としては、日本人学部生を対象とした調査によるもの
gのであるが、日本語学習者との比較は行われていない。また、日本語の作文技術に関する文献から
文体差のある語や表現を抽出される調査が行なわれているが、実際にどのように認識されているか
に関しては触れられていない。

そこで、学術的文章で用いる語としての文体的な適切性に関する認識の実態を観るため、日本語
母語話者の大学生約 200 名を対象に以下のような調査と分析を行った。まず、学術的文章を基調と
する文章において、21ヶ所の表現を、代表的な教科書で文体的には不適切とされる表現に入れ替え
た（例：でも→しかし、いろんな→さまざまな）。調査対象学生には、その文章の中から学術的文章とし
ては適切でないと考えられる表現を探した上で、より適切な表現に言い換えるよう指示を行い、その結
果から類義表現ごとの文体レベルに関する認識度を測った。

その結果、文体差についての認識は 21 の表現の間で大きなからつきがあることがわかった。その
中でも、「一番」「違う」「たくさん」「どんな」が不適切であるとされていることに気づいた回答者は
20%に満たなかった（全体平均 45.5%）。つまり、これらが文体差のある類義表現の中で認識が低い
語であり、日本語学習者にも指導が必要であることが推定される。

本発表では、日本人学生と日本語学習者を対象にした調査結果と比較・分析することによって、
類義表現における硬軟の関係や連続性、学術的文章における適切さの許容範囲について報告す
る。本発表において意識化が必要な語の組み合わせを示すことによって、実際に運用や添削をする
際に教科書とは異なる視点を示すことができ、文章表現の実践に寄与することができると考える。

Awareness of Stylistic Differences in Academic
Writing: From a Study of Japanese Students and
Japanese Learners
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Textbooks and research papers that cover written expressions give various examples of combinations and levels of formal and informal equivalent expressions that should be used in university-level reports and academic papers (hereinafter “academic writing”). However, because different textbooks treat certain expressions differently (e.g. shōshō, sukoshi), and because the teachers who correct the writing have individual differences in their linguistic sense, it may be impossible to make universally-accepted judgements about the degree of acceptability for academic writing of expressions that are stylistically different but have equivalent meaning.

Previous research regarding stylistic appropriateness in academic writing includes studies conducted on Japanese undergraduate students, but no comparisons have been made against Japanese learners. Furthermore, the literature regarding Japanese writing skills includes studies conducted on stylistically different expressions extracted from writing samples, but these studies do not consider writers’ actual awareness of stylistic appropriateness.

To investigate writers’ awareness of stylistic appropriateness for use in academic writing, the authors conducted a study of approximately 200 university students whose native language is Japanese, and performed the following analysis. First, in writing with an academic style tone, expressions in 21 locations in a representative textbook were replaced with expressions that are considered stylistically inappropriate (e.g. demo→shikashi, ironna→samazamana). The authors then instructed the students who were the subjects of the study to search the revised piece of writing for expressions they considered inappropriate for academic writing, and to replace them with more appropriate expressions. Using the results, the authors measured subjects’ degree of awareness of the stylistic level of each equivalent expression.

The results showed that there was great variation in awareness of stylistic differences of the 21 expressions. In particular, less than 20 percent of respondents noticed that ichiban, chigau, takusan, and donna are considered inappropriate (overall average 45.5 percent). In other words, awareness of the difference in stylistic levels among these equivalent expressions is low, and it is expected that instruction is needed for Japanese learners, too.

In this presentation, the authors also report on the relative formality and continuity of equivalent expressions, and the acceptable range of appropriateness in academic writing by analyzing a comparison of these results to the results of a study conducted on Japanese learners. In this presentation, by pointing out combinations of expressions that require increased awareness, the authors believe that by presenting a different perspective from those given in textbooks, they are making a contribution to the practice of using and correcting written expressions.
クリティカルシンキングを採り入れたリレー式
創作文活動 - 上級作文クラスからの実践報告 -

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Kazuko TANABE (日本女子大学)
Shigeru OSUKA (シートン・ホール大学)
Aya OKADA (オクラホマ大学)

学習者数人が内容を書き足しながらリレー式で作成した物語を学習者が協働で推敲（クリティカルシンキング）する際、どのような活動が行われ、どのような作品に仕上がり、学習者は何を学ぶのであろうか。本発表は、これらの問いに応えるべく行った日本語上級クラスでの実践内容を報告するものである。

21世紀スキルに挙げられているように「創造性」は今後の社会生活に必要な思考方法である。また、営作（2013）は Social Networking Approach を提案し「つながる」能力の必要性を論じている。これら「創造性とつながる」能力育成の一手段と成り得るのがリレー式作文で、Hyland（2009）等が説く「書き手と読み手の相互行為」という認知的現象を具体的な作文活動に応用するものである。

リレー式作文に関する先行研究では、効果として、書き手が読み手を意識する（鳴津志2013）、気づきを促す（野口2016）、人間関係を育む（田辺他2017a）、同調行動が見られる（田辺他2017b）等が示されてきている。ただ、これまでの研究では創作活動が一度のリレー活動で終わってしまうため、それを更に良い作品に仕上げていくという推敲活動が欠けていた。そのため、相互行為に欠かせない「読み手が書き手の意図を理解する」点が不十分で、協力して作り上げるという協働作文（Storch 2013 他）の利点も十分には活かされてこなかった。

そこで、2017年春学期上級学習者は名に、リレー式で書いた作品を協働で推敲し、より良い作品に仕上げるという活動を行ってもらった。活動観察・面接・事後テスト・作品比較の結果、先行研究の示す効果に加え、新たに「推敲活動は読み手が書き手の意図を理解するための話し合いが行われ、それによって読み手の理解だけでなく書き手の気づきが生じ、物語がより良いものに向かう。更に書き手の気づきが習得にもつながる」ことが観察できたことを下記の事象を元に示す。

1. 推敲中の意味を理解・解決するための会話
2. 初稿と比べ最終稿では文法49％・語彙60％・漢字92％・表記等69％の改善。内容評価も向上（平均18.6点/100上昇）
3. 推敲中気づいた誤りが事後テストで正解に

一連の活動が「創造性・つながる」能力育成に有効で、延いては平和に結びついて活動であることを論じ、反省・今後の課題を示す。

Activities of Creative Writing Relay by Using Critical Thinking -Report from an Advanced Level Japanese Language Class-

Kiyoshi NOGUCHI (上智大学)
Kazuko TANABE (日本女子大学)
This presentation will report on the collaborative relay writing and critical rewriting activities conducted in an advanced level Japanese language class. It will respond to the following three questions:

1. How will the students conduct group rewriting activities?
2. How will the students improve and complete their writings?
3. What will the students learn through the activities?

As cited in 21st century skills, creativity is an essential ability for our present and future social life. In addition, Tohsaku (2013) proposes the Social Networking Approach and discusses the necessity of the ability to connect. Relay writing is an activity whereby students nurture their abilities of “connection and creativity” by producing a story with others. Furthermore, it is a writing activity that exercises the interaction between writer and reader (Hyland, 2009).

Previous studies on relay writing found the following:

1. The writers wrote with the readers in mind (Shimazu 2013).
2. The activity allowed students to recognize their own mistakes, and gave them the opportunity to compare their works with that of other students (Noguchi 2016).
3. The activity fostered good student relationships and a better class atmosphere (Tanabe et al. 2017a).
4. The activity promoted synchronous behavior, such as the following writers used the same expressions which the first writer had chosen (Tanabe et al. 2017b).

However, in previous studies, the creative activities ended with a single relaying activity and lacked the critical rewriting process that leads to better work. For this reason, the readers’ understanding of the writer’s intention that is necessary for mutual action, is insufficient. Consequently, the potential benefits of "collaborative work" which activates interaction (Storch 2013, and others) were not fully realized.

Accordingly, we decided to conduct the following research. In the spring semester of 2017, we had nine advanced level students critically review their own works written using the relay writing method, and then improve their works thereafter. We observed these activities, held individual interviews, gave the post-test to check knowledge of vocabulary and kanji, and compared their works. During the rewriting activities, various discussions were held to better understand the writers’ intentions. These discussions not only allowed the readers to understand the writer’s intentions, but they also allowed the writers to be aware of their mistakes and improve their stories. Also, the students’ awareness of their own mistakes led them to better understand how they made the mistake in the first place. These conclusions are based on the following:

1. Conversations held to understand and clarify any ambiguity.
2. The evaluation of rewritten works: compared with the first drafts, the final drafts improved with a correction of 49% of grammar, 60% of vocabulary, 92% of kanji and 69% of mechanics errors. Students scored an average 18.6 points/100 higher than on their first drafts.
3. Errors corrected during elaboration led to correct answers on the post test.

We will discuss that a series of activities is effective in nurturing the abilities of "creativity / connection" and deepen mutual understanding which is essential for creating a peaceful world. Finally, we would like to introduce remaining issues regarding the study on relay writing.
Relationship between writing skill and language knowledge

Jaeho LEE (Waseda University)

Evaluation of 'linguistic performance' is important, but at the site of many Japanese language education classes mainly focus on 'language knowledge'. This is because there is no "objective indicator" to measure operational strength. In order to solve this problem, we have developed a web system that evaluates writing skills with objective indicators ("jWriter": Learner's composition evaluation system (https://jreadability.net/jwriter/). This presentation is a case study of "jWriter". We conducted the following survey.

Using jWriter, we analyzed the learner's composition of the learner corpus I-JAS. Then, Pearson correlation coefficient of objective indicator and J-CAT test score was calculated. As a result of the survey, there was a correlation with listening comprehension (r = .45, p < .001) in the Asian region and reading comprehension (r = .59, p < .001) in the European-speaking and English-speaking countries.
A New Writing Assessment Flowchart System: Facilitating the Calibration of Assessments

Mari TANAKA (名古屋外国語大学名誉教授)
Yukari TSUBONE (大阪観光大学)
Aiko SASAKI (国立国語研究所／東京学芸大学大学院連合学校教育学研究科)
Yoko KAGEYAMA (日本女子体育大学)
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Purpose

The purpose of this presentation is to propose a new writing assessment flowchart (FC) system for academic writing in Japanese as a second language, and discuss the necessity of using different scoring rubrics for different purposes. This is a scoring system that proposes a hierarchical order of the prerequisites of good writing, and assesses scripts using these prerequisites as the level determiners.

Previously, we had assessed learners’ scripts using a multiple trait (MT) scoring rubric (Tanaka et al., 2009), which can be utilized in various academic writing assessments to give feedback to learners. However, we recognized the limitation of this rubric in calibrating assessments. Therefore, we developed a new FC system based on the MT scoring rubric. The MT scoring rubric, in which each trait has levels 1-6, consists of five traits: "Purpose and Content," "Organization and Cohesion," "Reader," "Accuracy of Japanese," and “Appropriateness of Japanese (e.g., registers or the suitability of Japanese with regard to specific contexts).” Each trait has several assessment items, and assessors are required to check these items simultaneously. In addition, although the rubric specifies the priority order of assessment items, assessors were not necessarily faithful to that order. Therefore, we concluded that for facilitating the calibration of assessments, 1) selecting the assessment items and 2) fixing the order of assessment items are essential.

Method and Results

We examined the elements of good writing using the MT scoring rubric for the new FC system. As a result, the trait "Reader" was excluded and two Japanese proficiency traits were unified. The traits in the new FC system are "Purpose and Content," "Organization and Cohesion," and "Japanese proficiency." Level determiners of the trait, for example, in the case of "Organization and Cohesion," from the lowest to the highest are: the awareness of organization, the awareness of paragraph structure, macro-organization (introduction, body, conclusion), cohesion between paragraphs, and concordance of introduction and conclusion. In this FC system, items to be checked as well as the order of assessment items are fixed. This makes assessors less hesitant as well as fast at conducting assessments. Furthermore, even if discrepancy is noted between assessors’ assessments, finding the cause becomes easier.

Conclusion

The selection of an appropriate scoring procedure, including a scoring rubric, depends on the purpose of assessment. For classroom teaching, the MT scoring rubric is effective. For example, when learners know that their awareness of their readers will be assessed, they write keeping their readers in mind. This indicated that the trait “Reader” enhances learners’ awareness of their readers. Similarly, the trait “Appropriateness of Japanese” encourages learners to be more attentive to registers. However, if the aim is facilitating the calibration of assessment by assessors, the FC system is more effective, although in both scoring systems, adjustment is necessary with respect to the purpose and the types of writing.

Reference

9A_B2 08月03日 16:30
レポートに必要な要素に関する—考察 —ルーブリック評価から見られた受講生の気づきから—
Momoko FUJITA (早稲田大学)
Jaehee CHUNG (早稲田大学)
Kazumi MITSUI
Yoshimi YOSHIDA (早稲田大学)

日本国内の A 大学の日本語科目には、「総合科目群」と「テーマ科目群」があり、総合科目群の中上級レベルにあたる総合日本語 5 レベルにおいてレポート活動を実施している。当レベルでは、レポート指導に際し「レポート活動」と「レポートの書き方」の冊子を用いて、レポートの基本的な指導を行っているが、受講生のレポートは多くの課題が見られる。

本調査に先立ち、「良いレポート」について事前調査（質問紙調査）を行ったところ、受講生が考えられる良いレポートは内容面に重点がおかれ、文法や適切な表現にはあまり意識が向けられていなかった（郷他 2017）。そこで、本研究では、良いレポートに必要な要素に気づくために、受講生 (70 名) を対象にルーブリック評価を用いたレポートの自己評価実施。そして、事後調査（質問紙調査、質問紙調査、質問紙調査）を通じて良いレポートに必要な要素に気づいたかを探った。

調査に用いたルーブリック評価表は、「構成」「内容」「表現の適切さ」「形式」の 5 項目に分類した。事後調査は、ルーブリック評価表の各項目に関して「とても参考になった」「参考になった」「あまり参考にならなかった」「よくわからなかった」という 4 つの選択肢とその理由の記述欄を設けた。

その結果、ルーブリック評価表を用いたレポートの自己評価が受講生の評価は概ね好評であった。特に「構成」項目は「とても参考になった (39%)」が大半であった。しかし、「表現の適切さ」項目は、「参考にならなかった (13%)」が最も多く、その理由を、「一つ一つに気をつけることは難しいです」「チェックしても間違えの文法が直せるわけではない」などと述べていた。つまり、自身での修正ができないことから、ルーブリック評価表において「参考にならない」という評価がつながったと考えられる。

本調査から、受講生はルーブリック評価を通して良いレポートに必要な要素に気づいていることが分かった。このことからルーブリック評価は、良いレポート作成に必要な要素に気づくために有効であると考える。しかし、気づきがあっても自己修正までには至らない点があることが事後調査から見られた。以上、中上級レベルの受講生がレポートに関連するレポートを書くには、学習者自身が自己修正できるようになるための指導の方向性が必要であることが示唆された。

9A_B2 08月03日 16:30
A Study of the Essential Components of Report Writing —The Use of Rubrics in Measuring Students' Learning Progress—
Momoko FUJITA (早稲田大学)
Jaehee CHUNG (早稲田大学)
Kazumi MITSUI
Yoshimi YOSHIDA (早稲田大学)

In Japanese language classes at “A University” in Japan, there are "general subjects" and "theme subjects"; the report writing activities of this study were carried out in a “general Japanese” level 5 class.

At this level, although basic guidance for writing reports is provided using the booklets "Report Activities" and "Writing Reports", there are still many issues with students’ reports. Prior to this survey, we conducted a preliminary survey (questionnaire survey) on "Good reports " This study found that students were focused more on the content of the report, and that they were not as conscious of correct grammar and appropriate expressions (Zheng et al. 2017). In order to have students focus more fully on all the elements necessary for good report writing, we conducted a self-evaluation study of students’ own reports using a Rubric-style evaluation (70 people). Finally, in the follow up survey (questionnaire survey, referred to below as the follow up survey), we investigated whether students achieved a fuller awareness of the elements necessary for writing good reports.

The evaluation table of the Rubric evaluation used for the first study was classified into five categories: "Preparation (outline)" "Composition" "Contents" "Appropriateness of Expressions" and "Form".

In the follow up survey, we presented four options: "Very helpful", "helpful", "not very helpful", "I did not understand" for each item in the Rubric evaluation table, and a description column for the reason for this evaluation. The students’ opinion of the Rubric style self-evaluation activity was generally favorable. In particular, the "Composition" item was found to be "very helpful (39%)". However, the "appropriateness of expressions" item had the highest number of responses in the category "It was not helpful (13%)" and among the reasons given were "it was difficult to pay attention to each one," and "grammar mistakes are difficult to correct even if you check them."

Therefore, it is possible that this evaluation of "not helpful" was due to students’ inability to fix their own mistakes by themselves. Through this study’s use of a Rubric evaluation, we were able to confirm students’ awareness of the necessary elements for writing good reports. Therefore, we can say that rubric evaluation is indeed an effective tool to help students notice these necessary elements. However, the follow up survey found that even though awareness of some elements increased, students were still unable to reach an effective level of self-correction.

These results suggest that the instruction most needed by students in the middle-advanced level concerns effective self-correction strategies for report writing.
Learning Adverbs to Be More Expressive: an Example of Vocabulary Learning

Etsuko NAKAYAMA (ヴェネツィア・カ・フォスカリ大学)

This is a report of a lexical learning course on adverbs carried out for Italian speaking intermediate learners.

Intermediate learners often encounter difficulties in acquiring adverbs. Although they have a quite rich vocabulary as receptive knowledge, they don’t have confidence in productive phase. At the intermediate-advanced level, with the increase of learned words, a comparative study of the synonyms would be necessary, but usually the lexical learning is entrusted to each student. In the case of adverbs, the definitions offered by dictionaries and the examples in textbooks seem to be not sufficient. There are no materials for learning adverbs in Italy, and also in Japan specialized adverbs teaching materials are scarce. Considering this need, during my classes I spent some time on lexical studies focusing on adverbs.
This lexical lesson was divided into three steps: 1) composition and exercises to comprehend the students' problems; 2) explanation of the adverbs classified by semantic categories which considers also possible influences of L1; 3) final exercises to check understanding.

For a detailed study on adverbs, necessary for this practice, I referred to the following studies among others: Ōzeki (1993), 'Nihongo gakushūyō kyōkasho no fukushi goi', which classifies and analyzes the adverbs proposed in the main textbooks; Katayama and Masui (2006), 'Sho-chūkyū reberu no nihongo kyōiku de oshieru teido-fukushi' which analyzes different uses of synonyms with numerous examples, and, above all, Hida and Asada (1994), “Gendai fukushi yōhō jiten”, important reference for this topic.

The purpose of this study is to reflect on appropriate teaching method of adverbs. I believe that developing the ability to use adverbs, which enrich the expressions, will help improve communication and language skills to build good relationships with others.
Development and analysis of a Japanese Language Online Test based on the CEFR for European students

Chieko SHIROTA (グルノーブル・アルプ大学)
Tomoko HIGASHI (グルノーブル・アルプ大学)

Since the Common European Framework of Reference for Languages (CEFR) was officially released in 2001, it has rapidly infiltrated the fields of language education in Europe. Research and practices aiming at contextualizing the CEFR descriptors for Japanese, a non-European language, are also improving actively. However, any Japanese language online test which enables assessment of proficiency comprehensively based on the CEFR has not, to our knowledge, yet been developed.

At Grenoble Alpes University, we have developed, since 2014, a CEFR-based multilingual online assessment system as a part of a project founded by a National Research Grant, IDEFI, Initiative of Excellence for innovative formation. The Japanese test started its development in 2015 and became
operational in July 2017, from levels A1 to B1. In this system, six different language tests are created according to a common guideline. It is an online-based and adaptive test assessing three abilities, listening, reading and short writing, which aims to evaluate language communication proficiency. It can be used both as a placement test and as a formative test. The test is developed by a process founded on the testing theory (ALTE 2011), which forms a cycle of successive steps: several pilot tests, psychometrical analysis of piloting results, standard-setting, and construction of an item bank with items which are verified for validity and reliability, both qualitatively and quantitatively.

In this presentation, we will first present the above-mentioned test development process, then the results of qualitative analysis of the items in the bank. In other words, we will show the data analysis which focuses on the question of how the description that the domains and the functions enlarge as the levels increase, are reflected in the items classified in each level of the CEFR. For example, we observed that the A1 level items tend to contain more properties in the personal or educational domain, whereas the B1 level items show more properties in the public or occupational domain. We verified also that the functions reflect difficulties of items as they diversify and become complicated in items of a higher level. That is, in addition to a simple function of asking and answering, other functions, such as suggesting, requesting, agreeing, refusing, giving advice, are included.

2001年に欧州評議会がCEFRが公開したことにより、社会の多言語化におけるさまざまな取り組みに幅広い変化を受け、外国語教育に強い影響を与えた。なぜなら、CEFRに準拠した言語能力は従来とは異なり、言語教育機関といった枠を超えて、共通した理解と認識に基づいて示されるものだからである。そして、こうした特徴は2018年から実施予定の台湾12年間義務教育の第二外国語カリキュラムの策定にも影響を与えた。その理由は、各教育機関における外国語教育のアーティキュレーションを確保するためである。また、社会に生きる個人が自己を表すための能力や知識としての言語やコミュニケーションの能力を生かし、多様化する社会においても、やるべきことを実行し、やりたいことを実現してその存在を示すための指標として提唱されたCEFRの理念は、自律的な学習者育成を目標とする台湾の義務教育とも一致していることから、CEFRが導入されたもう一つの理由であろう。しかし、CEFRを最も取り扱われた「Can-Do」から考えた際、「第二外国語カリキュラム」の日本語教科デザインでは、台湾人学習者の日本語の“実際”的な使用場面といった視点が十分ではないと指摘された。つまり日常生活において日本語で「何ができるか？」を検討する際、台湾の高校生が実際の社会の日本語使用で「何に興味を持ち」「どんな場面で遭遇」「どんなことをしているのか」といった社会・生活的な文脈への考慮と、その学習の各場面や段階で示される表現や術語の提示が不足していると言えよう。よって、本論は若年層の学習対象者の日本語使用場面をより具体化すべく、アンケート調査を行い、それをカリキュラムに示す表現や術語などの学習項目をより適切に、有用なものにするものである。なお、調査結果として、台湾の高校日本語学習者の日本語使用場面として頻度が高いのは、読みといった言語活動であることが判明した。また、学校行事として国際交流に積極的に取り組む学校では、英語を媒介とした接触場面が比較的で多く見られる傾向であることも分かった。そして、こうした結果に基づき、学習内容をモジュール化した場合、「サブカルチャー・買い物・旅行・食文化・国際交流・町内会」といったテーマが明らかになった。こうした調査と検討を積み重ねながら、より身近で現実的なストーリーに沿った教材デザインを提案・実現したい。
Applied Japanese Studies for Taiwanese High School Students

Hsiao chin LO (台灣銘傳大學)

It is difficult to overestimate the impact that the Common European Framework of Reference for Languages, or CEFR—an international standard for describing language ability—has had on foreign language education worldwide. That’s because CEFR, since 2001, has articulated a nearly universal standard for describing the language ability of learners of foreign languages.

As such, Taiwan seeks to incorporate CEFR’s conceptual framework in its approach to foreign language studies in the context of its national educational program, otherwise known as the 12-Year Basic Education Curriculum. Taiwan’s latest version of the 12-year Curriculum places an emphasis on “Learner Autonomy”—a concept that resonates with CEFR’s focus on “autonomous learning” and the real-life application of foreign languages. By cleaving more toward CEFR’s concepts in its approach to foreign language studies, Taiwan can better clarify and implement its national curricula in the context of foreign language studies.

That being said, the concept of CEFR’s “can-do” statements generally lacks resonance in how Taiwan designs its Japanese language studies curricula. In other words, how learners can actually use Japanese in their daily lives is a question that Taiwan’s current national education curriculum fails to adequately address.

Nowhere is this more apparent than in Taiwan’s high schools, where the practical application of Japanese in everyday life for students of the language appears to receive little emphasis. And because of this lack of emphasis at the level of curriculum design, teachers of Japanese as a foreign language are ill-prepared to incorporate a more practical approach to teaching.

Hence, the purpose of this research effort—which involves interviews, questionnaires and data analysis—is to make informed suggestions as to how to revise curricula for foreign language studies courses such that the students in such courses are better taught how to apply their target languages in common, practical scenarios.

A key finding of the research is that Japanese language learners at the high school level typically learned Japanese primarily in the context of reading, with few opportunities to speak the language or otherwise use it to spontaneously communicate. Such findings further led me to lay out an approach to designing curricula that emphasizes the application of Japanese in situations common to the high school students who participated in the study—such as shopping, dining, traveling, sightseeing and interacting with native speakers in real-life scenarios.
The compilation of CEFR B1-level textbooks aiming for social participation : An example of task-guiding teaching materials which include mediation activities

Naoko SAKURAI (ルーヴェン大学)

Programmes of language courses are nowadays created in many European universities and language centers according to the action-oriented approach advocated in CEFR (the Common European Framework of reference for languages). The classes are managed using a learners-centered teaching method and the class activities are put into practice by the concept “guidance by tasks” (Goullier:2007). This pedagogic perspective aims not only to raise learners’ language proficiency but also to broaden their horizons and to enrich their mind through internalizing new ideas. The tasks in this context concern assignments or problems that learners have to deal with in society and are completed by productive, perceptive, interactive and mediating language activities.

I am compiling with colleagues a textbook for CEFR B1 level which aims for enabling learners to participate better in society when using Japanese and which is based on the four years’ research results on CEFR. It consists of eight modules constructed by (1) the tasks of language activities that learners should face in daily life, (2) the instructions of language knowledge as grammar/kanji which are a
foundation for the appropriate activities, (3) the training of strategies which support the formation of independent Japanese users. Each module has a theme and learning objectives indicated by a “can do descriptors” and includes mediating activities.

Practicing mediating activity in classes is one of the ideal tasks in order to discover the other cultures and languages and to develop their opinions through the discussions which give them broader views. CEFR mentions “Mediating language activities – (re)processing an existing text – occupy an important place in the normal linguistic functioning of our societies.” (Council of Europe:14),” mediation (as defined in this document) […] the ability to manage a plurilingual and pluricultural repertoire.” (Council of Europe:175).

In this presentation, there are two main points: the first point is to show an example of a teaching material compiled by the perspective of “guidance by tasks” based on an action-oriented approach. The second point is to clarify the definition, characteristics and functions of mediation, referring to North,B. & Piccardo,E.(2016) and the Council of Europe (2017 and 2018).

Council of Europe(2018) Companion volume with new descriptors, Council of Europe
9A_D1 08 月 04 日 11:00
The Practice of Self-Assessment Using Rubrics in Conversation Classes at University in Taiwan
Haruno HIKOSAKA (東京大学日本語文学科博士課程)

Learner agency is considered to be important in language education recently, evaluation is made by not only teachers but also learners themselves now. Other studies have concluded that alternative assessment which typified as self-assessment and peer-assessment can improve the following: motivation to learn, academic performance, learning strategy, a sense of responsibility and autonomy. However, self-assessment can be affected by numerous factors: ages, cultural background, self-esteem, learning motivation, learning anxiety, and self-learning training. Therefore, it is reported that self-assessment does not exactly represent learners’ language skills.

Rubrics are used in subjective evaluation, which evaluates conversation skill, speech skill, translation skill and writing skill. Rubrics are adopted in the Common European Framework of Reference for Languages (CEFR) by the Council of Europe, also adopted in “JF Standard for Japanese-Language Education” released in 2010 by The Japan Foundation.
This study discusses the utilization of self-assessment using rubrics through practice in Conversation Classes with Upper Intermediate level students majoring in Japanese language. Teachers and learners use same rubrics in conversation test, then compare learners’ self-assessment with the teacher’s assessment based on learners’ language skills. In order to make self-assessment work for learning, the author proposes an explanation of the point of view and feedback.
自律的レベル判断指標としての Can-do statements の可能性と課題—漢字系・非漢字系学習者の違いに焦点を当てた J-CAT と CDS の相関分析—

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本研究グループでは、所属機関の留学生のためのレベル指標として Can-do Statements(以下、CDS)を開発し、これまで客観テストである J-CAT との相関を分析してきた。本 CDS と J-CAT の相関については、小〜中程度確認された。しかし、調査協力者に対するインタビュー調査では「非漢字系の学習者にとっては J-CAT の内容は不利である」というコメントがあったことから、CDS 使用に際しても学習者の母語を考慮する必要があると考えられた。しかし、母語の違いについて確認をした先行研究は見られなかったため、本研究では、レベル指標としての CDS 応用場面を想定し、J-CAT 得点と CDS の回答に対する母語の違いに焦点を当てた分析を行った。

本研究の目的は以下の 2 点である。1) J-CAT に基づくレベル分けと CDS に基づくレベル分けの結果はどのように異なるか。2) 漢字系学習者と非漢字系学習者の CDS と J-CAT の相関は異なるか。調査に使用した CDS は 4 技能各 18 項目で(7 条法)、2017 年に WEB アンケートサイトを通じて実施した。解答があった 252 名中、J-CAT 得点が得られた 145 名(漢字系 100 名、非漢字系 45 名)の回答について、J-CAT と CDS を使用したレベル分け、および J-CAT と CDS の母語別相関分析、および CDS を独立変数、J-CAT 得点を従属変数とした単回帰分析を行った。

統計的検証の結果、使用した CDS の妥当性、信頼性が確認された(ś = .99、p = .09、α = .96)。J-CAT と CDS の相関係数は中程度であった(ś = .68、p < .01)。次に、母語による相関係数の差の検定を行った結果、有意な差が見られ(漢字系: ń = .667、非漢字系: ń = .821、z = 1.92、p < .05)。非漢字系学習者の方が J-CAT と CDS の相関が有意に高いことが示された。回帰分析の結果も同様に非漢字系学習者の方が高い予測力を示した(漢字系: ń = .438、非漢字系: ń = .667)。この結果は、CDS が日本語レベルを予測する可能性を示す一方で、母語による違いがあることを示唆している。この違いについて検討すべく、母語別に各項目と J-CAT との相関を確認したところ、相関が低い項目が見られた。これが相関係数の母語間差を生む一因になっていることが示唆された。

Can-do Statements as an Indication of Self-Assessment: A Correlation Analysis of J-CAT and CDS Performance between Kanji Native and Non-Kanji Native Japanese Language Learners
We developed Can-do Statements (CDS) as a level indicator for foreign exchange students. We then analyzed the correlation of Can-do scores with J-CAT scores; which is an objective test. Previous work has shown a small to moderate correlation between CDS and J-CAT (Imai 2009). In this work we also find similar correlation values. One potential weakness of the J-CAT skills test, as addressed by some feedback, is that there seems to be a bias towards kanji native learners – which suggests an effect on the correlation with CDS scores, so we should consider the learner’s native language in our CDS model. However, we found no prior studies that investigated the difference in learners’ native languages and J-CAT or CDS scores. In this study, we treat CDS as a level indicator, and analyzed the effect of native languages on J-CAT and CDS scores; our investigation suggests kanji-native and non-kanji-native backgrounds have an effect.

The purpose of this research is the following: 1) how does the result of level classification based on J-CAT differ from the result of level classification based on CDS? 2) Does the correlation between CDS and J-CAT of kanji learners and non-kanji learners differ? The CDS we used contained 18 items for each of four skills, measuring 7 levels per item, distributed through a web questionnaire in the spring semester of 2017. Of the 252 participants, 145 also had J-CAT scores available, of those there were 100 kanji native learners and 45 non-kanji native learners. Further, participants were classified into levels based on J-CAT and CDS scores separately. Also we conducted correlation analysis between J-CAT and CDS by native languages. Lastly, we performed single regression analysis with CDS as the independent variable and J-CAT scores as the dependent variable.

As a result of the statistical verification, the validity and reliability of the used CDS were confirmed (w=.99, p=.09, α=.96). The correlation coefficient between J-CAT and CDS was moderate (r=.68, p<.01). Next, the result of testing the difference in correlation coefficient by native languages shows a significant difference, (kanji native learners: r=.667, non-kanji native learners: r=.821, z=1.92, p<.05), it was shown that the non-kanji native learners had a significantly higher correlation between J-CAT and CDS. Likewise, results of regression analysis showed that non-kanji native learners held higher predictive capability than kanji native learners: r²=.438 and non-kanji native learners: r²=.667. This result suggests the possibility that CDS predicts the Japanese level, but also suggests that there is a difference depending on the learners’ native language(s). To examine this difference, we confirmed the correlation between each item and J-CAT by native language(s), and as a result, items with low correlation were found. Our results suggest that native languages contribute to the differences found between J-CAT and CDS scores.
本研究の目的は、従来韓国の日本語教育史研究において著されてきた山口喜一郎に着目し、その業績を再検討することである。日本語教育においてはじめて「音声言語」教授を実践し、理論を構築した人は山口である。山口の音声言語における理論と実践の特徴は、従来台湾における業績から明らかにされた。ところが、台湾の後任たした韓国における実践からは、さらに新たな特徴を見出すことができる。

山口が韓国で日本語教育を実践した時期は、日本により植民地支配された時であるため、山口式直接法は政治的効果を図るための手段とされた。先行研究では、山口の直接法は同化教育に拍車をかけることになったと述べる。そのため、韓国では戦前と戦後の日本語教育は無関係なものとされる。両者の目標が異なるのは当然であるが、教授法に関する検討は十分ではない。1910年代の山口の実践と理論に着目すると、特にその音声言語に関する取り組みには創見が見出された。

筆者は 1900・1910・1920 年代の韓国における日本語教科書を言語教育の観点から考察した。各年代の日本語教科書の編纂を担当した人物は、三土忠造・山口喜一郎・藤田良助である。分析の結果、編纂者の日本語教育におけるの見解によって、教授方針・教授法、重要教授言語項目が、転換されたことが明らかになった。

三土(1900s) [外国語としての日本語教授方針] [対訳法] [文字言語重視] [読む・繰る中心]
山口(1910s) [外国語としての日本語教授方針] [直接法] [音声言語重視] [話す・聞く中心]
藤田(1920s) [国語としての日本語教授方針] [直接法] [文字言語重視] [読む・繰る中心]

藤田による教授方針の転換が、韓国における日本語教育の断絶の一端を担ったことがうかがえる。

「外国語としての日本語教授方針」で教科書を編纂した三土(1900s)と山口(1910s)の中、本研究では山口に注目したい。山口式直接法はフランス人言語学者ガアンのサイコロジカル・メソッドに基づいており、学習者の日本語コミュニケーション能力に限界を感じて開発した教授法である。韓国における山口式直接法の再評価は、日本語教育の「音声言語」教授の根本となり、その起源を探ることができる。加えて、山口が工夫した「自分の考えを自由に話せる言語能力」の育ち方は、現在の日本語教育でも工夫している部分である。

9A_D3 08月04日 12:00
Re-evaluation of YAMAGUCHI Kiichiro’s Japanese teaching method in Korea
Boye KIM (University of Tsukuba)

The purpose of this study is to focus on Kiichiro YAMAGUCHI, who had been overlooked in the study of the history of Japanese language education in Korea. YAMAGUCHI was the very first person to build the theory of 'spoken language' teaching, and also put it into practice in Japanese language education. YAMAGUCHI’s 'spoken language' theory and practice of teaching was discovered in Taiwan. However, after he left Taiwan, another new characteristic of YAMAGUCHI’s Japanese teaching was found in his new practice in Korea.

YAMAGUCHI’s Direct-Method was used as a mean to achieve political purposes because YAMAGUCHI Japanese language education practice in Korea was during the time of Japan colonial rule. In advanced researches, YAMAGUCHI’s Direct-Method helped accelerate the colonial education. For this reason, Japanese education in Korea during the colonial period, and the current Japanese education are not related. Although it is natural that the objectives of the two periods are different, but
there were also not enough studies on the teaching methods. If you look into Yamaguchi's practice and theory of teaching in the 1910s, you can find something new, especially in regard to the spoken language. The viewpoint on language education of all the Japanese textbooks in Korea in the 1900s, 1910s, and 1920s was taken into consideration for this research. Chuzo MITSUJI, Kiichiro YAMAGUCHI, Enosuke ASHIDA were the Japanese textbook editors for different periods. As a result of this analysis, it was found that each editors’ views on Japanese language education changed the teaching policy, teaching methods, and important teaching language items throughout the years.

MITSUJI(1900s) [Policy on teaching Japanese as a foreign language] [grammar translation method] [emphasis on the written language] [Reading and Writing]
YAMAGUCHI(1910s) [Policy on teaching Japanese as a foreign language] [direct method] [emphasis on spoken language] [Speaking and Listening]
ASHIDA(1920s) [Policy on teaching Japanese as a national language] [direct method] [emphasis on the written language] [Reading and Writing]

Hence, ASHIDA's change of teaching policy showed that the Japanese language education in Korea in the past, and the current Japanese language education in Korea are not related. Between the compilation of both: MITSUJI(1900s) and YAMAGUCHI(1910s) 'Policy on teaching Japanese as a foreign language' textbooks, this research will be focusing on YAMAGUCHI’s teaching method. YAMAGUCHI’s Direct-Method is based on the psychological-method of the French linguist Guan, and it was developed due to the limitations of the learner's Japanese communication ability. The re-evaluation of YAMAGUCHI’s Direct-Method is the basis of the 'spoken language' teaching in Japanese language education, and its origin can be found in Korea. In addition, a method to cultivate YAMAGUCHI’s study on 'language ability to speak one's mind freely' approach, is also a part of the current Japanese education research. Therefore, this research on the development of YAMAGUCHI’s practical theory of Japanese teaching, can shed a new light to current Japanese language education.
本研究は、留学生にとって必要なことばの学びがいかなるものか、また、そのための教育とはどのようなものであるべきかという議論を踏まえ、具体的実践現場に「日本語教育インターンシップ」として参加した日本人学生たちが得る学びと、日本人インターンとの関わりから留学生たちが得る学びについて、両者の意識調査からその意義を検討するものである。

日本語の授業は、単に言語の構造や語彙的意味を教えるものではなく、人と人との関係を作り、社会の中の構成メンバーとして繋がり合うために必要なことばについて、経験を通じて学ぶ場である。ことばとは、表出される外言だけでなく、内発話としての内言、また同時に、発話者のか心得感覚を含む総体であり、これらが言語教育において必要であることは既に指摘されている（西口 2015、細川 2016）。留学生であっても日本人学生であっても、他者の存在を認め、ことばによる対話を通じてそれぞれが社会と繋がっていくことが大切であり、教育とはそのような場を整えることである。

これまでの日本語教育に関するインターンシップ研究には、海外での日本語インターンシップ研修（髙橋 2013、高崎ら 2016）、国内での就職支援プログラムの一つとしてのインターンシップ研究（鹿浦 2012）がある。しかしながら、活動内容の説明や参加者の感想やそれに関する考察が、学習者とインターン自身の視点から捉えた具体的な「学び」について分析したものは殆どない。

本研究では、日本人学生のインターンシップ日誌、振り返りレポート、そして留学生へのインタビューによって得た情報を分析する。その結果、留学生側の学びとしては、日本語教育インターンシップを通じて、日常の些細な疑問等を気軽に話せる環境の提供、継続的な日本人学生との関わりから日本語コミュニケーションへの不安や抵抗感の低下等の意義が認められた。さらに、日本人コミュニケーションとの接点の構築、ステレオタイプ的な日本や日本人の捉え方を見つめ直す機会となる等の日本語以外の多岐にわたる学びを得ていることが明らかとなった。また、日本人学生の学びとしては、授業内で学習者側よりも教育者側の視点に移行して行く傾向が見られ、授業の構成やその背景に学習目的やプロセスを推察したり、自身の外国語学習を客観的に見つめ直したりする学びを得ていることも分かった。

9A_E1 08 月 04 日 14:00

Teaching Assistant Internship in a College-level Japanese Language Class – What Japanese and
Foreign Students Learn from Each Other through their Interactive Experiences

Miki TAKII (関西国際大学／大阪大学)
Yasuko KOSHIYAMA (関西国際大学)
Yumiko IIJIMA (関西国際大学)

In this study, the researchers examined the educational importance and dynamics of Teaching Assistant Internship in which Japanese students participated as language assistants for international students taking a Japanese class. It highlights not only the learning of the international students taking the class, but also the learning of the Japanese students participating as interns through their classroom activities and interactions using the Japanese language.

Students in Japanese language classes should not only learn the structure and vocabulary of the language, but also build relationships through language and experience in order to assimilate more as a member of the target community. It has already been pointed out that language is not only the external expression of what is expressed, but also the internal expression of what is intended to be expressed as a whole, and both elements are necessary for language education to create meaningful human relationships (Nishiguchi, 2015; Hosokawa, 2016). Regardless of whether you are an international student or a Japanese student, it is important to acknowledge the existence of others. Everyone is connected within a society through dialogue by words, and there is no doubt that language education plays an important role in preparing such a place.

The majority of internships researched in Japanese language education so far mainly deals with Japanese internship training (Takahashi, 2013; Takasaki et al., 2016), and internships as one of the employment support programs (Shikaura, 2012). They mostly concern the contents of activities or the impressions of participants about their internship experiences. There are hardly any studies investigating the concrete "learning" of language learners and interns through the linguistically and culturally diverse human interactions created by such programs.

In order to find out what international students and Japanese students gain from each other, we analyzed the data collected from the internship diaries, reviewed reports from the Japanese students and interviewed the foreign students. The results of the analysis indicated that, although the foreign students' anxiety and resistance to Japanese communication was acknowledged when they were first enrolled in class, the class environment in which Japanese students were closely and continuously involved in classroom activities gradually made it easy for them to talk about not only class-related materials, but also other daily trivial questions regarding living in Japan. Furthermore, it was clear that they have gained a wide range of opportunities beyond Japanese language learning, such as establishing a point of contact with the Japanese community and having the chance to rethink about their own interpretations of Japanese perspectives and stereotypes.

The Japanese students, on the other hand, showed that their viewpoints shifted from the perspective of the students to the perspective of the educators during the course through their involvement as language assistants. Instead of blindly following the teacher’s instruction as assistants, they came to realize the learning purposes and processes intended in classroom activities and even objectively look back on their own life as language learners.
Practical Report on 3 Ps (products, practices and perspectives) Model in the Language Classrooms

Hiroe AKIMOTO (St. Olaf College)

In this presentation, I will show how and why I use a 3Ps iceberg model in my language class rooms at St. Olaf College in Minnesota, U.S. Today, one of the most important language instructors’ jobs is to help equip students with deeper cross-cultural understandings and establish broader views of other’s cultures as well as their own cultures by exercising critical literacy skills. I found showing and discussing the 3Ps iceberg model in the language classrooms works effectively and efficiently to help students develop critical thinking skills and intracultural and intercultural competence.

In past ten years, we have observed that many language classrooms have shifted from a place where students learn language skills only to the place where students learn culture through or via acquiring language. This change results in the announcement of the World-Readiness Standards for Learning Languages by the American Council on the Teaching of Foreign Languages (ACTFL). There are five C goal areas (Communication, Cultures, Connections, Comparisons, and Communities) and they are all linked to one another. One of the most exciting, thrilling and probably challenging changes for language instructors was that the C for cultures is there. The ACTFL explains that the C for Cultures in the five C goal areas means to “interact with cultural competence and understanding.” In more detail, they say, “Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied” as well as “Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied (underlined by the presenter).” 3Ps (products, practices, and perspectives) are indeed the central idea and are often presented as a triangle shape figure or an iceberg model.

Today, language instructors in the U.S. try to integrate 3Ps into language classrooms. I believe many of the Japanese language instructors are doing a wonderful job bringing the product component to class by using culturally relevant authentic materials to the classrooms, but this is certainly not enough. Realizing there are different various ways of doing (practices) and values (perspectives) and re-evaluating stereotypes of other cultures as well as our own cultures are the crucial skills for intracultural and intercultural competence.

Showing a picture of the 3Ps iceberg model (not the triangle shape 3Ps figure) in class makes this possible. It visually shows the fact that there is more - a lot more - underneath the visible product. There are values and norms. If you explore deeper, you will find history, religions, background, geographical features etc. Even if students cannot point to exactly what more is underneath the visible product, knowing that fact and facing the reality that “there is more underneath deep” enables them to suspend their immediate judgment to other cultures and open doors to have broader views. In my presentation, I will walk through how exactly to show and use the 3Ps iceberg model in classrooms.
9A_E2 08月04日 14:30
文化理解学習のための3Psモデルの実践報告
秋本 浩永 (St. Olaf College, MN, U.S.)

本発表では、アメリカ合衆国ミネソタ州私立セントオラフ大学の日本語クラスにおける、3Ps氷山型モデルを使用した文化理解学習の実践報告を行う。
近年のアメリカ合衆国の多くの大学の語学クラスは、「四技能習得を目的とした語学トレーニングの場」ではなく、「社会や文化理解、交流を目的とした語学習得の場」にシフトした。異文化、そしてまた、自分自身が身を置く文化について深い理解と広い視野を持つ学生の育成が、語学教師の重要な仕事となったと言えるだろう。
深い文化理解と広い視野の形成には、批判的思考および考察力が欠かせない。セントオラフ大学では、3Ps氷山型モデルを語学クラス内で使用することで、文化理解のための学生の批判的思考スキルを高める試みを行っている。3Ps氷山型モデルというのは、Product, Practice, Perspectiveの3つのPから成る氷山の形をしたイメージモデルである。日本語を学ぶ学生は、この3Ps氷山型を通して、まずは「文化を理解する、ということは一体どういうことか」ということから始め、批判的思考、考察力を鍛え、文化理解を深めていく。発表では、具体的な例を示した実践報告を行う予定である。
9A_E3 08月04日15:00

Redefining the Classroom, Redefining the Teacher: What Lies Beyond Flipped Learning

Hisae MATSUI (Princeton University)

“What are the things that we can only do in the classroom?” “What are the things that only teachers can do?” - these questions are more important than ever as technology advances faster than ever. In this presentation, the transition process of over 4 years of the curriculum renovation, which incorporating flipped learning in an intermediate Japanese classroom, will be presented.

While simply taking the lecture part out of the classroom was the starting point of this renovation, the focal point has been shifted more to the quest for answering the questions asked above as insights from the students and their leaning have been analyzed. As a result, in the fourth year of renovation, the grammar lectures were given in three different instructional methods, which allowed the students to learn at their own pace and in their own way outside of class, and moves tasks into the classroom, where students can work on them more collaboratively and effectively. Furthermore, homework, which was
previously assigned uniformly, has been also revised by adding options so that the students could choose
the homework in the appropriate level after receiving a recommendation from the teacher.

In order to verify the effectiveness of the curriculum, the following four elements were analyzed
comprehensively; 1. results from the student survey, which was developed by Frick et al. (2010) and
includes five elements of “First Principles of Instruction,” effective utilization of time, improvement
level of learning, students satisfaction level, and the overall quality, 2. kinds of instructional methods
and homework assignments that students actually chose, 3. change in the scores of the term-end written
exam, and 4. the teachers’ views on the curriculum.

Although flipped learning has grained its popularity as technology advances, not many cases have
been reviewed their effectiveness as a whole in a curriculum. In this presentation; therefore, flipped
learning will be discussed as a part of the whole curriculum and the importance of a holistic view of the
curriculum including in and outside of the classroom activities.

It is easy to assume that there are more things that we can do outside of the classroom and things that
teachers don’t have to do as technology advances; therefore, the importance of integrating people, space
and technology, and considering what learning activities are best to do in class and what teachers do
best within the classroom will be emphasized as a conclusion of this presentation.
Through an analysis of four years of records of actual speed-reading classes with advanced-level Japanese-language students of various nationalities, the following conclusions were elaborated upon in the paper, “Speed reading learning focused on coming to realizations of and becoming conscientious of active reading: conditions for simultaneously improving the speed and depth of reading” (Imamura, Kazuhiro).

Firstly, the learner starts by realizing her own latent potential. As she trains under various restrictions and conditions, she values minor successes and turns mistakes into opportunities for advancement. Rather than strictly learning the technique that has been taught, the learner reappraises her own reading, and, upon showing an understanding of it, actively controls her reading style according to her objectives. As she trains to systematically improve upon her powers of concentration while becoming conscientious...
of that process, her reading pace not only quickens, but she also gains a selective reading of information and a critical depth reading.

Further, in the fourth year of my practical research, it became suggestive that creative dialogue that relativizes the learner through the opinions of others is an element crucial to engendering a deep understanding. Over the subsequent three-year period, I encouraged the learners to share, through a dialogic process, mutual learning experiences, opinions and value-based perspectives, and to find a general guiding principle, rather than a “singularly optimal solution”, that is permissive of options within a certain range, in order that the learner herself actively choose a method suitable to her.

In this presentation, I select the successful and failed attempts at this from the audio class records primarily between the fifth and seventh years of my practical research and compare and cross analyze similar learning methods between the first and fourth years of this research, to explore both the potential and limitations of this method.

It has been some time since dialogic classes were suggested to engender deep understanding. In addition to the recent advocating of deep learning through autonomy and dialogue as a concrete form of active learning in the school system, attempts to incorporate and evaluate the efficacy of dialogue in the JSL classroom have also enjoyed significant coverage. However, there remains a lack of examples that indicate how specifically dialogue is linked to certain effects, and there is a dearth of generalizable knowledge supportive of other case studies derived from this. In aiming to find the value of creative dialogue in learning speed reading, this research not only provides new insight to advanced-level Japanese-language education, but also helps us to get to the visceral understanding that an inclusive society comprising diverse peoples who interact peacefully and respectfully is not merely an ideal, but an achievable goal.
What are the effective questions of a teacher to foster students’ thinking skills? — From the analysis of lessons
introducing Japanese culture by overseas non-native teachers—

Tomoko NIHEI (国際交流基金日本語国際センター)
Yuki NAKAO (国際交流基金日本語国際センター)

The organizations that the presenters belong to are conducting various trainings for mainly overseas non-native Japanese language teachers. One of these training courses is for teachers of Asian secondary educational institutions who teach classes with Japanese assistants. In this training, we assign a project work. For this project, participating teachers make the best use of their stay in Japan, gather resources necessary for Japanese culture classes, and plan their classes based on these resources. In this training program in 2016, we conducted classes aimed at nurturing 21st century skills that are being adopted in secondary education recently. In particular, we focused on the lessons of culture that cultivate students’ deep thought and insight. In the training, participating teachers thought about what kind of questions teachers should ask to encourage students’ thinking and activities, and created a lesson plan. After the participating teachers returned to their country, they reported that ‘I used to just explain everything “one-way” before, but now I started to ask questions.’ So, we analyzed the flow of their actual lessons after returning to their country and the teachers’ questions from the video recordings of the classes, and explored in particular whether the questions which the teacher issued were effective for cultivating the students' deep thought and insight. There are many previous studies on teacher’s questions, but in this presentation we use "Display Question (DQ)", "Referential Question (RQ)", "Closed Referential Question (CRQ)" by Long & Sato (1984), Ellis (2008) framework. DQ is a question to which the teacher knows the answer, and which confirms the student's known information. RQ is a question to which the teacher does not know the answer and therefore cannot predict the answer of the student. CRQ is a question to which the teacher does not know the answer, but to some extent the answer of the student is predicted and limited. As a result of the analysis of these classes, the teachers conducted classes where they asked questions while showing pictures and let students think and imagine. They also asked about not only Japan but also their own countries and students themselves, and they encouraged students’ reflection. However, when we analyzed the questions in detail, the following tendencies were found. The number of DQ were large, but the number of questions which elicit students’ ideas freely was small. There were no additional questions to expand and deepen the students' answers. If the students’ answer was contrary to the assumption of the teacher, the teacher asked additional questions in order to guide them towards the assumption of the teacher. However, these questions were not effective. Therefore, students’ remarks often stayed at the word level, not only in Japanese, but in their mother tongue also. As a result of analysis of students’ reactions, as Fujikawa (2011) shows, there were moments where it seemed difficult to answer the teachers’ questions, because the assumptions of the questions were not shared. From the above, in order to cultivate students' cognitive skills and insight, the following need was indicated. 1) Increase the number of RQ, 2) Ask additional questions to expand on students’ answers, 3) Share the assumption of the question with students. In this presentation, we show specific examples of teachers’ questions, and propose an improved blueprint for future project work.
つながる場としての日本語教室：教室実践コミュニティの可能性を考える

Takuya KOJIMA (ニューサウスウェールズ大学)
Chihiro KINOSHITA THOMSON (ニューサウスウェールズ大学)

本発表は実践コミュニティ(ウェンガー1998)の理論を応用し、教室実践コミュニティの理論とその可能性を考える。

人、物、情報の移動が活発になり多様化が進む現代では、多様な背景を持つ他者とつながり、お互いの多様性をリソースとして活用しながら共により良い社会や未来を作る力が重要視され、つながる力は日本語学習を通して養う重要な力の一つとして議論されている（佐藤、熊谷 2011; 畑作 2013; トムソン 2016）。

教室実践コミュニティの核となる実践コミュニティは関心を共有する参加者が実践参加を通じて協働とつながりの構築を繰り返し、実践の維持や発展に貢献する有能な参加者になる場とその学習過程を理解する理論である。実践コミュニティは「教える」実践が制度化された教室に応用できないと指摘される一方、学習者の言語使用を引き出す教室活動や学習環境をデザインすることで、教室がCoPの想定する学びの場に近づく可能性も議論されている。本発表は日本語学習者がつながりを作り実践に参加する場として教室実践コミュニティを提案する。

本研究は豪州の大学で実践コミュニティの応用を試みている日本語プログラムの初級コース内の少人数クラスで2学期間8クラスの授業観察を行い、各クラスの学生、教師、上級生アシスタントからインタビューとレポートを使い質的データを集めた。グラウンドドゥセオリーを分析に用い、データから立ち上がった「つながり・実践参加・実践への貢献」とそれらに関連する概念を用い、時系列に沿ってストーリー構築し考察をした。

ストーリーから見えたのは教室参加者がつながり合う教室である。学生は日本語使用を伴う協働的な実践参加を繰り返し、クラスメート、上級生、教師とつながりを築いた。多方向へのつながりは関心の共有を深めるだけでなく、お互いの多様性をより良い実践や教室コミュニティの発展に欠かせない存在と認め合うことに貢献した。その絶妙な相互関係の中にそれぞれが居場所を作ることで、学生間より良い実践の起こる教室コミュニティの育成に貢献する意識が高まった。学生はこの過程で学ぶ日本語がつながりを構築し、さらにそのつながった場が彼らのつながる日本語を育てることに気づいていった。

本発表では教育実践と学習過程の一部を紹介し、つながる日本語教育の場として教室実践コミュニティの可能性を考察する。

9A_F3 08月04日17:00

9A_F3 08月04日17:00
Japanese Classrooms Where People Make Connections: The Potential of Classroom Communities of Practices

Takuya KOJIMA (ニューサウスウェールズ大学)
Chihiro KINOSHITA THOMSON (ニューサウスウェールズ大学)

Drawing upon the concept of Communities of Practice (CoP; Wenger, 1998), this presentation proposes Classroom Communities of Practices (CCoPS), an alternative approach to classroom language learning and teaching, and discusses its potential.

CoP is fast becoming an essential concept in the modern society characterised by its superdiversity, where the ability to make connections with others with dissimilar backgrounds is crucial. Language education has a large potential to play a key role in equipping the learners with the ability to connect with others (Sato & Kumagai, 2011; Tohsaku, 2013; Thomson, 2016).

The theory of CoP facilitates understanding and subsequently enhancing the process of learning in which each participating member becomes a competent, contributing, and fully participating member of their community. To achieve the full membership, the members with common interest yet different backgrounds continuously negotiate and restructure their connections with others in sustained engagement in shared practices. Whereas critiques argue that CoP does not assist language learning in institutionalised classrooms where “teaching” is the primary focus, scholars (Haneda, 2006; Lamb, 2012) have suggested that CoP has much to offer for classroom language learning when we reconceptualise the design of activities, learning environment, and teaching. Such reconceptualization is yet fully understood. This study aims to contribute to the relatively unexplored area of theoretical discussion by proposing CCoPS where students make connections and collaboratively create their participatory learning opportunities.

The qualitative data was collected in introductory Japanese language classrooms in “a Japanese program as CoP” (Thomson, 2017) at an Australian university over two academic semesters, i.e., class observations, semi-structured interviews of students, supporters, and their journal entries. Drawing upon grounded theory approach (Glaser & Strauss, 1967), the analysis identified the emergent conceptual categories such as connection, participation in practice, and contribution to practice. These categories were embedded in a story of the students’ lived learning experiences and processes of changes of the focal classes.

The story highlighted the emergence of language classrooms where students with diverse backgrounds make connections. Through sustained co-participation in highly interactive activities, the students forged connections with their classmates, supporters and teachers. Development of multidirectional connections allowed the students to deepen shared understanding of their common interests and goals, promote each other’s unique contribution and acknowledge their classmates as contributing and valued members of their classroom communities. The students who were situated in the network of mutually contributing and valued members increasingly enhanced their willingness to make further contributions to their community by developing their practices as a platform offering more advanced learning opportunities. These students came to realise that their Japanese functioned to forge, develop and strengthen connections with others, and these connections further facilitated their developmental Japanese use beyond pre-determined contents in the curriculum.

This presentation shares some of the educational practices and the students’ lived experiences. It concludes with the discussion on the potential of CCoPS as an alternative approach to classroom language learning and teaching.
母語話者コーパスにおける「とても」及びその類義語の使用頻度と会話教材で使用される語彙について：学習者の自然な会話表現力の向上を目指して

Naotaka NAKAMURA (台湾東吳大学日本語学科)

これまでの日本語教育では、丁寧体や敬語などの待遇表現の習得を強調してきたが、友人や家族で団で交わされる普通会話体は重要なお学習項目としてされてこなかった。その一方で、日本のドラマやアニメがより視聴されやすく、留学や SNS などの個人交流が増加してきたことから、普通会話は学習者の身近なものになっており、普通会話そのもののやスタイルシフトについて指導する重要性は増している。

本発表では、普通会話体における語彙に注目し、「すごい」、「結構」、「すごく」、「かなり」とも、「非常に」「極めて」（12%）など、比較的幅広い語彙が低頻度で使われる傾向が見られ、「すごい」（0.6%）の使用は非常に低かった。こうしたことから、使用語彙の面でも普通会話体と書き言葉では大きな差異があり、普通会話教育での語彙指導の重要性が明らかになった。

さらに、会話授業で使用されている教材を見ると、初級では「とても」のみが採用されており、また、中級以上では「大変」「かなり」「すごい」「すごいぶり」「とても」などが提出されているが、これらは BCCWJ コアでの高い頻度のものとほぼ一致し、現在の教材は書き言葉の語彙を基準としていると推察できる。

これまでのコーパスを使った語彙研究を見ると、多くは BCCWJ などを使い、書き言葉を中心に規範的な語彙について研究されており、普通会話体で使われるような規範性の低い語彙が日本語教育研究の対象となることは稀であったが、実際の日本の日本語教育でも普通会話体は重要な部分としてなっていない。こうした現状を踏まえ、普通会話教育の必要性、非規範的文体の学習の是非、学習者にとっての利益と不利益、スタイルシフトの指導、普通会話体を教えるべきタイミングなどについて、語彙教育の面から検討した。
Vocabulary used in Conversation Textbooks: To Improve Learners’ Natural Speech in Conversation

Naotaka NAKAMURA (台湾東 fet大学日本語学科)

The learning of the attitudinal expressions as typified by formal-style and honorific expressions have been be considered as important learning items in Japanese education. In contrast, the plain-style conversation was not considered as learning items so far. However, learners have more opportunities to perceive plain-style conversation through watching Japanese dramas and animations, studying abroad and social media. Thus, there is worth considering the importance of the plain-style conversation and style-shifting.

This study focused on vocabulary in plain-style conversation and picked up the adverbs which mean the intensity as typified by “sugoi”, “kekko”, “sugoku”, “kanari”, “totemo”, “chou”, “hijoni.” These words as the target, the frequency survey was carried out by using the following context: Nagoya University Conversation Corpus, the core corpus in the Balanced Corpus of Contemporary Written Japanese (BCCWJ), and textbooks used in conversation class at the universities. Based on the result of frequency survey in Nagoya University Conversation Corpus, specific words were used with high frequency: “sugoi” accounts for 46%, “kekko” accounts for 20%, “sugoku” accounts for 15%. Contrary to this, various words were used with low frequency in BCCWJ: “totemo” accounts for 18%, “kanari” accounts for 14%, “hijoni” accounts for 14% “kiwamete” accounts for 12%, “sugoi” accounts for only 0.6%. It was found out that there is a difference in vocabulary between in plain-style conversation and written language.

In textbooks of Basic level, only “Sugoku” is suggested to be taught and “taihen”, “kanari”, “sugoku”, “zuibun” and “totemo” can be found in textbooks for Intermediate level or above. These are seen in BCCWJ with high frequency. It is observed that vocabulary in textbooks reflects language usage in written language.

In previous research on vocabulary focused on normative vocabulary in written language using Corpora represented by BCCWJ. Little has been reported on non-normative vocabulary. Therefore, this paper discusses the importance of teaching plain-style conversation, non-normative vocabulary’s pros and cons, teaching of style-shifting and the timing to teaching plain-style conversation.
An investigation of cohesion and coherence in academic speaking: by native and non-native speakers of Japanese

Yukiko HATASA (Hiroshima University )
Chisato YOKOYAMA (広島大学)

In light of recent increase in international students in Japanese universities, the instruction of academic Japanese has become increasingly important, and a number of textbooks has been published on this topic. However, most of the efforts are made for reading and writing and not much emphasis is placed on academic speaking. In fact, very little research has been conducted to clarify the nature of academic speaking in Japanese. For this reason, the present study aims at identifying the linguistic characteristics of academic Japanese produced by native and non-native speakers of Japanese.
In this study, forty questions that are designed to elicit argumentative and/or expository speech in IELTS and TOEFL-iBT are translated into Japanese. A group of native and non-native speakers of Japanese are asked to respond to ten of the questions which are randomly presented on the computer screen. 704 speech samples by native speakers, 366 samples by Chinese learners of Japanese, and 466 samples by American learners, and total of 1536 speech samples have been collected and analyzed. The results show that the overall structure of speech is similar between native and non-native speakers, but native speakers place their opinions at the beginning and the end of the speech more than Chinese and American learners. Also, native speakers use mitigating expressing extensively, but non-native speakers used more direct speech styles. In addition, native speakers use connective particles to maintain the same topical structure, while non-native speakers tend to rely on conjunctions and the topic shifts between sentences occur rather frequently.
Timing as Proficiency: Evidence from the My Funny Story Corpus and Conversation Experiments

Goran VAAGE (神戸女学院大学文学部)
Ryoko HAYASHI (神戸大学)
Toshiyuki SADANOBU (京都大学)

Timing is an often overlooked part of proficiency. In humor production, if the timing is just a little off, the funniness can be lost. This delicate yet important adjustment is especially difficult for foreign language learners. This paper investigates timing through the use of data from project work in the classroom, Japanese native speakers' assessment of Japanese language learners' funny talks in the My Funny Talk (MFT) corpus, and timing experiments on conversations. Firstly, students took part in classroom
activities in which they were asked to create comic dialogs and evaluate their own performances. It was reported that “timing” was the biggest challenge. Secondly, to investigate how learners of Japanese make use of timing in humor production, the corpus of funny talks performed by learners of Japanese in the MFT corpus was analyzed. There was a correlation between timing, proficiency and how funny the stories were perceived. Lastly, in order to investigate the concrete length of timing as proficiency, an experiment was conducted in which a conversation between two people were delayed and the informants were asked which timing the perceived as being most funny. 5 patterns of funny conversations between a man and a woman were recorded in which a mistake in the woman’s utterance (boke) was corrected by the man (tsukkomi). The timing between the two utterances were then delayed by a computer, and 16 informants were asked which timing (delay in the utterance) they perceived as being most funny. The results showed two separate patterns; the informants either preferred the correction just before the preceding utterance or 0.5–1.5 seconds after the preceding utterance. This corresponds to two separate patterns found in disapproval back-channel feedback reported in previous research on Japanese (Xi Luo 2016). This shows that timing is a measurement for proficiency, and is especially important in the production of humor.

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Facilitating distance learning – designing purpose – specific online teacher training

Nozomi TAKAHASHI (ポルドーモンテニュ大学)
Yumiko KONDO
Naoko SAKURAI (ルーヴェン大学)
Yuko SUZUKI (マドリッド・コンプルテンセ大学言語センター)

What do Japanese language teacher residing in Europe talk to each other about in Japanese when discussing the topic of this symposium – “Dialogue for Peace”? To find out we began a questionnaire survey two years ago with member teachers of associations of Japanese teachers that support the teachers. The survey has since developed toward seeking out the direction that European Japanese language teachers’ associations should follow. In the last year a joint study entitled “What are the
objectives of Japanese Language Teachers’ Associations in Europe? – Understanding the objectives from questionnaire responses by member teachers of Japanese Language Teachers’ Associations in Spain, France and Belgium” was conducted by associations in Spain, Belgium and France (report by Suzuki, Sakurai and Takahashi scheduled for publication in volume 21 of Japanese Language Education in Europe). During the presentation of that study we cross-examined the history of the three associations, analysed the questionnaires through text mining and highlighted the characteristics of each association and the wishes of members, and explored the common objectives of all three associations. After analysing the survey results, we proposed “Purpose-specific Online Teacher Training” workshops with the objectives of creating a network of Japanese teachers’ associations in Europe and enhancing their expertise.

In the ensuing second stage of our project, this year we are creating an online survey and will make the questionnaires available to member teachers who have indicated their interest in giving the questionnaires to members of their association in their respective countries and analysing the responses. The aim of the survey is to better understand the member teachers and to gradually expand the interexchange between the teachers of the three associations. Furthermore, in preparation for the purpose-specific training workshop, analyses on the symposia, seminars, training sessions, workshops and other activities conducted by the associations in Spain, Belgium and France, while predicting the future trends.

This presentation will look at the process of the questionnaire survey involving various Japanese teachers’ associations in Europe through cross investigation, as well as the analysis of the themes of training workshops conducted by the associations in Spain, Belgium and France. In preparation for the devising of the Europe-wide online “Purpose-specific Online Teacher Training” workshops, proposals will be made to seek out a more concrete methodology toward the actual implementation of the training workshops.
9B_B2 08 月 03 日 16:30

How to Develop & Operate Online Courses Utilizing Previous Face-to-Face Lessons: Practical examples of the Haiku course and Bibliobattle course on the ‘JF Japanese e-Learning Minato’ Platform.

Shoko ADACHI (国際交流基金関西国際センタ)
'Minato' has been operated with the goal in mind of providing a place that allows 'Selectable Learning' and 'Connecting with People' to occur for those around the world who heretofore have not been able to start or continue their study of Japanese due to geographical or time restrictions. At the time of its release, available courses targeted first-time learning with the objective being to discover people who were without the benefit of learning institutions. Then, one year after its release, in an effort to increase the available learning options, further expansions of the system included a broadening of levels (from A1 to A2), explanatory languages (courses using non-English languages), and study categories (reading course). One year after the start of operations, a survey was conducted of registered users which made clear that a need existed for a variety of learning categories (listening, speaking, reading, writing, culture/society, etc.) and courses for level B1 and above. And so, to that end, courses were created and made available to fulfill these needs.

In this presentation we will look at the newly created 'Introduction to Haiku B1 Self-Study Course' and the 'Bibliobattle B1-B2 Tutor Support Course'. These 2 courses are online versions of the face-to-face lessons conducted at the presenter's institute. The former is a level B1 course, with learning categories of 'Reading', 'Writing', and 'Culture/Society', and is a self-study course using slide materials and quizzes, with an online noticeboard where learners can freely write their own Haiku and share comments with others. The latter is a level B1-B2 course, with learning categories of 'Speaking' and 'Listening', and is a course using video materials for self-study, after which an online Live-Lesson is conducted where learners introduce books they recommend, and then receive feedback from the instructor or perform their own self-evaluation.

On the day of the presentation, in addition to providing detailed examples of techniques used in converting the face-to-face lessons to an online course, we will also share information on the current state of learning and results from course surveys, etc.

Using examples of courses mentioned in this presentation, we will discuss with the participants relevant points involved in converting face-to-face lessons to an online course, and what learning materials or support is required by students when learning in an online environment. Further, we also hope to exchange opinions on how online courses can be practically utilized in actual classrooms and by educational institutions.
Acquisition of the imperfective aspect marker ‘-te iru’
by L2 learners of Japanese: Expressing temporal relations between events

Fuyuki MINE (上智大学)

Most acquisition studies of tense-aspect in Japanese second language acquisition have focused on the acquisition of the functions of the imperfective aspect marker -te i-(ru), reporting that -te i-(ru) as a progressive marker (e.g., Ame ga fut-te iru) is acquired earlier than is its usage as a resultative (e.g., Mado ga shimat-te iru) or habitual marker (e.g., Mainichi benkyo shi-te iru) by Japanese language learners. These results have been discussed from the viewpoint of the influence of the first language of the learner, along with aspect hypothesis, which claims that the prototypical function of -te i-(ru) and the inherent aspect of the verb can account for the distribution of verbal morphology.

However, the Japanese basic tense-aspect system is expressed by -u (nonpast perfective), -ta (past perfective), -te i-ru (nonpast imperfective), and -te i-ta (past imperfective). Therefore, it seems impossible to depict how learners construct their own Japanese tense-aspect systems without investigating perfective forms: -u/-ta. Mine (2005, 2007, 2015) investigated Japanese learners’ interview conversation data, claiming that the functions of -te i-(ru) that emerge late overlap with the functions of -u/-ta, and that this phenomenon can be explained by the One-to-One hypothesis.
addition, she also demonstrated that these four forms are selected through three different levels of processing information: phrasal, inter-phrasal, and inter-clausal processing. Failure to process information causes inappropriate use; this can be explained by the processability theory, a processing-oriented approach to explaining language development.

This study aims to confirm the results of previous studies by analyzing a spoken language corpus of Japanese learners based on a story-telling task that has obligatory contexts for using -te i-(ru) through the level of inter-clausal processing, that is, -te i-(ru) is used for expressing temporal relations between events. In this presentation, I will show the results of this analysis with the distribution of other forms learners used. Further, I will discuss appropriate timing for the instructions on -te i-(ru) for expressing temporal relations between events.
Factors that influence second language acquisition are types of pedagogical interventions and individual differences including language aptitude and motivation and so on. Among other things, forming and maintaining strong motivation plays a crucial role in language learning which requires a longer period of time, even several years to acquire a second/foreign language. In recent years, motivation is viewed as a dynamic mechanism constantly changing in learning processes. This view has been theorized as “Process Model of L2 Motivation” (Dörnyei & Ottó, 1998) and “L2 Motivational Self System” by Dörnyei (2005). This self-system consists of three components: 1) ideal self that entails characteristics that one would possess in the future, i.e., personal hopes and desires, namely L2 proficiency; 2) ought-to-self that entails characteristics that one would possess for meeting expectation of others and avoiding negative outcomes, i.e., a sense of obligation/responsibility for others; and 3) L2 learning experiences that relate to immediate learning environments such as
teachers, learners’ groups, curriculum and so on. The gap between the current self and the future self could serve as a driving force for language learning.

Participants in this study were 32 advanced learners of Japanese who studied in a university for one or two semesters in Japan. The questionnaire based on L2 Motivational Self System and follow-up interviews were conducted. 10 participants’ narratives were elicited from the semi-structured interviews on learning history (based on Shoaib & Dörnyei, 2005). As the fact that participants came to Japan with proficiency in Japanese that is high enough to be placed in advanced Japanese course indicates their highly motivated behaviors, all the participants had developed strong ideal L2 self. The reasons why the participants started studying Japanese were different from person to person. Although they did not necessarily have strong choice motivation, they were able to find the values of studying the language and culture at an early stage of language learning, and had grappled with language learning autonomously. This result implies that motivation contributed to long-term commitment for language learning, and indirectly affected second language acquisition, as shown in previous studies. However, among learners who were highly motivated to the same extent, the length of studying Japanese prior to coming Japan varied, which suggests that factors other than motivation such as language aptitude could relate to the rate of acquisition and the level of attainment.


The main goal of this study is to analyze the similarities and differences between Japanese and Chinese conceptual metaphors. This paper demonstrates that the cause of collocation error production lies in the differences between Japanese and Chinese conceptual metaphors. Although, Japanese and Chinese both share the same conceptual metaphors such as "Body is a container, abstract things (words, thoughts, emotions) are the contents," but in Chinese when expressing words, thoughts, emotions, it tends to co-occur with the body parts. On the other hand, in Japanese, it tends to co-occur with words which express liquids.

In Chinese, when <container> schema becomes foreground, it prefers to use "deep" to express the degree of abstract concept. Meanwhile, in Japanese, capturing abstract things as a fluid, the <container>
schema becomes a background, and the $<$force$>$ schema expressing the dynamics of the fluid becomes a foreground. "Strong" is preferred when expressing the degree of abstract concept. It was proved by the data of 'Lang-8 learner corpus of Japanese'. There are 151 cases were found were misuse due to co-occurrence of adjectives by Chinese learners, and 120 cases (79%) were corrected to "strong" by Japanese native speakers. It indicated that when Chinese learners of Japanese should use "strong" they would use "deep".

As in the past, it is said that misuse of collocation is mainly due to "literal translation" of the mother tongue (e.g.: *影響を深く受ける, Chinese: 深受影響). However, misuse does not occur only by "literal translation". There are also many examples show that we cannot explain the causes of error production only by "literal translation" (e.g.: *懐が深くなる, Chinese: *憧憬変深). In this presentation, both knowledge of corpus linguistics and cognitive linguistics are cited, and a new viewpoint on error analysis of “non-literal translation” has been shown which cannot be explained sufficiently by previous research studies.
Poetry Writing by Elementary Level Students Using
“IKIRU” by TANIKAwa Shuntaro

This presentation makes a case for using creative writing in an upper-elementary level Japanese language course. CEFR sets out can-do statements which incorporate elements of creative writing in early stages such as A1 and A2. However, it seems not common to have creative writing practices in Japanese language classrooms until the level reaches higher than intermediate in consideration for students’ limited knowledge of vocabulary, sentence pattern and grammar. This presentation reports on an attempt introduced in an upper-elementary level course in an overseas university where students were asked to compose a poem following a pattern used in a well-known poem “IKIRU” written by TANIKAWA Shuntaro. In “IKIRU”, the poet defines the meaning of the word "Ikiru", which means "to live", by putting together words to express his own take on "Ikiru". This poem consists only of simple noun sentences where several stanzas are structured around different themes, which makes it easy for learners of elementary level to follow the pattern. In the class, after reading and examining
this poem, students were asked to use the poem pattern to compose their own. In the following class, their pieces were presented, shared, and discussed in a question and answer session, and as a homework assignment the students were required to comment on the classmates' productions. In the presentation, samples of students' pieces will be shown and the results of the interview surveys will be presented. The poems were surprisingly created with rich, colorful and profound vocabularies that were not included in the textbooks they had used. In the surveys, the processes of their composition and their choices of vocabularies were mainly explored. The results show that the students learned vocabularies outside their classrooms extensively and also came up with new vocabularies in the process of searching for better words to describe their ideas, emotions and thoughts in the poem. Lastly, the pedagogical implications and possibilities of such creative writing will be discussed and shared, and also the tasks and activities that can be utilized to bridge the gaps between expert/novice learners and native/non-native speakers will be explored.
Project-based Learning in Japanese Language Education Focusing on Drama and Community Involvement – Dialogue for Peaceful Coexistence

Tomoko GEHRTZ-MISUMI (徳島大学教養教育院)

This study is based on drama-type project work that focuses on the following three points:

① Improving the communication ability of Japanese language learners.
② Emphasizing the importance of process and product.
③ Improving the self-evaluation capability in the Japanese language.

Project work will help to develop a better understanding of Japanese culture and society.

This program was developed over eight years with the help and participation of the local community, a local high school, drama teachers and Japanese language teachers.

For this Program I used the “3×3+3” evaluation system proposed by the Japan Forum.
In this presentation, I try to recapitulate the learning process and development of intercultural understanding of all participants.

The main aim of foreign language education should be to create a framework of peaceful coexistence.
9B_D3 08月04日 12:00

日本語初級学習者3名の
筆記テスト時と会話時の脳活動
— fNIRSデータによる前頭前野部と言語野の比較—

Yu HIRATA (立命館大学 言語教育情報研究科)

背景・研究目的

近代の外国語教育では実社会での会話力が重視されているが、教育成果の検証は今でも知識を問う筆記テストに頼っている部分が大きく、筆記テストの成績が会話力につながっていないケースも多い。様々なタイプの筆記テストと日本語会話は、脳の使い方にいてはどのような近似性・相違性があるのでだろうか。これを脳科学の手法を用いて客観的に明らかにすることを継続的なプロジェクトの目的とする。もし、その近似性に基づいて筆記テスト会話力向上やその評価に有効に使うことができれば、教育現場でのメリットは大きいと言える。本研究は、特に筆記テスト時と日本語会話時の前頭葉の前頭前野部と言語野の脳活動の違いを検証したものである。

研究方法（論証の記述[データ・実験方法・例など])

脳活動の測定には近赤外光分光法（fNIRS）を採用した。初級後半の学習者3名を対象とし、筆記タスクは、三択、選択穴埋め、訳、読話完成の4種類、会話タスクは日本語と母語の2種類で実験を行った。相関分析を行う測定部位は、前頭前野部が7チャンネル、言語野が14チャンネルである。

結果（中心となる主張や結論)

1. 前頭前頭野部も言語野も、筆記テスト時より会話時の方が脳の賦活度が大きい。
2. 言語タスクであるため、全般的に前頭前頭野部よりも言語野の反応の方が大きい。
3. その中でも、前頭野部の方が顕著に脳活動が観察される。

研究手法の応用

筆記テストの応用性

脳活動の近似性という新しい切り口で、筆記テストの新たな可能性を追求することが考えられる。将来的に、筆記テストは会話力向上やその推定に有効に使うことができれば、教育現場でのメリットは大きい。

Brain Activation of Three Beginner Level Japanese Learners During Written Tests and Conversation - An
fNIRS Study Comparing Prefrontal Cortex and Language Area –
Yu HIRATA (立命館大学 言語教育情報研究科)

Background and purpose of this research
In modern-day language teaching, it is apparent that practical communicative proficiency has become the first priority (in most cases). Despite the emphasis on communication skills, however, we still have to rely heavily on written tests to assess the achievement levels of teaching/learning in class. However, high scores on written tests do not necessarily correspond to high communicative proficiency. If specific written-test formats could be accurately used to assess and/or promote a learner’s communicative proficiency, they would provide a significant benefit to language courses. Is there any written-test format that induces brain activation similar to that of conversation? To attempt to answer this question, it is necessary to examine the similarity and/or dissimilarity in brain activation during written tests and conversations. This is the objective of a long-term project, and this study compares the brain activation in the prefrontal cortex and the language area of three beginner level Japanese learners.

Method
This study employed FOIRE-3000, an fNIRS system made by SHIMADZU, for brain imaging. The participants in the experiment were asked to undertake four types of written-test tasks, namely, (a) multiple choice 1 (three choices for one blank), (b) multiple choice 2 (three choices for three blanks), (c) translation, and (d) dialogue completion, and two types of conversation tasks, one in Japanese and the other in their native language, English. After the experiment, correlation analysis was applied to the data of those six tasks. Seven channels from the prefrontal cortex (i.e., seven locations in the area) and seven channels around Broca's area and Wernicke's area, as well as seven channels on the other side of the head, were chosen for analysis.

Results
(1) For both the prefrontal cortex and the language area, brain activation was more significant for the conversation tasks than the written tasks. (2) Overall, the language area was more activated than the prefrontal cortex, perhaps because the tasks were language tasks. The fNIRS data regarding the prefrontal cortex tended to fluctuate around the zero value. (3) Right and left hemisphere dominance appears to depend on the individual participant and/or task and cannot be generalized. This could be due to the participants’ differing degrees of Japanese proficiency and/or the complexity of brain activity. (4) The prefrontal cortex activation showed that the translation tasks exhibited lower similarity to conversation. Moreover, the language area activation showed that the multiple choice 1 tasks exhibited lower similarity to conversation.

Possible contributions
(1) A new application for written tests:
Analyzing brain activity may lead us to a new application for written tests. Using written tests to accurately assess and/or promote a learner’s communicative proficiency would prove to be significantly beneficial to language courses.

(2) A new methodological application of neuroscience technology:
It can be said that the focal point of previous studies on language which employed neuroscience technology has been the functional mapping of the brain’s language functions. In contrast, the research items of this study are written-test formats and conversation, which are the very tasks used in language classrooms. This study aims to seek a new possibility of applying neuroscience technology to language education.
アメリカ人日本語学習者による接触場面での意見一致のやりとり

Aki ITOH (広島大学)

合意形成談話では、会話参与者の意見が一致しない場合、相手のフェイスを侵害しないように自らの意見を主張しなければならず、複雑な展開となる傾向にある。例えば、日本語母語話者は終助詞や疑問文などを用いて意見を緩和させながら、また両者が協力しながら談話を進める傾向があることが報告されている（Fujii, 2012; Takamiya, 2008 など）。しかしながら、日本語学習者を対象とした研究では、不同意発話の意味公式に着目した研究（塚田・吉本, 2013 など）が多く、どのように意見調整のやりとりが展開されていくかは十分に明らかにされていない。

本研究では日本語学習者と日本語母語話者の接触場面において、確認要求表現、質問形式に着目し、両者がどのように意見を調整し合意を目指すのかを明らかにする。課題はチャリティーイベントの内容を二人で考えるというものであり、英語を母語とするアメリカ人中上級学習者と日本語母語話者のペア 8 組 (NS-NS), 比較対象として日本語母語話者同士 10 組 (NS-NNS)を対象とした。分析では、まず提案案に対して明確な同意が示されなかったやりとりを抽出した。その中から提案を支持する理由、問題点の指摘、他の案の提示など、意見を表明する発話を抽出した。それらを確認要件表現、質問形式、平叙文に分類した。最後に抽出したやりとりを質的に分析を行った。

分析の結果、日本語母語話者同士の会話では確認要求表現を用いながら、頻繁なターン交替で両者が積極的に意見の妥当性を検討しながら談話を進める傾向があった。例えば、提案への明確な応答がすぐに得られなかった場合、「よね」を用いながら理由を提示して同意を得ようとしたり、また、相手から否定的な反応が得られた場合は「じゃない？」と反論して会話を展開させていた。

一方、NS-NNS では、学習者がもしくは母語話者のいずれかが主導権を握り、談話を展開していく傾向にあった。特に、学習者は確認要求や同意要求をされても単純な応答に終始し、積極的に提案内容を具体化するなど談話を展開させることはあまりなかった。また、学習者は相手を説得したり、相手に反論したりする場合に平叙文で意見を述べることが多かった。その際、「かな」を用いて意見を緩和させていた。また、相手から反応を引き出したい場合は上昇調の質問形式表現を用いて相手の反応を求めたり確認したりした。

Negotiation sequences during consensus-building discourse in NS-NNS interaction by American learners of Japanese

Aki ITOH (広島大学)

In a consensus-building discourse, participants in the conversation need to express their opinions in a way that would not threat interlocutor’s face, particularly when their opinions are opposed to each other. In that situation, for example, Japanese tend to mitigate their opinion by using sentence-final particles, interrogative expressions, and expanding the sequences with their interlocutors in a collaborative manner (Fujii, 2012; Takamiya, 2008). However, it is still unclear how learners of Japanese interact with their interlocutors to build a consensus, since most of the previous studies focused on semantic formulas of disagreement (Hotta and Yoshimoto, 2013 etc).

This study investigated how American learners of Japanese interact with their interlocutors to build a consensus dialogue focusing on confirmation-requested expressions and interrogative expressions.
Eight American upper-intermediate level learners of Japanese were paired up with native Japanese speakers (NS-NNS group). They were asked to discuss about planning a charity event. In comparison with the NS-NNS group, 10 pairs of native Japanese speakers (NS-NS group) did the same task. In the analysis of data, first, the consensus-building phrases, which did not show explicit agreement immediately to the proposition were extracted from the discourse. Second, the utterances expressing opinion, such as explaining a reason for supporting proposition, pointing a problem, proposing another suggestion, and so on, were extracted. These utterances were classified into conformation-requested expressions, interrogative expressions, and declarative statements. Finally, extracted sequences were analyzed qualitatively.

The results showed that the NS-NS group tends to expand the sequences by validating their ideas with confirmation-requested expressions, as well as exchanging dialogue turns frequently. For example, when their partner’s response was delayed, they tend to use -yone (sentence-final particle function as a confirmation request) to show their reason to induce the partner’s agreement. Similarly, if one’s proposition was opposed by the other, the proposer expands sequences using -janai (negative question function as a confirmation request) to persuade their partner.

In contrast, in the NS-NNS group’s interactions, either learners or Japanese native speakers tend to take the initiative and they did not expand sequences collaboratively. Especially, even after NS interlocutors asked a confirmation request or an agreement request, learners did not expand the sequences actively and they just responded simply. When learners tried to persuade or oppose their partners, they tend to mitigate their opinion by using kana (sentence-final particle function as a mitigation marker) in declarative statements. In addition, they tend to use declarative sentences with a rising intonation for asking or conforming partner’s opinion, instead of using conformation-requested expressions.
Considering degree of intimacy and tone of conversation

Ahran KIM (上智大学)

It is common knowledge that linguistic behavior differs between people in vertical relationships and horizontal relationships. While vertical relationships such as age are often treated as objective indicators, horizontal relationships such as degree of intimacy are considered to be subjective indicators, and until now, have rarely been the subject of concrete discussion. Differences in linguistic behavior according to degree of intimacy are presumed to appear conspicuously in face-threatening acts (FTAs), but Japanese language education tends to emphasize indirect modes of expression. As it is considered desirable to provide guidance that enables learners to control their own linguistic behavior based on their degree of intimacy with the other interlocuter, it is necessary to first clarify the linguistic behavior of native speakers of Japanese. Many previous studies have focused on FTAs of Japanese native speakers and students learning Japanese. Opposing opinions and disagreements have been the subject of a particularly large number of studies, but only one of these—a study by Kiyama (2005)—focused on degree of intimacy. However, Kiyama’s (2005) study only divided degree of intimacy into “high (intimacy +)” and “low (intimacy 0)” to conduct research that noted types of disagreement (denial of opinion or denial of fact) based on the tone of conversation.
Hence, the present study categorized degree of intimacy as “high, medium, or low” and analyzed how the tone of a conversation varied according to the degree of intimacy. Setting “medium” between “high” and “low” permits clarification of how the tone of a conversation changes as intimacy increases. The data used were natural conversations between Japanese university students. One reference person conducted one-to-one conversations with three other people who had varying degrees of intimacy with the reference person. Four reference persons took part in conversations for about 280 minutes (12 conversations). Before recording began, each reference person and the students with whom the reference person was to converse were presented with a list of 20 topics on which two opposing opinions existed and were asked to circle their own opinions for each topic. They were then instructed to discuss topics on which they agreed, as well as those on which they disagreed, for 10 minutes each during the actual conversations. This presentation focuses on parts of the discussions of topics on which the interlocutors disagreed. The following are the results of the analysis. (1) In cases of “high” intimacy, direct FTAs occurred; subjects displayed negative reactions (e.g., “You’re quibbling!”) or strongly asserted their own opinions by asking questions that pointed out problems with the other person’s opinions or by repeating their objections. (2) In cases of “medium” intimacy, subjects often persisted in their own views to the very end, while partially or expressly agreeing with the other person’s opinion. (3) In cases of “low” intimacy, conversations concluded in many cases with the subjects matching their opinions to those of the other person.
9B_F1 08 月 04 日 16:00  
**Literary interventions in discourses on Japanese nuclear issues**  
Orna SHAUGHNESSY (University of Denver)  

How can teaching a controversial topic in Japanese foster the practice of more inclusive dialogue? The particular choice of how a topic is framed in the Japanese classroom is crucial to the degree to which students of a variety of opinions will be open to understanding positions other than their own.

9B_F1 08 月 04 日 16:00  
**日本の原爆・原子力の対話に文学的な介入**  
Orna SHAUGHNESSY (デンバー大学)  

日本の論争的な話題を教えることはどのように包括的な対話を育てられるか？日本の教室でトピックの構成されている選択は、自分の意見を持っている生徒が自分以外の位置を理解するかどうか非常に重要です。
Who’s superior? The examination of power relationships and its effect on learners in peer interaction

Sally CHAN (UNSW Sydney)

This paper aims to understand power relationships and its effect on the interaction of dyads of mixed L1 in completing target language (TL) tasks.

Individuals make comparisons with others in their environment in relation to abilities and their performances and construct power relationships, i.e. a sense of superiority or inferiority, which affects their behaviour towards that person (e.g. Asch, 1946; Mahler et al., 2010; Watanabe & Swain, 2007; Wood, 1989).

The power relationship between the peers in a dyad have shown effects on the interaction and L2 development. Yule and Macdonald (1990) demonstrated that the higher proficiency (HL) learner in the dyad of ESL learners with mixed proficiency and L1 dominated over the lower proficiency (LP) peer and tended to complete the language task alone. However, when the task was modified to grant power to the LP peer, the HP learner increased effort to communicate and supported the LP peer extensively more; and the pair worked collaboratively and negotiated more to complete the task. Negotiation and collaboration is associated with L2 learning (e.g. Leeser, 2004; Storch, 2002).

To date, however, there are still little studies investigating power relationships socially constructed in pair work. Thus, this paper investigates the power relationships of learners in dyads of similar TL proficiency as well as when paring with a TL L1 speaker, and their interaction in completing TL tasks.

Participants were learners of Japanese at universities in Sydney, Australia. The target learners were Chinese L1 learners of Japanese and their peers of either another Chinese (C-C), Korean (C-K) or Japanese L1 speaker (C-J). The learners of Japanese were of the advanced Japanese proficiency. Each pair completed a Dictogloss task, sentence dehydrated task and picture description task in approximately 2 hours of interaction. Their interactions were transcribed, analysed and compared across the different pairing conditions.

A power balance was developed in the C-C pairs, while the Korean and Japanese L1 peer developed superiority in the C-K and C-J pairs. Similar to Yule and Macdonald (1990), those pairs with a power balance showed more collaborative behaviours and negotiation, while the superior peers in power imbalanced pairs exercised more control over the Chinese L1 learners and the task, they were more assertive on their own answers, rejected the Chinese L1 learners’ suggestions more and negotiated less. The more inferior Chinese L1 learners also developed passiveness and participated less in the interaction.

The L1 and proficiency differences seemed to play some role in the construction of power relationships, in that the Japanese L1 speakers may have assumed the superior position for their Japanese ability, while the Korean L1 speakers perhaps for their self-claimed superiority in relative Japanese ability or dominating personality. However, the effect of L1 in C-C pairs in producing power balance is still inconclusive.
The results may be an indication of the importance to create balanced power relationships in L2 classrooms to promote more negotiation and collaboration in pair work, and L2 learning.
従来の話題に関する研究は、特定の現象に焦点を当てた研究と質問紙調査が多くあり、会話データを元にした研究でも横断的研究が多いため、関係形成初期からの過程の変化をとりえることは困難である。

そこで、本研究では関係形成初期からの過程の変化を捉えるため、初対面の相手との3回の会話データを元に韓国人日本語学習者(以下KJ)と日本語母国語者(以下J)の、課題1話題導入の提示方②話題の種類及び内容③話題ごとの構造の変化を考察した。

調査は、2016年12月から2017年1月に屋内の静かな会話録音室で行った。会話は1回15分、話題は自由で、KJは上級者を対象とした。会話データは初対面から同じ人と3回の会話を収録した。協力者はJ2名、KJ2名である。具体的に母語場面は、J対J、1ペア3回、KJ対KJ1ペア2回、KJ対KJ2ペア6回である。

話題導入は、自己開示と質問に分け、話題導入と話題に続く役割を踏み仮想に入り分析した。そして話題の内容は、1つの話題から派生され関連して次々と続く様子を見るため、大話題に関連した派生話題と派生話題を構成している小話題に分け分析した。

その結果、課題KJ話題導入のために自己開示と質問が多く現れ、Jは話題を存続するため自己開示や質問が現れた。課題2話題の種類は、KJの1回目の会話はJの2倍ぐらい多く2回目から急激に減る。KJは、1回目の会話では話題の存続が少ない反面Jは、1回目の会話から1つの話題の存続が長い。KJ、Jも3回の会話を通じて、1つの話題の存続が長くなった。課題3KJの話題展開のパターンは多様であり、KJにだけ現れるパターンがあった。3回目の会話ではKJもJもパターンが少なく、出現在するパターンも共通していることが明らかになった。3つの主な結果から、KJは、会話を急速に進行させることができ、Jは安定的に行うことが考えられる。そして、KJとJは、話題を導入する時とその話題を進行させる方法が違うことが明らかになった。

初対面から3回の会話を分析することで、初対面場面に限る特徴が分かり、自己開示の観点から分析することで従来の研究から見えなかった構造も明らかにできたと考える。

9B_F3 08月04日17:00
話題展開に見られる自己開示—日本語母国語者と韓国人日本語学習者の初対面から3回の会話を通じて—
Hyunyoung OH (筑波大学)

9B_F3 08月04日17:00
Self-disclosure in topic development: Based on the conversation from the first meeting to the third time conducted between Japanese native speaker and Korean Japanese learner
Hyunyoung OH (筑波大学)

In the research, in order to capture the change in the process from the beginning of the relationship formation, three times based on the conversation data (1) Introduction of topics way (2) Types of topics and contents of self-disclosure (3) Examined the structural changes of each topic. As a result,
KJ has many self-disclosure and questions for introduction of topics, J has self-disclosure and questions to persist the topic. The type of topic is that the first conversation of KJ is twice as many as J, and the second conversation suddenly decreases. In KJ, while the topic does not long in the first conversation, J has a long topic from the first conversation. KJ's topic development pattern is diverse, and there are only patterns that appear in KJ. In the third conversation, both KJ and J had fewer patterns, and that the emerging patterns are also common.
Potentials for a “Verbalizing the Study Abroad Experience” Project for Japanese Language Education

Akiko MURATA (法政大学)

Study abroad in Japan is an important event for overseas Japanese language learners, not only for language and culture learning but also for maturing as a person. However, students’ study abroad (SA) experiences tend to be reported retrospectively after the SA period, such as in their final report and presentations, and details of students’ experiential learning tend to remain invisible.

As Dewey suggests, learning does not simply occur through experience, but also through reflecting and reorganizing one’s experiences for deeper understanding. Thus, it is essential for educators to provide continuous opportunities for students to visualize and verbalize their experiences abroad (Deardorff, 2015).

This presentation analyzes the “Verbalizing the Study Abroad Experience” project within the Japanese language program in a large private university in Japan. It illuminates how a Japanese language program can function as a facilitating space for learners to reflect upon their experiences, visualizing them by analyzing three types of classes: a writing class, a business Japanese class, and a research project class.

References

村田晶子・佐藤慎司 (2016)「人類学の方法論に基づいた日本語教育におけるフィールドワークプロジェクト」第 19 回ヨーロッパ日本語教育シンポジウム論文集.
Developing a student-led workshop on the experience of studying abroad

Hitomi KOBAYASHI (神田外語大学留学生別科)
Genya ONUMA (神田外語大学グローバル日本語センター)

Studying abroad is a great opportunity for experiential learning. However, experiential learning for personal growth only occurs when we improve its value through reflection on our experience (Dewey 2004). Also, in order to communicate our experiences to others, we must be able to explain what they mean to us. Providing convenient reflection tools and opportunities can promote autonomous learning among students who have studied abroad. In this educational practice, we developed a workshop using a card game which consists of carefully structured questions to encourage reflection of experiences of studying abroad. The 59 cards contain topics or questions divided into four categories which correspond to Kolb’s experiential learning theory (Kolb 1984): (1) sharing thoughts and experiences through dialogue, (2) reflection of experience through narratives, (3) reflection of experience through reactions.
of listeners, and (4) verbalization of lessons through dialogue. During the activity, the participants work in groups and select cards and then discuss the questions on the cards. These discussions promote experiential learning by unveiling the essence of problems experienced while studying abroad and build positive and deep relationships between participants by sharing patterns of success. In addition, in order to allow students to do this activity by themselves, we trained Japanese undergraduate students and a foreign exchange student as facilitators for the workshop and carried it out three times. We also gave a preliminary/post questionnaires to 19 participants (3 males, 16 females, from teenagers to sixties) which included the question, "Tell us about your experience of studying abroad or working overseas with one specific example. What does the experience mean to you?". In the preliminary survey, participants primarily gave factual descriptions of their experiences while studying abroad. In the post survey, however, participants re-evaluated their study abroad experience, finding meaning and value in it, as well as setting future goals for themselves. These post survey answers show that the workshop promoted reflection in the participants. Development of reflection tools and workshops, training for facilitators, etc. are becoming hot issues in the context of adult education. However, we have not reached agreement on how to create opportunities especially to promote experiential learning from studying abroad for university students. This activity is a novel attempt to develop educational resources related to reflection as generic skills. Because the workshop was developed in collaboration with students who studied abroad, it is not only highly practical and relevant, but also applies to various kinds of linguistic and cultural backgrounds, and contributes to career development for students who have studied abroad. We would like to conclude that the workshop significantly promotes reflective dialogue among students of foreign language and other fields.
Reading pictures: The importance of visual information in extensive reading

Noriko HANABUSA (University of Notre Dame)

Extensive reading (ER) is the independent reading of many, various, self-selected, easy materials (Day & Bamford, 2004). ER, which was originally started in the field of TESOL, has been receiving much attention among Japanese language specialists, but studies are still quite limited. Since ER is based on individual reading activities, this is very different from the traditional, teacher-centered intensive reading. The presenter started Japanese ER at her U. S. university in Fall 2014. The Japanese language program she belongs to offers first- through fourth- or fifth-year regular Japanese language courses, plus beginning and intermediate/advanced level stand-alone ER courses. Every semester, students are asked to complete self-evaluations for the ER. 100% of the students answered that they enjoy ER. The reasons are “ER is good for cultural learning,” “A learner can choose one’s own books,” “Reading at one’s own pace is good,” and so forth.
For ER, learners should not use dictionaries, as it may prevent the development of reading fluency (Awano et al., 2012). Therefore, teachers need to provide strategies for avoiding reliance on dictionaries. Sakai (2014) claims that in the ER classroom, it is important to start by reading picture books, which are good for understanding situations, characters’ feelings, and words. Looking at pictures carefully can cultivate skills for predicting and grasping the gist, which is useful for reading books without dictionaries. Pictures in picture books can narrate and be interpreted as words (Matsui, 2001).

In addition, wordless picture books are useful for foreign language learning (Louie & Sierschynski, 2015). In the first class of every ER course, the presenter conducts a reading pictures activity using wordless picture books. Students discuss what they can interpret and imagine from non-text information and feel the power of pictures that convey various stories. Some teachers and learners are reluctant to use children’s books at the college level due to the lack of academic content. But the participants of the presenter’s ER courses consider it very positive, saying, “The pictures helped me to understand the basic story,” and “The story became more interesting because of the pictures.”

In order to have successful ER courses, the teachers need to understand the importance of pictures first and then communicate this to the learners. The presenter introduces the students’ reading journals, self-evaluations, and final project products and examines how the reading pictures activity is effective for reading and other language skills. Furthermore, the significance of visual information is discussed. The presenter brings a new angle to the Japanese language classroom, which tends to be focused on only text information and language aspects.
Weaving text, through connecting people by words: From words of Japanese writing teachers

Yunjung CHONG (早稲田大学大学院)

Writing is one of the effective means of communication and help people connected. When words are written down and woven into a text, a new idea is created. However, it is a big challenge to deliver an idea in Japanese writing for those who learn Japanese as a foreign language. Himeno(1980: 1) said, “writing a sentence in a foreign language is not easy. Writing is a high-level skill that is fundamentally different from listening or reading, receptive skills” and therefore, “it is the role of the teacher to lower the resistance when learners write in Japanese”. But in the field of Japanese language education in Korea, there are few studies of writing education as compared with conversation.
education (Son, 2015: 116), and there has been no researches including analysis of the issues that teachers have actually faced in Japanese writing classes.

This research aims to face the conditions of Japanese writing education from the viewpoint of teachers, to clarify the critical issues and to discuss how to improve Japanese writing education. To support the research, ten Japanese language teachers were interviewed in writing and the survey analysis is included.

According to the survey, many teachers said that Japanese writing education is necessary because “it can cultivate logical thinking”, “it will improve verbal communication with the ability to express learners’ thoughts” and “to learn writing skills as a pre-speaking stage leads to good conversation skills.” The interviews imply that the four skills of language are closely related to one another and that conversation and writing teaching can be integrated. However, there are also honest opinions such as “although writing as much as possible is the most effective way to improve learners’ writing skills, they wouldn’t have learners write a lot because it is a burden on the teachers who have to review and provide comments.” Also, there is an opinion from a non-native Japanese teacher that sometimes it is hard to tell whether a learner’s writing sounds like native speaker’s even when the grammar is correct. It is not possible to provide feedback like native speaker’s regardless of the teacher’s Japanese proficiency. Thus, I suggest that opportunities for teachers to learn together such as research societies or networks should be provided.

Words connect people, expand the network and pave a way for the world peace, which, I believe, writing education plays a key role in. As such I recommend that we listen to the opinions of these teachers at schools and help learners build the power to create communication.
CBIを使ったLiteracy-Based Language Teachingの試み

Kyoko LOETSCHER (コロンビア大学)
Keiko OKAMOTO (コロンビア大学)

リテラシーの原義は読み書き能力、読解記述力を意味する。しかし、時代の変化と様々な分野での学術研究、特に状況論的認知研究が進むと共に、その意味する内容はMultiple Literaciesの概念へと拡張された。イリノイ大学の“New Learning”によると、Multiple Literaciesにおいては、①言語使用とその意味するものは、文化的社会的な文脈に因って異なる、②意味の解釈及び構築は、単一のモードでなされるのではなく、複数のモデリティーによってなされるとする。現在のテクノロジーの進んだグローバル社会における言語活動は、その目的もコミュニケーションの形態も多種多様である。これからの外国語教育は、Multiple Literaciesを持った人材を育てることが必要であろう。

本発表では、Multiple Literaciesの育成を教育目標とし、日本語3年生において行ったCBIに基づくカリキュラムデザインの試みについて述べる。短編小説をユニットの中心的テキストに据え、その題名である「帰る」をテーマとし、その下に複数のトピックを据え、異なるジャンルのテキスト（手紙、詩、テレビドラマ、映画等）を使用することによって、複数のモデリティーでのタスクをデザインした。このタスクを通して、死生観、人としてどう生きるべきか、他者への共感、社会的偏見や差別などについて深く考えた。それによりLiteracy-Based Language Teachingの目標である、文化的社会的背景によって意味の構築がどのようになされているかをクリティカルに考えながら理解する能力を育てることを目指した。

学生は、最後にこのユニットで学んだことを総括するタスクとして、「帰る」をテーマにcreative wiringをした。この内容と、学生からの評価を通して、このカリキュラムが、Multiple Literaciesの育成にどのように貢献したかという考察をした。言語は、単なるコミュニケーションの手段ではなく、考えるための道具、世界を理解するための枠組み、新しい知識への入り口、そして、インスピレーションと想像の源である（Kern,2011）。このような言語観にのっとったMultiple Literaciesを備えた人材を育成することに、このカリキュラムがどのように貢献できたかについて報告する。

Literacy-Based Language Teaching Using a CBI Approach

Kyoko LOETSCHER (コロンビア大学)
Keiko OKAMOTO (コロンビア大学)

Literacy traditionally refers to the ability to read and write a language. However, the notion of literacy has expanded into the concept of “multiliteracies.” There are two main factors that have resulted in this expansion. One is that researchers from a variety of academic fields have individually developed the “situated learning theory,” a concept which perceives learning as a situated social practice. The other is the change into a more global society, which has resulted in increased diversity in our communities and of multiformal information exchange from the digital age that has an impact on meaning-making. According to the website, “New Learning” from the University of Illinois, the term “multiliteracies” refers to two aspects of language use. One refers to the way language is constructed and how meanings
vary across different cultural, social or domain-specific contexts. The second aspect refers to the multimodal ways of meaning-making in today’s communication. It is essential to foster “multiliteracies” to be able to figure out differences in meaning from one context to another in today’s communications milieu.

The purpose of this presentation is to introduce a project on curriculum design using the CBI approach and to examine how the curriculum helps students foster “Multiple Literacies”. This project has been taking place at a private university in the North Eastern region of the US for an intermediate Japanese course (3rd year Japanese). The curriculum consists of 10 units of differing themes, which are taught over one academic year (fall and spring semesters). The class meets 4 days a week for 65 minutes each. The unit theme that will be discussed in this presentation is titled, “To Return (to a place or notion dear to one’s heart, e.g. hometown, family, memory, promise, responsibility, etc.)” and it consists of 2 subtopics. Several texts from different genres (a novel, a letter, a poem, a drama, a movie, etc.) were chosen for students to engage with tasks in multiple modalities. Through the tasks, students had opportunities to think in-depth about topics such as life and death, how we should live our lives, sympathy/empathy toward others, social discrimination and prejudice. The tasks were designed to engage students in critical thinking to see how the construction of meanings differs in cultural and social contexts.

At the end of the unit, students write a composition on the main theme, “To Return” as a culminating task and as a summative evaluation. The effectiveness of the curriculum will be considered based on an assessment of the compositions and of the students’ self-evaluations on the unit. The improvement of the curriculum will also be discussed further.

The notion of “Multiple Literacies” recognizes that “Language is not just a means of communication, but also a tool for thinking, a framework for understanding the world, a gateway to new knowledge, and a source of inspiration and imagination” (Kern 2011). This is a practical report on the curriculum design aiming to foster “Multiple Literacies” based on this view on language use.
9C_C1 08 月 04 日 09:00
Pragmatic Guidance for Japanese Language Learners
Regarding Essential Expressions of Gratitude: A comparative analysis of gratitude expressions and their contexts as given in Japanese and Sri Lankan textbooks
S. m. d. t. RAMBUKPITIYA (久留米大学)

Rambukpitiya (2018) has investigated that Sri Lankan Japanese language learners show characteristics of Interlanguage Pragmatics when they use gratitude expressions by using fewer expressions of gratitude than native Japanese speakers (hereinafter referred to as NJS) and do not understand situations expressing gratitude as NJS. Ichihara (2016) pointed out that knowledge and proficiency in pragmatics are very important to accomplish the communication of gratitude. Therefore,
it is necessary to investigate what kind of instructions should be performed about gratitude expressions and situations in Sri Lankan Japanese language textbooks. This is a comparative analysis of gratitude expressions and their situations appearing in Japanese and Sri Lankan textbooks. Hence, this investigation helps to identify problems in Sri Lankan textbooks and examine the requirements for the Sri Lankan textbooks from the viewpoint of pragmatics in expressions of gratitude. In the investigation “Suriranka Koto Nihongo A Reberu Sachinisan To Issho” part 1 & 2 (hereinafter referred to as “Sachini”) are compared with Japanese textbook of “Minna no Nihongo Shokyu” I & II, “Bunka Shokyu Nihongo” I & II, “Shokyu Nihongo Genki” I & II. “Sachini” are the Sri Lankan published textbooks presently used in Sri Lankan high schools for the university entrance examination.

The investigation dialogues with gratitude expression situations in ‘Sachini’ were compared with the same situational dialogues in Japanese textbooks while referring to the Kabaya et al. (1998) and Matsushima (2003). Afterwards, comments were collected from 5 NJS graduate school students about these situations and gratitude expressions that did and did not appear in the dialogues of “Sachini”.

The results indicated the followings as problems in “Sachini”. 1. The lack of information to understand dialogues such as relationships between participants, situational settings and places…etc., 2. The omission of expressions in gratitude in some situations, 3. The incompleteness of dialogues. Hence, the investigation emphasized not only the Grammatical competency but also the Socio-Cultural and Socio-Linguistic competency too in preparing Japanese textbooks. Furthermore, considering the pragmatic point of view the following 5 points are suggested. 1. The provision of sufficient information to realize the situation, 2. The provision of completed dialogues along with Socio-Cultural context instead of providing dialogues that only present grammatical patterns. 3. The insertion of pictures, illustrations and photos to make a clear picture about the situations, 4. Setting Japanese situations instead of the native Sinhala scenes, 5. The inclusion of tasks to use gratitude expressions.
Development of Refusal Expressions Depending On Japanese Learners’ Proficiency Levels: An Interlanguage Pragmatic Analysis

Fusako BEUCKMANN (東京大学)

The aim of this research is to clarify the developmental stages of latter elementary, intermediate and advanced level Japanese language learners in learning expressions of refusal to invitation and requests. Specifically, this research will analyze the type of language structures used to communicate the refusal itself and to explain the reason for refusal.

Many previous studies on Interlanguage Pragmatics concerning refusal have compared the Japanese of non-native advanced learners whose native language is the same and native Japanese speakers by using a semantic formula to express differences in "strategy" or differences in expressions employed.
Although these studies have clarified the aspect and difficulty of language acquisition of advanced Japanese learners for refusal, they do not perform analysis on the learning stage. Therefore, the process learners of Japanese language undergo to acquire expressions of refusal is largely unknown. This research hence attempts to clarify the aspect of language acquisition during the learning stage, in order to elucidate the development of the learner's pragmatic knowledge.

Analytical data was prepared through an Oral Discourse Completion Test for the type of language structure used in utterances of "not possible" and "reason" of the main part (head-act) of refusal, and expression forms selected for conversation partners of varying levels of intimacy (not close boss, close senior, not close friends, close friends) by Japanese learners who have never stayed for a long period of time in Japan (13 in late elementary level, 19 in intermediate level, 13 in advanced level). As a comparative control, data of 62 Japanese native speakers (35 male, 27 female) were also used for analysis.

In terms of results for “refusal”, with regards to latter elementary level learners, expressions consisting solely of verbs and adverbs such as "I can not do it (dekimasen)", "I will not lend (kashimasen)", and "It’s difficult (muzukashii)" were seen, while from the intermediate level on, "I think (to-omou)", "I explain (n-desu)" or the final particle "ne" "yo" could be observed, and finally for advanced level "possibly (kamoshirenai)", "It seems (soo desu)", "probably (tabun)" and "maybe (kana)" became more frequent. Regarding results for "reason", it was seen that expressions progressed from only the proposition or "kara", to "n-desu" and "node" and finally explanation using "te" increased in frequency towards the upper level. However, compared with Japanese native speakers, the use of sentence expressions with the function to mitigate speech attitudes and thinking was very rare even for advanced level speakers.

The results of this study revealed that the order of grammatical items introduced in Japanese language education and the order of learning by Japanese language learners do not necessarily match.
A person’s response to a compliment is influenced by various situational factors, such as age, gender, and the relationship between the complimenter and the recipient of a compliment. Omoiyari or empathy toward the recipient is also a factor. For instance, if someone complimented you on your singing even though you think you are poor at it, it is usually not appropriate to say “No, I’m not!” and reject the compliment explicitly. Whether you agree with the complimenter or not, you may typically consider the complimenter’s feelings and provide a response such as “Oh, really? But I’m still not very confident.”

It has been generally believed that Japanese people respond to compliments negatively in order to express modesty, such as “Iie (No, no.)” and “Mada mada desu (I still have a long way to go.).” This aspect is often stressed in Japanese language textbooks. However, previous studies (Barnlund & Araki, 1985; Yokota, 1986; Baba, 1996) show that Japanese people do not always respond negatively. Instead, they tend to use various types of responses depending on the situation. On the other hand, American learners of Japanese lack variety in their responses. They tend to reject compliments more often than
do Japanese people, because they believe that they need to express modesty when they speak Japanese. Moreover, Americans who do not speak Japanese frequently accept compliments in English with a simple “Thank you” (Knapp, Hopper, & Bell, 1984). Therefore, Japanese speakers (JJs), American English speakers (AEs), and American learners of Japanese (AJs) are highly likely to respond to compliments differently. If so, are there any situations in which all three groups respond in the same or similar manner? To the best of my knowledge, no previous studies investigated such commonalities or similarities.

The present study examined situations in which the respondent receives an undeserved compliment as a result of the complimenter’s misunderstanding. A written discourse completion task (WDCT) was used to compare compliment responses among the three informant groups (i.e., JJs, AEs, and AJs). It is hypothesized that the recipient will provide an explanation in an attempt to clear up the misunderstanding. As a result, statistically significant differences were found between AJs and JJs, and also between AJs and AEs. However, no significant differences were observed between JJs and AEs. Therefore, the hypothesis was not fully supported. Furthermore, one of the JJs provided a unique response that is not observed in the other two groups. Not only did this response clear up the misunderstanding, but it also showed omoiyari or consideration toward the complimenter.

I believe that if you learn omoiyari through studying Japanese, it will contribute to good interpersonal relationships and intercultural understanding, and eventually to world peace.
Analysis of Complaints Expressed by Korean Learners of the Japanese language

Maiko ISSHIKI (Kawasaki Gakuin University, Department of Japanese Language)

This study examines how Korean Japanese learners express complaints in everyday situations, and analyzes the features of language expressions that are used in complaint strategies. The result of the research shows that there is a difference in the degree of directness (politeness) in language expression among learners even if they use the same strategies in the same situations.

This study examines the features of language expressions in complaint strategies by 36 Korean learners of the Japanese language based on data from a discourse completion test, which consists of 16 simulated situations. For example, in the situation of complaint to a professor who has not written a letter of recommendation, there are the cases that avoid Face-threatening acts using the strategies of 'Implicit complaint' and 'Request for explanation'. In addition, there are also the cases that use the
strategies of ‘Request for improvement’ that have a high degree of Face-threatening. In case (1) below, a learner uses language expressions with low directness. But in case (2) below, the other learner uses language expressions with high directness.

(1) Professor Yamada. Excuse me. I have a favor to ask about the letter of recommendation that I asked you about before. Could you write it fairly soon? The deadline is tomorrow. (Request for improvement)
(2) Have you forgotten to write the letter of recommendation? Please write it because I need it. (Request for improvement)

There are a few previous studies about the strategies of complaint expressions in Japanese and Korean (Park2000, Lee2006). Lee (2006) refers to the qualitative difference in complaint expressions by Japanese native speakers and Korean native speakers. However, there are no studies, to my knowledge, that attempt to analyze the degree of directness of language expressions in complaint strategies. This is especially true in the case of using high directness language expressions with a high degree of Face-threatening that may result in miscommunications. Therefore, it is necessary to apply the results of this study to language education as well as to examine and analyze the actual situation of use by learners. This study will contribute to the improvement of Japanese language education by minimizing miscommunications between native Japanese speakers and Japanese language learners.

Park Seung won, 朴承圓(2000)「不満表明表現」使用に関する研究-日本語母語話者・韓国人日本語学習者・韓国語母語話者の比較-」『言語科学論集』4, pp51-62.
Lee Sun hee, 李善姬(2006)「日韓の「不満表明」に関する一考察-日本人学生と韓国人学生の比較を通して-」『社会言語科学』8-2, pp53-64.
A Comparison of Japanese Interjections “he” “e” and Chinese Interjections “ai” “aiya” in First-Meeting Conversations

Hong YANG (鹿児島県立短期大学)

Japanese interjections "he" "e" and their Chinese counterparts "ai" "aiya" express various types of emotion, such as surprise, admiration, dissatisfaction. Though the functions of these Chinese interjections are similar to the Japanese interjections, it is difficult for Chinese learners to use "he" or "e" properly in some cases.

In this study, I analyze the functions of the four interjections as they are used in the conversations between two native speakers. In order to elucidate differences in conversational style between Japanese and Chinese speakers, I examine 1) the token frequency distribution and 2) the situation where the interjections are used, aiming at implementing the results into future Japanese education for Chinese learners.
The data consist of 20-minute, audio and videotaped dyadic conversations by 18 JNS and 18 CNS pairs. All of the participants are female college students.

The results are as follows. 1) The token frequency distribution is significantly different between Japanese "he"(406) "e" (104) and Chinese "ai"(48) "aiya"(29). 2) Japanese "he" and "e" are only seen in responding turns, while Chinese "ai" "aiya" are used not only as responses, but also as a demonstration of the speaker’s spontaneous emotion, followed by other utterance in the same turn. In order to analyze the kinds of situation where they are used, I focus on two points of views, which are the position and the turn composition. As for the position, our data show that they can be used either as (i) a reaction to the preceding utterance produced by the partners, or as (ii) an utterance to express the speaker’s spontaneous emotion. As for the turn composition, they can be seen either (a) without other utterance, or (b) followed by other utterance. It turns out that Japanese "he" and "e" are only seen in (ia) and (ib), being used as a reaction to the preceding utterance. However there is also a difference between “he” and “e”. "He" tends to occur in (ia), without other utterance (57%), while "e" tends to occur in (ib), with other utterance following (62%). On the other hand, Chinese "ai" "aiya" are seen in (ia), (ib), (ii b), and the ratio of (iib) was the highest both in "ai" (54%) and "aiya" (86%).

The reason why "he" frequently occurred without any other utterance is that it can be used as a reaction to the preceding utterance produced by the partner, even though the speaker was not surprised or excited at the preceding utterance. This research suggests that the Japanese speaker might just use "he" as a marker of courtesy to show their interest in partners. On the other hand, the Chinese speaker might use interjections to show some impressive events or things as to fascinate whose partners, rather than using them as reactions. The characteristic of emotional expressions and interaction style in the conversation of both Japanese and Chinese languages which I showed in this study can be used to our practices in Japanese language educations.
1. 中心となる主張や結論
　日本語の学びの場としての教室は、教室外の世界の準備・練習の場から、自己表現と他者理解の場へと変化してきている。日本の日本語教育の教室は多国籍の学生が集うことが多く、「対話を通じて異なる価値観や考え方に出会う」絶好の機会となることから、異文化の対話の場としての期待も大きい。しかしながら、このような変化に教師が戸惑いを感じているという現状もある。この戸惑いを教員はどう受け容れるのかを探るべく、本研究では、文法中心シラバスのテキストから自己表現活動中心型テキストへと変更したA大学の日本語教師を対象に半構造化インタビューを行い、外的要因の変化の受容時に見られる戸惑いやその受容のプロセスを明らかにすることを試みた。
　インタビュー協力者の語りから、主教材の変更によるさまざまな変化に伴い、教師の役割等に対する戸惑いが窺えた。語りはM-GTAにより分析すると、主教材変更という外的要因の受容のプロセスと各教師の教育観が深く関わっている可能性が示唆された。このことは、今後、外的要因の受容過程で教師の教育観がどう変化するかをみるための手がかりとなるという点で重要であると考える。

2. 論証の記述
　本研究では、主教材の変更という外的要因の変化を経験したA大学日本語クラス担当日本語教師を対象とした半構造化インタビューを行った。
　インタビュー協力者は、主教材の変更により、授業準備、授業内容、教室活動等、さまざまな変化が起きたことを語っている。その変化に伴い、教室活動、教師の役割等に戸惑いを感じていることが窺えた。各々の教師による語りをM-GTAで分析すると、教師の教育観と深く関わっている可能性が示唆された。これまでと異なるものに触れられた際、自身が一番強く信じているものとの差異に最も違和感を覚え、そこへの不安や戸惑いが語りとなって現れた可能性が高い。これにより、各教師が無意識に持っているパースペクティブと受容のプロセスの関連性も示唆された。

3. 特記すべきポイント
　教師へのインタビュー調査を行った先行研究は外的要因の変化の経験者と非経験者の比較がほとんどである。しかし、本研究では同じ状況にある教師を分析対象とし、彼らの外的要因の変化の受容プロセスを分析した。近年、日本語教師は「対話を通じて異なる価値観や考え方に出会う」教室を作っていく実践者であると考えられる。

10A_A1 08月03日14:00
Reacting to externally-driven factors such as a new main textbook: Examining uncertainly in teachers' narratives

Miyuki TADA (長崎大学)
Yumi KONDO (名古屋外国語大学)
Kanako KAWASAKI (長崎外国語大学)
The classroom, as the space where Japanese is learned, is transitioning from a place to prepare and practice for the outside world to one for self-expression and understanding of others. Many Japanese language classrooms in Japan are attended by students from different countries, making them an ideal opportunity for encountering other values and beliefs through dialogue, and resulting in great expectations for a space for dialogue between different cultures. However, many teachers experience disorientation when faced with these changes.

To investigate how teachers handle these changes, this study looked at teachers at University A as it changed from a textbook for a grammar-based syllabus to one based on self-expression activities. M-GTA analysis and semi-structured interviews were used to clarify the disorientation and process of acceptance seen in teachers when faced with change driven by external factors (change of main textbook).

The narratives of participants as they relate to externally-driven factors in the form of a change of main textbook were quantitatively analyzed, and the results suggest the possibility that these narratives are deeply connected with the educational philosophy held by each individual teacher. Understanding that this connection may provide a clue for observing how these views and narratives change during the process of reacting to external factors is particularly important. The subjects analyzed in this study were a number of teachers faced with the same situation. We hope it will help identify desirable attributes for teachers of Japanese as they create classrooms as spaces for encountering other values and beliefs through dialogue.
Expertize and career development for Japanese Language teacher: A Japanese Language education coordinator’s perspective

Ayako FURUUCHI (桜美林大学)
Hiroko TAKAGI (実践女子大学大学院)
Aya SATO (福井大学)
Yohei KATANO (長岡技術科学大学)

現在、留学生はもとより高度人材や EAP、技術研修生等の職種拡大に伴う学習者層の拡大と多様化が進み、その状況に対応するため、教師の専門性の向上や関連・周辺分野での日本語教育への再認識と実質が求められている。文化庁の平成 27 年度の報告では、この現状に対し、日本語教師の役割別の能力・資質の明示化やモデル化による能力規定等を行うと共に、現職教師を対象とした「研修」の必要性を強調する。しかし、文化庁が実施した平成27年度の実態調査は、日本語教師の常勤講師の割合は12.2%と、就業状況が必ずしも安定したものではないことを示す。他方、先行研究には、待遇面や雇用面に不満や不安を抱えながらも日本語教師が続けている実態を報告するものも見られる。このような日本語教師の待遇と状況から、彼らにはさらなる専門性の向上とそのための「自己研鑽」が求められている。では、現職の日本語教師はどのように自身の専門性を高め、「職業キャリア」を形成しているのだろうか。本発表では、これを課題に、日本語教育コーディネーターを対象としたインタビュー調査・分析を行い、職務の遂行には組織管理の知識や運営・管理能力、交渉力、コミュニケーション能力等が必要とされる一方、これらは飛躍先の養成課程で学ばなかった能力であることもあった。さらに、これら能力がどのように補われ、伸長されていくのかなどコーディネーターに至る熟達化過程のあり方を探るため、先の調査対象者に再インタビュー調査を行った。そして、能力や資質への自己認識や意識化が日本語教師としての「職業キャリア」の形成と密接な関係がある様子が見られた。本発表では、このうち、複縁歴路・等至性アプローチ（TEA）を用いて可視化化した、日本語教師の能力と資質の熟達化過程のあり方を報告すると共に成果を述べる。尚、日本語教師の成長については、教育実習生を対象とした研究は見られるが、中堅教師段階の資質・能力の熟達化過程やそれをキャリア形成の視点から分析したものはない。今日、中堅日本語教師は、日本語教育を先導し、この分野を発展させる「中核人材」と位置づけられている。この段階の教師の発達過程を明らかにするため、発達段階別「研修」や効果的な養成の実現も可能になり、それが日本語教師の専門性をより高めることにつながるだろう。この点で、本研究は現在求められる日本語教育の充実に寄与するものと考える。

Expertize and career development for Japanese Language teacher: A Japanese Language education coordinator’s perspective

Ayako FURUUCHI (桜美林大学)
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Aya SATO (福井大学)
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Due to the expansion of the types of occupation for learners, such as highly-skilled human resources, EPA and technical trainees, the Japanese learner layer is now expanding and becoming diverse. And in order to respond to this situation, it is necessary to improve the expertise of teachers, and to re-examine and improve Japanese language education in both related and peripheral fields. In response to this situation, a FY 2015 report by the Agency for Cultural Affairs stressed the importance of clarifying the ability and qualifications of Japanese language teachers by role, and using modelling to stipulate ability, as well as the need for ‘training’ for incumbent teachers.

However, a fact-finding survey conducted by the Agency for Cultural Affairs in FY 2015 showed that the proportion of Japanese language teachers who are full-time is 12.2%, indicating that the employment situation is not necessarily stable. On the other hand, some previous studies report the reality that Japanese teachers continue working even while they are dissatisfied and anxious about their treatment and employment. Under such circumstances and treatment, Japanese teachers are expected to enhance their expertise and apply ‘self-improvement’ for that purpose. So, how does an incumbent Japanese language teacher increase his or her expertise and form an ‘employment career’?

In preparing this presentation, and with this issue in mind, the presenters conducted and analysed interview surveys with Japanese language education coordinators, and learned that while knowledge of organization management, the abilities to operate and manage, to negotiate, and to communicate are required for the performance of duties. The presenters also found that these are not skills that they learned in the training courses which they graduated. Furthermore, in order to explore the actual process of mastery that leads to becoming a coordinator, such as how these skills are supplemented or expanded, actually works, the presenters conducted follow-up interviews with the subjects of the previous survey.

It then became apparent that self-awareness and critical consciousness of their ability and qualities bears a close relationship with the formation of an ‘employment career’ as a Japanese language teacher. In this presentation, the presenters will report how the process of mastery of a Japanese language teacher’s ability and qualities actually works, visualized using the Trajectory Equifinality Approach (TEA), and describe the results. As for the growth and development of Japanese language teachers, studies are available for teacher interns, but none have looked at the process of mastering qualities and abilities of teachers at the mid-career stage, or analysed it from the viewpoint of career formation. Today, it is mid-career Japanese language teachers who lead the way in Japanese language education and are positioned as the ‘key personnel’ to develop this field. By clarifying the developmental process of teachers who are at this stage, it becomes possible to achieve developmental stage-specific ‘study’ and effective training, which will lead to a further improvement of Japanese language teacher's expertise. In this regard, the presenters believe that this research can contribute to the improvement currently sought in Japanese language education.
近来，日本語教師の教育と育成において、教師も成長することの重要性が指摘されている。しかし、日本語教育の分野において、教師がどれくらい成長したのかを測定する尺度が見当たらないのが現状である。多忙な教師が自己評価をおこなえる便利で良質な測定尺度の開発はキャリア発達の観点からも有益であると言える。開発にあたり、台湾のようにネイティブ教師もノンネイティブ教師も教壇に立つ教育現場では、実用性の観点からも、日中両言語で尺度を開発する必要がある。そこで本研究では、台湾での大学で働く教師用に日中両言語で日本語教師の成長を測定し、視覚化する成長尺度の開発を試みた。具体的には、次の4つの過程を経ておこなった。

(1) 第一段階：先行研究から選定した100項目の日本語の測定尺度を台湾人の翻訳専門家と著者で中国語に翻訳し、さらにその翻訳を日本人の翻訳専門家が逆翻訳（back translation）して、著者を含む両言語の翻訳専門家3名で最終版の中国語訳を確認した。

(2) 第二段階：日本語教育に携わる翻訳専門家5名と著者が専門家会議を開催して適切性、網羅性、実践現場での利用可能性の観点から項目を検討し、110項目の測定尺度を選定した。

(3) 第三段階：選定された110項目の測定尺度の重要度および内容的妥当性を検討するため、デルファイ法（delphi technique）を用いて、台湾の5大学19名の日本語教育の専門家を対象とした質問紙調査を2回実施し、専門家19名が判断した項目の重要度や内容への修正意見に基づいて、適切な項目の選定と修正をおこない、最終的に86の項目から成る中国語版の尺度を開発した。

(4) 第四段階：開発した中国語版の尺度を(1)と同様の手順で翻訳と逆翻訳をおこなう日本語版尺度を作成した。

本研究で開発した日中両言語の教師成長尺度は、「I. 共通した専門的能力・知識」を測る項目が56項目、「II. 聞く・話す・読む・書く・読む各技能の専門的能力・知識」を測る項目が30項目、合計86項目から構成されている。「I」は担当科目にとらえず、全ての教師が通用できる。一方、「II」は実際の担当科目に照らしながら利用する。本教師成長尺度は、新人教師からベテラン教師までのすべての教師の使用を想定しているので、自己研鑽や授業の改善、教職研修の評価などの場面で活用することができると考えられる。
construct an effective assessment criterion to help Taiwanese and Japanese teachers teaching at university level. Therefore, the researcher tried to build a Chinese and Japanese bilingual criterion for Japanese language teachers at Taiwan universities. The researcher first developed the Chinese version and then translated it into the Japanese through using the following four stages.

(1) The first stage: A Taiwanese translation expert and the researcher used forward translation to translate the 100 selected Japanese indicators from literature. Afterwards, one Japanese expert translated the Chinese version into Japanese by adopting “back translation”. Finally, the two bilingual translators and the researcher worked together to confirm the correctness of the Chinese version indicators.

(2) The second stage: There are 5 translation experts invited to engage in Japanese language education, who met together with the researcher to discuss the adequacy, completeness and the feasibility of the practical application of the assessment criterion. Finally, 110 indicators were formulated from the final results.

(3) The third stage: To investigate the significance and appropriateness of the 110 formulated indicators, the "delphi technique" was adopted to implement two rounds of questionnaires of 19 Japanese language experts from five universities in Taiwan. Based on the results from questionnaire, 86 Chinese indicators were constructed.

(4) The fourth stage: The same steps were used as the first stage (1), through the process of forward translation and back translation in order to translate the complete indicators in Chinese version into the Japanese version.

There are two main parts of the Chinese-Japanese bilingual criterion in this study. The first part is about the Common Professional Knowledge, which has 56 indicators (items) and which all Japanese teachers can use regardless of what subjects they teach. The second part includes Listening, Speaking, Reading, Writing, and Translating, which is incorporated 30 indicators (items) and which teachers should use based on the subjects they teach. Both new teachers and the senior teachers can apply the criterion; therefore, this bilingual assessment criterion can be employed for teachers when they do some researches, improve their own Japanese teaching skills and make self-evaluation.

2 国間における動画共有ピア・フィードバック活動
Eri KAMIYA
Anna KOBAYASHI

言語はコミュニケーションの一手段として捉えられ、言語教育においても、コミュニケーションを重視した指導がなされている。外国語教育はもはや非母語者者と母語者者との接触のみが目的ではなくなってきたことにより、国際交流基金の JF 日本語教育スタンダードにおいても「国籍や民族を超えた日本語使用者のコミュニケーションを奨励」することを特徴として挙げている。このような目標言語での非母語者者同士の接触も、より多様な人間関係を構築するために非常に意味があると考えられる。
そこで本研究では、日本人との接触機会が少ない海外の日本語学習者が、オンライン上で他国の日本語学習者と交流することを通じて、どのように感じるのかを明らかにすることとした。作文やスピーチではなく、やりとり会話でのピア・フィードバックに関する先行研究はまだ少なく、また、オンライン上で異なる国の日本語学習者が交流するという点で本研究は新しい観点からの実践であると言える。

対象者は韩国語者 18 名、ベトナム語者 13 名、A2～B1 レベルである。本研究は 1. 事前アンケート、2. 会話授業、3. テスト、4. 事後アンケート、5. フォローアップインタビューの流れで行い、1、4、5 の結果を分析対象とした。会話授業では既存会話テキストから 10 ユニットを選定し、それぞれに Can-do を設定した。授業の進め方は以下の通りである。
① Can-do を提示し「チェックシート」に授業前の自己評価を記入② 前回の授業の「チェックシート」の反省点を確認③ Can-do に関する内容についてグループトーク④ 会話に関する語彙や表現の導入、練習⑤ ペアでロールプレイの会話練習
⑥ グループ内発表後、口頭でピア・フィードバック⑦ 全体発表後、「評価シート」を使って相互評価
Video sharing peer feedback activity between two countries

Eri KAMIYA
Anna KOBAYASHI

Language is regarded as one means of communication, and even in language education, communication is emphasized.

Foreign language education is no longer the only purpose of contact between non-native speakers and native speakers. Even in the JF Standard for Japanese-Language Education developed by the Japan Foundation lists "Encourage communication of Japanese users beyond nationalities and ethnic groups" as a feature.

In this way, contact between non-native speakers in the target language is also considered to be very meaningful for constructing more diverse human relations.

Therefore, in this research, we decided to clarify how overseas Japanese learners who have few opportunities to contact with Japanese native speaker feel through online exchange with Japanese learners of other countries.

There are not many prior studies on peer feedback in Interaction conversation, not compositions or speech, and it can be said that this research is a practical research from a new perspective in that Japanese language learners from different countries interact online.

This research was conducted 1. Pre questionnaire 2. conversation class 3. Test 4. Post questionnaire 5. follow-up interview, and analyzed 1,4,5 results.

In the conversation class, researcher selected 10 units from the conversation text, and made Can-do in each.

The lesson method is as follows.
① read Can-do and fill in "check sheet (pre self-evaluation)"
② Confirm reflection point of "check sheet" of last lesson
③ Group talk about topic
④ Introduction of vocabulary and expression that can be used in conversation, then its practice
⑤ Conversation practice of role playing in pair
⑥ Conversation in front of group member, then do peer feedback each other
⑦ 2-3 pairs do conversation in front of class member. The class member evaluate it using "evaluation sheet".
⑧ fill in "check sheet (post self-evaluation and self-reflection)"
⑨ 1 pair make a video of the conversation and post it on educational SNS "Edmodo"
⑩ All class member in Korea and in Vietnam watch videos with "Edmodo" and comment it.

From the results of this research, it was found that by interacting with Japanese language learners of other countries online leads to new awareness. And many of the learners feel the significance of this activity.

Therefore, it can be said that the activity in this research worked positive for the learner's consciousness and motivation.
Researcher would like to improve methods of activities and teacher involvement.
10A_B2 08 月 03 日 16:30
留学生・日本人学生混合クラスで教師に求められるもの -PAC 分析による大学初年次
文章表現授業の教師の振り返り比較-

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Shinko HATTORI (武蔵野大学)

本研究では、初年次教育でライティングの一斉授業を担当する教育歴の異なる教師が、留学生と
日本人学生の混合クラスを担当することで感じた従来のクラスとの差や、指導の際の対応を調べ、
今後のようなクラスを運営していく上で課題を明らかにした。

分析の結果、被験者には、留学生と日本人学生の協働をシステム化するなど授業運営において
多くの共通行動が見られる一方で、これまで留学生を主に担当してきた人たが日本人学生を主に担当し
てきたかの違いにより、授業時の指示を留学生と日本人学生のどちらにフォーカスするかという対応
に違いが見られた。また教師経験の差により、学習にまず多く学生に対応する場合の心理的余裕に
も差が認められた。経験が浅い教員は自分を主導の傾向にあり、経験のある教員はクラス外にも複
数のリソースを用いて課題を解決しようとし、多文化混合クラスであっても心理的に左右されること
が少ないようであった。

授業概要：2016 年 9 月に開講した某大学で行われている全学共通の初年次アカデミック・ライテ
ィングの授業である。90 分×8 回、プロセスライティングを通じ日頃自分が関心を持っていることから
テーマを選び、構成づけや引用などの表現技術を学び、客観的な文献資料を引用して自分の考えを
論理的に書くレポートを 1 本 (2000-2500 字) 完成させる。授業の中で、学生はディスカッションやビ
ア評価を行う。

調査方法：上記授業を多文化混合クラスで実施している講師 3 名を被験者とし、授業時の印象を
問う連想刺激文を用い、PAC 分析（内藤 2009）の手順に従ってインタビュー調査を行った。被験者は
この授業をきっかけに、大学で初めて日本人に教える教師、初めて留学生に教える教師、これまでに
混合クラスを教えた経験のある教師の 3 名である。

大学の国際化に伴い増加を続ける留学生と日本人学生の混合クラスの問題点について、初年次
教育におけるアカデミック・ライティングの授業において行われた研究はまだ少ない。特に、多文化混
合クラスにおける担当教員の認識構造の差や、教師歴によって PAC 分析を通して調査、比較すること
で、今後このような授業を担当する教員等にとって示唆を得ることも多いと考える。

参考文献・内藤哲雄（2009）『PAC 分析実施法入門—「個」を科学する新技法への招待』ナカニシヤ出版

10A_B2 08 月 03 日 16:30
Considerations for Teachers in Linguistically Mixed
Classes -A Comparison of Academic Writing Class
Reflections through PAC Analysis-

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This research analyzed teachers with various levels of experience, who taught the same first-year writing course at a Japanese university that enrolled a mix of both international and Japanese students in the same classrooms. Observing teachers’ reactions to the differences from previously-taught classes and their responses during classroom instruction, we identified key challenges faced during the management of such linguistically mixed classrooms.

From our analysis, on one hand, the subjects were observed with many common behaviors through the systemization of joint in-class activities by both international and Japanese students. However, depending on whether a teacher previously supervised predominantly international students or Japanese students, we observed differences concerning which group the teachers focused their instruction. Furthermore, we observed differences in the teachers’ psychological resilience based on levels of experience when responding to struggling students. Teachers with less experience showed tendencies to place blame on themselves. On the other hand, teachers with high levels of experience attempted to resolve student problems by accessing multiple external resources and were less likely to be influenced psychologically.

Course Outline: A college-wide first-year academic writing course that began in September 2016 at a university located in Japan. During the 90-minute x 8 class sessions, each student, through process writing, chose a theme from a topic of interest, learned writing skill such as definition and citation, and completed a logically written report (2000 to 2500 Japanese characters), citing objective literary sources. Discussions and peer reviews were also conducted during class.

Survey Method: Three teachers instructing the above-mentioned linguistically mixed classes were chosen as subjects. Using associative stimulus sentences to inquire about their impressions during class times, interview surveys were conducted utilizing PAC analysis procedures (Naito 2002). Of the three teachers, the first had no prior experience teaching to Japanese students at a university; the second had no prior experience teaching to international students at a university; and the third had prior experience teaching in linguistically mixed classroom settings.

Relatively little research has been conducted previously on first-year academic writing classes pertaining to the challenges arising from teaching in linguistically mixed classrooms. The research is significant, considering that due to the recent globalization of Japanese universities, there has been a growth in international students and subsequently, linguistically mixed classrooms. By conducting PAC analysis of the differences in teacher awareness in a multiculturally mixed classroom setting through levels of teaching experience, it may be possible to find suggestions in the future for educators supervising such classrooms.

Peace begins from friendship: Short-term exchange students’ Japanese language social networks in Japan

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Our torn, modern world desperately needs peace. Yet true peace is more than the absence of conflict; rather, it is the presence within each person of a deep sense of cultural understanding and social empathy. Short-term language exchange programs offer unique opportunities for young people to foster these qualities. Living in international dormitories with folks from different cultures is a chance to share the joys and sorrows of student life – enduring the struggles of classes, homework and tests; cooking dinner while exchanging food and recipes; comparing daily life ‘back home’ while sitting chatting around the dormitory dining room table; and setting out on weekends to explore the world together beyond the doors of the dormitory. It is through sharing these experiences that young people come to see that there is much more that unites us than divides us.

Yet who do short-term exchange students living in dormitories spend time with? What do they talk about, and what do they do together? Little detailed research has been conducted in Japan to discover the answers to these questions. This study seeks to fill this gap, by investigating the Japanese language social networks that short-term exchange students developed over one semester when studying Japanese at a private university in central Japan. Twenty volunteer participants from ten countries kept a detailed diary for seven days in their tenth week of their stay in Japan in the 2016 fall semester. In this diary, participants wrote where, with whom, for how long, and about what they had spoken in Japanese outside the language classroom each day. Participants also chose which of these interactions had been most useful for their language learning and which person had helped them the most each day. Later, participants were interviewed and completed a short questionnaire.

Results showed that by the tenth week of their stay, these twenty short-term exchange students had created Japanese language social networks made up of both Japanese people and foreign students. These social networks provided significant cultural, emotional, and social support, and facilitated the development of language skills and cultural understanding. Female exchange students had twice as many opportunities to speak Japanese as male students; non-English speaking students spoke far more Japanese than native English speakers; intermediate level speakers spoke the most Japanese; and students staying in dormitories spoke about the same amount of Japanese as students doing homestays. Further analysis revealed two main types of Japanese language social networks: small, intense, concentrated social networks and larger, more dispersed social networks. Each of these social networks afforded very different opportunities to interact.

“What language students learn during study abroad depends upon the kinds of access to learning opportunities that they are able to negotiate” (Kinginger, 2013, p. 352). Exploring Japanese language social networks helps us understand the opportunities short-term exchange students in Japan have to not only acquire language but also to develop cultural understanding and social empathy. These opportunities have the potential to shape young people’s language proficiency and their values and beliefs about other people.
今日、引き裂かれた世界は平和を渴望している。しかし、「平和」は争いがないことというよりは、むしろ我々個人の中にある深い文化理解や社会的共感の中に存在するものである。短期留学は、若者に対してこれらの資質を育てるユニークな機会を提供することができる。留学生活を通して、若者は世界には自分達を分かつものよりも、結びつけるものがはるかに多く存在することを学ぶ。

しかし、実際留学生は誰と時間を過ごしているのだろうか。本研究では、この問いに答えるために、短期留学生が日本語でどのようなソーシャルネットワークを構築するかを調査した。2016年の秋学期、中部の私立大学に留学中の10か国から来た20名がこの調査に参加し、学期開始後10週目の7日間に詳細な言語日誌を記した。彼らは、毎日どこで誰とどのぐらいの時間、何について日本語で話したかを記録した。またこれらの交流のうち、どれが最も有益な言語学習であったか、その日最も助けとなったのは誰かということも記録した。さらにこの間の行動についてインターネットを受け、質問紙にも答えた。

調査の結果、これらの学生は、秋学期の10週日までに日本人と外国人学生のどちらをも含むソーシャルネットワークを構築していることが明らかとなった。これらのソーシャルネットワークは日本語習得の助けとなるだけではなく、文化的、心理的、社会的に貴重なサポートとなっていた。日本語を話す機会については、女子学生は男子学生に比べ約2倍、また非英語母語者の方が英語母語者よりはるかに多かった。レベル的には、中級日本語学習者も最も多く、寮生活をしている学生とホームステイをしている学生との間には大きな相違はなかった。さらに構築されたソーシャルネットワークには小規模の密度の高いものと、広い範囲に分散したものがあること、そしてこの2種類のソーシャルネットワークは、非常に異なる交流の機会となっていることが明らかになった。

「留学生がどのような言語を学習するかは、どのような種類の学習機会を得ることができるかにかかっている」(Klinginger, 2013, p.332)。日本語によるソーシャルネットワークを探求することによって、我々は、短期留学生が言語の習得だけでなく、如何に文化理解や社会的共感を培い、さらに人に対する価値観や信頼を形成するかを知ることができるのである。
An examination of career awareness among exchange students in Japan: An analysis of exchange student and staff narratives in universities

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Nobuko YANEHASHI (東亜大学)

In recent years, linguistic education has not only necessitated educator support of skills improvement, but also personal growth among learners. This has been precipitated by sociocultural...
views of education that focus on learner character-building, so much so that linguistic education is expected to be the context for learners to receive lessons both in the classroom, as well as by practicing what they have been learning in their actual life in society, all with an eye on preparing them to use what they have learned to be of value to them in their future fields.

However, it seems that exchange students studying in Japanese universities haven’t had sufficient opportunities to consider the meaning of their foreign education deeply and figure out exactly what career they intend to build. Exchange students tend not to think of the university as a place to connect them to society or the ultimate goals of their lives. They are more likely just to regard it as a one-time experience to acquire language knowledge. What is more, in many cases, it has been observed that exchange students start to lose their purpose further as they face the hardships of living in Japan.

In this research, which is limited to universities, “life story interviews” have been conducted with exchange students as well as educators involved in the work of offering guidance to international student with majors other than Japanese education (hereafter referred to as “educators.”) Research tasks for exchange students have been designed in order to understand how the students view their own career-awareness building. Research targets were chosen from among private students residing in both large and small cities. The work examines the difficulties students encounter living in cities, as well as related difficulties in learning Japanese. At the same time, educator research tasks have been designed to understand how these educators guide exchange students on the paths to building their careers.

From the interview data analysis, we point out a career-building awareness “gap” between exchange students and the educators that support their studies. The word “career” has been considered to be an occupational word, so that “career support” has the meaning of “employment support.” However, after recognizing this awareness “gap,” we now point out that our view of career does not seem to be a key part of the way of life for exchange students, who tend to be shortsighted with regard to their future vision. Looking at the circumstance surrounding various exchange students entering Japanese universities, by focusing on career paths and how that relates to students’ life has not been regarded as important in previous Japanese educational research. We believe that our research can uncover possible methods for educators to provide more effective career awareness-building guidance and, also, determine ways that linguistic instructors can contribute and support these efforts.
The people, experiences and environments that make study abroad life meaningful: An analysis of international student narratives related to lifestyle and career development using the M-GTA

Masumi TORAMARU (早稲田大学・日本語教育研究センター)

The objective of this study was, to interview international students studying Japanese, using surveys aimed to clarify the elements that give significance to their study abroad experience and to use the information to try and improve the quality of the study abroad life of these students.
Up until now, Japanese educators have been providing study support for international students learning Japanese through lectures. However, the study support that learners need goes beyond studying itself. Recent trends are toward diversification in learners’ backgrounds and purposes; consequently, there are many purposes for study abroad and various everyday problems that arise for these students while they live abroad. In the past, Japanese educators have been focused solely on improving the quality of their classes, but, through this work, we consider that educators need to take a look at activities outside regular classroom and take particular note of the quality of life learners have while they study abroad. There are some international students who experience decreased motivation toward learning while they are abroad, due to non-study issues, while at the same time, there are other international students who find special meaning from the life they lead while studying abroad. For the latter group, their experiences often become tied to their future careers.

In this research, in order to support the lifestyles of Japanese learners and offer them career support, we examined what made their study abroad meaningful. The research subjects were five international students who all had been in Japan for approximately one year. First, a semi-structured interview was conducted with the international students. Then, the adjusted interview data was analysed using the M-GTA method. Based on the conceptual diagram created, we were able to determine which elements made international students’ study abroad meaningful and then begin to examine how these elements, in fact, gave meaning to their study abroad experience.

Based on our observations, the following points have become clear.

1. Learners have made their study abroad life meaningful from the vantage points of environment, people and experiences.
2. Important issues that make learners’ study abroad meaningful include: “the feeling of fitting in with the environment,” “their relationships with other people,” “a sense of participation with the community,” “a future image of themselves,” and “the Japanese language proficiency.”
3. The information students reported included positive and negative situations that transformed them, offered them special opportunities and/or helped them progress over the year.
4. That which made their study abroad more meaningful provided a foundation for thinking about career-building in Japan.

With the goal of examining concrete support methods for international students, we have considered which elements cause international students to find more meaning in their study abroad experience. For example, we provide advisors or volunteers to help students adapt to life in Japan during the first part of their stay in the country. We provide them with opportunities to go places and meet people, as well, in order to enhance the feeling of fitting in. We create participation opportunities, such as getting involved in club/circle activities in order to deepen their relationships with other people and raise their awareness of the community.
交流により進める相互理解：アジアからの留学生と日本人学生の関係

Yuhko KAYAMA (マニトバ大学)
Akiko TAKAHASHI (宮城教育大学)

近年、短期・長期で日本に留学する外国人留学生が増加しており、アジアからの留学生が最多多い。その一方でアジアの国々の反日感情をマスコミは報道しつづけ、ネットでは日本人によるいわゆる「嫌韓・嫌中」の動画アップや投稿は後を絶たない。こうした情報源に影響を受け、互いの国・文化へ偏見を拡散される考えられる（飯塚 2013，李 2017）。日本とアジア諸国の間の偏見が若き世代にも根強く存在するところから、そうした偏見は「教育的・発達的な働きかけ」（伊藤 1997）によって変えていく必要がある。

久保田（2008）は、「国際人」とは「異文化を理解し尊重できる人」「人種や国籍で他人を差別しない人」「国際平和に貢献できる人」と定義し、マスコミを通してではなく、実際に経験することで異文化理解を深める必要性を論じている。一方、小松（2016）は留学生とホスト国の学生との交流が円滑に進んでいないばかりか、ホスト国の人々との関係が構築されにくい現実を指摘する。これは、本研究で調査を行った日本の大学にも見受けられる。留学生の多くは日本語の授業を中心に履修し、そのため同じ大学に通っていても日本人と関わる機会が少ないと。一方、日本人学生は自分達の授業やクラブ活動・アルバイト等で忙しく、同じ大学に通っているとはいえ、留学生と関わる機会が限られている。

この研究では、日本の大大学で学ぶアジアからの短期・長期留学生と日本人学生が共に行動する機会を設け、彼らにどのような意識の変化が起こったかを調査・報告する。今回は、授業内ででの交流だけではなく、個人的なレベルでの交流を促し、お互いをより理解してもらうことを試みた。具体的には、留学生をサポートする日本人学生ボランティアを募り、大学内や街を案内しながら自由に交流してもらった。さらに留学生に関しては、学内に留まらず近隣の小学校での小学生との交流や、過疎地域でのホームステイで世代の違う人々とのふれ合いなどの機会も設けた。

日本人学生とアジアからの留学生が交流を持つ後でそれぞれにどのような意識の変化が起こったか、それまでの偏見が解消されたか、あるいはさらに偏見が進んだか、などをアンケートなどを使って調査する。その結果から、さまざまな交流を通して日本人学生と留学生の相互理解がいかに促進できるか、さらにそれによって若者達の平和教育への後押しができるかなどを検討する。

Facilitating mutual understanding through interaction: the relationship between international students from Asia and Japanese students

Yuhko KAYAMA (マニトバ大学)
Akiko TAKAHASHI (宮城教育大学)

In recent years, the number of international students who study abroad in Japan for short or long term has increased, with those form Asia being the most prominent. While Asian media continues to
broadcast anti-Japan views, online videos and articles by Japanese people that express ill feeling toward Korea or China keep being uploaded on the Internet. Such information sources affect the viewers and help spread prejudice against other countries or cultures (Iizuka 2013, Li 2017). If prejudice between Japan and other Asian countries persists among young people, such negative feelings must be altered by ‘educational and developmental procedures’ (Ito 1997).

Kubota (2008) defines the global citizen as 'a person who understands and respects a foreign culture,' 'a person who does not discriminate against people based on their race or nationality,' 'a person who can contribute to world peace,' and so on. She argues for the necessity of cultivating the cross-cultural understanding by having the students interact with local students. On the other hand, Komatsu (2016) points out that the interaction between international students and students in the hosting country has not been smoothly carried out, and that it is hard to build friendships between these groups of students. This has been observed in the university in Japan that we conducted the present study. Many international students generally take Japanese language courses and do not have opportunity to befriend Japanese students, even though they are enrolled in the same university. Japanese students, on the other hand, attend the courses of their majors and are busy with club activities or part-time jobs; such circumstances limit the two groups of students to interact with each other.

The current study investigates the relationship between international students from Asia and Japanese students in a university in Japan, and reports how their feelings toward each other changed by participating in various activities together. We created opportunities for short- and long-term international students to join Japanese students and interact with each other in a more personal level. We recruited Japanese students to support international students, such as showing them around the university or the city and freely communicating with each other. In addition, the international students had a chance to stay at the homes of residents in a depopulated village, to interact with people from different generations.

We carried out surveys in both Japanese students and international students from Asia after the interactions, and examined how their feelings or attitudes toward each other changed, such as whether or not their prejudice, if any, dissolved or increased. We further investigate whether various interactions encouraged mutual understanding between the two groups of students, and discuss the possibility of facilitating peace education among young people.
10A_D2 08 月 04 日 11:30
The Dynamics of Intercultural Exchange Between International and Japanese University Students
Miho SUZUKI (目白大学)

Mejiro University has been conducting a short-term called Japanese Language and Culture studies program (JALC). This program is designed not only for learning the Japanese language, but also for providing students with various experiential activities through using Japanese.

Students were provided a post survey to identify the program benefits. Cross-cultural activities such as intercultural exchange with Japanese students or local cultural experiences received higher valuations than learning Japanese in the classroom or visiting tourist areas. Furthermore, there were many comments from these international participants requesting more time for intercultural exchange with Japanese students. It shows that intercultural exchange with Japanese is a valuable opportunity for these participants (Suzuki, 2016).
This type of program is a very effective opportunity for Japanese learners as well as local Japanese for intercultural understanding. The program needed to be reviewed and redesigned to serve as a place for the intercultural understanding between Japanese and non-Japanese.

Part of the original JALC included Japanese students. These students would have participated only during certain activities which limited interaction with overseas learners. Unfortunately there were opposing views between lecturers and Japanese students regarding their involvement. In order to improve the course, teachers required Japanese students’ input on how they wished to be involved, and what was difficult regarding intercultural communication and exchange. To this end, the researcher interviewed and surveyed Japanese students and redesigned the program accordingly.

At the start of the 2017 academic year, selected Japanese students were incorporated into the program as support and assistant conveners. These students were volunteers from a campus support team within the International Exchange Center at Mejiro University. The volunteers enabled intercultural opportunities and cross-cultural understanding with the international cohorts.

Upon the program completion, the support participants completed a questionnaire which listed items concerning the support they provided, and how to improve intercultural communication and understanding.

This report will present both international and Japanese participant feedback, program advancements, and research findings. Additionally intercultural aspects in the curriculum, and the program’s future direction will be considered.
10A_D3 08 月 04 日 12:00
学習者と日本人学生のインターアクションによるつながりと外国語学習のプロセスを考察する
-ソーシャルネットワーキングアプローチの観点から-

Yuka MATSUHASHI (テンプル大学ジャパンキャンパス)
Sachie BANKS (文教大学)
Hideko SHIMIZU (University of Northern Colorado)

本発表の目的は初級前半の日本語学習者が日本人学生との言語と文化の交流プロジェクトを通してどのように言語、文化領域でつながり、どのような言語活動をしたのかを考察することである。言語教育におけるソーシャルネットワーキングアプローチ（以下 SNA）とは、当作・中野（2012）、当作（2013）によって提唱された「他者の発見、自発の発見、つながりの実現」を理念とし、従来の言語や文化が「わかる」タスクを「できる」能力に加え、人や地域社会と「つながる」能力を重要視したアプローチである。SNA の理論では、失敗しないように練習するのではなく、失敗してもいいから、まず他者と交流してみることでつながりが生まれ、そこから新たな学びが獲得できるとしている。それでは、語彙や日本語能力が低い初級前半の学習者が日本人学生と接触する際、言語能力に限りがある状況の中で、つながりの構築、言語活動を促すことは可能だろうか。本発表では、2017年秋学期に実施されたフィールドトリップにおける日本語学習者と都内の私立大学の日本人学生の活動と交流について紹介し、「学習のめやす」の理念の一つである「つながる力」の育成を目指した日本語学習者と日本人大学生合同のフィールドトリップの中で（1）外国語習熟度が低い学生同士がどのようなストラテジーを使ってコミュニケーションを測っていたのか（2）その中でのどのような日本語の学習に繋がっていたのかについて考察した。データ分析には、フィールドトリップ中の音声データ、活動後の振り返りアンケート、リアルタイムインタビュー、半構造化インタビューを用いた。考察により、習熟度が低い日本語学習者は、自分よりも言語能力の高い仲間を足掛かりとして会話を開始し、そこから自分の興味ある話題へと発展させるというストラテジーを用いていた。また、新しい言語の獲得やコミュニケーション方法の模索をし、自分の学びにつけていることがわかった。限られた言語能力の中でも日本人学生についての理解を深め、自分の文化について振り返り、日本語学習が促進されたと考えられる。

[主な参考文献]
当作靖彦、中野佳代子（2012）『外国語学習のめやす』公益財団法人国際文化フォーラム
当作靖彦（2013）『NIPPON3.0 の処方箋』 講談社

10A_D3 08 月 04 日 12:00
Developing social interaction and the possibility of language learning between study abroad students and Japanese college students - From the perspective of Social Networking Approach -

Yuka MATSUHASHI (テンプル大学ジャパンキャンパス)
Sachie BANKS (文教大学)
Hideko SHIMIZU (University of Northern Colorado)

The main purpose of this presentation is to examine the interactions of Japanese learners in the beginning level with Japanese college students, participating in two field trips during their 14 weeks study abroad program in Tokyo. Throughout their interactions, how did the learners interact proactively with Japanese native students and overcome discord and friction? Social Networking Approach (SNA), which was advocated by Tohsaku and Nakano (2012), proposes "discover others," "discover oneself," and "creating connections." In SNA theory, Tohsaku (2013) indicates that not only "to understand other language and culture" and "to be able to complete the task, using the target language," but also "to connect with people through interacting proactively and building relationship with others" are crucial to live in 21st century. It is essential that the students are trying to interact with others, allowing to make mistakes instead of avoiding making mistakes. In this study, we observed the activities between the Japanese learners and the Japanese college students on two field trips, which took place in fall 2017. The data was analyzed to find out the strategy Japanese learners tried to utilize in order to communicate with the Japanese students and how they have developed their language skills after the field trips. The questionnaire after the field trips, reflection paper assignment, and semi-structured interview were used to analyze the data. As a consequence, the more knowledgeable peers and others by providing the beginner level Japanese learners with the appropriate level of assistance stretches the novice beyond their current level towards their potential levels, and in the end, the beginner level students can develop the conversation towards what they would like to discuss. Also, the major change was that the students started to use Japanese even though their skills were still not adequate. Students have realized that expressing their thoughts in imperfect Japanese was better than remaining silent because of a fear of making mistakes. Even within the frame of limited skills, it is considered that students were able to on reflect their own culture and gained the strategy of interacting with others.
Development and Implementation of Teaching Materials aimed at Supporting the Career Development of Japanese Learners both in Japan and Abroad: Utilizing the Experiences of Former Exchange Students

Hiroko SHIBUYA (東京外国語大学)
This presentation reports on the plan to develop learning materials to support the career development of Japanese language learners so that they can successfully become persons of talent on the international stage. It also describes the effectiveness of said materials and improvements made through the analysis of the trial-run conducted in Japanese language lessons.

Shibuya et al. (2017) have pointed out that there is shortage of learning materials to support the career development of international students which can be put in use from the first year of university and that it is urgent to develop problem-finding/solving learning materials to cultivate students’ abilities to respond to the diverse needs of society.

With this in mind, the presenters decided to develop learning materials to support the career development of Japanese language learners in which they can learn about themselves and others through working on tasks and can learn how to face challenges that might arise in the future. First, we conducted about 40 interviews with former international students (who arrived in Japan between 1998 and 2011), who are actively pursuing global careers in Japan and abroad, allowing us to identify factors behind successful career development from studying in Japan to finding employment in Japan. Based on this, the reading materials, “Experiences of former international students” were developed in order to give students the opportunity to think about the difficulties in studying, working, and forming human relationships; and how to overcome these difficulties. This material helps students. This material helps students acquire a clear image of international talents and encourages them to reflect on their lives and their futures. We also developed conversational materials to allow students to learn about diverse values and about building human relationships. Furthermore, task-orientated materials were developed through which students collect information that is useful to their careers by interviewing former international students. These learning materials encourage students to tackle problems in a comprehensive manner and to think about their career plans subjectively.

In order to test the efficacy of these learning materials, they were used in Japanese language classes and analysis of lesson observation records, written comments from the students, recordings of discussions, and a lesson questionnaire were carried out. The results show that being exposed to the real life stories of former international students and the difficulties they faced, and learning how they overcame these problems enabled the students to think about what could happen in their career development in a concrete manner and to seek their own solutions. On the other hand, there were learners who found the stories and tasks difficult, which suggests some improvement of the learning material contents and tasks is necessary. We are planning to continue using the materials and to enrich their contents. We believe this will contribute to education aimed at supporting the career development of Japanese language learners in Japan and abroad.

Reference:
http://repository.tufs.ac.jp/handle/10108/89305
Analysis of International Student Out-of class Learning: Developing Fundamental Competences for Employment in Japan through Experience of Part-time Work

Chisako UMEDA (APU)

The purpose of this study was to analyze, 'Shakaijinkisoryou', that is, fundamental competencies for employment in Japan through experience of 'Arubaito', or part-time work undertaken by the forth-year undergraduat international students studying at Ritsumeikan Asia Pacific University (APU) in Japan. After graduating from APU, many international students want to work in Japan. They are expected to have certain competencies to work in Japan. The competencies include not only a high level of Japanese language proficiency, but also basic abilities required in the workplace and in the local community. The Ministry of Economy, Trade and Industry (2006) defined the fundamental competencies for working
persons as ‘Shakaijinkisoryoku’ which consists of three general competencies and twelve competency factors. One of the abilities is to step forward (action) which includes three factors such as initiative; ability to influence; and execution skill. Another ability is think through something (thinking) which includes the ability to detect issues; planning skill; and creativity. The last ability is to work in a team (teamwork) which includes the ability to deliver messages; ability to listen closely and carefully; flexibility; ability to grasp situations; ability to apply rules and regulations; and ability to control stress.

How do the students develop the competences? According to Hara (2013), the students develop employability skills in various situations including in-class activities and also out-of-class activities such as a part-time work, club activities, volunteer work, etc. Few studies have investigated how international students develop in out-of-class activities. The present study focused on analyzing international student’s competencies developed through part-time work. The subject of this research was a male student who came from Uzbekistan. He worked part-time at a grilled chicken restaurant (Yakitori-ya ) for three years. The researcher conducted a competency interview asking for specific explanations about the A’s behavior or skills for one hour and recorded all conversations with an IC recorder and transcribed the data. Transcripts were analyzed according to the ‘Step for Coding and Theorization’ method (SCAT), a sequential and thematic qualitative data analysis technique. It consists of steps of coding from open to selective, story writing using the final selective codes, and writing theories from the story-line. The findings of this research demonstrate that the student engaged in part-time work that involved a wide range of skills and competencies. He engaged on a casual basis with corporate society and the world of employment. He could smooth the school-to-work transition.
Intercultural Adaptation of Students Participating in Exchange Programmes

Keiko OKUMURA (山梨大学)

This study focuses on Study Abroad (hereinafter referred to as SA) students under the inter-university exchange agreements staying in Japan for 10 to 11 months. In order to have a good understanding of their experiences it analyses 22 SA participants’ perceived experiences, intercultural adaptation processes and key factors associated with the adaptation to a Japanese university. Regarding methodology, periodic in-depth interviews with a unique mix of methods, the Personal Attitude Construct (PAC) analysis (Naito 2003), have been applied to enable an analysis of students’ intercultural transformation and personal development. In this longitudinal study, the PAC analysis is carried out just after the arrival in Japan (PAC-A), during the study abroad (PAC-B), just before their return to their home countries (PAC-C) and where possible 3 or 4 years after SA (PAC-D).

Oberg (1954) treated the culture shock like a ‘malady’ (1954, 1) explaining that due to the fact that an individual loses ‘familiar signs’ and ‘symbols of social intercourse’ (1954, 1) in another cultural context, anxiety and frustration spring up. The model has four phases to explain these feelings of instability, ‘honeymoon’, ‘crisis in the disease’, ‘regression’, and ‘individual recovery’ which adds another pattern to his/her behaviour. In comparison, the Transitional Experience Model by Adler (1975) focuses on the changes that occur to one’s identity during cultural adjustment through ‘contact’,

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Intercultural Adaptation of Students Participating in Exchange Programmes

Keiko OKUMURA (山梨大学)
‘disintegration’, ‘reintegration’, ‘autonomy’ and ‘independence’. Adler understood the shock as a necessary transitional experience that presumes the development of the personality, the evolution of individuality through its disintegration and then rebuilding when acquiring new values and beliefs which is expressed by behaviour. He also substantiates the importance of culture shock for the development of the human being’s awareness of moving from ethnocentrism through five phases. His model covers what is missing on Oberg’s, to make it clear that before the rejection there is a disintegration of the personality, which is the first moment of the evolution of a new identity. It corresponds to the moment where optimistic feelings felt during the first contact change due to the confusion and disorientation felt by the individual (Adler 1975).

Both models have a common development whose peak generates a positive adjustment of the initial attitude towards the members of the other culture. However, according to the collected data in this study, there are some cases to which these models could not be equally applied and where only superficial experiences and learning processes were observed, due to personalities, genders, the age, the country of origin or ethnic origin differences. At the same time, it should be noted that a substantial number of cases followed the Alder model through deep culture learning (Shaules 2007) and reached the stages of autonomy, the beginning of independence as well as reintegration, proposed by the models. Thus, not all SA students start out with a ‘honeymoon’ period and although depression occurs with some frequency, there are some students who adapt without much difficulty and do not necessarily go through all the phases proposed in the models.

Together with an overview of the transformation of the students’ conceptions of the meaning of SA and the process of cultural adaptation by exchange students coping with their new environment during their SA, the results from the case studies will be presented to illustrate the specialisation and diversity of intercultural adaptation.
A Study on The Thai Perspective on Kanji Learning Strategies - Focusing on the Opinions of Teachers and Learners in Thai Educational Institutions-

Bussaba BANCHONGMANEE (Kasetsart University)

According to Kano (1994), in order to master Kanji, it is necessary to learn "writing", "reading", "meaning", "usage". Therefore the relevant information needed to achieve mastery is vast and difficult to achieve. Surveys which have conducted of Thai native speakers who are learning Japanese, reported that the most difficult aspect of learning Japanese is mastering Kanji (Methapisit et al. 2004).

In order to overcome difficulties in mastering Kanji, it is necessary to use appropriate strategies. There is a significant amount of research on Kanji learning strategies, but existing research has been focused on what strategies learners use. The purpose of this research is to investigate teachers and learners’ perspectives on which strategies are effective in mastering Kanji and whether there are any...
gaps between the opinions of teachers’ and learners’, in order to find ways to improve the teaching of Kanji in Thailand.

This research was conducted by dividing Kanji learning strategies into five categories, "writing", "reading", "meaning", "usage" and “other”. The findings revealed that the top two strategies overall when combining the responses of the Thai teachers and Thai learners fit within the “writing” strategy. When evaluating the two groups separately, each group had “writing” strategies as two of their top three strategies. However the lowest two strategies when combining the two groups, and addressing them separately, do not fall within the four main categories. Overall, both teachers and learners consider that strategies relating to “writing”, one element of Kanji, are the most important for mastering kanji.
自律的な漢字学習をめざす
～教材作成と効果的な授業の進め方～
Kazuko SHIMADA (アクセス日本語教育研究所)

10B_B2 08 月 03 日 16:30
非漢字圏学习者にとって漢字との関係性は、その後の日本語学習に大きな影響を与える。「漢字があるから日本語学習は大変だ」とはなく、「漢字学習は楽しい」と思えることが重要であり、初級スタート時点から「学習した漢字で何ができるのか」が実感できることはその大きな要素となる。したがって、接觸場面を重視し、学習する漢字によって、その場面で何ができることが求められているのかに注目できるような教材が必要であり、時には学習者に合わせて作成することも求められる。
さらに、漢字学習スラテジーを活用することが、楽しく、効果的に漢字を学ぶ方法である。横須賀(1999)は、直接スラテジー（記憶・認知・補償）と間接スラテジー（メタ認知・社会的・情意）に分け、特に直接スラテジーに焦点を当てて論じている。こうした学習スラテジーにも考慮したタスクが、使用教材に盛り込まれていることが重要である。授業では、上述した教材を使用し、学習者がさまざまな漢字学習スラテジーがあることを知り、さらには、自分自身のスラテジーを作り上げることをめざす。そのためには、記憶法の共有時間を設け、学習者同士、学習者と教師が対話を通して学ぶといった配慮が求められる。

本発表では、実践研究から得られた知見をもとに日々の授業のシート作成、対話を重視した漢字授業の実践例を紹介する。また、「漢字があるからこそ日本語はすばらしい」「音読と訓読があるから、日本語の漢字はおもしろい」といった非漢字圏学習者の声も紹介する。さらには、視覚障害（全盲）をもつ非漢字圏出身者2名に対するOPIデータより、「目が見えないからこそを見つけ出した漢字の学び方」を紹介する。「漢字はファンタジーである」「漢字は、論理的、便利なシステム」という彼らの言葉は、日本語教師にとって大きな気づきとなる。

漢字圏ではない海外での日本語学習環境はもとより、日本国内においても非漢字圏留学生の急増により、漢字学習への関心が高まっている。こうした中、相変わらず「ただ書いて覚える」といった旧態依然とした教え方をしている教育現場の振り返りのきっかけとなり、また、参加者との活発な議論が生まれることを期待したい。横須賀柳子(1999)「語彙及び漢字学習スラテジーの研究」宮崎里司・ネストブニーV.J.共編『日本語教育と日本語学習—学習スラテジー』

10B_B2 08 月 03 日 16:30
Aiming for Autonomous Kanji Learning~ Teaching material making and how to advance effective classes~
Kazuko SHIMADA (アクセス日本語教育研究所)

The attitude of the students from non-kanji backgrounds toward kanji learning has a great influence on the progress of their Japanese language learning. It is important to think “kanji-learning is interesting” instead of “Japanese is difficult because of kanji.” To realize in the early stage what can be done by the acquired kanji could be a big motivation for the later learning. So the teaching materials that make students realize what can be done by the acquired kanji in the actual situation is necessary. The material should be based on the actual situation and sometimes it should be adjusted to the learners.

And the utilization of learning strategy makes kanji-learning more pleasant and effective. Yokosuka(1999) divides the strategies into two, one is direct strategy (memory, recognition, compensation) and the other is indirect strategy (meta-cognition, sociality, emotion) and pays more attention to the former. Desirable teaching materials should take this kind of strategy into its tasks. It is
required that in the class learners know the existence of various strategies and can choose one strategy suitable for the actual case.

Basing upon the knowledge gained from the pragmatic research, this presentation introduces the examples that regard the actual dialogue. It also introduces the opinions from non-kanji background learners, such as “Japanese is wonderful because of kanji” or “ONYOMI and KUNYOMI make Japanese more interesting”. And two blind learners from non-kanji backgrounds said in the OPI, “kanji is a fantasy” and “kanji is a logical and convenient system”.

The increase of Japanese learners from non-kanji backgrounds makes the concerns about kanji greater than before. This presentation is supposed to give a chance to reconsider the classes which still conserve the traditional method “the way to memorize kanji is writing”. I also expect the active exchange of opinions about this topic.
Proposal of Learning Methods to Improve “Kanji Proficiency” -- For Learners aiming High Skilled Human Resources

Yorika HIRAOKA (ATOWA)
Norito HIRAOKA (清風情報工科学院日本語科)

10B_B3 08月03日17:00

「漢字運用力」を育てる教授法の提案
-- 高度人材をめざす学習者のために

● 結論

高度人材をめざす学習者への授業実践の整理を通じ、①漢字運用能力、②4技能コミュニケーションにおける漢字運用力、③高度人材にふさわしいマインドセットの育成の重要性を示した。今後この観点から、初級は、漢字の意味、漢字の形、活動の運用力に関し教授法の改善と教材の開発に取り組む。中級は、高度人材のマインドセット養成に適した内容（漢字・熟語の運用能力）。漢字運用力に関する教材を開発する。中級では、読解中心のメインテキストの内容と手法の転換の必要性が示唆されることもあった。

● 特記すべきポイント

漢字学習者に向けた中級では、事実上漢字の意味を既習として、中級文法を読解に傾倒してきた。非漢字学習者には、漢字テストの追加などで同様に対処したが運用能力はつかなかった。同級クラスで学習者を混在させると、非漢字学習者の脱落が顕著となる。本論文で提案する教授法は、②と③は漢字・非漢字学習者を問わず同レベルで教育でき、①もやり方を工夫すれば漢字学習者も教育できる。結果として、漢字・非漢字が混在する学習環境においても適用できる教授法といえる。
-Conclusion

Through arrangement of educational practices to learners aiming at advanced human resources, authors found the importance of training ① kanji / kana conversion ability in brain, ② kanji operation ability in 4 skills and communication, ③ mind set suitable for advanced human resources. From this point of view, authors will work on improving the teaching method and developing teaching materials concerning the meaning of kanji, the form of kanji, particles and bottom changing patterns in novice level. They also develop teaching materials using suitable sentences for training mind set of advanced human resources on kanji / kana conversion ability of single and multi-kanji phrases in brain and kanji operation ability in intermediate level. In intermediate level, they also found that necessity of conversion of content and method of the main text for reading comprehension.

- Educational practice leading conclusions

Background is that the international students who are even aiming for higher education are often aimed at advanced human resources at Japanese companies in the end, and Japanese companies seek not only simple workers but also advanced personnel who can engage in global development of companies. For advanced human resources with Japanese as a business language, the ability to operate Kanji vocabulary of intermediate level or higher is essential. In these contexts, various educational practices are published by (Hiraoka et al., 2016) and others. In novice level, "Novice Kanji Strategy" is proposed such as acquisition of kanji form, dialogue with teachers by composition, promotion of self-recognition of speech management ability by extra-curricular activities, etc. In intermediate level, it is also proposed such as strict acquisition of single and multi-kanji phrases, promotion of self-recognition of kanji operation ability named "Listening Writing Comprehension", promotion of mutual recognition of kanji operation ability named "Topic Presentation", etc. In "Listening Writing Comprehension" and "Topic Presentation", topic selection and guidance lead to improve mind set. Through these, not only were the learners' kanji usage rate improved, but also the ability of comprehension in listening, the ability and speed of comprehension in reading, responsible attitudes in behavior and action are obtained. We organized these practices in a bird's-eye view and found the importance of the above ①, ②, ③.

- Points to be noted

In intermediate level towards learners of Kanji-area, practically Kanji vocabulary was treated as already learned, teachers focus on intermediate grammar and reading comprehension. For non-Kanji-area learners, we dealt with similarly by adding kanji tests, but we could not improve their proficiency. When both learners are mixed in the same class, dropouts of non-Kanji-area learners become remarkable. In the teaching methods proposed in this paper, ② and ③ can be educated together at the same level regardless of Kanji / non - Kanji - area learners, and ① can also educate Kanji - area learners by devising the way. As a result, it can be said that they are applicable teaching methods in a learning environment where Kanji and non-Kanji-area learners are mixed.
Teachers’ attitudes toward commodification of language education: Interviews with teachers of private language schools in Hong Kong

Masaki SEO (Teikyo University)

In this neoliberal society, learners are viewed as customers and language schools are trying to commodify the service of language education by matching their curriculum with learners’ demands and needs in order to attract (Kelly & Jones, 2003). In the previous literatures, while commodification of language (Sato, 2017), process of commodification in language education (Piller & Takahashi, 2010), learners’ attitudes toward commodification of language education (Kubota, 2011; Piller & Takahashi, 2006) were discussed, teachers attitudes toward commodification of language education were not investigated. As language teachers are also viewed as commodities and are exposed to keen competition (Holborow, 2015), it is necessary to discuss about teachers. Through interviews with 21 teachers (15 native Japanese and 6 non-native) and 7 administrators (2 native Japanese and 5 non-native) at six life-
long learning schools in Hong Kong, this study investigated how teachers and administrators experienced the commodification of language education.

Most teachers in this study were satisfied with the commodification of language education. They felt rewarded that they could improve their own teaching practices based on learners’ interests and needs. In addition, some teachers tried to secure their employment by proposing new courses such as a Chinese-Japanese translation course and a Japanese comedy course, which made use of their own knowledge and skills while reflecting the interests and demands of learners.

Nonetheless, from the perspective of educational effectiveness, some teachers questioned the commodification of language learning since schools made achievement tests easier and promoted learners who had not passed the examination. In addition, some teachers lost their motivation to teach since their suggestions were not accepted by school administrators.

In such schools where teachers’ ideas were not welcomed by administrators, teachers were seen as “disposal goods” rather than “valuable goods” with knowledge and skills. When commodifying language learning for hobbyists, it is important for teachers to have ownership in designing and developing curriculum in order to maximize the satisfaction of both students and teachers.
What Did Students Learn through the "Easy Japanese" Classes? —Analysis of Free Description Data with Quantitative Text Analyses—

Takahito ABE (専修大学)
Mieko ABE (関西学院大学)
The aim of this presentation is to analyze and examine the learning that students obtained through the "Easy Japanese" classes.

Free description data were analyzed using quantitative text analysis by the difference in students’ knowledge of Japanese studies.

The results revealed the following three points:
(1) Students who did not have Japanese language studies as their major commented on the difficulty in Japanese language and their lack of knowledge of the linguistics.
(2) 1st year students majoring in Japanese Language Studies commented that Japanese language studies can contribute to society.
(3) 2nd year students majoring in Japanese Language Studies commented on what they can do for non-native speakers.

対話力養成のために：
コミュニケーション・コンピテンス再考
Suwako WATANABE (ポートランド州立大学)

これらの種々の能力は、コミュニケーション・コンピテンス(Canale & Swaine 1972)を構成する文法、社会言語、談話、ストラテジー等の能力に匹敵する。本発表では、まず学習者の発話授業やテストの発話から、意味交渉、談話管理、相互作用管理が失敗した事例、ACTFL 上級レベルで捉われるべき一般的な話題を話す際の挫折例を分析し、文法・語彙以外の談話や相互作用管理能力の育成に適応した指導とフィードバックの方法を提案する。また、ディスカッションに頒出する意見陳述や、反対意見の述べ方、ターン形成の仕方に、文化的な違いがある影響を与えることと指摘し、社会言語能力開発のために、文化の具現としての言語運用を指導する重要性を提示する。学習者の発話や相互作用の実例の分析を通じて、コミュニケーション・コンピテンスに内包された種々の能力がどのように作用し合っているかを考察し、対話力育成のための理論としてのコミュニケーション・コンピテンスを再考する。

Development of ability to engage in dialogue:
Rethinking communicative competence
Suwako WATANABE (ポートランド州立大学)
In this presentation, I will reexamine the notion of communicative competence from the perspective of development of ability to engage in dialogue. So far as dialogue entails exchanges of ideas and information between two or more people while solving miscommunication through negotiation of meaning, there is striking resemblance between the ability to carry out dialogue and the description of the Advanced-level speakers in the NCSFL-ACTFL Ca-Do Statements (2017), which reads that Advanced-level speakers “can maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, by using probing questions and providing detailed responses across major time frames.” In order to participate meaningfully in discussion, one is expected to accurately interpret the point of an interlocutor’s message, to manage discourse that is beyond the sentence-level, negotiate meaning to solve any communication gaps, and manage interaction with others. These abilities are subsumed under communicative competence (Canale & Swaine, 1972). In this presentation, I will first examine discourse data that contain examples of failing performance in terms of negotiation of meaning, discourse management, and interactional management and, then, propose approaches to instruction and feedback to develop abilities to manage discourse and interaction required for effective participation in discussion and dialogue. I will also demonstrate how cultural differences play a role in the ways in which we state opinion, present counter-argument, and take turns during discussion.
This paper examines the process of how the marker "e?" is used in instances of other-initiated repair sequences. In Japanese, speakers generally use "e" to indicate a problem with understanding a previous utterance (Suzuki, 2008). However, "e" is different from other repair markers such as "doko," "itu," etc., in that it does not provide specific clues for the participants in the conversation to locate the trouble source. There have been many studies concerning other-initiated repair in Japanese (Nisisaka 2007, Yosinaga 2007 etc.). However, there are a series of problems that have not yet been researched in Japanese, such as what methods specifically are employed in repair sequences, and how they are used in specific instances. Therefore, this paper uses conversational analysis to examine the "e"-centered repair process. The analysis conducted in this paper shows that the location of the trouble source can clearly be determined according to the speaker's usage of "e". Second, it is clear that if information about the trouble source is presented after "e," the repair is likely to succeed. Finally, when the person performing the repair is not the person who initiated the repair, there are two reasons that may disrupt its execution. The first reason is that the repair initiator did not perform the repair. The second reason is that the repair initiator did not provide adequate information about the source of trouble and so the repair was not fully realized.
第二次世界大戦時、多くの日本人が旧満洲国へ渡っている。1937 年 12 月末時点では旧満洲国には 42 万人もの日本人がいたようである。しかし、日本の敗戦が決まると彼らは内地へと帰らなければならなくなった。彼らの多くは終戦から数年のうちに帰国することができたが、一部は帰国ができなかった。いわゆる中国残留日本人である。日本国内において 1981 年から始まった訪日観光回説が連日テレビを賑わっていたように、世間の人々も彼らに対して強い関心を寄せていたようである。中国残留日本人に関する番組をみると、世間の人々は日本語の問題と日本への適応ということに関心があったようである。そこで本発表では、NHK アーカイブスの中国残留日本人を対象とした映像資料をデータとして、中国残留日本人どのように表象されてきたか、日本語の問題を含めどのようない問題があったのかについて分析を行い、映像の中の彼らを類型化することを目的とする。

中国残留日本人はいくつかのパターンがある。敗戦当時 13 歳以上で身元が分かっている女性は中国残留婦人、引揚げている最中に、親や兄弟と死別し、家族や周囲の人間の判断で中国人に引き取ってもらい、中国に残された子供たちは中国残留孤児と呼ばれている。中国残留孤児の例を見てみよう。中国残留孤児だった者は長い間いたことから家庭を持っている人がいる。日本に帰国する際にはその家族を連れてくることもあっった。配偶者だけでなく自分の子供たちも一緒に連れて帰ってきたのである。このときに彼が抱えた問題は、自分以外の家族が日本語を話せないということであつた。本人は日本語を話せたが妻や子供が話せず、日本になかなか僕れることができなかったのである。このことで中国残留孤児であった彼は日本への帰国が家族を苦しめているのではないかと悩む様子が表象されていた。

このように中国残留孤児に関する日本語の問題は、本人ではなくその家族にとって大きな問題となっていた。この場合、彼は「家族の順応困難型」と言えるだろう。この他に「本人の順応困難型」の例も見られた。自分の祖国となる場所を求め家族とともに来日したが、日本語が話せず日本になじむことができず、中国へと戻り自分のアイデンティティは「日本人」ではなく「中国人」であったと考えるようになった型である。このように NHK アーカイブスを通じて様々な類型化が可能であることが明らかとなった。
Types of Japanese Quotation and their Usages in Oral Experiential Narratives

Yasue KODAMA (カリフォルニア州立大学サンノゼ校)

Japanese language has a wide variety of choices in combination, from direct/indirect quotation and various kinds of quotative markers, such as tte, to, toka, nante, to three quotation types, such as zero type, particle stop type, and predicative type. This paper focuses on the last three quotation types, zero type that has only quotational phrase, particle stop type that has a quotational phrase only with a quotative particle, and predicative type that consists of a quotational phrase and a reporting clause.

Studies of Japanese quotation started with direct/indirect quotes of so-called quotation construction as dichotomous grammar (eg. Sunagawa 1989, Fujita 2000), and shifted to the one as continuous linguistic phenomena (eg. Nakazono 1994, Kamada 2000, Watanabe 2003, and recently, they have been extended to discourse analysis and second language acquisition of quotation (eg. Sugiura 2007, Yamaguchi 2009, Kato 2010). Among them, Yamaguchi (2009) questioned the importance of...
distinction of direct/indirect quotes in Japanese, and claims that we should put more emphasis on the differences of quotative particles and types of quotation in each genre such as novel, oral narratives and conversation.

This paper analyzed 44 celebrities’ first-person oral narratives taken from a Japanese TV program called “Gokigenyo” whose narrative topics are chosen by throwing a dice on the spot, using Labovian narrative analysis that depends on both quantitative and qualitative precisions, to clarify the usages of three types of quotation, zero type, particle stop type, and predicative type, in Japanese oral narratives. As the result, the following tendencies were found respectively.

First, as for predicative type, it is used most frequently among the three for both quotations of utterance and thought, but it is used for quotation of thought more often than for that of utterance because quotation of thought tends to occur independently and needs to be specified in terms of the action. Also, quotation of utterance that appears independently or with other verbs than verbs of saying tends to become predicative type. When predicative type is used in a series of quotation of utterance, if first-person’s utterance, it appears with past tense and/or in subordinate clause, and if third-person’s, it is used to mark unexpected or confrontational utterance for the character-I with historical present or other evaluative devices such as passive and teshimau. Also, when predicative type is used to demarcate the conversation, it appears with te-form stop of the verbs of saying.

On the other hand, particle stop type is the least frequent one for both quotations of utterance and thought. Stop with the particle appears alone in a series of conversation to mark unexpected or confrontational quotation of utterance. In case of stop with to particle, it can be used for a determined confrontational utterance at the beginning of the scene, and orientational utterances at the beginning of a narrative and reflective and retrospective thoughts that appear consecutively.

Last, zero type is mainly used for quotations of utterances that appear consecutively, and it has a vividness effect. However, it also can be exceptionally used to convey Character-I’s thought vividly, only when character-I cannot say it situationally.
This presentation introduces efforts to apply documentation in order to convey Hachijojuku language (Hachijo dialect of Tokyo) which is one of Japan's annihilation crisis language to future generations.

Hachijo language was registered in Red Book as UNESCO's "language of endangering" in 2009 by the United Nations Educational, Scientific and Cultural Organization. Currently, there are about 500 people who can speak Hachijo, most of them are seen as over 70's. It is necessary to investigate, record and preserve as soon as possible, and the necessity of language succession education is also increasing. The presenter is creating speech discourse materials from the viewpoint of crisis language preservation while trying to collaborate with Hachijo Town, National Language Institute and speakers. Natural
discourse speech is gathered, brought up in texts, added with annotation information after discussion
with the speaker, and it is maintained as a speech database for preservation.

To "communicate" a language has two meanings: to describe and preserve, and to inherit it as a
language. In this research, we aim to make speech discourse materials applicable not only for preserving
languages, but also in linguistic succession activities and educational places. I am making activities to
create a picture-story show or a conversation collection by Hachijo language and to record and visualize
the talk of the speaker as documentation.

Although this is only a limited aspect of the language, it can create and inherit a new speaker.
Conventionally, research has been conducted from the viewpoint of slowing down the speed of
annihilation by recording and storing the language. But this research has also worked on generations
that Hachijo Language can not speak at the moment and newly created using picture-story shows and
conversation collections. It is originality to aim for securing Hachijo language speakers as a second
language. This research is unique in that new generation speakers are creating by allowing generations
who can not speak Hachijo Language to speak Hachijo language as a second language using picture-
story shows and conversation collections.

There are many dialect variations in Japanese, and it support the community's identity. The delicate
identity of the region is swallowed into a big wave of globalization, and the loss of language and
customs means that the local culture and identity are lost.
It also becomes an element that weaken and destabilize the local community. Through
"communicating languages", we aim to realize the welfare of individuals belonging to the community
by fulfilling social contribution by reaffirming and maintaining the culture which the region has
inherited from ancient times.
研究方法：本研究ではパリの高等教育機関と一般社会人向け語学講座を対象にアンケートを実施。集計結果から問題点・課題を解決する方法を分析し、実際に結び付けて考察する。

対象：パリの高等教育機関および社会人対象の日本語講座に携わる教師

内容：使用テキスト、使用シラバスは何か。CEFR や JF 日本語教育スタンダードに準拠したコースデザインかどうか。実際に授業をして感じる学習者のニーズと教授方法や成果のずれ、不満・不足は何か。

3. 特記すべきポイント

フランスでは CEFR・JF 日本語教育スタンダードに準拠したシラバスの機関ごとの採用率調査は今まで行われていない。実際に教っている教師にアンケートを取ることで、現場が抱えている問題・課題を浮き彫りにできる。

具体的には、本研究により、文型重視の教材と対話重視の教材使用に関するビリーフや考えを分析し、教師がどのように対応しているか・行うべきかを示唆できる。また、日本語教育の現場・過程で、学習者に対話の意味や重要性を意識し得るにはどのような手助けが可能かという問いにも答えることができると思われる。

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国際交流基金日本語教育紀要第 13 号（2017）「能動に 共に日本のことばと文化」を主教材としたい専門日本語研修のコースデザインと成果」
マルチェッラ・マリオッティ（2016）「社会的責任と市民性—外国語学習を通した自己認識によって「自由」になること」細川 英雄、尾辻 恵美、マルチェッラ・マリオッティ編『市民性形成とことばの教育—母語・第二言語・外国語を超えて』くろしお出版
At World War II, many Japanese people went to Manju country. At the end of December 1937, in Manju country, over 420,000 Japanese people stayed and resided there. However, when they could predict Japanese defeat in the war, they had to go back to Japan. Most of them, tried to come back to Japan for several years before the end of the war. However, some couldn’t come back. They are the Japanese people who stayed in China even after. In Japan, since 1981, Japan family inspection started, which made many people pay attention. It was a quite big issue people paid attention. While I watched a broadcast about the Japanese who remained in China after the war, I figured out many paid attention to Japanese language problem and adjustment to Japanese life. In this presentation, NHK archive, with the movies targeting the Japanese who stayed in China even after World War II, analyzed how they were presented and what troubles exist related to their Japanese language. It aimed to categorize their problems into types in the movies.

There are some patterns in their problems. At their defeat in the war, one female who thought she was over 13 years old was raised by Chinese people since her parents and siblings died while they tried to go back to Japan. People around her thought being raised by Chinese people was not bad for her. The children who remained in China after the war were called China-residing orphans. Let’s take an example of one person. One who was China-residing orphan sometimes could make her family as she stayed in China for a long time. When she came back to Japan, she brought her family members. Not only her spouse but her children are brought together. Then, the problems she may have were they couldn’t speak Japanese. She might speak Japanese but the rest family members couldn’t. So, it made them difficult to be adjusted. In another case, one man who was a China-residing orphan thought it might bother his family if he came back. So, the language became important issue not only for the person relevant but also to his or her family. In this case, he may be categorized to the type ‘difficult to adjust by family’. There is also ‘difficult to adjust by the person relevant’. Even though they come back together to Japan since Japan is their ancestors’ country, they couldn’t speak Japanese. So, they had difficulty in adjusting in Japan. They just came back to China and started to think they are Chinese. So, through NHK archive, it became clear that we can categorize their types of difficulties to adjust.
Learning in a community of practice for self-transformation- Focused on the positioning of foreign nursing care workers -

Hyeun YUN (関西大学大学院)

The purpose of this presentation is to clarify how foreign nursing care workers see themselves and how they position themselves in their community of practice, using a Legitimate Peripheral Participation (LPP) framework (Rave & Wenger, 1993).

This presentation examines change in identity—"What I want to do and what I want to be"--discussed in LPP (Saeki, 1993). It focuses on the theory of positioning (Bamberg, 2004) as a process of identity transformation by participants taking part in practice. According to Bamberg (2004), positioning is a process whereby participants create and position a self through interaction with others. In terms of foreign nursing care workers at a nursing care site, positioning means that as foreign nursing care workers acquire language, knowledge, or skills through practice and the involvement of others, these
conversation and experiences redefine their positions in their community of practice. In other words, the process of transformation of identity renews the concept of self.

This presentation explores how one foreign nursing care worker captures and positions themselves among foreign caregivers and others as part of their community of practice. In order to achieve the purpose of this research, the foreign nursing care personnel was observed using participation observation, and an ethnography was created through interactions between foreign nursing care workers, clients, and other caregivers. Additional information was gathered in the form of a self-evaluation as a caregiver in the form of a retrospective work sheet written by the foreign care worker during a Japanese class. The data were analyzed qualitatively. As a result of the analysis, the data suggests that the foreign nursing care worker is trying to acquire membership of the community of practice through constant respect of the clients, building and “vibrant place,” and watching the behaviour of others in the environment. In addition, the data from the retrospective sheets shows that past evaluation creates a “competent self” and the future evaluation is aimed at making an "improved self” with regard to his/her job. Such situation enhances the self-efficacy for the caregiver. These data form the basis of our consideration of the positioning of foreign nursing care workers and their interactions with other people in their community of practice.
10C_C1 08 月 04 日 09:00
How non-native speakers evaluate "explanations" of native speakers: Analysis of language behavior affecting non-native speakers' evaluation
Naomi YANAGIDA (一橋大学国際教育センター)

In recent years, the surge of foreign residents in Japan has brought forward various proposals concerning “YASASHII-NIHONGO”, a modified speech approach for native speakers to communicate towards non-native speakers in a way that is easier to understand. However, how are such modified forms of Japanese evaluated from a non-native speaker’s perspective? Unravelling how non-native speakers assess native speakers’ Japanese is important, as it provides native speakers with...
Yanagida (2015) conducted an impression assessment survey and identified five “explanation” evaluation factors. The survey consisted of a clip of four native speakers delivering an “explanation” and non-native speakers (60 people) assessing its content. Yanagida (2017) analyzed the correlation between the “explanation” evaluation factors and the order of precedence for the “explanations” provided by the non-native speakers. The analysis showed a moderate degree of correlation between the ratings of native speakers’ “explanations” and evaluation factors “1. attitude towards verbal communication”, “2. familiarity with communicating with non-native speakers” and “3. appropriate explanation suited to the other person”.

In this report, I analyze how “3. appropriate explanation suited to the other person”, one of the formative factors for “behavior for evaluation”, appears in actual conversation. This is one of the above-mentioned evaluation factors that show a moderate degree of correlation with the order of precedence for native speakers’ “explanations”.

The data to be analyzed consists of the precedence of native speakers’ “explanations” based on 60 non-native speakers’ evaluations and the data of three sets of “explanations” (1 word, 1 sentence, 1 paragraph) given by four native speakers. Amongst the dataset of conversations, we analyzed the discourse data for the highest average rank nsA and the lowest average rank nsB. Although the analysis showed that nsA and nsB were equally good at explaining in a concise, short and easy-to-understand manner (due to the fact that they both have experience of Japanese language teaching to non-native speakers), there were notable differences in three areas: “noticing whether the other person understands”, “confirming whether the other person has understood” and “listening well to the other person”. This result indicates that in the case of verbal face-to-face communication, it is more appreciated to respond to the other party in the conversation in a more personal and adaptable manner rather than blanket language modification.
Non-irritating Tongue Clicks: Thai People in Multimodal Interaction

Takae HAGIWARA (山梨県立大学)
Kiyomi IKETANI (Chulalongkorn University)

Non-verbal behaviors complement verbal utterances and perform integrated roles (Takanashi 2016:62). The aim of this study is to define the meaning of tongue clicks in integrated communications through using video data of three Thai person conversations. This presentation demonstrates how tongue clicks occur in Thai people conversation to illustrate that irritating tongue clicks in one culture can be regarded as non-irritating ones in another culture.

Non-lexical conversational sounds such as tongue clicks, on which this study focusses, have so far been regarded as worthless or passed off in the process of transcription to build a corpus. For example, Spoken Corpus of German Learners of Japanese (http://german-opi.jpn.org/) escapes transcription of any non-lexical behaviors. However, tongue clicks in some languages may serve as
important data to understand communication styles of a target language. Morita (2015:172) analyzes tongue clicks in French and categorizes them into 5 categories insisting that tongue clicks of French people express intention of continuing communications and thus “positive meaning”. This study, in addition to the former researches, considers tongue clicks of Thai people.

The data for this study comes in video recording for 5 groups of three person conversations. Recording was conducted in Thailand, November 2016. Recording of each group consists of two kinds of loaded conversation tasks (the first one was in Thai and the second, in Japanese) and the overall opinions on the tasks. The tongue clicks in data were analyzed by using the concepts of multimodal interaction (Takanashi:2016). The results are as follows: (1) “function of filler”, the same type as the ones depicted in OPI, was observed in Japanese conversation. (2) “Function of marking expressed emotion” which appears prior to reporting affect, evaluation and attitude was observed in Thai conversation. The latter type of function describes neither disagreeable nor offensive meaning. This function falls into a category of “positive tongue clicks” (Hagiwara & Iketani 2015).
初級学習者の作文内容に働きかける推敲活動 —学習者の対話を主体とした相互活動の新たな実践と提案—

Kyoko HAYAKAWA (一橋大学 国際教育センター)
Yumi NISHIMURA (関西学院大学 日本語教育センター)

作文授業におけるピア・リスポンス活動（以下、ピア活動）は、完成した初稿を読み合い、コメントやフィードバックを基に作文を改善する活動である。本稿は、ピア活動における相互活動を基に作文改善の実践を通じて、学習者同士の関係構築の促進を図り、作文内容の推敲に働きかけるものである。本研究では、実践と改善についての報告から、初級学習者であっても、主体的に内容を充足させ得る新たな協働活動の方法を提案する。

本実践は、初級前半及び初級後半のクラスにおいて3学期にわたり行った。まず、内容と構成を考えるためのアウトライン記述において、文ではなく語・句単位で書かせ、その後個人で初稿（a）を執筆する。次に、ペア相手でアウトラインを交換し、初稿は見ずにアウトラインの語群から内容を推量し、相手の作文を書く（b）。bを相手に渡し、当人はa,bを踏まえて推敲する。その際、bに良いと思う記述があれば第二稿に取り入れてよいとした。しかし、初級前半クラスが新たな知識が増える、と活動に積極的な意味を見出していた一方、初級後半クラスでは、ペア間に表現意図のズレが大きい場合bを推敲に生かせず、活動への満足度が低かった。そこで後者は3学期に、ペア相手のアウトラインの語群を基に相互にインタビュー後、まとめた要約（c）を執筆者当人に対し、a,cから第二稿を書くこととした。その結果、活動に対する不満が解消し、相互交渉を通じて、第二稿に不十分だった情報を付け加え、文章構成を変更するなどの動的推敲過程が観察された。

本実践が従来の作文ピア活動と異なるのは、ピア活動が①完成した文章に対する働きかけでは構成の大きな変更が難しい、②推敲過程でペア相手の言語力・洞察力に依るところが大きい、という特徴があるのに対し、本実践は①記述が語単位のため、構成の大きな変更が容易、②文ではなく、語が質問材料になることで、内容を広げたり、掘り下げたりするような幅を持った対話を生じ、ペア同士の能力バランスや洞察力に依存しない点である。また、対話の結果を自分の作文の改善につなげている様子が観察され、本実践は個人の表現意欲とクラス内の対話・学習・推敲を促進させる新たな取り組みであるといえる。

10C_E1 08月04日 14:00

The elaboration activity focuses on a writing text of students learning Japanese at elementary level: novel implementation and proposal of interactive activity based on dialogue between Japanese learners

Kyoko HAYAKAWA (一橋大学 国際教育センター)
Yumi NISHIMURA (関西学院大学 日本語教育センター)
This study discusses an activity that focuses on the elaboration of texts written by students learning Japanese at the elementary level. This elaboration involves a novel implementation of, as well as a proposal for, an interactive peer response activity based on dialogue among learners.

In the peer response activity, students generally read each other’s first drafts and make comments or ask questions. This activity, performed in a writing class at the elementary level, is claimed to motivate writing and foster relationships among students; it is unclear, however, whether it leads to improved content and structure. In this activity, interviews using paired learners not only work to elaborate writing content but also foster relationships among learners. This study reports the results of this activity and the improvements we have made on it. We suggest a novel way to encourage improvement in content.

The practical activity described here was replaced during three terms at the introductory and elementary levels. First, learners noted ideas for what they would write, using a word or phrase rather than a sentence in the construction of an outline. They then wrote a first draft or drafts (a) individually. Next, one pair exchanged outlines and wrote a company’s essay (b), looking just at words or phrases in the outline. Then, the learners guessed the content of the outline from the words, without looking at the first drafts of their own pairs’ outlines. When they had finished, the learners returned (b) to their own companies, and the ones who had originally written essays elaborated on (a) and (b). Then they were allowed to improve their descriptions, if necessary, in their second drafts. Although learners at the introductory level benefited from positive effects, such as increased knowledge of the language, learners at the elementary level did not. If students felt that there were not enough positive effects to improve their own essays, because of expressive gaps in a pair, they rectified their failure using (b). Accordingly, we changed the activity; after interviews based on a company’s outline using words, each company wrote a summary about the interview (c), and then the original writer referred to (a) and (c) in a third term. Frustration was resolved through this interaction, and we observed active writing such as adding insufficient information and improving the structure of the writing at the elementary level.

This practical activity differs from previous peer response activities. A general characteristic of a peer response activity is that it is difficult to make major modifications in writing when checking completed material, and it depends largely on a pair’s competence in the target language and on students’ sharpened perspectives. However, in this practical activity, it is easy to make major modifications and to develop in-depth dialogue, because the description was written just using words or phrases, and it does not rely on a pair’s competence in the target language and sharpened perspectives—the material for interviews was based on words or phrases rather than sentences. Additionally, it was observed that learners repaired their own essays as the result of interaction. This practical response activity could be a novel approach not only to promote the motivation to write, but also to facilitate writing class interaction, learning, and elaboration of an essay.
First Year, First Semester Japanese for Other Japanese

Atsuko TAKAHASHI (Smith College)

Tadoku is a way of practicing reading extensively in Japanese as a foreign language (Awano, 2012). There has been an increasing number of tadoku clubs and classes established in recent years. Tadoku also has been implemented in regular Japanese course curricula. While advanced-beginning to intermediate levels are the most popular levels for tadoku, there is only one case reported from very beginning level (Ninomiya, 2013). This is where the challenges lie: the nature of beginning course curriculum is intensive and heavily textbook-based: students are still learning sets of kana and basic grammars; selection of tadoku materials for very beginners is still limited. Despite these challenges, it would be beneficial for beginning students to start tadoku, so that they can practice reading and start developing autonomy early. The group of students who are capable of reading and learning also
would help deepen the course contents and activities at the intermediate and advanced levels typically designed by content-based approach.

This presentation responds to these challenges by sharing pedagogical ideas resulting from a project involving both the use and creation of tadoku books in a first-semester beginning Japanese class (Fall 2017, n=25) in a women’s college in the U.S. The creation of tadoku books not only helped students foster a sense of connection, an important part of Thompson’s pedagogical framework, with other Japanese learners, but also encouraged students to connect what they were learning in class with the world outside of the classroom (Thompson, 2016).

Our goals in creating original tadoku books were: 1) to improve learning outcomes by giving students an opportunity to apply what they had learned from the textbook creatively; 2) to help students become aware of their ability to contribute to Japanese language education; 3) to enrich the selection of tadoku books for beginners.

Twenty-four students responded to an anonymous self-evaluation questionnaire at the end of the semester. Data were qualitatively analyzed. Results indicated that students have gained confidence and enjoyment in reading in Japanese through tadoku. Students also have reported improvements in intrinsic motivation for reading and learning outside of the textbook. The sense of connection to other Japanese learners during the process of creating tadoku books helped students to understand the larger context of the learning process, and to apply their critical thinking skills to improve the results of their efforts. Thus, students could explore their creativity purposefully and apply it thoughtfully.

The findings suggest that tadoku books by Japanese learners, which explore linguistic and cultural topics relevant to non-native speakers, could become an interesting addition to the current tadoku book libraries by native speakers, to promote diversity, connection and inclusiveness in foreign language education.

This presentation demonstrates an example of starting tadoku from the earliest stages of students’ Japanese studies, where both native and non-native speakers can contribute to the enrichment of resources for Japanese reading education.
オーストラリアにおける大規模な初級教科のシラバス実施：その制約と課題

Ikuko NAKANE (University of Melbourne)

日本語はオーストラリアでもっとも広く教育が行われている言語である(Spence-Brown, 2014)。その一方で、学習者が多いことは高等教育機関における日本語教育の課題ともなっている。日本語において、日本語教育と社会的要因、教育機関のシステム、言語政策などに関わってよく論じられるが、多数の履修者数を抱える日本語教育の運営についてはあまり考察されていない。本発表では、オーストラリアのある総合大学で15名の教員と約900名の履修者が関わった初級教科を例に挙げ、履修者数の多い教科の運営について考察する。教員チームはコーディネーターとして専任1名、アシスタント専任1名、そして13名の非常勤講師で構成され、初級クラスを12週間に渡り担当した。

Syllabus implementation in a large-enrolment beginners’ Japanese subject in Australia: Constraints and issues

Ikuko NAKANE (University of Melbourne)

日本語はオーストラリアでもっとも広く教育が行われている言語である(Spence-Brown, 2014)。その一方で、学習者が多いことは高等教育機関における日本語教育の課題ともなっている。日本語において、日本語教育と社会的要因、教育機関のシステム、言語政策などに関わってよく論じられるが、多数の履修者数を抱える日本語教育の運営についてはあまり考察されていない。本発表では、オーストラリアのある総合大学で15名の教員と約900名の履修者が関わった初級教科を例に挙げ、履修者数の多い教科の運営について考察する。教員チームはコーディネーターとして専任1名、アシスタント専任1名、そして13名の非常勤講師で構成され、初級クラスを12週間に渡り担当した。
Drawing on Nation & Macalister’s (2009) framework of language curriculum design, the paper focuses on the ‘environment’ aspect of curriculum design and identifies key factors that had significant impact on syllabus implementation. Specifically, the paper discusses the processes by which alignment of teaching and learning activities and assessment processes was negotiated within the large team of teaching staff. The experiences of the teaching staff were varied: some had limited experience in Japanese as a Second Language education; others had more experience of JSL education but were new to the university, and others had taught for the university’s Japanese program for nearly 20 years. In order to ensure equity, quality control and support for less experienced staff members, the team relied heavily on the coordinator’s detailed teaching plans for the three sessions of the week. This meant that individual teachers had little space to adopt their own styles to present, create and sequence content in their classes. To ensure that student performance across the 35 tutorial groups was assessed as equitably as possible under time and budgetary constraints, efficient standardisation through the coordinator’s detailed instructions and monitoring of assessment processes were crucial. However, lack of flexibility also brought about some issues of its own.

In the face of these challenges, a network of communication within the team, both online/faceto-face and one-on-one/in groups, played an important, although not always successful, role in ensuring alignment. Tutors as a group also raised issues and negotiated syllabus implementation processes with the coordinator, often through the assistant coordinator as a ‘broker’. Thus the team has become a community of practice (Wenger, 1998). The paper presents a critical discussion on how this spontaneously created community of practice can be more effectively and systematically operationalised, informed by the team’s reflections on their experiences.

References
社会とつながる日本語教育を実践する人材を育成する試み-修士課程での教育実習を事例として-

Makiko IKEGAMI (早稲田大学)

現在、日本語教育の変化が求められている。短期プログラムに通じた正規生以外の留学生が増加し、また正規生であっても4年連続N2合格者が求められない者も増加している。これらが日本語学習動機に達成目標を達成するためには、大学における言語教育の多様化への対応が求められている。従来の教室中心の教育の枠組みを越えた日本語教育を実践できる人材の育成が求められている。

文化を社会的・歴史的に捉える主義を提唱してきた（西口1999など）。また、行動中心主義の考え方に通じて言語学習の成果を社会的な観点から評価する枠組みを紹介された（CEFR, JFスタンダードなど）。

文法研究の分野でもコミュニケーションのための新しい体系の整備や言語能力の育成が提案されている（野田2005, 宮間2013など）。

これらを具現化できる教育の変化が求められている。講師が進んでいると

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Human resource development to practice Japanese language education connected with society-Case study of teaching practice at master's program-

Makiko IKEGAMI (早稲田大学)

Currently, the number of foreign students in Japanese universities has increased. Foreign students learning in short-term program and who do not pass the JLPT/N1 are also increasing. Their motivation and goal of learning Japanese also varies. It is necessary to diversify Japanese language education at
the university. Therefore, training of human resources capable of practicing Japanese language education beyond the framework of education so far is required.

The Japanese community is also multicultural, and the purpose of Japanese language education is not only to make foreigners acquire Japanese language and culture.

"Japanese vs Foreigner", "Teacher vs Learner" rather than, that both are for the purpose of symbiosis, and, the goal is to resolve through dialogue the problems that occur in the process.

As a Japanese-language education that emphasizes social aspects, the socio-cultural approach and the like advocated the significance of capturing the transformation of learners socially and historically. In addition, a framework to evaluate the results of language learning from a social point of view was introduced, based on the concept of behavioralism. In the field of grammar research also a new system for communication and a learning method are proposed.

However, it is difficult to say that discussion is progressing about the ability of teachers to realize these and their training methods. Educational institutions with different objectives and constraints each need human resources to embody education theory. It is a person who explores the idea of education, seeks methods and enables practice.

In this poster presentation, case studies of teaching practice conducted in the master's program with Japanese language teaching as the major is taken up as a case.

From the result of working on "Creating a classroom aimed at dialogue", report on record of activities and review on human resource development as data. Describe the need to build practice based on the idea no matter what kind of environment and current situation are the footholds. In addition, I will show you how to improve Japanese language education connected with society and those who have expertise. I think that these attempts will make a big contribution to the overall Japanese language education.
A case study of active learning in Japanese teacher training courses: Analysis of two-way reaction papers

Yukiko KOGUCHI (Tokyo Metropolitan University)
Ayuko SUMA (The Japan Foundation, Sydney)

1. Background and Aims

Amongst improvements to university teaching, there has been increasing interest in active learning (hereafter, 'AL'), a learning and teaching method which incorporates learners' active participation in learning, as opposed to one-way, lecture-style instruction by teachers (Mizokami 2014). In light of this interest, gaining an understanding of the kind of learning brought about by learners' participation in AL is a pressing issue (Suda 2017). However, literature reporting on the implementation of AL in Japanese language teacher training courses is lacking. As such, this research aims to clarify the present situation of students' learning through an analysis of the contents of two-way dialogue-style feedback sheets, or 'reaction papers' (hereafter, 'RP'), completed by a teacher and university students undertaking AL in lectures on language acquisition theory at a university in Japan. As indicated by Nanbu (2004), two-way RPs were thought to provide visibility into improvements to learners' motivation, the building of mutual trust between teachers and learners, and reconsiderations of teacher training courses. The analysis was conducted using a twofold approach: firstly, it examined the kind of content learners' accounted in their RPs; and secondly, it analysed how students grasped AL and their own learning.

2. Summary of Analysis

The analysis involved 24 two-way RPs, referred to as 'tsubuyaki Twitter sheets', on which students freely wrote short (tweet-length) comments about their thoughts and opinions on classes during first term. These were collected after each class, with the teacher in charge providing short responses to the content. Results were visualised by sorting the RP content into categories, drawing on the RP analysis method developed by Suda (2017) as a means to gain insights into students' active participation in their learning.

3. Results and Significance

Results from the analysis revealed numerous expressions categorised under 'facts' and 'past experiences', followed by 'wishes' and 'thoughts', relating to class content. The RP content categorised under 'evaluation' and 'understanding' included not only affirmative descriptions regarding class content but also towards the AL activities themselves. Content categorised under 'facts', 'questions' and 'thoughts' also showed that learners checked 'questions' and 'thoughts' against their experiences gained outside the classroom, as well as learners' willingness to share 'facts' about extracurricular activities with the teacher and their classmates. Due to their interactive nature, the results implied that the RPs increased affinity with the teacher, while also increasing students' motivation to share their realisations and learnings with the teacher. Moreover, as a result of new perspectives arising from the classes, including "changes in [learners'] behaviour towards foreigners" and "discovering points in common", learners began to think about non-native Japanese-speaking residents of Japan as being more similar rather than separate or distant from them in terms of language acquisition, and search for ideal ways to coexist with them in society. Interestingly, the students themselves recognised this change as having resulted from AL (e.g., "learning new perspectives through discussion, etc").
日本語教員養成課程におけるアクティブラーニングの実践と学びの可視化—対話型リアクションペーパーにおける記述から—

小口 悠紀子 (首都大学東京) 　
須摩 亜由子 (The Japan Foundation, Sydney)

1. 背景と目的
現在、大学授業改善の中でアクティブラーニング（教員による一方向的な講義形式の教育とは異なり、学修者の能動的な学修への参加を取り入れた教授・学習法、以下 AL）への関心が高まってい
る（溝上 2014）。この現状をふまえ、能動的学修への参加が学習者にどのような学びをもたらすのか
を把握することは喫緊の課題である（須田 2017）。しかし、日本語教員養成課程で行われた AL の実
践報告は十分にない。そこで、本研究では大学で開講されている言語習得論の講義で AL 実践を行
った上で、学生の学びの実態を明らかにすることを目的として、大学生と教師の対話型リアクショ
ンペーパー（以下 RP）の分析を行った。対話型 RP は、南部（2004）において、学習者の意欲向上や、教
師との信頼関係構築、教職課程の学生の授業再考の様子が現れたとされている。分析は①学生は
どのような内容を記述しているか、②学生は AL と自身の学びをどう捉えているか、という 2 つの観
点を中心に行った。

2. 分析の概要
分析に用いたのは「つぶやきシート（Twitter）」と称した対話型 RP24 名分で、学生が1学期間の授
業を通じ感想や意見を自由に書いたものである。授業後に回収し、毎回担当教員から短い返信を行
った。分析は須田（2017）が、学生の能動的授業参加を把握するツールとして開発した PR 分析手法
を援用し、カテゴリを抽出することで学生の学びの可視化を行った。

3. 結果と意義
授業内容に対する「事実」「過去」が多く、次いで「願望」「思考」の表現が見られた。「評価」「理解」
については、授業内容だけでなく、AL 活動そのものに対しての肯定的な記述が見られた。「事実」
「疑問」「思考」についても、教室外での自身の経験と照らし合わせた「疑問」「思考」、教師や教室内
の学生と共有したい「事実」に関連する記述が見られたことが特徴的であった。対話型 RP であるが
ゆえ教師への親近感を高めるとともに、気づきや学びを教師と共有したいという学生の動機が高ま
る様子も窺える。また、「外国人に対する自身の行動の変化」や「共通点の発見」など、授業を通じて
新たな視点が生まれたことで、周りにいた外国籍住民を別の存在、遠い人から身近な存在として考
え、共生の在り方を模索するようになり、その変化自体を学生自身が AL と関連づけて認識していた
点が興味深かった。
近年、学習者だけでなく日本語教師も多様化し、日本語教師を取り巻く環境も複雑になってきている。例えば、地域の日本語教室、日本語学校、高等教育機関、さらには企業や福祉施設などで日本語教師は関わっており、世代もエクノミア本を実に多様である。これまで文化庁による日本語教師養成・研修に関する調査（2012）は行われたが、日本語教師に求められている研修に関する研究はほとんど行われていない。本研究では、大学の日本語教育センター非常勤講師（以下 大学教師）と日本語学校の非常勤講師（以下 日本語学校教師）に着目し、教育現場に求められることを含むのがどう異なるかを明らかにすることを目的とする。調査は、大学教師11名（40〜50代、日本語教師歴平均237.8か月）、日本語学校教師10名（20〜50代、日本語教師歴平均54.9か月）を対象に行った。協力者に教師研修に望む形式や内容は何か自由に記述してもらった。KJ法（川喜田1970）で分析を行った結果、①教師研修の形式については、両者ともに3つのカテゴリー（「研修の対象」、「研修の実施方法」、「研修開催の設定」）に大別された。次に②教師研修の内容について、日本語学校教師では、5つのカテゴリー（「授業の教え方に関する研修」、「教材・教具に関する研修」、「日本語教師としてキャリアアップするための研修」、「授業以外の学習者対応の研修」、「学習者評価に関する研修」）が確認された。授業の実施が主務である非常勤講師にとっては、授業で教えることが密接であるため、「授業の教え方に関する研修」が多かった。一方、大学教師では、8つのカテゴリーが確認された。記載の5つに加え、「研究方法に関する研修」、「専門分野の理論と実践」、「知識に関する研修」、「実践の支援」が確認された。このことから大学教師は専門的な理論と実践及び研究方法に対して重視することが観察した。本研究では、日本語教師が望む教師研修は所属機関や個人の経験によって異なること、さらには、他の要因も考慮して教師研修をデザインする必要を示唆した。

川喜田二郎（1970）『帳・発想法—KJ法の展開と応用』中公新書
文化庁（2012）『日本語教員等の養成・研修に関する調査結果について』『平成24年3月30日日本語教員等の養成・研修に関する調

PA_03 08月04日11:00

What do Japanese language teachers seek from teacher training - Comparison of teachers from university Japanese language education centers and those from Japanese Language Schools -

Hiroko IKEDA (目白大学外国語学部日本語・日本語教育学科)
Aya SAKAI (九州大学)

The purpose of this study is to examine what Japanese language teachers seek from teacher training through comparison of teachers from university Japanese language education centers (11) and those from Japanese language schools (10). We investigated the difference using KJ Law (Kawakita 1970).
The results indicated that in regard to the way teacher training is carried out, both university and Japanese language school teachers indicated the same three categories. However, in regard to the content of training, university teachers indicated more categories than their counterparts.
PA_04 08月 04日 11:00
Change of non-native Japanese teacher's beliefs and her growth process as a teacher- Longitudinal interview survey results -
Yoshiko KUBOTA

The field of Japanese language education abroad is supported by many nonnative Japanese teachers. According to the Japan Foundation (2017), out of 64,108 overseas Japanese teachers, 49,807 (77.7%) are nonnative Japanese teachers. In this study, I focus on one nonnative teacher teaching Japanese in the Central Asia region. Based on the results of an interview survey conducted five times over a period of five years and ten months (February 2012 to December 2017), I analyzed qualitatively the changes in the beliefs and the growth process in one teacher. Green (1971) states that there is a central thought in our beliefs and things related, and this central thought is difficult to change. To comprehend the change of such a central belief in detail, it is necessary to conduct a
qualitative longitudinal study. Although this study focused on a single nonnative Japanese teacher, I believe that the teacher’s growth, as evidenced in the results, may be useful in considering the process of change with respect to beliefs.

The research subject visited Japan five times from 2012 to 2017, during which time she attended training programs for Japanese teachers and for Japanese language program development. In her home country, she was always in charge of Japanese teaching in classes and Japanese program development jointly with native Japanese teachers. In interviews by the researcher, she related many things about her thoughts and throughout her various experiences as a nonnative Japanese speaker and as a nonnative Japanese teacher. During the 70-month period of this study, as she developed her Japanese language ability, she had various teaching-related experiences such as teacher training, portfolio evaluation of learners, collaborative teaching and program management with native Japanese teachers, program development, and textbook change. This study focused on the following points: (a) the relationship between her growth in Japanese language ability and the change in her beliefs, and (b) the relationship between her experience of collaboration with native Japanese teachers and the change in her beliefs. For example, she gradually began to use meta-expression to describe her experiences and began to use “we” (including Japanese native teachers) instead of “I” as the subject of her sentences.

References


本研究は、学生による日本語支援活動において、メンバーの活動目標に対する認識の違いや広がりを明らかにし、目標共有への予備調査とするものである。

研究対象とした支援活動は、コーディネーター（教員）、支援者（留学生、日本人学生）、日本語学習者が、大学の予算を得て、職員によるサポートを受けながら進めていく活動で、5年目を迎える。コーディネーターがプロジェクトを構想し、活動目標を決定した上で、支援者が地域住民の日本語学習者を対象に教育実践を行なってきた。当初の活動目標は、留学生の母語を生かした支援、協働によるチームティーチング、支援者も学び手、学習者のニーズにあったコミュニケーション能力の向上であった。しかし、3年目から支援者の希望により、対象が留学生に移り、支援の仕方の変化や目標の認識の違い・広がりが出てきた。そこで、活動目標の共有が支援者のより主体的な活動に繋がると考え、現在の目標をメンバー間で共有することが必要だと考えた。

本支援のような対人・コミュニティ援助の改善・質向上には、多面的かつ体系的に評価する「プログラム評価」の視点を導入することが有効であるとされている（安田 2011）。しかし、学生による日本語支援に関する報告の多くは、教員による活動報告やその評価であり（早矢仕 2002、矢崎・宇都宮 2007など）、コーディネーターと支援者が目標を共有し、協働的に活動を改善していくプロセスを多角的に評価した報告はあまりない。

そこで本研究では、活動に関する多様な材料を収集して、目標に対する認識の違い、広がり等をメンバー全員で意識化し、目標を共有するための材料を得ることとした。

データは、支援者・コーディネーターへのインタビュー、活動・学習者に関するアンケート、活動報告書、振り返り学習会の録音・メモとし、KJ法による分類、及び KHCorder によるテキストマイニングを行った。

その結果、支援者間で何を成果とするかという点ではばらつきが見られたが、対話を重視する点、支援の持続を評価する点は共通していた。コーディネーターは、多様な支援者が個々の成功体験や背景を生かすこと、アイデアティックを尊重した活動が、支援者の学びを深め、広げることを評価していた。役割による認識の違いが見られ、これらを調整・共有していくことが、活動をより有意義にしていくものであると考えられる。

PA_05 08 月 04 日 11:00

Sharing Awareness among Members in Japanese Language Support project: Introducing a "Program Evaluation" Perspective

Chika TOHYAMA (立命館大学)
Saki OHIRA (立命館大学)
Chitose NONOGUCHI (城西国際大学)

This study is intended as a preliminary research to allow students to share the targets of student-led Japanese language support activities by clarifying the differences and awareness of the activities among...
them. Coordinators (teachers), supporters (international and Japanese students), and Japanese language students conducted these activities with budgetary contributions from the university and support from university staff members, and this is the fifth year it is being conducted. The coordinators envisioned activities and set activity targets. In accordance with the activity targets, supporters offered practical training to Japanese language students in the community. In the initial years, the activity targets were to offer support that took advantage of international students’ native languages, foster team teaching through collaboration, and provide a place where supporters and learners alike could improve communication ability to their satisfaction regardless of their efficiency level. Beginning in the third year, however, the activities focused on international students at the request of supporters. Given this shift in focus, methods of providing support changed significantly, and differences and spread of awareness of the activity targets increased. Considering these facts, we thought that it is necessary to allow all members to share the current targets, as it will help supporters take more initiative.

Introducing the viewpoints of “program evaluation” characterized by multilateral and systematic evaluation is effective in improving the activities and quality of interpersonal and community support like these support activities. However, most reports on student-led Japanese language support only describe teachers’ activities and evaluate their activities, and there are few reports that multilaterally evaluate the process that coordinators and supporters share, working together to improve their activities. In this research, we collected diverse materials on the activities, conceptualizing the difference and spread of awareness of activity targets among all the members involved to obtain materials that would enable them to share activity targets.

To collect data, we interviewed supporters and coordinators, conducted a questionnaire survey on activities and learners, studied activity reports, and examined tapes and memorandums of past review meetings. Following these activities, we classified them using the KJ method and conducted text-mining analysis using the KH Coder.

Results revealed that all supporters uniformly placed importance on dialogue and highly evaluated maintaining support, though they varied on what should be achieved. Coordinators highly evaluated that diverse supporters from different nationalities who speak assorted native languages can utilize their successful experiences, and activities that respect identity increase the depth and spread of learning among supporters. Although awareness varied with the roles, we believe that adjusting and sharing these differences of awareness make the activities more significant.
PA_06 08 月 04 日 11:00

Collaborative Reflection upon Team-teaching: A Case Study of Thai Student-teachers for Japanese Language Teaching

Mieko THOMPSON (早稲田大学)
Miki TAKAHASHI (コンサノ大学)
Amonrat MANOBAN (コンサノ大学)
Teacher training has been shifting from knowledge transfer to autonomous training by teachers themselves, and further to dialogic training among teachers (Tateoka, 2017). It brings teachers vitality in their practice as they reflect upon their teaching by both verbalizing and sharing reflections amongst themselves. Moreover, collaborative reflection by teachers who engage in team teaching enables them to improve their practice. Since previous research focused on reflection by individual teachers, how team teaching should be reflected upon by colleagues needs to be explored.

This research, therefore, analyzes collaborative reflection for team teaching and proposes a tool and dialogical steps for promoting reflection by teams. The subjects are 38 student-teachers, all seniors at a university in Thailand. They are divided into groups of two or three people and dispatched to elementary or middle schools to teach Japanese, make teaching materials, and engage in some administrative duties while collaborating with or being supervised by the faculty at each school. After graduating university, most of them work at elementary or middle schools, where they are involved in teaching Japanese and other duties in teams. The purpose of this research is to provide those institutions with techniques for improving team teaching in both the short and long terms.

The data of this research comes from reflections by student-teachers in each group obtained during two workshops conducted by the researchers. The workshops utilized the KPT (Keep, Problem, Try; Amano, 2013) method. The steps were: 1) choose an issue students-teachers in each group want to reflect upon and improve, 2) list things they have achieved and want to keep doing, 3) list problems they have been struggling with, and 4) propose feasible ideas to improve teaching regarding the issue chosen based on steps 2 and 3. Their ideas from all the steps were written on sticky notes and shared verbally. This research analyzed how student-teachers reflected on their team teaching during each step as was recorded on the sticky notes.

The result from the workshop held right after the practicum began showed that student-teachers concretely and objectively reflected on achievements and problems about their teaching; examples include ‘Task sheets made students review well.’, ‘Questions on task sheets are listed based on difficulty.’, ‘Listening should be more weighed in class.’, ‘Task sheets do not align with its goal for application.’, and so on. They also proposed feasible ideas to try soon thereafter for improvement. On the other hand, they had difficulty coming up with some ideas related to the problems, which implied that problems should be organized, and that the priority for solving them should be well thought out in step 3 before exploring solutions in step 4. The presentation will include the results from the workshop held right before the practicum ended and give implications to help improve the tool and workshop framework for collaborative reflection upon team teaching.
本発表では、大学院前期課程に設けた副専攻レベルの日本語教師養成プログラムの履修者に対するアンケート調査から、履修者の特性・レディネス・ニーズに考察を加える。これまでの教師養成の実践報告や考察は、日本人学生を主たる対象とする大学学部でのもの、主専攻を対象とした大学院でのものが多く、前者についてはカリキュラムの設計や教育実習が中心となり、後者は教育実習が中心となっている。一方、本プログラムのように大学院で副専攻として設けられたものについてはあまり報告がない。また、近年日本の大学院では留学生が多く在籍しているが、本プログラムの多くも履修者も留学生である。本事例を通し、留学生つまり日本語非母国語者（以下非母国語者）にとっての教師養成プログラムの在り方についても考察を加えることができよう。

2015~16年度に本プログラムを履修して2016年度に修了した17名を対象に、2017年11月に質問紙による調査（選択・自由記述）を行い、9名から回答を得た。その中から、履修者の特徴とレディネス・ニーズを示す項目を中心に分析と考察を行う。自由記述の分析に関しては、SCAT（Steps for Coding and Theorization）を使用する。本プログラムの履修者は、非母国語者が多く（77.7%）、日本語学の学習経験の割合が高い（55.5%）が、日本語教育に関しては学んだ経験は少なかった（33.3%）。プログラムの履修理由は、「大学院での専門性」や「日本語学習者としての視点」に関わる理由が多く見られ、「日本語教師志望」が将来的な希望や就職のための実利的理由も含めて7割あった。プログラムで身につけた能力では、「日本語教授に関する知識」「背景知識」が最も高く、次いで「対学生コミュニケーション能力」「専門性・意義・情熱」「日本語・言語への理解感」となり、知識の割合が高く実践的な活用・応用力の選択の割合が低かった。本プログラムでの経験を活かしている割合は77.7%と高かった。現実的・潜在的ニーズとして、専門的に日本語教育について学び日本語教師となりたいという志向がありプログラム修了後実際に日本語教育に関わっている者が多いことから、より実践的なプログラムである必要があると考える。

Japanese Language Teacher Training Program in a Graduate School: Focusing on Trainee’s Qualities, Readiness and Needs

Naoe KAWAKAMI (神戸大学国際教育総合センター)

I conducted a questionnaire survey on the Japanese language teacher minor training program in a graduate school to the former trainees of this program. This study aims to analysis the trainee’s qualities, readiness and needs using the parts of the result of the questionnaire. Regarding the qualities and readiness of trainee’s, it was found that the non-native Japanese speakers are majority among the trainees (77.7%). Although a small number of the trainees have an experiences studying Japanese language education (33.3%), but half of the trainees have studied Japanese linguistic (55.5%). As the reason of the taking this program, the result of the survey shows that trainee except to acquire a specialization and have the interest based on the experience studying Japanese. Especially, about 70% trainees hope to be engaged in the Japanese language education. Regarding the acquisition through the
program, “Knowledge of teaching Japanese” and “knowledge of the back ground” are most chosen alternatives, followed by “the communication skill to the learners”, “specialization/meaning/passion” and “sharp sense of language”. This result shows that this program provide them a curriculum to acquire the knowledge about Japanese language education. However, the less chance to develop the applied skill. After finishing this program, 77.7% of the trainees use the knowledge or skills that they acquired through this program. In conclusion, this study suggests that further direction of this program will be to provide more practical curriculum.
PA_08 08月04日 11:00

日本語教師の専門性を問い直す — 『専門性の三位一体モデル』をもとに—

Noriaki FURUYA (早稲田大学大学院生)
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Minae OBATA (早稲田大学大学院生)
Chihiro TSUZAKI (早稲田大学大学院生)
Yoko TATEOKA (早稲田大学)

本発表では、日本語教育がフィールドの学である以上、日本語教師の専門性を論議する際には、理念とフィールドと方法という三者の関係を問うべきではないかという問題提起を行う。そのうえで、新たな日本語教師の専門性の枠組みである『専門性の三位一体モデル』（鶴岡，2017）にもとづく、多様な日本語教育実践の分析をとおし、日本語教師の専門性を検討する。

戦後、日本語教育のフィールドは絶えず拡大してきた。また、フィールドの拡大にともない、学習者も多様化してきた。このようなフィールドの拡大・学習者の多様化にともない、日本語教師の専門性に関する議論も変化してきた。従来の議論において、専門性は、日本語教師に必要な能力のリストとして提示されてきた。しかし、近年、現場で実践を組み立てるためには、日本語教師の専門性を、リスト化できるような固定的な能力ではなく、よりプロセス的、かつ動的な枠組みとして捉えるべきであるという議論も見られるようになった。

鶴岡（2017）は、「日本語教師の専門性とは、自身の『理念（日本語教育視点）』をさまざまな方法を工夫して『フィールド（教育現場）』で実現できること」（p.62）と定義している。そのうえで、専門性は「理念とフィールドとその間に生まれる方法の三者で三位一体で考えるべきもの」（p.63）という考えにもとづく『専門性の三位一体モデル』を提案している。発表者らは、鶴岡（2017）における専門性の定義にもとづき、多様なフィールドにおける日本語教育視点の実現に関し、具体的な検討を行った。

本発表では、文献（『日本語教育』101～167号）調査にもとづき、多様なフィールドにおける日本語教育実践の事例を『専門性の三位一体モデル』にあてはめ、どのようなフィールドでどのような理念にもとづくどのような方法が生み出されてきたかを分析する。また、分析結果をもとに、参加者の方々ともとに、どのようなフィールドでどのような理念にもとづくどのような方法を生み出してきたかを省察し、共有することをとおし、『専門性の三位一体モデル』の有用性と妥当性を検討する。

＜参考文献＞

PA_08 08月04日 11:00
Reconsideration the Specialty of Japanese Language Teachers : Based on the Trinity Model of Specialty

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Xuejiao SUN (早稲田大学大学院日本語教育研究科博士課程)
Minae OBATA (早稲田大学大学院生)
In this presentation, we pose that since Japanese language education is the field study when discussing the specialty of the Japanese language teacher, we should ask the relationship between the philosophy, field, and method. In addition, we examine the specialty of Japanese language teachers through the analysis of diverse Japanese language education practices based on the "trinity model of specialty" (Tateoka, 2017) which is the framework of the new Japanese teacher's specialty.

After the WW2, the field of Japanese language education has been constantly expanding. And learners of Japanese language have also diversified with the expansion of the field. With such expansion of fields and diversification of learners, discussions on the specialty of Japanese language teachers have also changed. In the conventional discussion, the specialty of Japanese language teachers has been presented as a list of necessary skills for Japanese language teachers. However, in recent years, in order to assemble practices at the site, arguing that the specialty of Japanese language teachers should be regarded as a more processable and dynamic framework rather than as a fixed ability to list them It became to be seen.

Tateoka (2017) says, "The specialty of Japanese language teacher is to be able to realize his / her philosophy(view of Japanese language education) by various methods in the various field (education site) " (p.62). In addition, Tateoka (2017) is proposing "trinity model of Specialty" based on the idea that specialty is "the philosophy, the field and the method born during that are three things to think about in a trinity" (p.63). Based on the definition of specialty at Tateoka (2017), the presenters conducted concrete studies on the realization of the view of Japanese language education in various fields. In this presentation, based on the survey of the literature ("Nihongo Kyōiku" 101 to 167), we apply cases of Japanese language education practice in various fields to "trinity model of specialty", and what kind of philosophy we analyze what method has been created based on. Also, based on the analysis results, we will reflect and share with the participants what kind of field, what kind of method has been created based on what philosophy. Through those activities, we will examine the usefulness and validity of 'trinity model of specialty'.

References

Tateoka, Yoko (2017) "When thinking about 'the specialty of Japanese language teachers': the trinity model of specialty" panel discussion" Thinking about the specialty of Japanese language teachers ")
PA_09 08 月 04 日 11:00
An Examination of What Japanese Native Speakers Can Learn from Paraphrasing Activities Carried Out for Non-Native Japanese Speakers

Miki y. ITO (北海道教育大学函館校)
Keisuke TAKAHASHI (北海道教育大学函館校)
Kei ITO (公立はこだて未来大学)
Taku OKUNO (公立はこだて未来大学)

This research examines what Japanese native speakers can learn from paraphrasing activities carried out for non-native Japanese speakers. The final goal of this study is to obtain required...
information and some possible approaches so that native speakers of Japanese in Japan will be able to paraphrase Japanese into easy Japanese as needed.

In recent years, relevant research has explored the application of the concept of easy-Japanese in social fields, for example, supporting international caregiver candidates in Japan, supporting children whose first language is other than Japanese in the Japanese school context, and as an alternative solution for improving services at windows in public city halls. (Iori 2013). On the other hand, explicit systems for Japanese native speakers to utilize easy Japanese have not been implemented. Observing how students whose first language is Japanese paraphrase Japanese for non-native Japanese speakers in sightseeing contexts is one of the characteristics of this research, which has possibilities for aiding the implementation of such systems to facilitate communication between Japanese native speakers and non-native Japanese speakers.

The data primarily used for the analysis of this research were based on four Japanese language teaching program students’ paraphrasing of detailed commentaries of Hakodate’s history displayed on advertising pillars around the city. The four students were also asked to take part in follow-up interviews regarding this activity, and this data were included in the analysis, too.

The findings of this study indicate that the students learned various things through the paraphrasing activities. While the students followed the provided guides for paraphrasing, they had to employ creative paraphrasing in order to stay close to the meaning of the originals. For instance, one student answered that she put priority on maintaining the flow of the discourse even when she made the sentences shorter and when she added additional explanations in the easy-Japanese version. Another example was that they came up with various creative ways to make passive sentences into active ones. Yet another was in the way that they preferred to focus on different aspects of the basic entities and/or events than just following the provided manuals.

These points show that these paraphrasing activities can work effectively as one of the learning activities for students enrolled in the Japanese language teacher training program. Furthermore, it should also be noted that some students have applied what they learned in their everyday social world to improve their communication. One student said that she currently utilized her experience when she communicates with international people in Japan. Another student said that this experience changed her communicating attitude so that now she thinks more than before as to whether the listener comprehends what she is saying. Based on the results of this study, future research will focus on developing a system so that general Japanese native speakers in Japan can use paraphrasing activities more freely to communicate with Japanese non-native speakers.

Reference:
フィリピンの中等教育日本語教師の日本語習得とその動機づけ

Chika SHINTANI (国際交流基金マニラ日本文化センター)
bernadette HIEIDA (DE LA SALLE UNIVERSITY MANILA)

フィリピンでは2009年度から公立中等教育機関における外国語選択科目としての日本語教育が開始され、現在37校で実施されている。フィリピンの中等教育レベルの日本語教師について、1)日本語教育を専攻できる大学がなく他教科の教師を日本語の教師にする必要がある、2)研修を受けられる教師は多くが本人の意志とは関係なく学校内で選ばれている、3)ほとんどの教師は日本語学習経験がないため、学習開始から2ヶ月ほどで教え始めることが、という他国とは異なる3つの特徴がある。授業に立ち始めても3年間研修が続き、その後は年2回のセミナーのみとなる。教師は働きながら学習を続けることになるため、プログラム開始から9年が経過した現在でも教師の日本語能力はN5あるいはそれ以下に留まっている。現在、教育省ではカリキュラム改訂やシニアハイスクールでの開講準備が進められており、これまで以上に教師の日本語力が求められる状況となっている。そこで、本研究ではフィリピンの中等教育日本語教師38名にアンケートを実施し、日本語学習状況や動機づけについて調査した。調査結果によると、一日当たりの日本語学習時間は1時間未満と回答した教師が一番多く14名、1時間、2時間、3時間以上と回答した者はそれぞれ8名ずつで、最も多い教師は1週間に10時間であった。JLPTの受験歴があると回答したのは21名で全体の55％である。学習の方法はアプリやインターネットが最も多く、学習書が続いた。これまでの学習目的は、「日本文化への興味関心」、「日本人とのコミュニケーション」等の内発的動機づけと、「生徒のため」、「国際性に秀でた教師になるため」等の外発的動機づけの両方が見られた。一方で、今後の日本語学習の動機づけとなる要因としては、47％の教師が目的と同じであったが、その他に「日本で働きたい」、「昇給・昇進」、「アルバイト」などの待遇面に関するものがあった。現在、日本語を教えることに対する報酬はなく、日本語や日本文化に対する興味はあるものの待遇に満足を感じている教師が多いこともうかがえる。以上の結果から、教師になったきっかけは業務命令であっても、研修や教師経験を通して内発的動機づけが生まれているのが、各自の日本語学習の質と量が十分ではないことが日本語力の伸び悩む原因になっていると思われる。今後の研修内容の見直しと学習リソースの提供が必要である。

PA_10 08 月 04 日 11:00
Teacher’s motivating factors as tool to level up Japanese proficiency -A case study of High School Japanese Teachers in the Philippines-

Chika SHINTANI (国際交流基金マニラ日本文化センター)
bernadette HIEIDA (DE LA SALLE UNIVERSITY MANILA)

In the Philippines, Japanese language education started as an elective subject under Special Program for Foreign Language since 2009. Currently, it is being implemented in 37 schools. Unlike other countries, there are three different characteristics of a Japanese language teacher in secondary education which are as follows: 1. Since there are no universities offering Japanese language course, teachers from other subjects are assigned to teach Japanese language; 2. Most of these teachers are being selected by their schools regardless of their preference or will; 3. Since most of the teachers have no learning experience of Japanese language, they categorically become Japanese language
teachers after their intensive two months training. These teachers still need to complete the three year teacher training program after they started teaching, followed by seminars held twice a year. Since these teachers still have to study while working, their Japanese language proficiency remained at N5 level, after 9 years, since they started to participate in this program. Currently, there have been major revisions of high school curriculum in preparation to include Japanese language program in Senior High School by the Department of Education. This change requires higher Japanese language proficiency for teachers. Based on the above-mentioned factors, the researchers conducted a survey to 38 teachers of Japanese language in secondary education to evaluate the motivating factors of teachers in their Japanese language study. The result of the survey reveals the study time spent by teachers a day. Majority of the teachers study less than an hour a day, while, there are 8 teachers who spent one hour, another 8 teachers who spent two hours, and another 8 teachers who can spend three hours a day in studying. The longest time allotted to study is 10 hours a week. There are 21 teachers who have taken JLPT, which is equal to 55% of total respondents. The most common adopted study method is using apps or internet, followed by the use of textbooks. Their purpose of study also shows both internal and external factors. Internal factors includes one’s personal motivating factors such as interest in Japanese culture, communication with native Japanese speaker. While external factors pertains to their career motivating factors such as teaching for the sake of students and to be more globally competitive teacher. Furthermore, 47% of the total respondents answered that their motivating factors in continuing the program is their initial motivating factors which is mostly their interest in Japan and its culture and language. However, external factors were also developed, which is more economic related issues, such as to work in Japan, salary increase or promotion, or to engage in part-time job. Initial data of this survey showed that majority of the teachers are not satisfied with their current compensation, because they feel that their extra effort in learning and teaching another subject aside from their own specialization, are not remunerated with additional incentives, despite of their interest in Japanese language and culture. Furthermore, the survey also reveals that there has been personal motivation factors developed through the training and teaching experience regardless if it was initially an administrative order. However, the poor proficiency in Japanese language is seemingly due to lack of learning quality and experience. Therefore, review of the future training curriculum and provision of learning resources are necessary for this program.
PA_11 08 月 04 日 11:00
Development of Sound Archives for Learning Japanese Prosody
Ryoko HAYASHI (神戸大学)
Kazuhiro ISOMURA (国際交流基金)
Shin ABE (東京外国語大学)
Opportunities for Japanese learners to communicate in Japanese are ever-increasing, both inside Japan and abroad. As such, an important task for the teaching of Japanese is to research, establish, and disseminate effective methods for pronunciation teaching, as well as to continue developing pronunciation teaching materials and learning support tools. Indeed, the need for such resources is quite urgent.

In particular, it has been pointed out that prosody (e.g., pitch accent and intonation) is important for Japanese learners to acquire natural Japanese pronunciation for fluid communication. Toward that end, the teaching of word accent alone is insufficient, and research at the sentence level (i.e., how each word is realized in a sentence) is also necessary.

The project reported on in this presentation involves the large-scale collection of speech data relating to sentence-level prosody from several countries, representing Japanese learners with various languages of the world as their native languages. With special emphasis on prosodic features that are considered difficult to realize, data are being collected on a large scale, both cross-sectionally and longitudinally, in order to clarify both problems specific to certain native languages as well as problems shared in common. At the same time, an online archive of this learner speech, organized by native language and phonetic feature, is being constructed. In the near future, it will be possible to access and consult this resource from anywhere in the world. The resulting platform will be offered as a cornerstone for future research and development on Japanese pronunciation teaching.

This presentation introduces the significance of these materials for Japanese pronunciation teaching, provides examples of specific ways to make use of them, gives an overview of the data collection conducted preliminarily as a first step toward the construction of the archive, and reports on the results of having analyzed these pilot data. Materials were prepared for each of the following six areas of difficulty in learners’ Japanese prosody acquisition: (1) the intonation of interrogative sentences, (2) prominence/focus, (3) downtrends (i.e., downstep and declination), (4) syntactically ambiguous sentences, (5) emotional speech, and (6) vowel devoicing. At present, recordings have been conducted for speakers with Chinese, Russian, Korean, and Italian as native languages. In the pilot experiments, it was observed that all learners have difficulties with the production of the above prosodic features. For example, the pitch accent for a word may be pronounced appropriately for a word in isolation but become prosodically unnatural in a sentence, or distinctions in prominence or ambiguous sentences may be realized in ways that differ from Japanese native speakers. This presentation will show concrete examples (mainly using data from Italian speakers) and report on a comparison of them with speakers of other languages.
PA_12 08 月 04 日 11:00

Automatic detection of phonemic and prosodic errors from learners’ dubbing speech

Takuya OZURU (東京大学)
Nobuaki MINEMATSU (東京大学)
Daisuke SAITO (東京大学)
Mayumi SHIRAYORI (淑德大学)

In Japanese language education outside of Japan, the chance of hearing Japanese speech is often limited. Although they can hear it in class, from audio CDs of textbooks, and in internet contents, it is very rare for learners to obtain sufficient and corrective instructions to read sentences aloud in Tokyo Japanese. To solve this problem, Online Japanese Accent Dictionary (OJAD), which is a web system supporting speech and prosody training, has been developed recently, and the above instructions have
become very accessible with ease. With OJAD, however, it is still difficult for learners to obtain corrective instructions on which words or segments in his/her utterances are produced with inadequate prosodic and segmental control.

In Japanese language education, dubbing competitions for Japanese anime are very popular. In these competitions, by using the voices of professional actors or actresses, learners imitate the speaking style of an anime character and put their own voices on the character so that their voices and the lip motions of the character work synchronously. The authors are developing a system that can compare a model utterance and a learner’s imitative utterance and visualize which parts of the imitative utterance include phonemic and prosodic gaps.

Technically speaking, comparison between an utterance and its imitative one is not easy. Suppose that an imitative utterance is produced from a native speaker. In this case, a male speaker may imitate a female character and acoustic differences due to age and gender are very inevitable. Purely acoustic comparison between utterances will come to give instructions on how to “impersonate” the character (copying all the acoustic aspects of the character) but speech training is not impersonation training. Adequate comparison is possible by ignoring the above differences found in the utterances and focusing only on similarities of the speaking style between a model speaker and a learner. Further, anime voices are often very expressive and, in these cases, pitch extraction often cause extraction errors. Those errors should be avoided to develop a educationally-reliable system. Being inspired from Karaoke-rating systems, where musical notes and a singer’s voices are compared very reliably, we discussed a method of comparing a model prosody and a learner’s prosody without explicit extraction of pitch. Preliminary experiments on comparing two utterances showed that segments including phonemic errors, rhythm-related errors, and pitch errors were detected successfully. Since our technical trials are made by using language-independent techniques only, this system may be able to be applied to English speech dubbing training.
Features of syllable duration in Chinese and Japanese by native Chinese speakers learning Japanese: Measures to improve of the length of Japanese CV syllables using features of mother tongue and the effects

Mamoru FUJITA (拓殖大学北海道短期大学)
In this paper, from the viewpoint of learning the natural utterance rhythm of Japanese, the basis of the length of the basic unit CV syllable of the Japanese is clarified based on the length of the syllable of the learner's mother tongue. Based on the basis of the utterance experiment data that shows it will improve learners' too long Japanese CV syllables problem.

Experimental subjects are six Chinese speakers of elementary level Japanese learners and three Japanese speakers of the Tokyo dialect. Three experiments were made. Experiment 1 was Chinese, learner’s native language, test subjects were Chinese speakers, experiment 2 was Japanese, test subjects were Japanese speakers and Chinese speakers before guidance, and experiment 3 was Japanese, test subjects were Chinese speaker learners of Japanese after guidance. The utterance sentences are simple plain meaningless sentences with unified meanings in both Chinese and Japanese. Experiment 1 is Chinese 4 syllable "/ma/ shì zhè ge.", and experiment 2 and experiment 3 are 6 Japanese syllables "/ma/ ha ko re de su" (This is /ma/). The verification word in meaningless of /ma/ is placed at the beginning of the sentence, Chinese is the first tone, and Japanese is unified with flat type and accent. The speech data was recorded and measured by analysis software Praat, the test word, the total length, and the average duration per syllable (msec.) were summarized for each group. The results are as follows.

Experiment 1, the learner's Chinese CV syllable is 293 msec. per syllable, the 0 tone of "ge" at the end of the sentence was 244 msec. which was the shortest than the other syllables. Experiment 2, as for the Japanese CV Syllable, the learners were about 2 times longer than the Japanese speakers, and a tendency similar to the result of experiment 1 was confirmed.

Fluent utterance is expected and the burden of utterance is also reduced if the learners can understand the length of the CV syllable of Japanese based on this feature of the length of their mother tongue. Since the Chinese 0 tone syllable "ge" is shorter than the others, I presented this as a reference and taught to speak with an image of Chinese “ge”. For example, the utterance of "ma", "mama", "mamama", "mamamama" in Japanese, it’s shown that the utterance in the image like "ge", "gege", "gegege", "gegegege" in Chinese.

The results of experiment 3, the following points were confirmed by a series of procedures. The change ratio of the syllable duration by learners after guidance was -35% for the test word, -22% for the overall length, and -21% for the syllable. For Japanese speakers, there was only one syllable at maximum 203 msec., for learners, there were five syllables exceeding 200 msec. before guidance, but after teaching, all the 6 syllables duration fell within 200 msec. Based on above results, it can be said that it’s expected to be effective for improving the naturalness of utterance and the length of Japanese CV syllable by the learner.
PA_14 08 月 04 日 11:00

The Significance of Learning Content in Japanese -
Learner Responses to Critical Content-Based
Instruction in an Upper Intermediate Japanese Class-

Michie YAMAMORI (横浜国立大学)

The aim of this study is to present the benefits and issues of using Critical Content-Based Instruction (CCBI) in Japanese language learning to emphasise content learning in Japanese language classes. CCBI is an approach to develop criticality as an essential component of Content-Based Instruction. CCBI can bring learners wider perspectives through exposing them to different values. Wide perspectives lead learners to develop understandings of different people, to build good relationships.
with others, and to live together with respect for human diversity. Therefore, this study reports on the practices in a Japanese language class using CCBI and the results of a semi-structured interview conducted after the course to reveal how learners of Japanese view learning content in Japanese, rather than in their first language.

The Japanese class that this presentation reports on was an integrated Japanese course for upper intermediate learners, consisting of eight learners from Taiwan, Indonesia, and China. Studying the textbook is a main part of the course; however, the class also engaged in CCBI activities. Discussions were held twice to foster learners’ critical thinking in the course. Learners investigated and prepared a social-issue themed presentation at the end of the course. They were required to work on that social issue, express their opinion about it, and propose some kind of solution in their presentation.

A post-intervention interview was carried out with four learners to ask how they felt about reading, listening, and thinking in Japanese in comparison with using their first language. Learners admitted that it would be easier to use their first language to understand the issues, however, they thought that reading and listening in Japanese widened their perspectives and led them to improve their Japanese language abilities.

Although this practice is only one case study based on CCBI and the number of learners was limited, it should be noted that it revealed the benefits and difficulties of content learning for upper intermediate learners of Japanese. It is expected that CCBI will continue to progress in Japanese language education. In addition, it is important to look for a possible solution to Japanese learners’ difficulties caused by their Japanese language abilities when learning about social issues in order to widen their perspectives.
本発表では、学習者が「学びたい日本語」を獲得することを目指した「辞書作り」活動で見られた個別性と共通性を指摘し、教室活動としての意義を考察する。この実践は、発表者（小林ミナ, 菅野莉子, 白井友恵, 高機美陽, 水井佑美）が日本の私立大学で全学に開放されている初級授業において2017年春学期（履修者31名）行った。

活動の流れを以下に示す。1) 学習者は予め「意味を知りたかったが辞書で探せなかった日本語」を提出した。これにより70の日本語が提出された。2) 70の日本語から固有名詞、一般的な日本語辞書にある語を除外したリストを学習者に提示し、「意味や用法を調べたい日本語」を1つずつ選ぶように指示した。2人以上の学習者が選んだものがあったことから、結果として27の日本語が選ばれた。さらに、それまで授業で扱ってきた日本語からも「辞書にたい日本語」を1つ選ばせるように指示したところ、24の日本語があがった。合計51の見出し語が出たことになる。3) 学習者は自分が選んだ見出し語について、辞書アプリ、Webサイト、人工リソースを含む様々なリソースを用いて「品詞」「対訳（英語/中国語/韓国語他）」を調べ、「例文を作り、教師が用意したフォーマットを用いて辞書記述を作成させた。4) 教師は学習者から提出された辞書記述を五十音順に並べ、編集・製本した。

2) の活動からわかるのは、合計51の見出し語のうち2人以上に選ばれたのは9に過ぎず, 42は1人の学習者にしか選ばれなかったということである。つまり「意味や用法を調べたい」と思う日本語は学習者によって様々で個別性が高いことが指摘できる。(4)の成果物からは、見出し語の品詞によって辞書記述の内容が異なることがわかった。例えば名詞（ במס）が見出し語の場合には、「たくさんケーキを食べますから虫歯があります」「たくさんお菓子をたべれば虫歯になります」のように、共起語（虫歯があるの）に焦点をあてた例文が多かった。形容詞（チャーミ）が見出し語の場合には、複数の対訳（firt,jazzy）が並記され、各に対応する例文が示されていた。このことから、見出し語の具体的は異なるも、学習者が必要とする情報には品詞による共通性があることが推測される。また(3)からは「対訳探し」「例文作り」といった活動が日本語に対するメタ的理解の促進につながる可能性が示唆された。

PA_15 08 月 04 日 11:00
「私の日本語」の個別性と共通性：
「辞書作り」の活動を事例に
Mina KOBAYASHI (早稲田大学)
Yuumi MIZUI

PA_15 08 月 04 日 11:00
Individuality and commonality of "My own Japanese": Case study of "dictionary making" activity
Mina KOBAYASHI (早稲田大学)
Yuumi MIZUI

In this presentation, we(KOBAYASHI Mina, KAN'NO Riko, SHIRAI Tomoe, TAKATSUKI Miyou, MIZUI Yuumi) discuss the individuality and commonality observed in the "Dictionary Making" activity. This activity took place in the elementary Japanese class (31 students).

The flow of "Dictionary Making" activity is as follows:
1) The students submitted a Japanese word which they wanted to know but could not find in the dictionary. 70 words were listed.
2) We deleted the proper noun and the words contained in the general dictionary from the above 70 words. Also, we instructed the students to list if there were other words students wanted to know.
3) Students created a dictionary description of their own words. Dictionary description includes “part of speech”, “translation (English / Chinese / Korean etc)”, “example sentence”.

4) We edited the dictionary description submitted by the students and created a dictionary.

Of the total 51 words, only 9 words were chosen by two or more students. 42 words were chosen by just one student. The words the students want to study are very individually vary from student to student.

The content of the dictionary description was related to the part of speech of the word.

In the case of noun, there were many example sentences focusing on co-occurring words in the dictionary description.

In case of adjective, plural translations were arranged, and example sentences corresponding to each were shown in the dictionary description.

It was suggested that the "dictionary preparation" activity reported in this presentation would lead to promotion of meta-understanding in Japanese.
JSL / JFL learners’ autonomous learning behaviors: 
text mining analytics and data visualization

Junko YAMASHITA (広島大学)

Autonomy is an essential element in the L2 learning field (e.g. Deci and Ryan, 2002; Dörnyei, 2005). However, language teachers have little opportunity to understand how students learn outside language classroom. Moreover, language learning under JSL vs JFL (i.e. learning Japanese as a “second” language vs “foreign” language) conditions also effects on their learning (Lee, 2003). Therefore, this research aimed to investigate the Japanese learners’ out-of-class learning behaviors when comparing the JSL and JFL environmental situations.

An interview survey was conducted with 8 graduate students currently studying Japanese in their universities. They are asked about 1) the reasons for Japanese study and 2) the method they use to study Japanese outside the classroom. The learners’ interview data was analyzed using KH coder3, which enables to quantitatively visualize the co-occurrence networks by illustrating relationships between key words. From the network diagrams, JSL learners use their opportunities by applying “kanji” and “vocabulary” that they learned when they “talk” with “Japanese people” because they need it in everyday life. They have more chances to be exposed to Japanese language, which helps them making the most of the opportunities as a learning. On the other hand, JFL learners study Japanese to
“understand” the meaning of “kanji” and “vocabulary” that will need in their work or study. In other words, they study to understand Japanese rather than using/speaking them.

Conclusively, JSL learners try to learn and practice Japanese as well as outside the classroom, whereas JFL learners study only for understanding Japanese due to lack of using opportunities. This result provides us with the idea that JSL and JFL learning environments may effect differently on students’ autonomous learning behaviors.
PA_17 08 月 04 日 11:00

International Cultural Meetings for Japanese Learners in Universities in Southeast Asia

Asadayuth CHUSRI (CHULALONGKORN UNIVERSITY)

By the influence of EU Community, AEC (ASEAN Economic Community) started in 2015 but still has low progress. To support the cooperation, there was an advice of using English and Chinese as common languages to decline the language barriers in the region. Since 2011, Japan's economy faced troubles, these 2 factors decreased the number of Japanese learners as they selected the other foreign languages to learn.

The merits of learning Japanese to be able to appreciate Japanese culture, communicate with Japanese people, apply for a job in Japanese companies are not enough anymore. By this idea, if we can strengthen a community of Japanese speakers in ASEAN countries, we can appeal another merit of learning Japanese language as a tool to communicate with people in the region. In this presentation, I will report the result of the programs I started to gather Japanese learners from ASEAN countries.

PA_17 08 月 04 日 11:00

東南アジア地域の大学における日本語学習者の育成

Asadayuth CHUSRI (CHULALONGKORN UNIVERSITY)

EU の地域的統合の影響を受け, 東南アジア諸国はできるだけ統合するという運動が見られた。2015年にAEC（ASEAN Economic Community）が始まったが、様々な統合を妨げる要因により、活動は遅れている。言語のバリアの問題もあるため、交流できるように、話せる人口が多い英語や中国語を共通語としないかという提案も上がった。同時期に、2011年の大嘆災で、日本の経済が不景気になったことにより、外国語を学習するタイ人は、他の外国語を選び、日本語学習に対する関心が減少する傾向があった。

そこで、日本語を知るメリットが、日本文化を満喫すること、日本人と交流できること、日系企業に出職できることといったことだけであれば、将来的には危険だと思われる。東南アジア諸国内でも日本語を話すコミュニティ等を作れば、多国籍の人々の共通語になれることをアピールできるのではないかと考え、多国籍の学習者が参加するプログラムを作り、活動を始めた。本発表では、そのメリットと大学が求める学習者の教育との関係を記述する。

活動は、2014〜2015年にタイの大学の日本語主導の学生が2〜4日間インドネシアの大学、マレーシアの大学を訪問し、現地の学生と大学案内や食事会等の活動を行ったものである。

本活動の結果について次のメリットがあることが確認された。まず、一般に海外の日本語のクラスでは真剣に日本語で話し合いをしない傾向がある。それに対して、日本語が唯一の共通語になる本活動は、まさに日本語の会話力を活用する場になった。第二に、相手は非母国語者若者、ホストとゲストの関係ではなく、対等な立場で焦らずにコミュニケーションが出来、日本人があまり話題にしない、日本語学習の経験や両国の日本留学事情等の情報を交換することが出来た。第三に、両国は同じ地域にあるが交流が少ないため、訪問前に不安があったが、活動後はその心配は減少し、再び互いの国を訪れる可能性が高くなった。第四に、東南アジア諸国の社会を知ることだけではなく、友達もできたため、自分は東南アジア人であるという意識が高まったことが分かった。

本活動は、共生の社会の理念を育成し、21世紀型スキル、特に「地域と国際社会での市民性」を教える現場になるという点において、有意義なものである。
There were 2 programs in 2014-2015 to bring Japanese learners from Thailand to visit universities in Indonesia and Malaysia. The students participated in the campus tours and parties and group presentations.

As a result, as students in Thailand can communicate with friends by Thai, it was the chance they were forced to use Japanese to communicate with friends indirectly and earned information with less context about Japan. Since they were all learners, the relation of host-guest were declined and they could communicate equally. They could received information such as living in Japan as an exchange student and difference between countries in ASEAN. Besides that, they can also recognize themselves as ASEAN region's people not only their citizenship.

The programs also support the idea of mutual society and provide the space which learners can practice the 21th century skills, especially civic literacy about local and global implications.
Exploring an Alternative Method of Teaching and its Effect on Students’ Self-efficacy in Learning Kanji

Roelia ALVAREZ (ATENEO DE MANILA UNIVERSITY)
Junilo ESPIRITU (Pamantasaang Ateneo de Manila)

In recent years, learning Kanji has been about studying a particular set of Chinese characters per chapter. It seemed to be a routine act for learners to memorize characters along with their meaning and reading/s. In this study, the researchers will introduce a new method of teaching that could potentially raise the students’ self-efficacy in learning Kanji. A class will be divided into two groups. Students will be randomly assigned into the two groups. One group will be asked to report on pre-selected Kanji while the other group will be asked to choose the theme and the Kanji that they would like to learn and present in class. The researchers will develop a survey questionnaire that measures the self-efficacy in learning Kanji and this will be administered to the students. Ultimately, the purpose of this research is to find out whether the proposed method has a significant effect in students’ self-efficacy in learning Kanji.
PA_19 08月04日 11:00

日本企業で働く外国人社員に対するインタビュー調査—ビジネス日本語教育用教材開発のために—

Yoko MUKOYAMA（武蔵野大学）
Yoshiaki MURASAWA（武蔵野大学）
Setsuko MURANO（武蔵野大学）
Mariko YAMABE（武蔵野大学）

1. はじめに

国内の高等教育機関で日本語を学ぶ学習者は、卒業後日本企業への就職を希望する人が多く、近年ビジネス日本語教育を行う大学が増えている。ビジネスで通用する日本語能力の養成にはタスク中心の指導が効果的であるが、大学教育での使用に適したタスク教材は非常に少ない。

本研究では現実社会を反映させたビジネス日本語教育用タスク教材、異文化理解用ケース教材の開発に必要な情報を得るために、外国人社員を対象に職場での日本語使用実態と企業文化に対する意識についてインタビュー調査を実施した。

2. 研究方法

対象者は大学・大学院を卒業後、日本企業に就職した中国語母国語の6人である。一人ずつ対面で1時間程度のインタビューを行った。対象者の情報（卒業年度、性別、業界、現在の会社での勤務年数、職場での使用言語）は以下の通りである。

A: 2009年卒（女）大学国際課（1年半）日本語・英語・中国語
B: 2012年卒（女）アパレル資材生産販売（4年半）日本語・中国語
C: 2012年卒（女）葉子製造・販売（4年）日本語
D: 2014年卒（女）英語人材派遣（1年）日本語・英語
E: 2014年卒（男）ドラッグストア（2年半）日本語
F: 2016年卒（男）航空会社（1年半）日本語・英語・中国語

3. 結果

教材作成に必要な情報を抽出するために様々な質問をしたが、ここでは主要な項目について報告する。

(1) 職場での日本語使用

業種、職種によって異なるが、どの対象者も主要な仕事は日本語で行っている。

(2) 日本語で行うタスク

業種、職種によって異なるが、次のようなタスクは共通して行っている。

・社内のコミュニケーション、電話対応、会議
・日報、月間報告書、研修報告書、会議の議事録などの作成
・社内外訳メール
・顧客からの問い合わせやクレームへの対応、商品説明など、社外への対応

(3) 難しいと感じること

・社内用語（繁忙期など）、専門用語、商品名、敬語など
・日本人ななら常識として知っている知識

(4) 文化の違いを感じる日本人の言動

・意見をはっきり言わない。
・あいまいな表現を使う。
・ルール・規則を優先させ、柔軟な対応をしない。

とりあえず謝罪する。
1. Introduction

Many foreign students learning Japanese in higher education institutions aspire to work in Japanese companies after graduation, thus the number of universities that teach Japanese skills for business has been increasing. Though task-based language teaching is effective for students who want to improve their skills, there are few materials available that are really useful.

This research aims to acquire information from foreign employees about the use of the Japanese language in their offices and their perception of the Japanese corporate culture in order to develop materials for teaching Business Japanese to foreign students in universities. To accomplish this, we interviewed foreign employees who graduated from Japanese universities.

2. Methods

We interviewed six Chinese employees one by one. Each interview lasted for an hour. Each interviewee was asked about their background information (e.g. year graduated, gender, business field, years of service, etc.). All these information are described below.

A: 2009 (F) international division of university, 1.5 years, Japanese/English/Chinese
B: 2012 (F) clothing materials producing company, 4.5 years, Japanese/Chinese
C: 2012 (F) confectionery company, 4 years, Japanese
D: 2014 (F) staffing company, 1 year, Japanese/English
E: 2014 (M) drugstore chain, 2.5 years, Japanese
F: 2016 (M) airline company, 1.5 years, Japanese/English/Chinese

3. Result

We asked the participants various questions to obtain information for making teaching materials, but here we focused on several important questions and reported their responses.

(1) To what extent do you use Japanese in the workplace?

All informants use Japanese to conduct the major tasks, however some occasionally use Chinese or English depending on their business fields and jobs.

(2) What kind of tasks do you conduct in Japanese?

These are the common answers:

- to communicate with coworkers, to answer telephone calls, to participate in meetings
- to write daily/monthly reports, to write reports for training session, to write minutes of meetings
- to write e-mails to colleagues, clients, and customers
- to handle inquiries and complaints from customers, to explain products to clients or customers

(3) What difficulties (e.g. language, culture difference, etc.) have you encountered?

- memorizing terms used in Japanese companies like technical terms and product names
- using honorific expressions
- understanding Japanese cultural background
- maintaining relationship with colleagues within the company
(4) What cultural differences have you noticed in the workplace?
   • Japanese do not express their opinions.
   • Japanese use ambiguous expressions.
   • Japanese prioritize rules and regulations, and do not behave flexibly.
   • Japanese apologize first.

We will present some teaching materials developed based on the findings of this research, and discuss the future of Japanese language education for business.
改定日商簿記検定の日本語指導への影響に関する
考察－簿記専門用語の活用のあり方－

Taizo MIZUSAKI (Suranaree University of Technology)
Kiyoshi KUNITA (専修大学)

商学部、経営学部の学生に求められる技能「日本の簿記」は、日本語非母語者（以下外国）にも求められる。例えば、早稲田大学大学院会計専門コースのIT・数理能力を重視した入試では出願資格として、外国人であっても日本商工会議所（以下日商）簿記検定2級の資格取得を条件としている。一方、2017年6月実施第146回日商簿記検定3級の受験者は102,077人、同2級は88,359人であり、この2階級だけで、2017年6月実施TOEIC公開テスト受験者は83,263人の約2倍に達する。簿記を学ぶ外国人も日商簿記検定の学習の必要に迫られているが、国田（2012）は外国人が日商簿記検定出題文読解を行う際の障害について述べている。このような背景に、水崎（2015）は外国人を対象とし、過去の日商簿記検定試験3級（以下日商簿記）の出題項目について学習数値順位を調査している。本研究は日商簿記を対象とした先行研究と、2017年の日商簿記改定後の第146回の出題数値との比較を行う初の調査である。

以下は日商簿記の中心的な部分のひとつである仕訳分野を対象とし、簿記専門日本語（以下専門語）を抽出した結果である。過去第132回～141回（以下過去）で1回のみ出現にとどまった専門語（以下1回のみ出現語）は、最小で第132回の12語、最大で第140回の34語であった。それに対し、2017年度改定後の第146回の初出現語は5語にとどまり、新規出現専門語は激減していることがわかった。一方、過去10回の各回にわたり再出現を繰り返していた専門語（以下再出現）のうち、5回以上の日商簿記で再出現した専門語は27語であった。そのうち第146回で再出現した専門語は20語（ヒット率74.1%）であった。専門語の学習数値順位は2017年度改定時点では、水崎（2015）の調査で抽出された再出現専門語の学習時でも、ヒット率が高いことがわかった。一方、過去において頻度していた「平成××年」（出現頻度延べ4回／再出現2回）は第146回では出現しなかった。今後の社会の動向を注視していく必要性が読みとれる。なお本研究では、2016年度実施の第142回～145回に出題した項目調査も行っており、発表内で述べる。また簿記とは全世界共通の記帳システムであり、本研究が目指す「簿記日本語教育を通じた各国との相互理解」について発表内で述べる。

A Study of the Effects on Japanese Teaching Caused by a Revision of The Official Business Skill Test in Bookkeeping: Methods of Effective Utilization of Technical Terms of Bookkeeping

Taizo MIZUSAKI (Suranaree University of Technology)
Kiyoshi KUNITA (専修大学)

“Japanese Bookkeeping” is an ability which is needed for students belonging to the Faculty of Commerce and the Faculty of Business Administration. However, this ability is needed for not only Japanese students, but also needed for non-native students. For example, for admission to the Graduate School of Accountancy, Waseda University’s application conditions need a certificate of “The Official
Business Skills Test in Bookkeeping 2nd Grade’s Test” from all applicants. Recently, the number of applicants for The Official Business Skills Test in Bookkeeping 2nd Grade’s and 3rd Grade’s Test (Hereinafter referred to “Bookkeeping Test”) on June 2017 were 102,077 and 58,359 respectively. These numbers were double the number of applicants of TOEIC (83,263) on June 2017. Students who study Japanese Bookkeeping need to learn Bookkeeping Terms which will appear on the next Bookkeeping Test. However, there are some obstacles when non-native students read test sentences of the Bookkeeping Test (KUNITA, 2012). There was a previous study about “Prioritizing Useful Bookkeeping Terms for non-native students” (MIZUSAKI, 2015). This study is the first research of Bookkeeping Terms compared to the newest Bookkeeping 3rd Grade’s Test (Hereinafter referred to as “The 3rd Grade’s Test”) in previous studies.

This is a study for the Bookkeeping Terms which appear on “Journalizing Test Sentences” of The 3rd Grade’s Test. The target is Tests from the 132th to 146th (2012-2017). The next data is the total amount of Bookkeeping Terms which appeared “only 1 time” in the past tests on the 132th-141th. The minimum amount of Bookkeeping Terms which appeared only 1 time in the past test was 12 on the 132th Test. The maximum amount of Bookkeeping Terms which appeared only 1 time in the past test was 34 Terms on the 140th Test. In contrast to this data, after being revised on June 2018 in the 146th Test, the amount of Bookkeeping Terms which appeared for the first time was 5. According to these data, it clarifies that after being revised on June 2018, the new Bookkeeping Terms appeared on the newest 3rd Grade’s Test were been reduced when compared to previous tests. The next data is the total amount of Bookkeeping Terms which were “repeated in the past tests” on the 132th-141th. The total amount of Bookkeeping Terms which were “repeated more than 5 times” on the 132th-141th was 27. Among these 27 Terms, total amount of Bookkeeping Terms which appeared after being revised on the 3rd Grade’s Test was 20. Therefore, after the revision on the 3rd Grade’s Test, it clarifies that, “A List of Prioritizing Useful Bookkeeping Terms” (MIZUSAKI) is useful for students who should learn Bookkeeping Terms before taking the next test. However, “Heisei : (Japanese imperial year)” which was appeared 4 times in the past tests has not appeared after being revised on the 3rd Grade’s Test. Therefore, there is a need for Japanese experts and Bookkeeping experts to keep watching the trend which is caused by a revision of Bookkeeping Test after Nov. 2017. In this study, we have researched the data of the 142th-145th. Therefore, we made a report of these data on our presentation. We also made a report about the purpose of Bookkeeping. This is “The world’s the most common standard system”. Therefore, all Japanese experts and Bookkeeping experts should understand each other through teaching Japanese Bookkeeping.
Importance of designing places connecting between inside and outside classrooms: Considerations from practices in Japanese education for care workers

Kyoko OKUMURA (首府大学東京)
Ai NOMURA (首府大学東京)
Keiko OKUMURA (早稲田大学)
Mamiko KATO (首府大学東京)
Jiro NISHIGORI

PA_21 08 月 04 日 11:00
教室内と教室外をつなぐ場のデザインの重要性—介護の専門日本語教育の実践を通して—

Kyoko OKUMURA (首都大学東京)
Ai NOMURA (首都大学東京)
Keiko OKUMURA (早稲田大学)
Mamiko KATO (首都大学東京)
Jiro NISHIGORI

本発表は、EPA 介護福祉士候補者（以下、候補者）に対する介護の専門日本語教育の実践を通して得られた知見を共有する。三代（2015）は、日本語教育という場は日本語の教室のように教師がいて学習者を教育する場に限定されるものではなく、その場にいる者が日本語によるコミュニケーションを通じて学びを形成している場とし、日本語教師の役割としてその場をデザインすることの重要性を主張している。本発表では、全17回の専門日本語研修（以下、研修）のうち、候補者にとって理解が難しいとされる「介護保険」の実践を取り上げ、介護の専門日本語教育における場のデザインについて考察する。2016年度に行った研修では「介護保険についてわからなかった」という候補者の声が聞かれ研修の改善が課題となった。2017年度の研修では学習内容を「地域包括ケアシステム」と「地域包括支援センター」に絞り、抽象的な制度の概要を理解し、具体的にイメージできるように実際の取り組みを動画で見たり後に課題を与える工夫や、候補者が自分自身と結び付けて理解できるよう、自分の居住地域にある地域包括支援センターについて調べる宿題を出す工夫を試みた。受講者は58名で、日本語教師と専門日本語講師によるチームティーチングで行なった。分析データは、候補者の振り返り（自己評価、コメント）、確認クイズ、研修記録等である。研修の中では、候補者が地域包括支援センターの活動に参加した経験や、日本語教師も親の介護で利用した経験などが語られた。宿題では、施設職員からパンフレットをもらい、地域にある地域包括支援センターについて調べたものもいた。振り返りでの「地域包括ケアシステムについて理解できた」「地域包括支援センターに行ってみたい」等のコメントやクイズ結果から、研修内容の理解が確認できた。このような実践から発表者からは、候補者や教師が教室外の経験や学習リソースを教室内に持ち込み、教室内と外がつながることでより学習項目を具体的にイメージできるようになるという気付きを得た。本実践を通じ、社会的な側面の学習も含む介護という特定目的の日本語教育では、三代（上掲）の主張に加え教室内と教室外をつなぐことを重視した場のデザインが重要だと考える。

三代純平（2015）「日本語教育という場をデザインする—教師の役割としての実践の共有」言語文化教育研究 13, pp.27-49
This presentation will share knowledge gained through practicing specialized Japanese language education for EPA care worker candidates (herein after referred to as candidates). Miyo(2015) asserts that the place of Japanese education is not limited to the place where teachers educate learners in class but the place where learning is established by all the participants through communication in Japanese. He further insists on the significance of designing the place as a role of a Japanese language teacher.

In this presentation, we will introduce the practice of “long-term care insurance” which is considered to be difficult for the candidates to understand in a total of 17 times of specialized Japanese language training (hereinafter referred to as “training”), and examine the design of a place for specialized Japanese language education for care workers.

In the training conducted in fiscal 2016, we acknowledged that some candidates said, “I did not know about long-term care insurance”, and improvement of the training became an issue. In the training in fiscal 2017, we focused on the integrated community care system and Community General Support Centers in the study contents. We attempted to provide tasks that the candidates understand the outline of the abstract system after watching actual practice in a video clip, so that they can image the system concretely. We also tried to give homework about a Community General Support Centers located in candidates’ residential areas, so that they can understand it by associating with themselves.

The number of students was 58, and the team teaching was conducted by Japanese language teachers and specialized Japanese language instructors. Analytical data include candidates’ reflections (self-evaluation and comments) on the course, quizzes, training records, and so on. Some candidates investigated Community General Support Centers in their communities as homework referring to a brochure provided by the personnel.

Based on the candidates’ comments including “I understood the integrated community care system.” or “I want to visit Community General Support Centers.” and the results of the quizzes, we confirmed that the candidates efficiently understand of the course contents.

Such practice enabled the presenters to notice that the candidates and teachers can have concrete images of study items by connecting inside and outside classrooms bringing the classroom experience and learning resources into the classroom. Through this practice, in addition to the assertion of Miyo’s assertion mentioned above, we admit the importance of designing a place which focuses on connecting inside and outside classrooms in the specialized Japanese language education for care workers which involves learning of social aspects.

三代純平(2015)「日本語教育という場をデザインする―教師の役割としての実践の共有」言語文化教育研究 13, pp.27-49
非漢字圏・漢字圏混合クラスにおけるアカデミック漢字・語彙の指導実践例

Mariko INAMURA (東北多文化アカデミー)
Masako HAYASHI (東北大学)

1. 背景と目的
本学漢字圏・非漢字圏（以下、KL・NKL）混合クラスの授業は大学大学院の勉学に必要なアカデミック漢字語彙の習得を目的とした教科書を用いているが、授業のみでは定着に際する実際の活用に限界がある。また、KL・NKLには異なる弱点がある。そこで、定着及び活用に繋がる能動的学習を工夫した「課題シート」と、担当漢字の実例を採取し、調べて教え合う「実例採取とピア・ティーチング」を試みた。

2. 課題シート
1） 字形補完：1字の各構成要素を消した字形を1字につき複数個用意する。その欠けている構成要素を記入して文字を完成することで構成要素を意識化し、識別能力を高める練習である。特に NKL には機械的な書き練習より効果的である。
2） 当該漢字を活用した例文完成：事実や自分自身に関する内容の文になるように、空欄を埋める。例えば「目標」という漢字語彙の学習では「私の漢字学習の目標は[]です」の[ ]に入れる語句を吟味しつつ例文を完成するという能動的なプロセスを通じて意味の定着を図る。
3） 語種の変換練習：漢語・和語・外来語（カタカナ語）間の言い換え練習により、読解、聴講、発表などアカデミックな場面における対処を目的とする。特に KL の弱点である和語、カタカナ語の強化を狙う。
4） アカデミック場面のメール作成：NKL はシートの漢字仮名交じり文と同じものを書いて教師に送信する。これは正確な読みと入力の練習である。KL は読み・入力への母語の干渉を避けるため、ひらがな文を漢字仮名交じり文に書き換える。

3. 実例採用とピア・ティーチング
担当漢字について、論文、著作、新聞等のアカデミックな場面や、雑誌、ポスター、広告等の日常生活から漢字語彙の実例を採取し、その写真や画像をスライドでクラスメイトに紹介する。漢字の成り立ち、漢字語彙の意味や覚え方、類義語との使い分けなどをクラスメイトに教えるという活動である。語彙の違いを視覚的に認識することで、文脈に応じて適切な語彙を選択する能力を養う。

4. 結果と考察
2の「課題シート」のうち、1は特に NKL に好評だった。4 メール練習は日本語で実際にメールを書くのに役に立つという声が多かった。3の「実例採用とピア・ティーチング」については、ビジュアル的に漢字語彙を学習することは効果的であり、普段の生活でも漢字の実例を探すようになった、という声が多かった。

PA_22 08月04日11:00
Practical Teaching Examples of Academic Kanji and Vocabulary in a Class Composed of Kanji and Non-Kanji Background Students
1. Introduction

In the intermediate kanji class at Tohoku University, students with a kanji background and non-kanji background learn academic kanji and vocabulary in the same class (hereinafter called KL and NKL students, respectively). Both groups of students have different weak points. The allotted class time is not enough to acquire accurate and practical usage of kanji. Therefore, we implemented a “task sheet” and “collection of examples and peer teaching” to compensate for those problems.

2. Task Sheet

1) Completion of kanji adding the missing component

An incomplete kanji character set with one component deleted is prepared for one kanji. Students are asked to add the missing component to complete the whole character. Through this practice, students recognize the composition of a kanji character and acquire the ability to accurately and quickly identify a kanji. It is a more effective way for NKL than repetitive writing practice.

2) Completion of a sentence

Students are asked to fill in a blank and complete the sentence that expresses either things about themselves or a fact. For example, to learn the kanji for “mokuhyou (goal),” they complete the given sentence, “Watashi no kanji gakushu no mokuhyou wa [ ] desu. (My goal for learning kanji is [ ].)’’ Students will acquire the meaning of “mokuhyou” through such an active process.

3) Paraphrase practice among vocabulary by word origin

Paraphrase practice among words of Chinese origin, words of Japanese origin and loan words (katakana-go) must be effective, in order to deal appropriately with academic situations such as presentations, reading and listening comprehension in university lectures. This practice is especially effective for KL regarding words of Japanese origin and katakana-go.

4) E-mail writing in academic situations

NKL students are asked to send an e-mail which is identical to the kanji-kana sentence in the task sheet. On the other hand, KL students are asked to transliterate kana sentences in the task sheet into kanji-kana sentences while avoiding mother-tongue interference.

3. Collection of examples and peer teaching

Students are asked to collect examples of an assigned kanji from academic materials such as papers, books, newspapers or in daily life such as magazines, posters, advertisements, etc. They introduce them to their classmates using PowerPoint with the photos, pictures and illustrations or any other materials they found. The student presents the meaning of the kanji and vocabulary, the character’s composition, the difference among other kanji and an effective way to memorize it, etc. This activity has the potential to provide learners with the ability to visually recognize appropriate kanji and vocabulary in different contextual situations.

4. Results and Discussions

Major findings are as follows:

1) “Completion of kanji practice” was favored particularly among NKL students.

2) “E-mail practice” was popular among both KL and NKL students for actual use.

3) Regarding the “Collection of examples and peer teaching”, many students stated that visually learning kanji was an effective way to memorize it, and that they became accustomed to searching for examples of kanji in daily life more than before.
日本語教育基本語彙における
外来語の充実を目指して

Atsushi MORI (京都外国語大学)
Kazunari IWATA (聖心女子大学)
Akinori NAKAJIMA

日本語教育基本語彙を考える上で、広く利用されている旧 JLPT 語彙表の弱点として、もっともよく指摘されるのが外来語の少なさである。旧 JLPT 語彙表 3・4 級の外来語は 1,444 語中 113 語（7.8％）しかないと、一方、2013年以降に「現代日本語書き言葉均衡コーバス (BCCWJ)」や日本語教材の調査から得られた「日本語教育語彙表」の「1. 初級前半」「2. 初級後半」の外来語は 1,216 語中 198 語（16.3％）となっている。語数としても、割合としても大きな増加が見られることもある。それでは、その内実はどうであろうか。

たとえば、旧 JLPT 語彙表には「クーラー（2 級）」はあるが「エアコン」はない。これは 1980 年代の日本語教科書調査に基づくという、時代の問題も大きい。外来語は、旧 JLPT 語彙表が 664 語、日本語教育語彙表 2,234 語で、JLPT 語彙表は明らかに少ない。一方、新しく作られた日本語教育語彙表には、「エアコン（2 級後半）」が含まれている。一方、日本語教育語彙表も外来語の充実という点では十分ではない。「ビル」「バス」「マッチ」のような基本的な語が抜け落ちているからである。ただし、国立国語研究所による「外来言語換え提案」にあるように外来語の濫用を避けたい。

こうした日本語教育基本語彙における外来語の問題を解決するために、下記の 2 点をこれから目指していく必要がある。

1. 抜け落ちている基本的な外来語を補う。
2. 過剰な外来語は日本語への言い換え提案をおこなう。

上記の 2 点を解決するためのツールとして、まず「外来語チェッカー」を開発した。本ツールには、UniDIC+MeCab による形態素解析結果の語種「外来語」を検出し、下記の情報を表示する機能を実装した。

- 旧 JLPT 語彙表の数
- 日本語教育語彙表のレベル（1. 初級前半〜6. 上級後半）
- BCCWJ の頻度
- 語彙素の英語表記部分
- 何かの Web 上の英の辞書による英語表記の訳
- 外来言語換え提案 (176 語のみ)

これらの機能を実装した「外来語チェッカー」を用いれば、日本語教育基本語彙として抜け落ちた基本的な外来語をテキストから探索することが可能となった。それと共に、この「外来語チェッカー」は日本語学習者の外来語の語彙学習の自主学習ツールとしても利用しても

Toward Enhance Loanwords in Basic Japanese Vocabulary

Atsushi MORI (京都外国語大学)
When considering the basic vocabulary for Japanese language instruction, the most commonly identified shortcoming of the former extensively used Japanese Language Proficiency Test (JLPT) Vocabulary List is its lack of foreign loanwords. Among the 1,444 words specified in the list for levels 3 and 4, only 113 (7.8%) are foreign loanwords. Meanwhile, within the Japanese Language Learning Vocabulary List, which was derived in 2013 from the Balanced Corpus of Contemporary Written Japanese (BCCWJ) and Japanese language teaching resources, among the 1,216 words comprising “1. Lower Introductory” and “2. Upper Introductory,” foreign loanwords account for 198 words (16.3%). This represents a major difference in terms of both the number of words and proportion of the total list. The implications of this difference are discussed in detail below.

For instance, the former JLPT Vocabulary List includes kuuraa (level 2) but not eakon, both of which mean air-conditioning. This is primarily a generational problem, since the selection was based on a Japanese language textbook survey conducted in the 1980s. Compared to the 2,234 foreign loanwords included in the Japanese Language Learning Vocabulary List, the former JLPT Vocabulary List has only 664, which is clearly a very low number. Meanwhile, the newly created Japanese Language Learning Vocabulary List contains eakon (2. Upper Introductory). However, not even this list comprehensively covers foreign loanwords, as basic words such as biru (building), basu (bus), and macchi (match) are missing. On the other hand, the “Suggested Japanese Replacements for Foreign Loanwords,” which is published by the National Institute for Japanese Language and Linguistics, cautions against the overuse of foreign loanwords.

In order to resolve this problem within the basic vocabulary for Japanese language instruction, we must fulfill the following two objectives:

1. Fill the gaps in meaning caused by the missing basic foreign loanwords.

To realize these two objectives, we developed the Foreign Loanword Checker. This tool detects words classified as “foreign loanwords” based on the results of the morphological analysis performed by UniDIC and MeCab and displays the following information:

- Former JLPT Vocabulary List level
- Japanese Language Learning Vocabulary List level (from 1. Lower Introductory to 6. Upper Advanced)
- BCCWJ frequency
- English spelling of the lexeme
- Translation of the word spelt in English taken from an online English–Japanese dictionary
- Suggested Japanese replacement (176 words only)

The Foreign Loanword Checker, which is equipped with these functions, enables one to search texts for foreign loanwords that are missing from the basic vocabulary for Japanese language instruction. In addition, we intend to offer the tool for free public use to help the self-study of foreign loanwords by Japanese language learners.
Semantic Features of the Proposition in Deontic Modality beki: Focusing on Potential Forms
Rika KISHITA (Mukogawa Women's University)

Purpose
This paper aims to describe the features of the proposition in Deontic Modality beki.

Background
Japanese Modality forms beki and hazu can be translated into English auxiliary verb should. Therefore, native English speakers sometimes use beki instead of hazu and make errors:

(1) Ame ga furu bekidesu. (雨が降るべきです)

Explanations in previous studies (Morita 1989, Niwa 1991, Moriyama 1992, 1997, Nakahata 1998 et al.) is useful to prevent this kind of error. They claim that the proposition of beki must have volitional predicates:

(2) Isshookemmei benkyoo suru bekidesu. (一生懸命勉強するべきです)

At the same time, this description also explains the reason why the combination of beki and potential verbs is ungrammatical:

(3) Tanaka-san wa oyogeru bekidesu. (田中さんは泳げるべきです)

However, there are cases that potential forms can be used:

(4) Ryoori wa muzukashii koto wa dekinaku temo misoshiru kurai tsukreru bekida. (Initai shinai jinsee 2008)

The above examples raise a question about what kind of event or state of affairs can be stated in the forms of proposition of beki.

Method and Data
First, beki in BCCWJ and Web Corpus are retrieved and their propositions are classified from viewpoints:

1) Dynamic predicate (volitional, non-volitional…)
2) Static (non-volitional) predicate (potential form, da/dearu form, aru/iru, -teiru form…)

Then, features of the proposition of beki are analyzed focusing on the potential forms.

Conclusion
Potential forms are used as the proposition of beki under the condition that the speaker expects someone to acquire easily the ability expressed by the form. Misoshirukurai (味噌汁くらい) in the sentence (4) expresses that the speaker expects him or her to acquire the ability to make Misoshiru (味噌汁を作る) is easy.

The occurrence of this kind of usage is not rare. Therefore, this description provides English speakers with some clues to use a Deontic modality form beki.

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PA_24 08月04日 11:00
価値判断のモダリティ「べき」の命題内容条件
ー可能形式を中心にー

木下りか（武庫川女子大学）

価値判断のモダリティ「べき」の命題内容条件を明らかにすることを目的とする。日本語の価値判断のモダリティ形式「べき」と認識的モダリティ形式「はず」は、どちらも、英語法助動詞shouldに訳し得る。したがって、「はず」を用いるのが妥当な場合に「べき」を用いるという、次例のような誤用が生じる。

(1) 明日は晴れる＊べきです／はずです。


(2) 田中さんは進学するべきです。

この記述に基づけば、例(1)のような誤用は防げる。

(3) 泳げる??べきです。

「泳げるよう」と言うことはできないという意味で、可能形式「泳げる」は意志性を持たない。しかし、次例のように可能形式が容認される場合もあり、意志性の関与の内実については検討の必要がある。

(4) 料理は難しいことはできなくても、味噌汁くらい作れるべきだ。

（引退しない人生）(曾野緑子）

本発表は、このような問題意識に基づき、コーパスから用例を抽出して「べき」の命題内容を意志性という観点から整理する。その上で、可能形式に焦点を当てて考察を行う。考察の結果、意志を発動しさえすれば能力獲得（状況の獲得）が可能となる場合に、可能形式が「べき」の命題内容条件となり得ることが示される。たとえば例(4)において可能形式が容認されるのは、誰に対しても求められる最低限の能力について述べており、意志さえあれば能力獲得が可能であることによると考えられる。

可能形式が「べき」の命題内容となる例は稀ではない。本発表の記述は英語を母語とする日本語学習者にとって「べき」理解の一助となると考えられる。

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日本研究科目におけるサブカルチャー授業
—日本人学生と留学生の協働学習の意義と可能性—
Kaoru FUJIMOTO (武蔵野大学)

サブカルチャー（ポップカルチャーを含む）をきっかけに日本語を学び始める学習者は多い。しかししながら、教育機関において学べる機会は多いとは言えないだろう。本学では、学部科目において留学生が日本人学生と共に学ぶサブカルチャーを扱う科目を開設した。

サブカルチャーを学ぶことにはどんな意義があるのだろうか。それは、社会、ジェンダー、経済、心理等々、何を見るかによって視点が変わるものであろう。今回、日本語教育の専門家が担当したことから、サブカルチャーの中の日本語や日本文化とその変遷、日本語学習者が日本に来る旅行者に関する事象を扱い、様々な属性を持つ履修者が、共に問いに関してもなりの考え方を日本語で深めていくことを目標とした。また、日本人、留学生双方が思いがちな「日本のこととは日本人の方が詳しい」という思い込みを利用し、日本に興味があり日本語を学んでいる留学生の方が詳しいことがあること、当たり前のと思っていることを説明することが、日本人にとって簡単ではないことを実感できるようなタスクを用意した。

本発表では、毎回履修者に記入してもらったフレックションカードと授業後に行ったアンケートから、サブカルチャー授業を取り入れることや共修による科目の意義や今後の可能性を考察していく。履修者は、日本人学部生は2年から4年まで、様々な学部・学科の学生が授業に参加した。また、学部留学生、協定留学生が参加し、日本語力は、JLPTのN1を合格し学部で学ぶ上級以上の学習者もおれば、N3レベルの学習者もいた。中級の協定生にとって、教員のレクチャーは理解は難しかったと思われる。しかし、ディスカッションでは言語のハンデを超え、グループの中心になることが多々あった。また、日本語以外の母国語及び英語などの共通言語を持つ留学生がグループに複数いることで、自然に助け合いが起こり、活動を滞らなく遂行していた。

分析から見ると、日本人学部生の中には、これまで留学生に接する機会がほとんどなく、日本語や日本語教育に関心のなかった者も少なくなかったが、留学生とともに自文化や日本語について考えることは、刺激が多くこれまで見えていなかった様々な事象に目を向けるきっかけになったようである。また、日本人学生や様々な留学生と共に様々な意見交換することは、日本に留学した意義を強く感じている協定生が多

Japanese subculture as a Subject of Japanese Studies-
significance and possibility of the collaborative learning
between Japanese and international students -
Kaoru FUJIMOTO (武蔵野大学)

Many learners of Japanese as a second language (JSL) started out because of subcultures (including pop culture). Yet, they do not have many opportunities to study subcultural material in educational institutions. As an undergraduate course at our university, we designed a subject handling subculture as a material to be studied together by overseas students and Japanese students.

What does it mean to study a subculture? The answer to this question will vary depending on what aspects to focus on—society, gender, economy, or psychology, for example. A specialist in JSL education, however, was in charge of this course, and so the course focused on matters about the Japanese language and culture and their shifts through subcultures, as well on topics about JSL learners and travelers visiting Japan. The course aimed for enrollees of diverse backgrounds to deepen their...
individual thoughts together in Japanese in response to questions on those matters. The course also included a task that was designed to use the common preconception which Japanese and overseas students both have, namely that Japanese people know more about Japan, in order for the students to realize that there are some things that exchange students, who are interested in Japan and studying Japanese, know more about, and that it is not as easy as it may seem for Japanese people to explain things that they already take for

Based on students’ comments on the reflection cards given out in each class and the questionnaires given after classes, this report considers the meaning and future possibilities of including subcultural material in instruction as well as of co-enrollment of overseas and Japanese students. The Japanese students enrolled in the course were second-year to fourth-year undergraduates from various departments and programs. As for the overseas students, some were registered primarily at our university, and others were students in study exchange agreement programs (further referred to simply as “agreement program students”). While the Japanese language skills of some of the overseas students were very advanced, for example majoring at our university with an N1 in the JLPT, some were not, such as only having reached N3. For the agreement program students, who were at an intermediate level of JSL, it was supposedly difficult to comprehend the instructor’s lectures. Nevertheless, those students often overcame their linguistic disadvantages, becoming the centers of group discussions. In addition, the presence of two or more exchange students within a group with shared non-Japanese languages, such as their native language or English, allowed for their spontaneous cooperation and uninterrupted progress throughout activities.

Although not few of the Japanese students enrolled in this course had not until then had much opportunities to communicate with overseas students and were uninterested in the Japanese language or JSL education, analysis found that the experience of thinking together with exchange students about their own culture and language was stimulating and created opportunities for them to begin to pay attention to matters to which they did not before. In addition, it was observed that many of the agreement program students found the various exchanges of opinions with Japanese students to be a valuable and meaningful experience.
PA_26 08 月 04 日 11:00
台湾の大学と日本の地方自治体及び企業
(秋田県横手市)による国際交流の取り組み
Chia-hua LIN (大同大学メディアデザイン学部)
Ming-jan CHEN (TATUNG UNIVERSITY)
Eriko OKABE (IWANE) (株式会社デジタル・ウント・メア)

近年、国際化やグローバル人材の育成が多くの学校の教育方針に取り入れられる中、デザイン業界や地域振興分野では「地域デザイン」、「社会デザイン」に目を向けるようになっている。分野を問わず、他の専門領域との交流や、地域との共生が一つの流れとして、静かに広がっている。その中、2015年6月、本学(大同大学)と日本国秋田県横手市と横手市の企業—株式会社Digital und Meer三者が新しい交流と共生を目指し、国際的産官学連携協定を結んだ。これは正に分野の違う人たちが垣根を乗り越え、力を合わせようと動き出した結果と言える。

しかし、今までになかった取り組みである故、実践する際に多くの困難に直面した。グローバル人材の育成を期待する大学、地域の宣伝と観光を期待する地方自治体、現地企業の活性化を求める企業、そして、コーティネーターである日本語教師にも学生の日本語能力の増加や日本文化の理解など、日本語教師ならではの期待がある。その全てを網羅できるよう、幾多の話し合いと試行錯誤を重ね、本プロジェクトでは「共同授業」、「デザインワークショップ」、「海外インターンシップ」、「現地滞在型文化体験」この四つの活動にたどりついて実現した。

四つの活動は性質が異なるため、参加できる学生の人数も同一ではない。共同授業とワークショップは毎回30名前後で、海外インターンシップや現地滞在型文化体験は毎回2～4名である。活動後はアンケートやインタビューを実施して、活動の効果と影響を確認した。その結果、共同授業とワークショップ後のアンケートから地方自治体が期待する地域知名度の向上や地域に対する関心の変化が確認された。また、海外インターンシップと現地滞在型文化体験後のインタビューから学生の意識や文化に対する理解の変化が見られた。また、デザインワークショップ後はアンケートの自由記では、学生が自分の語学能力の無さに悔やむ内容が見られた。活動を通して学生の語学学習への関心に変化があったと考えられる。

「何のために外国語を教えるか、または学ぶか」。私たちはいつも「言語を学習する」という枠組みに囚われ、言語能力の訓練や強化に没頭するようになった。しかし、彼らを破れば、様々な可能性が待っている。この二年半、戸惑いから始まった本プロジェクトは上述の活動を通じて、確かに手応えを得た。

PA_26 08 月 04 日 11:00
Efforts of International Collaboration between University and Yokote City (Company and Government)
Chia-hua LIN (大同大学メディアデザイン学部)
Ming-jan CHEN (TATUNG UNIVERSITY)
Eriko OKABE (IWANE) (株式会社デジタル・ウント・メア)

Recently, numerous universities have included internationalization and global talent cultivation in their educational policies. In designing and promoting an area, they emphasize how to build and design a community, which is pertinent to social responsibility and compassion. In addition, designing
and planning methods for interdisciplinary cooperation and community coexistence have become a major development trend.

In June 2015, we hosted a design workshop, at which the government of Yokote, Akita Prefecture, Japan; Digital und Meer Incorporated, Japan; and our school (Tatung University, Taiwan) were urged to establish a new cooperation model involving international industry, government, and academia. This model overcame the interaction barriers between nationalities, cultures, and departments and established a new cooperative education model coexisting with international industries.

Because this cooperation model is unprecedented, numerous difficulties arose during its implementation. To achieve international talent cultivation, to promote the tourism industry in Yokote and boost its local economy, and to increase Taiwanese and Japanese students’ ability to communicate across languages and cultures, Yokote City Government, industry, and our school repeatedly discussed and conducted activities to facilitate cooperation. The activities we conducted were interdisciplinary cooperative teaching, design workshop, overseas internships, and on-site, in-depth field surveys for cultural experience.

Because these four activities are of different natures, the number of students participating varied. At each event, approximately 30 students participated in the interdisciplinary cooperative teaching and in the design workshop. By contrast, 2 to 4 students participated in the overseas internships and the on-site, in-depth field surveys for cultural experience. After the activities had been completed, we conducted surveys and interviews to verify the effects. The results revealed that interdisciplinary cooperative teaching and design workshop increased the region’s reputation and attracted attention from outside the region. In addition, an on-site field survey conducted during the overseas internships indicated an increase in students’ learning motivation and cultural understanding. By interviewing the students involved in overseas internships and cultural experience after the end of the activities, we discovered that these students had their learning motivation and cultural understanding enhanced and intended to increase their language ability. The activities implemented in this study utilized new methods to break the conventional framework of language learning and resulted in concrete educational results. We anticipate that in the future, the international industry–government–academia cooperation model can continue to be applied to design more creative and challenging teaching methods.

Acknowledgement: This study is grateful for the strong support from Yokote City Government, Akita Prefecture, Japan.
大学のグローバル化に向けた日本語教育の役割と課題

Shino TAKAHASHI (愛媛大学)
Rumiko MUKAI (東京大学)

大学のグローバル化に向けて戦略的に留学生の受け入れが行なわれるようになった。大西 (2016) は、大学のグローバル化を進めるには組織の変容が必要であり、それは、部局が個々に取り組みをもって、全体の変容にかかわらないことを指摘している。各大学の日本語教育部門、大学の戦略に沿って通路プログラム開発を進めているものの、多くの場合、学内では出島のような存在になっており、執行部や学部の認識度は高いとは言えない。この課題を解決するためには、日本語教育部門の取り組みを実質的な教育を担っている学部の教職員に伝え、執行部の認識を高め、大学の戦略につなげていく必要がある。

本発表では、大学のグローバル化に向けて、日本語教育部門が日本人と留学生が相互に学び合えるよう設計して行なった取り組みのうち、学部教員との関係づくりをしながら実施した 2 大学の事例を紹介し、日本語教育部門の役割と課題を考察する。

事例 A は、新入留学生対象の 2 週間集中コースである。日本人ボランティアの参加、学部受入教員への積極的な周知を 15 年間続けてきた。今ではコースの存在は全体で認識されるようになり、コース参加を前提とした専門のプログラム設計を行う中継局も現れている。また、インタビューにより、日本人ボランティアが異文化・留学生への理解を促進する役割も果たしていることが明らかとなっている。

事例 B は、上級レベル以上の留学生対象の日本史基礎知識講座である。日本語教育と専門教育をつなぐ内容で、学部教員の協力で日本人院生を講師として起用している。学部教員は、研究室の人材が活用されるこの取り組みに好意的で、日本語教育のために図書の寄付をするなど積極的な支援を始めている。また、講師になった日本人院生への質問紙調査では、指導を通して、留学生に対する認識が大きく変わったと述べている。

両事例とも学部の認識を促す役割を果たしているが、事例 A は、留学生支援の有用性のみが注目され、日本人の変容への貢献は全く視野に入れていない。一方、事例 B では、留学生支援の意図は希薄で、日本人のキャリア支援という点にのみ関心が寄せられている。大学のグローバル化で求められる組織の意識変容へ結びつけていくためには、日本語教育部門の取り組みが日本人と留学生に互恵的であることを示し、学部教員の関心をさらに引き出していくことが課題と考える。

The Issues and Role of Japanese Language Education in the Globalization of the University

Shino TAKAHASHI (愛媛大学)
Rumiko MUKAI (東京大学)

A strategy for globalizing universities in Japan has been to recruit international students. Onishi (2016) points out the need for universities to modify their organization in order to globalize, but while changes are implemented in some departments, it is very difficult to restructure as a whole. Japanese language programs at each university have developed along with the strategy of their university, but in most cases these are isolated changes and it can not be said that the administration or the departments are very much aware of them (Kuraji 2015, Yokota 2013). In order to solve this
problem, the departments and academic staff, responsible for a substantial portion of university education, and the administration need to be made more aware of the impact Japanese language education can have in order to align more closely with the university strategy.

In this presentation, we will consider the role and the related issues of Japanese language education in the globalization of the university by introducing cases at two universities where relationships were built with the academic staff by designing a platform for Japanese and international students to learn together.

Case A is a two-week intensive course for incoming international students. For the past 15 years, there has been Japanese volunteer participation in the course and active contact with the faculty supervisors of the international students. At present, this course is known throughout the university and some departments even plan their own course schedules to accommodate it. In addition, interviews of the Japanese student volunteers clearly show it has served to promote intercultural communication and understanding of international students.

Case B is an advanced class for international students on Basic Japanese History. A Japanese graduate student was assigned as a lecturer by a professor of the history department, linking Japanese language education with content education. The graduate student’s professor saw this as good training for the student and even provided additional material to use for the class. In a questionnaire, the graduate student lecturer responded that, as a result of supervising international students, their perception of international students had greatly changed.

In both cases recognition by the departments of these Japanese language education activities was enhanced. In Case A, however, while the Japanese volunteers were an asset and it was a learning experience for them, the academic staff did not seem to be aware of their participation. On the other hand, in Case B, the Japanese graduate student’s professor was interested in how the experience would help the student’s career, but there seemed no recognition of how the student’s perception of international students had changed or of how the international students benefited by the class. To show the need to modify the structure of the university along with the process of globalization, one issue is that Japanese language education should be seen as beneficial to both international and Japanese students in order to gain the support of the academic staff for any necessary changes.
For Japanese people living in Croatia, there are no school for Japanese, supplementary schools, or inheritance classes. However there are children who study Japanese as an inheritance language. Many of them study Japanese at their homes with parents. In addition, there is little communication with other children who are studying Japanese at the other schools.

In this presentation, the results and problems collected from interviews with parents of children who study Japanese as an inheritance language are presented.

Specifically, two points are addressed:
1) Learning environment and methods of children studying Japanese as an inherited language.
2) Children who are studying Japanese as an inherited language improved their motivation to learn Japanese by connecting with children of other countries and other regions.

As a result of survey and interviews, motivation for learning will increase by connecting with friends who are learning Japanese in other countries. In addition, by connection with children living in other areas (not only overseas but also in the Croatia), showed that motivation for learning has risen. Moreover, it was found that besides children, adults were also instigated to expand their knowledge employing such educational methods.


PA_29 08 月 04 日 11:00

南洋群島の「ボーイ制度」に関する考察 —
「当時の日本語学習者に与えた影響」に着目して—
Takanori AIDA (Yokohama National University (MA student))

1. Introduction

The south pacific mandate used to be colonised by Japan. At that time, the schools in the south pacific mandate were divided into two types: 1. The schools for Japanese-speaking pupils and 2. The schools for non-Japanese-speaking students. Also, there was the system called "Boy System", which was that non-Japanese-speaking pupils (both male and female students) visited Japanese families where they have helped housework. Some research introduces interview data from the ones who have joined “Boy System”. However, no previous studies have covered the impact that “Boy System” had on on-Japanese-speaking pupils, and the researcher decided to study this topic.
2. Research Methods

3. Results
As the result, 9 types of impacts (1. Role model of parents, 2. Impression on Japanese people, 3. Nutrition supply, 4. Cross cultural interaction, 5. Learning Responsibilities, 6. Money, 7. Filial piety, 8. Learning Japanese language and 9. Good memories). Since this study have covered non-classroom situations, the results of this research may imply how Japanese language education outside of classroom should be. Not only this, because this study contains the situation where students interacted with Japanese people who were not teachers, the results also may suggest how one should interact with students, not only as a Japanese language teacher but also as a human.

References
Due to the word limit, the researcher cannot introduce the previous studies used in this research. Please look at the list in the abstract of this study written in Japanese.
PA_30 08月 04日 11:00

Aiko KITAMURA (College of William & Mary)

In this presentation I will explore and analyze the results of a Shodo (calligraphy) Performance. Every year for the past three years, about 12 college students at William & Mary participated in the annual Sakura Matsuri, a Japanese Street Festival in Washington D.C., to showcase their Shodo (calligraphy) Performance, which involved writing letters with larger brushes on a huge canvas while dancing on music. Some participants were students of Japanese language. Others were not but were interested in learning more about Japanese culture. Still others were exchange students from Japan. For this student-led activity, the instructor served as a facilitator for discussions and supported the students’ activity.

Each year, in preparing for the performance, we began by discussing what (kind of message) we want to present to the public. Students brought up the themes such as “world peace” and “fear” in response to political and international challenges of our times. We did not limit the length of discussion or the languages to be used in determining our themes. After exchanging ideas over an extended period of time, we decided on our final themes. We then discussed the details of how to deliver our messages through Shodo Performance, such as choosing the appropriate words, practicing calligraphy techniques, selecting music, and coordinating with the dancers.

In the following sections, I will provide examples of how we successfully delivered our messages through Shodo Performance, including a breakdown of the themes we chose, the specific words we used, and the techniques we employed to create visually striking and meaningful messages. We will also discuss the technical aspects of calligraphy, such as brush handling and ink control, and how we incorporated them into our performances.

In conclusion, Shodo Performance is a powerful tool for delivering messages in a creative and engaging way. By combining artistry, technique, and cultural knowledge, we were able to create impactful performances that resonated with our audience and inspired them to think about important issues of our time.
time, the group constructed a poem and choreographed the performance. Students practiced repeatedly until the festival. The data from the discussion notes, students’ pre-/post-festival reports, interviews to the students and my observations are examined.

Relying on data from discussion notes, students’ pre-/post-festival reports, interviews with students, and my own observations, I discuss Shodo Performance as a site that can encourage “welfare linguistics” (Tokugawa 1999). “Welfare linguistics” is an inclusive practice that, in this instance, does not exclude non-Japanese speakers, but rather encourages them to utilize available linguistic resources to communicate with Japanese-language speakers (Sato & Kumagai 2017). Our non-restrictive policy on language choice during the discussions adhered to the principles of “welfare linguistics,” and consequently, it brought success to our Shodo Performance. Moreover, our collaborative exercise helped further a dialogue for peace by foregrounding ”world peace” as a centerpiece of our message. Through Shodo Performance, students clearly verbalized their thoughts through multilingual communication and developed a deeper awareness of peace and social responsibility. Welfare linguistics led to constructive dialogues about international and global issues.
PA_31 08 月 04 日 11:00
日本語学習者の語りからみる「非母語話者性」の
ドグマ—日本語の公共圏を構築するために—
Jihyun YOON (早稲田大学)
Junichi HARUGUCHI (大阪産業大学)

日本社会の各分野における外国人の存在感が益々高まっているなか、日本が多文化共生社会を目指していくためには何が必要であろうか。この問題は既に多様な観点から論じられてきているが、「日本語」に関する議論では、母国語話者側の意識や言語行動に焦点を当てたもの(2016)などが主流を成すきらいがある。そこで本研究では、もう一方の当事者である非母国語話者側、特に日本語に関心を寄せる日本語学習者の語りからこの問題を考えてみることとする。彼らの視点から日本社会、そして日本語社会を眺め、今後皆が一緒に参加し、共に構築していく日本語の公共圏(public sphere)のあり方について考察を行う。

本発表では、日本語学習者が語る「非母国語話者性」に焦点をあて聞き取り調査を行った結果について報告する。調査では、アジア諸国（韓国、中国、マレーシア、インドネシア、フィリピン、ベトナム、タイ）の出身で、中級・中上級レベルで学ぶ留学生10名から協力を得ることができた。インタビュー内容は全て文字化し、日本社会のなかで日本語話者として生きる彼らの当事者認識を中心に、M-GTA（修正版グラウンド・セオリー・アプローチ）の手法で分析した。その結果、日本語の習得過程にいる学習者の多くが、自らを「不完全な話者」「未熟な自我」「周辺参加者」として認識していることが明らかになった。また、このような認識の形成要因として「他者との交流経験」「社会参加の意識」「日本人像の投影」というカテゴリーが生成された。

斎藤(2008)に基づると、そもそも公共圏にはマイナリティや言語能力の低い者に対する排除的性質があるという。これは、日本社会が多文化共生の理念に基づき、日本語の公共圏を構築していくために必要なこと何か。それは、日本語母国語話者と非母国語話者の双方による「歩み寄り」に目を向け、公共圏日本語の公共圏を構築していくことに他ならない。そのた有一次、非母国語話者性のドグマからの脱却が求められる。つまり、未成熟な日本語でも積極的に発信し、自己実現を図る環境の拡大が不可欠なのである。また、「日本人像の投影」という観点から脱するためには、第三者言語接触場面の拡大を含め、多様な日本語の存在を受け入れることも重要と考える。

参考文献
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PA_31 08 月 04 日 11:00
The Dogma of Non-nativeness Appeared in Narratives by Japanese Language Learners: Some Implications for Constructing the Public Sphere
Jihyun YOON (早稲田大学)
Junichi HARUGUCHI (大阪産業大学)

Increasing numbers of foreigners are making their presence felt in all parts of Japanese society. So, what is required of Japan to become a multicultural society? Though this issue has been discussed from a variety of perspectives within Japanese society, the ideals or verbal behaviors of native Japanese
speakers tend to become the main focus whenever the topic of “Japanese language” arises (Iori 2016, etc). This study focuses on the accounts of the other side—the non-native Japanese speakers, particularly Japanese-language learners living in Japan. We examined the construction of a multicultural society in Japan from the perspective of non-native speakers and discussed the possibility of both native and non-native Japanese speakers working together to construct a Japanese “public sphere.”

In this study, interviews focusing on the “non-nativeness” of Japanese-language learners were conducted. A total of ten intermediate/upper-intermediate International students from Asian countries (South Korea, China, Malaysia, Indonesia, Philippines, Vietnam, and Thailand) took part in the survey. Participants were asked to provide their opinions and experiences on their life as a Japanese speaker in Japan. Answers were recorded, transcribed, and then analyzed using the Modified Grounded Theory Approach (M-GTA). The results showed that many of them felt that they were “imperfect speakers,” “immature selves” or “peripheral participants”. Also, such consciousness-forming factors gave way to the formation of categories such as the “experience of interacting with others,” “consciousness of social participation,” and “projection of Japanese images.”

According to Saito (2008), minorities and those with a low language proficiency face exclusion within public spheres. So, what needs to be done to create Japanese public spheres for a multicultural society? Both native and non-native speakers need to compromise and come together to build such public spheres. In summary, it can be said that in order to collectively construct a Japanese public sphere, it is necessary to get rid of the dogma of “non-nativeness.” To achieve this, the important thing is to create more spaces where people with limited Japanese proficiency can strive to achieve self-fulfillment. In order to be free of the oppressive projection of a “Japanese image,” it is important to expand opportunities for non-native speakers to come in contact with the language and accept the existence of a variety of Japanese languages like as third-party language contact situations.
PA_32 08月04日11:00
元交換留学生のライフストーリーを見る
日本留学の意義
Sumiko HACHIWAKA (茨城大学)
Yoko IKEDA (茨城大学)

近年、日本留学を経験した元留学生の視点から留学成果が検証されており、留学生が専門性の深化、国際性の涵養、自己成長など人生にプラスの影響を与える経験として評価されていることが報告されている(佐藤2013, 田中2014, 池田・八若2016, 2017)。しかし、これまでの研究は正規留学生を対象としたものが多く、近年増加しつつある短期留学の成果については、実施機関のプログラム検証(小山2016, 吉野2017)としての報告はあるものの、量的研究、質的研究ともに少ない。

本研究では、交換留学生として約1年間日本に留学し、帰国後2～4年経過した元交換留学生のインドネシア人3名、アメリカ人2名のライフストーリーから、交換留学の意義とその後の人生への影響を日本語学習と人的交流に焦点をあてて探った。ライフストーリーとは、個人のライフに焦点をあてた語りから「自分の生活世界そして社会や文化の諸相や変動を全体的に読み解こうとする質的調査法」(桜井2012)の一つである。

分析の結果、元留学生5名にとって、交換留学は短期間であっても、日本語力を高め、自己成長を促し、人生の選択肢を広げる意義深い経験であることが判明した。元留学生5名は、ゲーム、アニメなどを通じて日本への親近感を持ち、先輩や先輩などの影響から大学で日本語を学び始め、交換留学に至っていた。5名にとっては日本滞在経験そのものが貴重であり、授業だけでなくアルバイトやホームステイ、日本人学生や地域住民との交流などの体験が日本理解や日本語力向上に繋がるだけでなく、自信を得、視野を広げる経験として評価されていた。また、世界各国からの留学生と共に授業を受け、生活をする中で構築された友人関係はかけがえのないもので、留学後もSNSを通じて続けている。大学卒業後、インドネシア人3名は母国で通訳・翻訳工作、日系企業社員など日本語を使う仕事につき、アメリカ人2名は日本で英語教師として働いており、いずれも留学経験が現在の仕事に繋がり、留学を通して培った日本語力が仕事や生活を円滑にするものとして評価されていた。さらに、インドネシア人3名は将来日本の大学院に留学したいという希望を持ち、日本語学習を継続していた。一方、留学中の交友関係では、日本人と友達になることの難しさや、英語を話す相手として見られているといった悩みも明らかになった。

PA_32 08月04日11:00
Life-story interviews of former exchange students: how they value their study-abroad experience in Japan
Sumiko HACHIWAKA (茨城大学)
Yoko IKEDA (茨城大学)

In recent years, the achievement of overseas education has been reviewed from the viewpoint of former exchange students, who have finished studying in Japan. It has been reported that the experience of studying abroad has positive influences on their lives, such as deepening expertise, fostering internationalism, and promoting self-growth (Sato, 2013; Tanaka, 2014; Ikeda & Hachiwaka, 2016; 2017). However, as most of the existing studies have targeted full-time international students, the achievement of short-term study-abroad experiences, which are on the rise, has not been studied much, either quantitatively or qualitatively.
In this study, we conducted life-story interviews with three Indonesians and two Americans two to four years after their year-long stay in Japan as exchange students. We tried to identify the meanings of foreign student exchange and their influence on the subsequent life of students with our focus being on their learning Japanese and on human exchange. The life-story interview is one of “the qualitative interview methods that is used to understand the world in which the individual lives, and some aspects and changes of society and culture as a whole” (Sakurai, 2012) by comprehending talk that is focused on the interviewee’s own life.

The results of the analysis showed that even a short foreign-student exchange gives students a meaningful experience that helps improve Japanese language ability, facilitates self-growth, and expands choices in life. Those five former exchange students gained a sense of affinity to Japan through Japanese games, anime, etc. and, influenced by their seniors and teachers, started learning Japanese at university; this is what led them to studying in Japan. They evaluated the stay in Japan itself as valuable, and the Japanese classes, part-time jobs, home stays, and intercommunication with Japanese students and local residents helped them not only to understand Japan and improve their Japanese language ability, but also to gain self-confidence and broaden their outlook. Friendships built through classes and dormitory life with other foreign students from all over the world were also a priceless matter to them, and these friendships had been maintained through social networking services even after the study-abroad period finished.

After graduation, the three Indonesians became interpreters/translators or were employed at Japanese-affiliated companies in their mother country, while the two Americans worked as English teachers in Japan. In all cases, the former students believed that the experience of studying abroad had led them to their current jobs, and their Japanese ability, which had improved through studying abroad, was a factor that contributed to making their jobs and lives unfold smoothly. The three Indonesians are continuing to study Japanese and hope to study at Japanese graduate schools in the future.

On the other hand, it was found that they had a hard time making friends with Japanese students, and were disappointed at the thought that they were regarded as partners in English conversation practices.
PA_33 08 月 04 日 11:00

**Effects of a two-week study-in-Japan program on Japanese-language learning: Focusing on learning motivations, learning strategies, and learning resources**

Rika INAGAKI (Kasetsart University Department of Eastern Languages, Faculty of Humanities)
Yupaka FUKUSHIMA (KASETSART UNIVERSITY, Faculty of Humanities)
Noriaki MATSUO (名古屋大学)

Kato and Suzuki (2017) reviewed the literature about the effect of study-abroad programs lasting one to five weeks, and cited three effects of the short study-abroad programs: the improvement of intercultural understanding, personal growth, and the improvement of language skills. However, very...
few studies have researched the effects of study-abroad programs on Japanese-language learning after the programs. The objective of this research is to determine the effects of a short Japanese-language study-abroad program after the learners go back to their own countries.

The participants in this study were four Thai students who were studying Japanese and who participated in a two-week Japanese-language program at N university. In this research, we conducted questionnaire surveys and interviews three times: before, immediately after, and two months after the program. In the questionnaires, the participants were asked about the amount of their Japanese use and their learning strategies. The questions concerning learning strategies were based on the categories of learning strategies developed by Oxford (1990). For the interviews, a semi-structured interview was adapted. In the first interview, the participants were asked about their Japanese learning history and their expectation for the program. In the second interview, they were asked about their opinions of the program. In the third interview, they were asked about the improvement they found after the program.

The research found that the learners acquired new learning strategies and reassessed the learning resources around them. The acquirement of new learning strategies and the reassessment of learning resources was caused by the influence of their classmates from other countries as well as the classes in the program. In addition, they noticed that they could use Japanese better than they had imagined because they could use the language more in Japan than they could in Thailand. They found that they could communicate in the Japanese language with their classmates and Japanese people while in Japan. Therefore, they gained confidence in using Japanese. This encouraged them to try to talk to Japanese people around them in Thailand and to make more opportunities to use Japanese, although they had not done so before they participated in the program.

Although the participants acquired new learning strategies, reassessed their learning resources, and gained confidence through the two-week study-in-Japan program, this research shed light on their limited opportunities to use Japanese in Thailand. The questionnaires also indicated that the participants used less Japanese two months after the program than immediately after it, while the amount of Japanese use increased following the program when compared to before it.

In the globalization era, the study-in-Japan programs are increasing. The teachers of sending institutes should help the learners to utilize the knowledge and skills they gain in a study-in-Japan program and encourage them to use more Japanese after they come back to their own countries. Further research is needed to consider the roles of teachers of sending institutes.
PA_34 08 月 04 日 11:00
超短期プログラムの学習への影響--帰国した留学生への質問紙及びインタビューによる追跡調査から--
Noriaki MATSUO (名古屋大学)
Nanae FUKUTOMI (南山大学)
Jun KATO (名古屋大学)
are HAJIKANO (名古屋大学)

近年、1学期未満の短期の受入プログラム（以下、短プロ）が増加傾向にある。高等教育機関における日本留学について、これまで学位取得を目的とした正規留学及び半年から1年の短期交換留学が主であったが、長期休暇を利用した留学が可能な短プロでは、従来とは異なるプログラム作りが必要とされる。短プロの増加に伴い、関連研究も増えているが、その多くは実践報告であり、学習への影響に関する研究は限られている。一方、日本からの短期の語学研修については、語学力に焦点を当てた研究、異文化理解や日本への理解、語学学習への動機付け等の情意面での効果に関する研究も行われている。但し、その多くはプログラム直後に調査を行うもので、追跡調査を実施し、その効果を分析しているものは見当らない。これらを踏まえ、発表者らは、短プロに参加した学習者が帰国してからどのようにプログラムを捉えているか、特に語学力以外の側面に焦点を当てる追跡調査を実施した。調査は名古屋大学短期日本語プログラムに参加した学習者を対象としている。調査対象者の来日時期は4期に分かれており、帰国後の過ご年月数は異なる。調査はまず全体に対して質問紙調査を行った。質問紙は調査対象者の属性、学習方法、学習リソース、日本理解、自己の成長に関する項目から構成されている。質問紙調査後、5名を対象に非構造化インタビューを行い、質問紙調査から得られたプログラム参加による学習への影響に関わる部分を中心に事例を挙げてもらった。結果、短プロは、①学習の動機付け、②学習方略の獲得、③学習リソースの拡大、④自身の言語能力の捉え直しに繋がっていることが窺える。①では自国学習期間中の関連も示唆されており、プログラム前の自国の学習の継続性と視点から分析することも可能であろう。②③はプログラム中の他の参加者から得た学びも多かった。このことはプログラム中の教育実践の方法論及び学習環境デザインと深い繋がりがあると言える。④は自信の獲得や自身の能力に関する不十分さの認識など、自身の日本語能力への内省が促されていることが確認できた。短期間にとらえど、短プロは学習者の観点に様々な影響をもたらしていることが窺える。今回の調査は一つのプログラムからの知見に過ぎないが、同様の調査を様々な短プロにおいても実施し、結果を分析することで、短プロの持つ普遍的な意味が浮き彫りになっていくであろう。

PA_34 08 月 04 日 11:00
The Effect of a Short-Term Japanese Language Program on Learning: A Follow-up Survey of Former International Exchange Students
Recently, the number of Short-Term Japanese Language Program less than one semester has been increasing. According to study abroad in higher education to Japan, most students are exchange students who want to earn a degree or credits in a Japanese university. However, in short-term programs where students can participate during their long holidays, different course design for such programs is needed. Research on the short-term program in the Japanese context has also been increasing. Previous studies focused on practical reports and discussed students’ language skills, cross-cultural understanding and its effects on affective aspects (e.g., motivation to language learning in study abroad from Japan). However, research on the effect of participating in a short-term Japanese language program on learning is limited. We cannot even find any follow-up surveys that analyzed the effects, because in those studies, the survey was given immediately after the program ended. Considering these limitations, we made a follow-up survey focusing on students’ perceptions on the program after going back to their home countries. We gave a survey to the students who participated in Nagoya University Short-Term Japanese Language Program called NUSTEP. The students participated in any of four periods and their elapsed times are different. First, we did a questionnaire study for all students. The questionnaire consisted of the items about students’ attribute, learning method, resource on learning, understanding Japan, and their growth. After the questionnaire research, we conducted unstructured interviews for five students and we received their experiences from the viewpoint of the effect on learning by participating in our program. The results showed that the short-term program lead to 1) motivation on learning, 2) acquisition of strategy on learning, 3) expanding of resource on learning, and 4) review of their competence. 1) We can still analyze from the viewpoint of the articulation of learning before and after the program because the data showed the relation with their learning environment in their own countries. 2) 3) Students learned many strategies and resources on learning from other students who participated in the program. This is strongly related to the teaching methodology and the learning design in the program. 4) We found out that the students reflected on their Japanese abilities such as the acquisition of confidence and recognized insufficiency of their Japanese abilities. Thus, this short-term program has various effects on their learning from a learners’ viewpoint. This research is just one case, but we will explore the general worth of the short-term program by doing more research on other short-term programs.
PA_35 08 月 04 日 11:00
The language learning and the meaning of studying abroad for university students who grew up in a multilingual environment
Makiko KOMIYA (早稲田大学日本語教育研究センター)

This research will focus on two university-level exchange students who have grown up in multilingual environments but have received their secondary education in different countries. This research will answer the following two questions through semi-structured interviews with these two students who chose to student abroad at universities in countries where their languages are spoken:

1. How do students who grew up in multilingual environments but have received their secondary education in different countries perceive the language learning and the meaning of studying abroad for university students?
2. How do students who grew up in multilingual environments but have received their secondary education in different countries describe their experiences studying abroad at universities in countries where their languages are spoken?
1. To these students, what is the purpose of learning or learning with one of their multiple languages when studying abroad?

2. Does studying abroad cause these students to change the way that they approach their multiple languages and language learning in general?

This research considers the perspective that one should focus on the existence of any particular segmentation for these two students and, if a segmentation exists, what the essence of the segmentation is when considering language education based upon the relationship between the changing learning environments and the manner in which the two students approach their multiple languages and language learning.

There are two participants in this research. Participant A (PA) is a person whose parents are both Japanese, was born and raised in Mexico, and graduated from high school there as well. Participant B (PB) has a Japanese father and Korean mother. PB was raised internationally in both Japan and the US. PB graduated from a Japanese high school. PA studied abroad at a Japanese university and PB studied abroad at a Korean university. The research data was analyzed qualitatively.

We acquired valuable information from the interviews. The reason that PA decided to study abroad at a Japanese university is they had a strong desire to go to Japan ever since early childhood and their desired school had an English program. Lastly, the study abroad experience allowed the participant to put effort into increasing their retention of the Chinese characters used in the Japanese language and their ability to write Japanese as well as gain confidence in their Japanese language skills. In contrast, there was no need to change the position of Japanese, the participant’s third language, in the hierarchy of their language usage and the language which they had dealt with prior to study abroad, through comparing Japanese society and culture Mexico’s.

On the other hand, the reason that PB chose to study abroad at a university in Korea was that they wanted to study Korean, a language that PB had not had the opportunity to study for language acquisition purposes, at a university. At first, PB had difficulty learning specialized subjects in Korean; however, they were able to overcome this obstacle by actively studying the language and using it both in and outside of the school. As a result, not only did Korean take the position of the number 1 language from amongst the numerous languages the participant spoke, their confidence in their English also increased. In contrast, the idea of Japanese being their native language had weakened in their mind.

These two cases demonstrated that changing the learning environment, i.e. studying abroad, for people raised in environments where multiples languages are spoken leads to both a segmentation amongst the languages and an increase in the level of the languages and language learning. This research reaffirmed the importance of aiming for language education that takes into consideration the backgrounds of the language learners.
PA_36 08月 04日 11:00
多文化共生社会における市民教育としての憲法教育の方法
Kazuo HASHIMOTO (中村学園大学短期大学部)

1. 中心となる主張や結論
当発表は自由や平等、民主主義といった近代の西欧的な価値観を憲法に掲げる国家において、そうした憲法的な価値観を学校教育でいかに取り扱うことができるのかについての研究成果の発表である。今日、多くの国が多文化共生社会を歓迎する中で、憲法が掲げる価値をいかに国民とその国に居住しつつも外国につながる子どもに伝え、共有しうるのかが市民教育をめぐる緊急の課題として位置づけられている。この点、特定の価値を陶冶することは、その価値を共有できない子どもの文化を排除し、しては、市民社会の分断を招くことにつながらいかね。求められているのは、その国の憲法が掲げる価値の意味を理解し、相対する価値観を併せて共有することを通じて子ども自らが価値の選択ができる教育法の確立である。当発表では、憲法の教育者という発表者の立場から、そのために求められる日本語教育の使命ありようについての実践研究の成果を発表する。

2. 論証の方法
当発表は2つの柱で構成される。1つは、戦後の日本における憲法教育の展開についてであり、1945年まで、ほうが一時的で、2つは、多文化共生社会が本格的に目指されてきた2000年代以降の、これでどのような変化してきたのかの検証である。これにより、特定の価値を志向する教育から、価値を子どもに選択させる教育へと変容した過程の論証でもある。2つには、現在の日本における外国系の子どもに対する憲法教育の実践が、外国系の子どもにどのような意識の形成を促しているのかの調査結果報告である。後者については、日本人の子どものデータと比較することを通じて、価値を取り扱う教育の場面で求められる日本語教育の課題を報告する。

3. 本研究の独創性
発表者は、大学・短期大学において憲法学などを担当する教師であり、日本語教育を専門とする研究者、教育者とは異なる視点から、日本語教育の意義とそれ的重要性を指摘できるのではないかと考えている。当研究は、憲法教育における日本語の取り扱いがどのように子どもの知識や考察の過程に影響を及ぼすのかについての研究である点に独創性を有用するものと考える

PA_36 08月 04日 11:00
A method of constitutional education as a citizen education in multicultural symbiotic societies
Kazuo HASHIMOTO (中村学園大学短期大学部)

1. Main argument and conclusion
This presentation is about research results on how to teach constitutional value on educational sites in a state that refers to modern and Western values such as freedom, equality, democracy and so on in the Constitution. Today, while many countries are aiming at a society that can respect diverse values in order to build multicultural symbiotic societies, it is positioned as an urgent issue for citizen education how to transmit and share constitutional values with the people and the children resident in that country.
who are connected to foreign countries. In this point, cultivating specific values could mean to exclude
the culture of children who cannot share these values and furthermore could lead to the division of civil
society. What we need is to establish an educational method by which children can choose their own
values through their understanding the meaning of the values listed in the country's Constitution and
sharing the values that are opposite to each other. In this presentation, from the standpoint of the
educator studying the Constitution, I would like to announce the results of practical research on the
mission and actual situation of Japanese language education required for that.

2. Method of argumentation

This presentation consists of two pillars. The first is about the development of constitutional
education in Japan after the war, I examine following three periods ;(1) from the end of World War II
to the 1970s, which consisted of ideological conflicts over the Constitution, (2) until the 1990s when
the cold war structure collapsed, (3) after 2000s where multicultural symbiotic societies have been
aimed at in earnest. It is a verification of how it has changed in these three periods. This is also a
demonstration of the process that transformed from specific value-oriented education to education that
lets children choose values. The second is a report of survey result on what constitutional education
practices for foreign children resident in today's Japan are encouraging the formation of consciousness
on these children. For the latter, I report the problems of Japanese language education required in the
scene of education teaching values through comparing with the data of Japanese children.

3. Originality of this research

I am a teacher in charge of constitutional science at the university and junior college, so I believe that
I can point out the significance and importance of Japanese language education from the viewpoint
different from researchers or educators specializing in Japanese language education. I consider that this
research has the originality in that it is a study on how Japanese are handling in constitutional education
affecting the knowledge and consideration process of children.
A study of Japanese language education in University through the interview to teachers in specialized field

Aya SATO (福井大学)
Yoko KUWABARA (福井大学)

The presenters currently provide Japanese language education to international students in university in Japan. The relationships that international students who are taking regular courses in undergraduate and postgraduate programs have with supervisors and other students in seminars are often of major importance in their life in Japan. While serious problems may not develop as a result, there are occasions...
when misunderstandings pile up and communication breaks down. Numerous factors give rise to such breakdowns, and the way that the Japanese language operates and the peculiarities of Japanese communication styles can be expected to number among them. Arguably, one of the roles of Japanese language education is to support international students with regard to such issues and to create a peaceful environment in which they can study.

Such issues inspired our research into teaching staff responsible for specialized education (hereafter referred to as specialized teachers). The presenters defined the tasks that can be deduced from this situation and also went on to consider what Japanese language education might be able to achieve in relation to these issues. The presenters also felt the desire to consider whether language teaching content that can assist in avoiding and solving such problems could be incorporated into the curricula of Japanese languages courses.

This presentation will report the results of interviews conducted as a pilot study from among the various studies in specialized teachers. The pilot study involved semi-structured interviews conducted between August and November 2016 with four teaching staff in engineering and education at the university at which the presenters teach, who have experience in supervising international students taking master’s degree programs. The results were analyzed using SCAT (Steps for Coding and Theorization).

The pilot study revealed major differences in relationships that all teaching staff had with international students, their ways of viewing international students, and expectations regarding Japanese language education. Meanwhile, while references were made to international students’ Japanese language abilities in terms of areas such as the use of particles and honorifics, teaching staff recognized that such issues were not of great importance. They were in agreement in their desire to see improvements in the ways that international students conduct their research and their desire for international students to adapt themselves to Japan’s research lab culture, more so than any issues regarding language skills themselves. Moving forwards, the presenters will be collecting further data and considering ways in which the points that have been revealed through this research can be put to use in Japanese language education.

The chief focus of Japanese language education to date has been linguistic education to assist students in understanding lectures and writing papers in specialized fields. This research, however, makes a comprehensive study of the various areas Japanese language education can address in addition to offering linguistic support, so that international students may enjoy a more smooth experience at university. As a result, Japanese language education would not end with mere language education, but would be able to offer the kind of education that enables international students to engage with and understand the world around them in a more proactive manner, through the Japanese language.
PA_38 08月04日11:00
マインドツリーを用いた「不安」と「希望」の共有 – 中級作文クラスにおける『他者との関係づくり』としての試み –

Miwa ISHIKAWA (宇都宮大学留学生・国際交流センター)

筆者が大学で担当する中級作文クラスにおいて、『他者との関係づくり』を目的としたマインドツリー活動（夏、2017）を行った。対象者は留学生25名（チェコ1名、タジキスタン1名、モンゴル1名、カンボジア2名、タイ3名、台湾4名、韓国6名、中国7名）である。この授業までは、各大学の文化を学んだ上で、大学時代に語学を学んできた学生が、授業内での発表を行っている。特に、日本語の授業では、授業の内容に沿って、日本の文化についての発表を行っている。授業のテーマは、「自分を語る」ことと、「自分を聞く」ことである。前半には、授業の目的を示すために、授業のテーマを説明する。「自分を語る」と「自分を聞く」の二つのテーマで、授業を行っている。

「不安」は、多くの学生が留学生活における経済的不安を挙げ、また、授業の目的を示すために、授業のテーマを説明する。「自分を語る」と「自分を聞く」の二つのテーマで、授業を行っている。

PA_38 08月04日11:00
Sharing "anxiety " and "hope " by using mind-tree.
Attempt to "Develop the relationship with others "for Intermediate academic writing class.

Miwa ISHIKAWA (宇都宮大学留学生・国際交流センター)

A method of “mind-tree” was applied for the intermediate academic Japanese writing class in Utsunomiya University by the author in order to “develop the relationship with others” (Ka, 2017). A target group consists of 25 international exchange students, one (1) each from Czech, Tajikistan and Mongolia, two (2) from Cambodia, three (3) from Thailand, four (4) from Taiwan, six (6) from Korea and seven (7) from China. Prior to the class, those students had already learned how to explain and describe the sentences.

self-introduction, presentation, itemization and so on in Japanese. In middle of the current term, it seemed that two groups of targeted students (17) students arrived two-month ago and eight students
arrived eight-month ago in Japan) had not yet “developed the relationship” between these groups. Therefore, the mind-tree method was attempted as a part of practice of itemization in the same class.

The mind tree method was proceeded as follows. First, the students listened “the voices from their own hearts” and listed what they feel as “hopes” and “anxieties” on each sheet of paper. Second, the students selected the most important “hope” and “anxiety” from the sheets, then describe the selected ones on cards one each and posted them on the mind-tree. Third, each student read words on the cards aloud in front of other students and explained the reasons why those words were important for them. Finally, the students gave feedback of the class freely. The purposes of using the method were to verify “whether learners could have interested in other students, spoken-out by themselves, and opened their minds to others (Hosokawa, 2004),”, and also to assess the data collected from the class in order to understand whether the students “develop their relationships with others” by sharing own feelings.

Regarding “anxiety”, many of the students came up with “economic anxiety about studying in Japan”. Korean students explained “anxiety about war”, and some of them revealed “I am almost crushed by anxiety and fear of war currently”. On the other hand, most students selected “health of family members” as the most important thing of “hope”.

The results of feedback (evaluation) on the class, there was no critical opinion on the class. Whereas, many positive comments were submitted from the students, such as “it was meaningful time”, “it was pleasant to find other students also worry about similar things”, “it helped me understand feelings of classmates”, “it was a special and unforgettable experience”, “it relieved me by disclosing the voice of my mind to others” and so on. It was evaluated that the students were highly likely able to “open their minds” by explaining ‘anxiety’ and ‘hope’ with their own words and sharing their feelings with the classmates.

Hosokawa (2004) argues, “this method values for the leaners because it focuses on not only issues leaners have interests but also on fear and problems of themselves”. Furukawa (2009) mentions that mutual communication among the students through the process of think over others is important in addition to isolated process of think about oneself. The author concludes that teachers should facilitate communication in the classroom and face to the students seriously to listen to the “voice from hearts” of learners, by focusing on personal feeling of them in the syllabus if appropriate.
Influence of differences in communication dynamics on mutual understanding between speakers in multilingual environment

With increase of emphasis in educational policies on globalization and diversification more and more Japanese universities started to offer Intercultural Co-learning Classes for both Japanese and international students in which they learn from each other by sharing insight into own cultures. This type of courses had origin in Japanese Culture and Society classes for international students which in time were joined by Japanese students. Thus, although the objective of these types of courses is collaborative learning from each other, in reality Japanese students as native language speakers and hosts in their own country assume dominating role more as providers of cultural resources than learners. That may cause that the interaction in classes may become superficial and shallow. I have hosts in their own country assume dominating role more as providers of cultural resources than collaborative learning from each other, in reality Japanese students as native language speakers and international students in which they learn from each other by sharing insight into own cultures. This type of courses had origin in Japanese Culture and Society classes for international students which in time were joined by Japanese students. Thus, although the objective of these types of courses is collaborative learning from each other, in reality Japanese students as native language speakers and hosts in their own country assume dominating role more as providers of cultural resources than learners. That may cause that the interaction in classes may become superficial and shallow. I have

Yuko ABE (国际教養大学)

PA_39 08 月 04 日 11:00

Influence of differences in communication dynamics on mutual understanding between speakers in multilingual environment

Yuko ABE (国际教養大学)
developed and implemented this type of courses for more than 10 years. I tried to encourage both Japanese and international students to use Japanese. The university I am working in Japan is recognized as one of the most internationalized universities in Japan, which means the level of proficiency in English of Japanese students is relatively high, so the interaction among the students can be both in Japanese and English. As a rule, all courses are taught in English except language classes. That is why international students often take initiative in other courses where it is expected that everything should be in English. The class I am teaching is the only one offered for all students, Japanese and international when Japanese language is allowed and encouraged. So this is the only course with the reverse situation of the language use in the classroom. In this presentation, I focus on how language use effects interaction between students and eventually their mutual relationships. I try to examine Japanese language ability as the communication ability, so that its improvement would contribute to building good relationships among students with different linguistic and cultural backgrounds.

In this study, firstly, I examined the results of the survey regarding classroom activities on the subject of “the communication between Japanese students and International students in this university”. This is followed by the discussion and analysis of the results of semi-structured interviews with 6 Japanese students and 5 international students about their experience, including their reports on subjective effect of the use of language in my class and in general in the university environment. One of surprising results was the preference to use Japanese language in class interactions and discussions by international students whose proficiency was below the level making it comfortable. Also, I could identify misunderstanding inhibiting interaction. To discuss more complicated matters Japanese students feel obligation to use English, even when more advanced international students prefer use Japanese. However discussing these more complicated matters in English may become too difficult for Japanese students, or at least not comfortable, which inhibits further discussion.
本発表は個人別態度構造分析（PAC 分析法）と人間の成長を時間的変化と文化社会的文脈との関係の中で捉えて記述するために複線径路・等至性アプローチ（TEA）を採用し、日本での留学経験・日本語学習を経て大学を卒業し、仕事等を通じて日本社会と関係を持ち続けることを選択して数年以上経過している日本留学経験者が、日本語学習や留学経験をいかに意味づけているかを示す。

具体的には、半年から1年の日本留学を経て母国の大学を卒業し、数年以上経過した現在日本で職を得て、日本社会に根差して生きている元留学生2名へのインタビューに基づき、日本留学・日本語学習体験を彼ら自身がその人生の中でいかに位置づけているかを通時的な視点で分析した。その結果、彼らが現在に至るまで日本語学習が欠かせない要因となっており、母国や現地の友人とのつながりや、日本語学習開始時の家族の支援など、調査協力者の人生の様々な時点での出来事が、日本語学習の動機を高め、自分自身の将来を考えるきっかけになっていることを示した。島崎（2016）他でも学生同士あるいは日本人との交流が日本語学習にまたがる豊かさを指摘しているが、接点を持つ相手や場を限定せずに元留学生の径路を分析した点が本発表の特徴である。

ヨーロッパでは1985年のエルサスス計画、日本では留学生10万人計画そして30万人計画を受け、若者が世界中を移動しながら学び成長する姿が自然な形として受け入れられるようになった。こうした移動しながらの学びに期待されるのは、グローバルな観点から「21世紀型スキル」（三宅他、2014）を持った人間を育つことと、ローカルな観点から「現地を知っている」「現地に通じる」人間を増やすこと、いわゆる「知日派」の育成がある。大学院留学を経て研究者になる（有川2016）以外の径路を取り上げ分析することは、グローバルな観点とローカルな観点の両方を持ち合わせた日本語教育の可能性を探すことにつながるだろう。

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三宅なほみ監修、益川弘光・望月俊男編訳（2014）『21世紀型スキル：学びと評価のあらたなたち』北大路書房

PA_40 08 月 04 日 11:00
日本に住み、働き続ける径路を表れる
日本留学、日本語学習経験
Chika MARUYAMA (立教大学)
Ikumi OZAWA (国際基督教大学)

This poster presentation focuses on two learners of Japanese who came to Japan for study abroad and kept the relationship with Japan through work for more than a few years after graduation. The study aims to clarify how those learners consider the meaning of Japanese language learning in Japan and study abroad experience in Japan.
The researchers met those two learners three times as a sum for each and conducted interviews. The conversation was recorded and transcribed with the approval of the two. The datum was investigated by Personal Attitude Construct (PAC) analysis, and then Trajectory Equifinality Approach (TEA) was applied for analyzing how their thoughts on language learning and study abroad change through time as well as social-cultural contexts.

As a result, this study points out the followings:
1) Japanese language education is an inevitable factor for the person's present life,
2) various factors the one experiences while living motivated the Japanese language learning more, and it became an opportunity to consider the one's future.

The example of experiences referred in the latter point was the relationship with the one's own country or friends there, family support when they started learning Japanese, work request from the university the one stayed in Japan, and so on.

Research such as Shimazaki (2016) indicated the exchange among Japanese language learners or with Japanese natives relates to the enrichment of Japanese language education. The finding of this presentation is similar, but it differs significantly since the analysis covers much broader context of living; it analyzes not only the influence of the language classes or the native speakers' community of the target language but the community outside the language classes or ones' own country.

Having influenced by several policies such as the "European Community Action Scheme for the Mobility of University Students (ERASMUS) " in 1985 in Europe, the "100,000 Foreign Students Plan" and the "300,000 Foreign Students Plan" in Japan, it became natural for youths to learn and grow by moving worldwide.

The society expects learning-while-moving like this (1) to cultivate youth to acquire "21st-century skills" (Miyake et al. 2014) and (2) to increase "pro-Japanese" group who knows the target society well and has networks there.

In this perspective, it is necessary to examine those who were excluded from research such as Arikawa (2016) since they did not become researchers in Japan-related field after graduation from graduate school. It is needed to clarify how non-researchers on Japan associate themselves with Japan, to consider Japanese language education with both global perspectives as well as local perspective.

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ARIKAWA, T (2016). Ethnography of Study Abroad in Japan: 20 years of Indonesian Learners, Osaka University Press.
PA_41 08 月 04 日 11:00
開発型評価を取り入れた日本語教育プログラム評価の実践——新規開講の漢字クラスを対象に——

Megumi FUJITA (立教大学 日本語教育センター)
Kumiko KANENIWA (立教大学日本語教育センター)
Eri KAZUNO (立教大学 日本語教育センター)
Koichi SHIMAHARA (立教大学)
Nobuko IKEDA (立教大学)
Chika MARUYAMA (立教大学)

本発表は、開発型評価を取り入れた日本語教育プログラム運営の実践研究である。
発表者らの所属機関では、大学の国際化構想の一端に日本語科目の充実をげており、日本語教育プログラムは、その役割を果たすことが求められている。その実現のためには、担当部署の構成員が現在を把握し、プログラムを戦略的に運営していく必要があると考え、発表者らは継続的にプログラム評価を行っている。

パットン(2001)によると、開発型評価とは、対象となるプログラム等の発展を支援する目的で行われる評価のプロセスである。小澤他(2016)では、大学の国際化といった流れ的な状況下における組織において開発型評価を実践することの意義が述べられているものの、日本語教育分野における取り組み例は、管見の限り小沢らの一連の研究で取り上げられているのみである。

開発型評価の目的や意義は、発表者らの所属部署の背景とも合致することから、これを用いたプログラム評価を実施することと、その一環として新規開講の漢字クラスで実施した。まず日本語科目担当者6名(常勤、非常勤)でロジックモデルを作成した。この作成にはKI法を用い、漢字クラスの「①ニーズ」「②活動」「③成果目標」に対し、それぞれの立場の視点から約100の事項を挙げ分類した。これによって漢字クラスの①には「学習者のニーズ」「特徴ある科目の設置」、②には「教材開発」「複数レベルの対応」、③には「満足度と学習意欲の向上」「読む力と書く力の向上」等が挙がった。これらの観点は、実際の授業デザイン、授業運営にも取り入れ、授業を実施した。そして学期終了後、成果検証のために、独自の漢字検定試験の受験データ分析、受講者へのインタビュー調査、担当教師によるふりかえりを行った結果、検定試験の受験者増、漢字学習への動機の向上、多様なレベルの受講者による協働といった成果が確認できた。

プログラムの成果を明らかにすることは、大学行政の認知や理解を深めるという点においても有効である。よって、本発表で示す評価のプロセスは、同様の背景を持つ他機関においても示唆を与えるものであろう。

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小澤伊久美、丸山千歌、池田伸子(2016)「日本語教育プログラム運営における開発型評価活用の意義と可能性」『日本語教育実践研究』第5号
マイケル・クイン・パットン(2001)『実用重視の事業評価入門』、清水弘文堂書店

PA_41 08 月 04 日 11:00
Incorporating Developmental Evaluation into a Japanese Language Program: For a New Kanji Class

Megumi FUJITA (立教大学 日本語教育センター)
Kumiko KANENIWA (立教大学日本語教育センター)
Eri KAZUNO (立教大学 日本語教育センター)
This presentation addresses a practical study on Japanese language program management that utilized developmental evaluation.

The institution with which the presenters are affiliated is seeking to enhance its Japanese language courses as part of its internationalization strategy, and the Japanese Language Program is required to fulfill this role. To achieve this aim, it was considered necessary for the members of the department in charge of this effort to grasp the current situation and manage the program strategically. Therefore, the presenters are currently evaluating the program on a continuous basis.

According to Patton (2001), developmental evaluation is an evaluation process designed to support the development of its target programs and initiatives. Although Ozawa et al. (2016) have discussed the significance of conducting developmental evaluation in institutions that are in a state of flux due to university internationalization, this series of research by Ozawa et al. is, to our knowledge, the only such initiative to emerge in the field of Japanese language education.

Since the purpose and significance of developmental evaluation also corresponds to the background of the department to which the presenters belong, it was decided to use this method to evaluate the program, and as part of this initiative, the evaluation was implemented in a newly established Kanji class. First, a logic model was developed by six teachers (full- and part-time) in charge of the Japanese course. The model was developed using the KJ method, and approximately 100 items were identified and grouped from each perspective for the (1) “needs,” (2) “activities,” and (3) “targets” of the Kanji class. This process revealed aspects of the Kanji class such as “learner needs” and “establishment of distinctive courses” in (1), “development of teaching materials” and “compatibility with multiple levels” in (2), and “improvement of satisfaction and motivation to learn” and “improvement of reading and writing ability” in (3). These perspectives were also incorporated in the actual lesson design and class management processes, according to which classes were conducted. Then, after the semester had ended, to verify the results of (1) to (3), examination data for an independent Kanji examination was analyzed, an interview survey was conducted with students who had taken the Kanji class, and a reflection on the class activities was conducted by the teacher in charge of the class. This revealed an increase in the number of students taking the examination, improvements in motivation for Kanji study, and collaboration among students with various levels of Kanji ability.

This clarification of the program’s achievements should also be effective in terms of promoting recognition and understanding among university administrations. Accordingly, the evaluation process outlined in this presentation ought also to provide a useful indication to other institutions with a similar background.

References

留学生向け日本語教育を日本人向け言語系教養教育に生かすこと

Yukiko YAMAMOTO (共栄大学 国際経営学部)

1. 中心となる主張や結論
日本人向け言語系教養教育科目を留学生への日本語科目担当と並行し大学で教え初め、今年で5年目となる。この科目は大学生が就職時に受ける筆記試験（言語分野）に必要な日本語知識の獲得という実利的な理由から、この大学にでも設置されている科目だ。担当が決まったとき、日本人学生の日本語学び直しということから予想される停滞感、SPI（就職のための筆記試験）や検定対策などの知識の断片を教えることへの抵抗感を感じた。しかし筆者がよく知る日本語教育の手法などをシラバス内容に取り入れることで、様々な失敗もあったが、5年間の継続を通し、日本語教育の手法などを応用することの効果や手応えを感じた。

2. 論証の記述(データ)
前後期15回ずつの合計30回のコマで2013～2017年度で開講した上記科目のシラバス内容および学生の授業評価アンケートの記述コメント
3. 特記すべきポイント(授業での工夫・失敗)
① 最初に、ある日本人向け日本語検定試験の合格という目標を設定し、学生に目標を見せやすくした。教養としての日本語知識が一定レベルに到達したかというゴールはそもそもだれにとっても見えにくい。検定結果を一つの指標とすれば達成感も得られると考えた。
② 検定前半までの漢字、語彙、敬語などの段階的な導入に、日本語教育の手法を応用した。一例として、外来語として漢字語彙を取り込むとき、スル-ナなどの接尾語を付けることで容易に語彙を増やすことができること、動詞・形容動詞・名詞の運用の使い分けができること、漢字語彙の見直し理解ができたと思う。日本語教育の手法の導入により、学生が新鮮なアプローチで学び直すこと、日本語を他の言語と同様に一つの体系を持った言語だと気づくこと、体系図を頭に描けるようになること、外国語への興味につなげることなどに一定の効果を得られたと思う。
③ 当初の4年間留学生と日本人学生を交えて学ばせた。検定後半の説明・政治・社会・文化・環境・科学技術など新聞記事の時事用語解説や解読・解釈を解く過程で、同じ時事的問題を共有でき、両者の「対話」「論論」が成り立つのではないかと期待した。しかし授業時間不足という問題だけでなく、互いの頭のなかに存在する教養や文化・政治的経験の違いや隔たりがあり、あまりにも大きかったため、同じ日本語で話す環境下にあっても相互理解への到達は難しかった。

Teaching Japanese Language and Culture to Japanese Students by Using Methodology for Teaching International Students

Yukiko YAMAMOTO (共栄大学 国際経営学部)

1. Overview
For the past five years, I have taught university-level Japanese language and culture courses to Japanese students as well as Japanese language courses to international students. The courses for Japanese students are practical courses of the sort taught at most universities to give students knowledge of the Japanese language necessary for passing the language section of written tests administered during job recruitment. When first assigned to teach this course, I expected that re-teaching Japanese to
Japanese students would be a dull pursuit and was resistant to the idea of teaching fragments of knowledge related to the Synthetic Personality Inventory (SPI, a written test administered during job recruitment) and other test preparation topics. However, through a five-year process of trial and error incorporating methodology for teaching Japanese as a foreign language into the syllabus, I have achieved effective results.

2. Data

Data are the content of syllabi from the above-mentioned university courses, taught from 2013 to 2017, and comments from class evaluation surveys. Each course consisted of 30 class periods (15 periods each in the first and second terms).

3. Key Points (Innovations and Failures)

(1) At the outset of the course, I set a goal for students of passing a particular Japanese language examination for native speakers, thus giving them a clear objective. For most students, the more general goal of achieving a certain level of knowledge related to the Japanese language as part of one’s overall education tends to be hard to grasp clearly. Using examination results as an indicator also provides a sense of accomplishment.

(2) I adapted methodology for teaching Japanese as a foreign language to the phased introduction of topics related to kanji, vocabulary, and polite language presented in the first half of the examination. For example, when kanji are studied as a foreign language, verb, adjective, and noun suffixes can be added to the root, thus allowing students to easily expand vocabulary, distinguish between usages, and review and improve understanding of ideographs. Applying such approaches from the teaching of Japanese as a foreign language produces consistent results, for example, giving students a fresh approach to the review of familiar topics, helping them both to recognize that Japanese has an underlying structure just like other languages and to visualize this structure, and inspiring interest in other languages.

(3) I provided opportunities for Japanese students and four-year study-abroad students to learn together. I had hoped that the process of answering reading comprehension and vocabulary questions related to news articles on the economy, politics, science and technology, and social, cultural, and environmental issues presented in the second half of the test would lead to discussions and debates about current affairs. However, in addition to a lack of sufficient class time, the marked differences in educational background and cultural and political concepts held by the Japanese and international students made it difficult for them to reach mutual understanding even in a Japanese-language environment.
PA_44 08月04日11:00
日本語学習者にみられる日本語のジェンダー規範意識
－相手言語接触場面と第三者言語接触場面の談話分析
－
Minako TAKAHASHI（琉球大学教育学部）
Akiko HONDA（立命館アジア太平洋大学）
hiroko YABE（東京学芸大学）

多言語多文化社会に進みつつある現在において、英語だけに限らず、日本語も非母語話者間で話される「第三者言語」として使用される機会が益々増えている。とりわけ、日本語教育の教室場面では、大部分が学習者同士の第三者言語接面場面である。第三者言語接面場面は話者間の言語能力差が顕著ではなく、言語規範の制約が緩いという特徴を持たれ、そのため相手言語接面場面には見られない積極的な会話参加の可能性を示唆されている（FAN 2011）。しかししながら、第三者言語接面場面における実証的な研究は十分とは言えず、特に言語規範についての研究は少ない。そこで本発表では、実態と現実の談話との乖離が指摘されているジェンダー規範を取り上げ、学習者の規範意識を検証するため、ジェンダー指標形式に着目し、日本語学習者がどのようなジェンダー規範意識をもつかを明らかにする。分析に使用したデータは、学部レベルの国費留学生である日本語日本文化研修留学生計16名の日常談話と学習者の意識を明らかにするための半構造化インタビュー調査結果である。協力者には、日本語母語話者との相手言語接触場面の会話および非母語話者同士の第三者言語接面場面の会話の2場面を、来日後2か月以内および帰国前の1か月以内にそれぞれ15〜30分程度録音してもらい、談話収集後にはインタビュー調査を実施した。これらのデータをもとに、相手言語接面場面と第三者言語接面場面の発話にどのような違いが見られるかを分析した。その結果、学習者は来日前から日本語のジェンダー規範（特に自称詞・終助詞）についての知識を持ち合わせており、日本語のジェンダー規範そのものは肯定的にとらえている傾向があった。しかし、自身がジェンダー指標形式を使用するかどうかは言語能力によって異なっていた。また、接面場面を比較すると、相手言語接面場面と第三者言語接面場面の発話の差異が著しいと分析した。第三者言語接面場面の方がより母語話者の言語実態に近い傾向がみられた。この結果は、言語教育が“規範的な”言語を扱うものである限り、規範意識が再生産され続ける可能性を示唆している。母語話者の言語使用においても実態と規範の乖離が現出し、「世界語」としての日本語の働きが複雑である。日本語とは異なる規範意識をもつ多様な話し手が操る日本語はどうあるべきか、日本語の教育に携わる者の意識が問われる。

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Discourse Analysis of Japanese Gender Norms by Japanese Language Learners on Contact Situations
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hiroko YABE（東京学芸大学）

With the acceleration of multilingualism and multiculturalism in our present society, not only English but the use of Japanese language as “third-party language” among non-native speakers has increased. In particular, the most part is the third-party language contact situation among learners at Japanese language classes. In the third-party language situation, the verbal skill levels are not remarkably different and there is less constraint on the linguistic norm. These characteristics suggest
Possibilities of active linguistic interactions that are not seen in partner language contact situations (Fan 2011). However, empirical research of the third-party language contact situation is still insufficient, especially on linguistic norms. Thus, this presentation will cover gender norms identified to be in divergence with actual and realistic conversations, focus on gender index format to validate the norm consciousness of learners, and clarify gender norms held by Japanese language learners.

The data used for this analysis consist of everyday conversations by sixteen faculty level government-sponsored foreign students studying Japanese language and culture, and semi-structured interview results conducted to clarify learners’ consciousness. Cooperators were asked to record 15 to 30 minutes of conversations in two situations – in partner language contact situation with native Japanese speakers, and in third-party contact situation with non-native Japanese speakers. Recordings were conducted twice, first at 2 months after arrival, and the second at 1 month before departure. Based on this data, analysis was conducted on the difference in speech between partner language contact situation and third-party language contact situation.

As a result, tendency was seen in learners’ positive acceptance of Japanese gender norms itself due to having knowledge of Japanese gender norms (especially first personal pronoun/sentence-ending particle) prior to arrival. However, the use of gender index format differed accordingly with individual’s linguistic ability. Additionally, when comparing contact situations, speakers conformed to Japanese gender norms in partner language contact situations whereas more tendency to use language format closer to that of the mother tongue were seen in third-party language contact situations. These results suggest that the possibility of continuous reproduction of normative consciousness will remain as long as language education is concerned with “normative” language. While the divergence between the actual and the norm of language is growing, the road to position the Japanese language as a “universal language” is being sought, and those who are involved in the Japanese language education are questioned how the Japanese language should be handled by diversified speakers with normative consciousness different from the Japanese language.
Analyzing the roles of Japanese as a Lingua Franca speakers in contact situations: Seeking insights for multicultural co-learning

Mitsuko TAKEI (広島修道大学)

Recent focus on active and collaborative learning and the shift from lecture-style to Project Based Learning (PBL)-style course management have brought more interaction among students into a classroom. The quest for fostering global competency has also been attracting attention to multicultural co-learning at Japanese universities (Iwasaki & Ikeda 2015, Suematsu 2017). Multicultural co-learning is a designed educational environment from which both local and international students benefit by utilizing opportunities to learn from the process of accomplishing given tasks together while overcoming any potential linguistic and cultural barriers in the course of communication (Sakamoto, Horie and Yonezawa 2017). Local Japanese students are expected to improve their cross-cultural
communicative competency and mutual adjustability and to gain awareness as Japanese as a Lingua Franca (JLF) speakers by interacting in their first language with students from various linguistic and cultural backgrounds. International students are given opportunities to academically communicate with Japanese native speakers in a classroom setting.

At Japanese universities, courses are usually categorized as: (1) regular courses mainly for local students, (2) special courses designed for international students, such as “Japanese” and “Japan Studies” and (3) co-learning courses targeted for both groups. Student interaction in each of these courses is analogous to that of the three situation categories depicted in Neustupny (1995) and Miyazaki and Marriott (2003) among others. The categories are: (1) native language situation (i.e., Japanese use among local students with Japanese as their first language - L1), (2) third-party language contact situation (Japanese use among international students with various L1), and (3) partner language contact situation (Japanese use between local students with Japanese as L1 and international students with various L1). Here, (2) and (3) are JLF situations.

This poster presentation firstly overviews the three-person conversation data videotaped in a quasi-experimental problem solving student interaction setting of the three situation types. The data consists of six group interactions, of which two were taken from each of these three group types: (1) three Japanese students, (2) three international students and (3) one Japanese and two international students. It then reports on the observations that were made as well as the results from the conversational analysis. In the analysis, the focus will be on the participants’ roles in relation to their attributes, with reference to previous studies such as “language host/guest” (Fan 1994) and “information host/guest” (Usui 2004). Lastly, it attempts to characterize the interactions that take place in the partner language contact situation by doing a comparison with the other two situation types and to seek potential pedagogical implications for multicultural co-learning practice.
本研究は、韓国人留学生と日本人チューターのLINE上のやり取りを分析し、学習支援のためのオンライン上で両者がどのような関係づくりをしているのかを明らかにすることを目的としている。

先行研究では、チューター活動によって、サポートを受ける留学生、サポートを行う日本人チューター双方に様々な教育効果を与えることが明らかになっている。特に、留学生にとっては、日本語の向上、生きた日本語の習得、文化についての理解などがその効果として挙げられている。一方で、留学生側のチューター活動に対する満足度はそれぞれで、チューターとのコミュニケーションが十分で、より良い学び関係を築いているほど、満足度が高いとされている。

近年、留学生は「LINE」などのインスタントメッセージアプリを使用し、同国人や日本人と頻繁にやり取りを行っている。チューター活動においても日本人チューターとの対面での活動のほかに、「LINE」を使ったオンライン上のやり取りが並行して行われるケースが多い。本研究の調査協力者である韓国人留学生と日本人チューターの約9か月間のLINE会話を分析した結果、次のようなことが明らかになった。

まず学習支援そのものについては、LINE上でチューターが学習支援を行うことはほとんどなく、留学生からの単発的な質問にチューターが答えるという例がいくつか見られた。相手の都合や時間に制限ができるということ、インスタントメッセージならではの利点と考えられる。次に、LINE上で多くやり取りされることは、対面での接続のための日程調整のような連絡・確認である。もっとも多くやり取りされたのは、対面での接触前後の感想やお礼、お互いの日常を報告し合う雑談である。中でも、学習面・生活面の不安や懸念などに対し、共感し合ったり励まし合ったりする精神的サポートに関しては、どちらかだけの一方的な支援というより、双方の支援が観察された。

対面でのチューター活動に限られた時間の中で、支援する側、支援される側が固定された関係であり、それ以上の仲間としての発展がなかなか難しい。LINEのようなオンライン上のやり取りを対面での活動と並行して行うことによって、接触の機会を増やし仲間としての交流を促進させ、学習支援というチューター本来の目的がより活発化されると期待できる。

An Analysis of LINE conversation between a Korean student and a Japanese tutor ~Building relationships for learning support~

Eunhee SAWA (東北文教大学短期大学部)
international student’s communication with the tutor, and the better a friendship is established between them, the higher the international student’s satisfaction with the tutoring.

In recent years, international students have begun frequently interacting with Japanese people and residents using instant messenger applications such as LINE. Similarly, in tutoring, online interaction using LINE often occurs in parallel with face-to-face activities with Japanese tutors. As a result of this research, which analyzed the LINE conversations between a Korean student and a Japanese tutor for approximately 9 months, the following became clear.

First, there was rarely a tutor herself supporting learning on LINE; in some cases, tutor answered simple Japanese questions from international student. Instant messenger applications offer users the unique advantage of being able to ask questions easily, without dependence on the other participant’s convenience and time. Second, many exchanges on LINE involved initial contacts or confirmations, such as scheduling adjustments for face-to-face activity. The most frequently observed exchange involved each party describing their impressions and gains before and after contact with each other and their daily lives. Among them, bilateral psychological support (for example, sympathy and encouragement) for both learning and daily life was observed, rather than unilateral support of either aspect.

Because face-to-face tutoring occurs over a limited, fixed time period, the relationship between the provider and receiver of support is finite, and further development into friendship is quite difficult. Communicating online via LINE in parallel with face-to-face activity increases opportunities for contact and promotes exchange as friends between tutors and students, and consequently it is expected that the goal of the tutor, learning support, will become more active.
教室外活動における参加者の意識変化についての調査

Takashi YOKOTA (北陸大学)

本研究では、社会参加を目指す日本語教育活動を通じて参加者の考えがどのように変化したのかを明らかにする。

近年、言語教育の主体が教師から学習者へと移っており、教師の役割は接触場面における自立学習支援に変化している。また、言語学習も社会文化的アプローチに則って行われるようにになり、言語教育も「ことばによって活動する」場をつくること（細川他 2016）にシフトしている。そのために、社会との関わりや社会への参加を目的とした日本語教育（佐藤他 2011）が重要視されている。

社会参加を目指す日本語教育活動として教室外で里山保全活動を行った。従来、日本語教育研究で取り上げられてきたものは、日本語教育活動において学習者にどのような「言語使用」や「日本文化についての考え方」の変化が見られたかであった。しかしながら、日本語学習者と共有に活動をすることにより、コーディネーター活動に関わった地域住民にもさまざまな変化が起きているはずである。社会参加がキーワードになる日本語教育では、その日本語教育がその活動に関わった人々にどのような効果をもたらしているかも重要になってくる。そのため、これらを明らかにすることにより、日本語活動が日本語学習だけのものではなく、社会にも貢献している活動になることが明らかになるのではないだろうかと考えた。

そこで、本研究では、社会参加を目指す日本語活動に参加した学習者の「ことば」や「文化」についての意識の変化に焦点を当て、参加者の変化の観点に注目した。意識の変化に関してどのように変化していたのか、その変化は何と関連していたのか、インタビューを通じて意識の変化のプロセスを明らかにした。また、日本語学習者と関連したコーディネーターと地域住民にもインタビュー調査を行い、日本語学習者が地域の活動に参加した上で彼らの「ことば」「文化」についての意識にどのような変化があったのかを調査した。また、このような日本語教育活動が社会に対してどのようなメリットがあったのかを考察した。その結果、日本語学習者には方言や日本文化の多様性についての考えに変化が見られた。また、コーディネーターと地域の人々には外国人が使用する日本語に関する意識の変化や学習者の国に対するイメージの変化が見られ、このような活動は日本語学習だけが利益を得る活動ではないことが明らかになった。

A survey of the participants' ideas changes through Japanese-language educational activities aimed at social participation

Takashi YOKOTA (北陸大学)

The purpose of this research is to clarify how participants' ideas changed through Japanese-language educational activities aimed at social participation.

In recent years, the subject of language education has shifted from the teachers to the learners, and the role of teachers has changed to self-sustaining learning support in contact scenes. In addition, language learning has been carried out in accordance with a socio-cultural approach, and language education is shifting to "creating a place to act by words." To that end, Japanese language education is aimed at involvement with society and emphasis placed on participation in society.
As a Japanese-language educational activity aimed at social participation, we carried out the “Satoyama” preservation activities outside the classroom. What has been taken up in the Japanese language education research in the past is how the learners’ language changed and how the learners’ image about Japanese culture changed through the Japanese language education activities. However, by working with Japanese learners, the coordinators and the local residents involved in the activities and the activities themselves should have also exhibited various changes. In Japanese language education which social participation is a key word, it is also important to consider what effects the Japanese language education has on the people involved in the activities carried out. By clarifying these questions, the activities would not only be beneficial for Japanese learners but also benefit society as well.

Therefore, though this research, on focusing on the viewpoints of individual changes, in consciousness about "words" and "culture", learners who participated in Japanese activities aimed for social participation. Through interviews, in relation to changes in consciousness, I reveal how this changed, what those changes were related to, and the processes for the change in consciousness. Also, I conducted an interview survey on the coordinators and local residents involved with Japanese learners. Then, I surveyed how they changed their consciousness about "words" and "culture" as the Japanese learners participated in community activities. Furthermore, I examined what kind of benefits the Japanese language educational activities had on society.

As a result, there was a change in thinking about the diversity of dialect and Japanese culture for Japanese learners. Also, changes in awareness were exhibited by the coordinators and local people in relation to the Japanese language used by foreigners as well as on the image of the learners’ home countries. It also became clear that such activities not only benefits the Japanese learners but benefits society as well.
The life story of 3 bilinguals: How they conduct their lives with two or more languages

Heesu OH (名古屋大学)

From the perspective of monolinguals, bilinguals who are living in a multilingual environment are often recognized as a special person. However, living in multiple language speaking environments is very natural for the person who speaks in two or more languages. What are the meanings of bilinguals' languages in their lives and what kind of influence do they have from the languages? Understanding the relationship between bilinguals and languages is considered to be a crucial reference to the language education of bilingual children.

In this research, I investigated the relationship between bilinguals and languages from the social context by using the life story interview, which is a survey method (Sakurai 2005) to understand people's identity, living world, local culture and society by interviewing the experience of personal life or past events. For the better understanding of the meaning of bilinguals' languages and involvement in their daily lives, I conducted interviews with 3 bilinguals who lived in Japan and have a Japanese mother and an English father.

The life story interview is a survey method that aims to understand people's identity, living world, local culture and society by interviewing the experience of personal life or past events. It is a qualitative research method that focuses on the individual's subjective experience and narrative. It provides a deeper understanding of the individual's identity and the role of language in their lives.

In this research, I aimed to understand the meaning of bilinguals' languages in their daily lives and the influence of language on their identity and social context. The life story interview was used to gather data from 3 bilinguals who lived in Japan and had a Japanese mother and an English father. The interview focused on their personal experiences, daily lives, and the role of language in their lives.

The results of this research showed that bilinguals' languages play a significant role in their daily lives and identity. They are able to adapt to different environments and communicate effectively in multiple languages. The interview also revealed that bilinguals are aware of the advantages and disadvantages of being bilingual and try to use their languages in different contexts.

In conclusion, the life story interview is a useful method for understanding the meaning of bilinguals' languages in their daily lives. It provides a deeper understanding of the individual's identity and the role of language in their lives. The results of this research showed that bilinguals' languages play a significant role in their daily lives and identity. They are able to adapt to different environments and communicate effectively in multiple languages. The interview also revealed that bilinguals are aware of the advantages and disadvantages of being bilingual and try to use their languages in different contexts.
in their lives in the context of the societal culture in which they have grown up and now live, life stories are potentially rich and qualitative tool for the bilingual research.

I tried to explore the role and meaning of multiple languages in bilinguals’ lives and attitudes toward languages they possess in three bilingual university students from UK. Those foreign students majoring Japanese at their home university and now learning Japanese in Japan. They have the identity of Spain and UK, Lithuania and UK, and UK and China respectively and contact two languages on a daily basis. I met the students twice and conducted life story interviews about 2 hours in total and analyzed their attitudes towards the two languages from the past experiences including learning language focusing on individual differences in the process of making the two languages as “my languages”. Bilinguals' attitudes towards owned languages vary according to personal characteristics and circumstances.

It is considered that this sort of bilingual research at the individual level can contribute to understanding various language phenomena.
点字を使用する日本語学習者のノートテイキングの実態調査

Sachiko KITAGAWA (神田外語大学)
Yuri ASANO (日本国際教育支援協会)
Yukiko KAWASUMI
Miharu AKIMOTO

本研究は視覚障害のある日本語学習者が授業を受ける際、学習のために何をどのように記録しているのか、その実態を明らかにするため、調査を行ったものである。

先行研究において、国内外の教育機関に視覚に障害のある日本語学習者の存在が確認されているが、彼らを対象とした日本語教育教材は、通常の教材の点読版を除いては見当たらない。また、日本語学習者のための辞書の点読版は現在出版されておらず、ウェブ上の辞書を使うにはアクセスビリティの問題がある。したがって、教師の助けがない状況で自習するには、授業の際に記録したメモを活用することができれば有効であると思われ、そのためには、必要な情報を適切に記録することができなければならない。しかしながら、点字を使用する日本語学習者にどのように記録をとるよう促せばよいのかについては先行研究等においても明らかにされていない。

発表者らは、日本国内の盲学校で鍼灸や按摩などの専門科目を学び、国家試験合格を目指す留学生を対象に、日本語の学習支援を行っている。彼らの日本語レベルは、日本語能力試験N3からN2程度であり、日本語学習歴、点字への習熟度はそれぞれ異なる。今回、彼らが授業中にどのように記録をしているのかを明らかにするため、質問紙調査およびインタビュー調査を実施した。さらに、日本語の授業を実際に行い、いつもどおり記録してもらったデータの分析も合わせて行った。

これらの調査の結果、使用するツールには、録音機器、点字盤、点字で入出力できる電子機器等、学習者の間で違いがあることがわかった。また、かつて録音機器を使って授業全体を録音していたものの、学習が進むにつれ、電子機器で要点だけを書き取るようになったなど、効率のよい方法に移行する学習者もいた。点字には平仮名や漢字といった仮名の区別がないが、新しく学んだ単語の漢字についての情報を記録している様子も観察された。また、あとで復習をする際に検索にかけやすいようにするなど、さまざまなノートテイキング上の工夫も見られた。

今回の調査を通して、点字を使用する日本語学習者の記録に対する認識や、学習者自身が感じている課題の一端を明らかにすることがでた。今後、日本語教師が視覚障害のある学習者に指導をする際、どのような支援をすることができるのか、今回の研究結果を生かし、検討していきたい。

A Study on Note-Taking of Visually Impaired Learners of Japanese as a Foreign Language

Sachiko KITAGAWA (神田外語大学)
Yuri ASANO (日本国際教育支援協会)
Yukiko KAWASUMI
Miharu AKIMOTO

This study is to find out what and how visually impaired learners of Japanese as a foreign language record for their study when taking a class.

Previous studies have acknowledged visually impaired learners of Japanese as a foreign language in educational institutions inside and outside Japan. However, there are no Japanese language education teaching tools designed for them except Braille translation of standard teaching tools. No Braille
translations of dictionaries for those learners have been published currently, and there is a problem of accessibility when they use online dictionaries. So, it is considered that when they self-study without any help from the teacher, it is effective to utilize notes they took in the class. For this, they need to appropriately take notes of necessary information. However, previous studies have not made clear how to encourage Braille-using learners of Japanese as a foreign language to take notes.

The speakers are supporting learning of Japanese language for foreign students who are learning specialized subjects such as acupuncture and massage in a school for the blind in Japan towards passing a national examination. Their level of Japanese language is equivalent of N3 to N2 of Japanese Language Proficiency Test, with varying learning history and Braille skill. In this study, we conducted a questionnaire survey and an interview survey to find out how they take notes in class. We also analyzed data of notes they took as usual in an actual Japanese language class that we gave.

These survey results indicate that there is a difference among the learners in the tools they use such as recording device, slate and stylus, and electronic device with Braille interface. Some learners used to record the entire class using their recording devices but as their learning went on, shifted to more efficient ways such as writing down merely the key points using their electronic devices. Although Braille ignores the distinction between scripts such as Hiragana and Kanji, some learners took notes of information on Kanji of newly learned words. Various efforts in note-taking were also found including taking an easy-to-search note for convenience in carrying out a review later.

Our surveys have successfully found out about how Braille-using learners of Japanese as a foreign language recognize notes and what challenge learners themselves face. Our future challenges include utilizing the result of this study in order to find out what support Japanese language teachers can give when teaching visually impaired learners.
人文・社会科学系分野の資料分析型・複合型論文に頻出する表現の習得を支援する
アカデミック・ライティング教材試案

Yayoi OSHIMA (東京海洋大学)
Tomomi NABATAME (東京海洋大学)

大学大学院において日本語で論文読解・論文作成を行う学習者に向けては、従来は、調査や実験に基づく検証型の論文に頻出する用例を中心に教材が提供されてきた。しかし、日本の国内外ともに、実際に日本語で論文に取り組むのは、人文・社会科学系分野を専攻する学習者が多く、これらの分野の論文読解・作成支援のための詳細な例文集と段階的な教材が求められてきた。本発表では、従来、教材化の試みの乏しかった人文・社会科学系分野において、各分野（歴史学／経済学／地域研究分野／文学／経営学等）複数の論文の文章をコーパス化したうえで、頻出する文型・表現および談話展開を分類・整理し、それをもとに、日本語学習者と教師に向けた教材を試作した結果を報告する。

教材の特徴には以下の点が挙げられる。

・実際の複数分野の論文の実例をもとに表現を抽出していることから、用例が多様である。たとえば、論文の各構成要素（ムーブ）の典型的な用例（例：研究目的や方法の提示、結果の提示、原因の考察等）のみならず、従来いわゆる用例として教材に取り上げられにくかった多様な表現（例：歴史的史料の引用を通じて史料中の人物の思考や感情をも表そうとする引用解釈的叙述の談話展開、歴史的経緯を小括する表現）に焦点を当てている。

・文単位の用例のみならず、論文の構成要素（ムーブ）のどこで用いられた表現かについてもタグ付を行ったことから、たとえば同じ「〜の例文」であっても、「このように〜が喫緊の課題となったのである」といった話題導入部の焦点化の例や、「すなわち〜ことが強調されているのである」といった史料の解釈での用例などが示されており、同一表現であっても言語機能の異なりがあることが学習者にも理解しやすい。

・複数分野、複数アプローチの論文の実例に基づくことから、たとえば、引用であれば、先行研究の引用のみならず、原典、史料、インタビュー、統計資料等の引用の用例を挙げ、近似の言語機能であっても、用例のバリエーションがあることが理解しやすい。

・母国・非母語で論文に触れた経験の豊富な大学院レベルの学習者のみならず、大学学部レベルや予備教育段階の学習者を想定した、段階的な用例の理解と練習を含んでいる。

本発表においては、試作教材の想定使用者である教師や学習者からフィードバックを得ることを通じて、教材の設計デザインや提示方法の向上を図りたい。
In the past, teaching materials consisting mainly of examples from papers verifying the results of a survey or experiment have been provided to learners of Japanese in university or graduate school to help them read and write papers in Japanese. Many learners of Japanese who are reading or composing a paper in the language in Japan or abroad are majoring in the humanities and social sciences. Sets of detailed sample sentences and graded teaching materials are needed to help learners read and write papers in these fields. Given the dearth of teaching materials in the humanities and social sciences, sentences from multiple papers in different fields (e.g. history, economics, area studies, literature, and management studies) were compiled into a corpus. Frequently appearing sentence patterns and expressions and ways in which points were presented were compiled and categorized, and an attempt was made to develop teaching materials for learners of Japanese and teachers. Results of that work are reported here.

The devised teaching materials have several characteristics. 1) They feature varied examples based on identification of expressions found in papers from different fields. These examples include typical examples of the elements of a paper (e.g. describing a study’s aims or methods, describing results, and a discussion of the reasons for those results) as well as various examples seldom found in previous teaching materials (e.g. presenting an interpretative description of a historical figure’s thoughts and feelings based on quotes from historical materials and summarizing historical events). 2) The teaching materials highlight examples of wording as well as where expressions are found in a paper. As an example, the “-noda” construction can be used in different ways (e.g. presenting points or interpreting historical materials), and these different usages are explained to learners. 3) The teaching materials feature examples from papers in different fields and with different approaches. Although citing or quoting performs a similar role (e.g. citing previous studies and quoting from original texts, historical materials, interviews, and statistical data), varied examples are presented to help learners better understand how to cite or quote from a source. 4) The teaching materials include an explanation of graded examples and practice using them. These examples are intended for learners at the undergraduate/preparatory school level as well as for learners at the graduate school level who have often encountered papers in their native tongue or in a foreign language.

This presentation will discuss the design of the teaching materials and how to present them based on feedback from intended users of the trial teaching materials and learners.
PB_02 08月 04日 16:00
視覚障害のある学習者から見た ICT 教材のアクセシビリティに関する一考察 —既存のデジタルコンテンツへのアクセシビリティの検証—

Yukiko KAWASUMI
Sachiko KITAGAWA (神田外語大学)
Yuri ASANO (日本国際教育支援協会)
Megumi FUJITA (立教大学 日本語教育センター)

本発表では、視覚障害のある学習者から見た ICT 学習教材のアクセシビリティを分析し、インクルーシブに使用可能なデジタルコンテンツの形態を検討する。

2006年に国連で障害者利権条約が採択され、世界各国で環境整備が進められている。このような取り組みは特に欧米先進諸国で歴史が長く、教育の分野においても、教室や教材等のハード面、教員やともに学ぶ学習者、支援部署等のソフト面ともに、理解と準備が進んでいる。一方で、日本国内では「障害を理由とする差別の解消の推進に関する法律」（いわゆる「障害者差別解消法」）が平成28(2016)年に施行され、合理的配慮に関する周知と準備が、現在進められつつあるところである。

このような中で、本研究の対象者である、視覚障害のある学習者が日本語を学ぶための教材等は十分ではなく、授業運営や課外学習課題等、教授上の知見の蓄積も少ない。特に、近年、暗黙者を対象とした教育で積極的に活用されている ICT 教材は、多様なユーザーを想定したものとは限らず、課題として提示されたけれども使用できなかったという声も聞かれる。通常想定される方法とは異なる方法でアクセスする場合に生じる問題や、多様なユーザーを想定した使用方法については、明確な方針が示されていないのが現状である。

そこで本研究では、視覚障害のある学習者の協力を得て、音声読み上げソフトを用いてデジタル教材にアクセスした際の手続きを記述することとした。デジタル教材にはフレームセットがされてい るものや、ポップアップ画面を用いるもの、画像が多用されているものなど数多く存在し、これに音声読み上げソフトでアクセスした際の操作性を、教員も把握しておくことが必要である。また、選択式問題の選択肢へのチェックや、記述式問題の解答欄への移動、送信ボタンの操作性等の検証も必要である。

教材の点訳と点字印刷には特殊な機器や点字の知識を持つ作業者が必要であるが、デジタルコンテンツであれば、そのまま音声読み上げ機能を用いて使用することが可能であり、提供可能な教材の幅が広がる。昨今、視覚障害者にモートフォン等のデジタルデバイスは普通かつつつある。

TOEICや英検を始めとする各種語学検査が CBT の開発に着手していることを鑑みても、多様な学習者が使用することを想定した教材の形を検討した本研究の成果は、今後の教材、教具研究、授業研究の足掛かりとなるものであろう。

PB_02 08月 04日 16:00
Accessibility and usability of ICT tools for visually impaired learners of Japanese as a foreign language

Yukiko KAWASUMI
Sachiko KITAGAWA (神田外語大学)
Yuri ASANO (日本国際教育支援協会)
Megumi FUJITA (立教大学 日本語教育センター)
This presentation gives an analysis of accessibility of ICT education tools from a point of view of visually impaired learners of Japanese as a foreign language, and gives a discussion on the form of inclusively usable digital contents.

In 2006, the Convention on the Rights of Persons with Disabilities was adopted by the United Nations, each country promotes improvement of the environment deep-rooted in its own region and culture. Such efforts have a long history particularly in Western developed countries, where understanding and preparation have been advanced also in the field of education, both in tangible aspects such as classrooms and teaching tools and in intangible aspects such as teachers, co-learners of Japanese as a foreign language, and supporting departments.

In Japan, Act for Eliminating Discrimination against Persons with Disabilities was enacted in 2016, and publicity and preparation related to reasonable accommodation are currently in progress.

In this situation, however, Japanese language teaching tools for the target of this study, i.e., visually impaired learners, are not sufficiently provided, and findings in teaching including class operations and extracurricular study tasks are also insufficient. In particular, ICT tools actively utilized in educational practice for visually healthy people in these days are not necessarily designed for users with various needs. There was a case where the use of ICT tools was part of a task but some students were incapable of using them. Currently, there are no clear policies regarding problems that may be caused by accessing ICT tools in ways different from those usually intended and usage methods intended for users with various needs.

With the help from visually impaired learners, this study describes the procedure in which they access digital teaching tools using a screen reader. Not a few digital teaching tools include screen splitting, pop-ups, and many images. It is necessary also for teachers to understand the operability in accessing tools using such a screen reader. Also, the operability needs to be validated regarding checking options of multiple-choice questions, motion to answer columns of essay questions, and send buttons.

Braille translation and print of teaching tools require operators who have working knowledge of special devices and Braille. However, digital contents can be used directly with a screen reader, allowing a wide range of teaching tools to be provided. These days, the visually impaired are getting started to use smartphones and other digital devices. Various language tests such as TOEIC and EIKEN Test in Practical English Proficiency have launched developing CBT. In this context, the outcome of this study, discussion of the form of teaching tools in consideration of use of a variety of learners, will be a stepping stone for studies of teaching tools and studies of teaching.
PB_03 08 月 04 日 16:00
"Study research for developing teaching materials for Japanese language learners for Japanese learners in higher education in Southeast Asia - universities in Thailand, Laos, Indonesia, Cambodia"

Leaksmy LOCH (王立ブノンペン大学)

Present is talking about the concept, goals and contents of textbooks for business Japanese language education to Japanese learners in Southeast Asia's higher education to be created from now.

In recent years, there is a tendency for Japanese companies to adopt university graduates of Southeast Asian in Japanese major. Under this circumstance, we also realized that we also need...
people in Southeast Asian to study Japanese to develop human resources for answering to the need of Japanese companies. Therefore, we conduct research on teaching materials for business Japanese language education for Japanese learners in higher education in Southeast Asia, acquire human resources by acquiring business communication, cross-cultural adjustment ability, problem discovery and solving skills to develop more and more. The faculty specialized in Japanese language education of five universities in five countries gathers and they are collaborating in discussing the syllabus and contents to head toward the preparation of the above teaching materials.

The name of the textbook is "Business Japanese for learners of higher education in Southeast Asia", and the contents are as follows.

1. What is BJ?
2. Interview · entry sheet; self appeal and corporate analysis, business manner
3. Standard business Telephone
4. Standard Business E-mail
5. Role play
6. Business reading comprehension: Nikkei newspaper, net information etc.
7. Business writing preparation: report, proposal · · ·
8. PBL
9. Intercultural Conflict
10. Evaluation
PB_04 08 月 04 日 16:00

日本語での雑談に現れる自己卑下の分析：
連鎖上の働きに注目して

Are HAJIKANO (名古屋大学)
Natsuho IWATA (東京大学大学院工学系研究科日本語教育部門)

自己卑下は自分や自分に属するものに対する否定的な「評価」である。「評価」は通常「同意」によって反応することが適切になるが、「褒め」や「自己卑下」は「非同意」が適切となる。そして、文化によっては、期待される反応が異なる場合があることから、特に接続場面におけるやり取りでは、日本語の母語話者、非母語話者双方にとって展開が難しい行為である。このような行為は、コミュニケーション上重要であるにもかかわらず、日本語教育の場ではほとんど取り上げられてこなかった。そこで、本発表では、大学生、大学院生による接続場面、母語場面の会話を録画・録音し、そこに現れる「自己卑下」の生起環境や連鎖構造について、会話分析の手法を用いて詳細に観察・分析し、そのメカニズムを明らかにすることを目指す。そして、その結果を踏まえ、分析の成果を教材開発や活動デザインなど、日本語の会話教育の現場へ応用する道を探る。

自己卑下についての先行研究は少なく、その多くは「褒め」に対する「謙遜」としての「自己卑下」である。例えば、「キョさんは日本語出来るから、分かってもらうと思う。」という発言に対する「いいえ、日本語はまだまだ、といった自分の能力への否定的評価である。本発表では、このような直接的な「褒め」への反応ではない「自己卑下」に注目する。データを分析した結果、「褒め」とその反応としての「否定」が繰り返される位置で、褒めを行なっている参加者の一人が笑いながら「自己卑下」を行なっている事例が観察された。これまでの「自己卑下」は「褒め」「否定」の連鎖を収束させ、次の話題に移すことを可能にしているといえる。また、「大変ですね」のような相手への感謝に対する反応として「自己卑下」が現れる事例、さらに、「あれもやりたいこともやりたいって 全部手っ出し:全部失敗すんの。」という自分の欠点を指摘する「自己卑下」に対して聞き手が「全部俺もそれや、自分も同じであることを示すことにより、相手の「自己卑下」の程度を和らげるような「自己卑下」も観察された。

こういった会話展開の方法を日本語学習者が適切に使えるようにするためには、実際の会話における連鎖構造と生起環境を学習者に提示することが重要である。それは、学習者の意識化を促し、自律的な話者としての会話参加を可能にすることにつながると考える。

PB_04 08 月 04 日 16:00

An Analysis of Self-deprecation in Japanese Daily Conversation

Are HAJIKANO (名古屋大学)
Natsuho IWATA (東京大学大学院工学系研究科日本語教育部門)

Self-deprecation is a negative assessment of one’s own character, ability, and other traits. While agreement is usually considered to be an appropriate response to an assessment, disagreement is a suitable response for compliments and self-deprecatory behavior. As expected responses differ across cultures, both native speakers and language learners experience difficulty in giving the appropriate response. Though self-deprecation is one of important interactional behaviors in our daily conversation, comparatively little attention has been paid in Japanese language education. In this presentation we
analyze the sequential environment of self-deprecation and the construction of self-deprecatory sequences in university students’ conversations through conversation analysis to develop Japanese conversational materials.

Previous studies have discussed self-deprecation as a modest response to compliments. For example, the negative assessment “I’m not any good at it,” which is a reply to “You can work at any place (in Japan) because your Japanese is so good,” is a typical sign of modesty toward a compliment. In this study, we focus on other types of self-deprecation, such as the case in which a participant self-deprecates with a laugh after other participants’ repeated compliments and modesty. This type of self-deprecation is thought to function as a stoppage of the repetition and an attempt to make participants move on to the next topic. We also show some other cases such as a self-deprecation used in the response to the sympathetic comment “it must be hard for you”, or used in the response to previous speaker’s self-deprecation to mitigate the degree of its negativeness.

For Japanese learners to acquire the skill to act appropriately in such a conversation it is quite important to show the sequential environment of self-deprecation and how self-deprecation sequences are constructed in actual conversations making learners aware of such processes and enabling them to participate in conversation as autonomous speakers.
PB_05 08 月 04 日 16:00
異文化理解とタスクの実践
—アカデミック日本語初級レベルの事例から—
Hiroko FUJIMORI (東京外国語大学)

世界的に、新しい言語教育観へのパラダイムシフトが起きている。「JLPTUFS アカデミック日本語 Can-do リスト」は CEFR や JF 日本語教育スタンダードと同様、運用能力を重視した言語教育指標である。大学等での勉学・研究に必要な日本語力の養成を目指すための指標で、習熟度別・技能別に「～ができる」という記述文で行動目標が示されている。本リストに対応した初級教科書を使用しているクラスにおいて、様々なタスクの実践を行っているが、その中から「異文化理解」を目的としたタスク実践の事例を紹介し、タスク中心の教育のプロセスとその効果について検討することを目的とする。
まず、初級レベルのテーマトピックは「日常生活に関する身近な内容」で、初級前半の教科書にみられるタスク数は 51、初級後半のタスク数は 57 で計 108 である。タスクには、独話・対話・聞く・読む・書くという 5 種類があり、複合的なタスクも含まれる。そのうち、「異文化理解」を目的としたタスクは、全部で 21 あり、互いの国・地域や文化、食べ物、習慣などについて説明し、情報を得るといった課題になっている。

インターアクション仏説（Gass1997）では、互いの話をよく理解するために不明な語の意味を質問したり、相手の理解を確認したり、うまく通じていない部分の意味を言語的やりとりで解決したりするインターアクションが習得を促進するとされている。本書のタスクの中にも、「自国の規則・慣習について述べて聞き合う」、「国のごすぬめ料理やお土産、観光地などを聞き合う」などがあり、これらはインターアクションを行うことによって課題遂行されるタスクであり、異文化理解を促進するものである。例えば、初級後半のタスクで、「日本では、小学生が自分で教室をそしめるそうです。が、本当ですか」「菊の花をプレゼントしてはいけないそうです。が、本当ですか」「さるが入る温泉があるそうですが、本当ですか」などについて、日本の人に聞いてきて発表するというタスクがあり、日本の社会文化和理解すると同時に、自国の場合についての発言を誘発する機会にもなっている。以上のように、タスクの進行によってインターアクションが促進されることから、その特徴として「情報発信型」「比較型」「経験記述型」などのタスクを構成する談話プロセスを比較し、その効果及び課題について検討する。

PB_05 08 月 04 日 16:00
Intercultural Understanding and Task Implementation in a Beginner-Level Academic Japanese Course
Hiroko FUJIMORI (東京外国語大学)

A paradigm shift is occurring throughout the world which is leading to a new view of language education. “JLPTUFS Academic Japanese Can-do List”, like CEFR and the JF Standard for Japanese Language Education, is a language-education index which places emphasis on language proficiency. With the view of clearly indicating the level of Japanese ability necessary both for academic work in universities and other institutions, and for research, the list provides a series of action-goals arranged by level of mastery and specific linguistic skills, and with descriptive statements (e.g. “I can...”). While this list has been used in the implementation of multiple kinds of educational tasks in corresponding beginner-level textbook, this presentation will focus on the implementation of tasks involving intercultural understanding, and examine the effectiveness of the list within the context of the process of task-based teaching.

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It should first be noted that at the beginner-level, the theme or topic is relates to the everyday life of the learner, and there are 51 tasks in the first half of the textbook, and 57 in the second half, for a total of 108 tasks. The tasks can be divided into the following five categories: monologues (presentations), dialogues (interaction), listening, reading, and writing; it should be noted that some tasks are composite, in that they include more than one type of category. Among said tasks, 21 are devoted to intercultural understanding, involving the learner attempting either to explain or to get information about other countries, regions, cultures, foods, customs, and so forth.

According to the Interaction Hypothesis (Gass 1997), language acquisition is facilitated when two people engage in communication involving questioning regarding the meaning of unclear utterances, confirming one’s counterpart’s comprehension, and utilizing linguistic interaction to clear up misunderstandings. Among these are such tasks as, “describing and talking about your own country’s rules and customs,” “comparing the metaphor ‘work like an ant,’” and, “discussing the food, souvenirs, and tourist-sights from your own country you would recommend to others.” Carrying out these tasks necessarily involves interaction on the part of students, and serves to encourage intercultural understanding. For example, the first half of the textbook includes such topics as, “Is it true that in Japan elementary school students have to clean their own classrooms,” “Is it true that (in Japan) one can’t give a chrysanthemum as a present,” and “Is it true that there are hot springs that monkeys like to go into,” which require students to ask questions of Japanese people and then make presentations, prompting them not only to a further understanding of Japanese society and culture, but also to make declarations about their own countries and cultures. With the above tasks in mind, this presentation looks at how carrying out such tasks facilitates interaction, and compares the process by which dialogues are constituted through tasks characterized as information-transmission-type, comparison-type, and experience-description-type, with the goal of elucidating the effectiveness of this list and addressing remaining problems.
Developing materials for Undergraduate Students in Kazakhstan “Japanese for the Tourism industry”

Yumi ONISHI (国際交流基金)
Samal BORANKULOVA (カザフ国立大学)
Madina SHADAEVA (カザフ国立大学)

In this presentation, we will report development procedures and trial examples on teaching materials for classes for undergraduates majoring in interpreting in Kazakhstan.

We are developing teaching materials for cultivate the interpreter specific for the tourism and we are planning to start the class with the trial version from September 2018.

In Kazakhstan Japanese language education began after independence in 1992. Kazakhstan is ‘isolated Japanese language learning environment’ with little economic personnel exchanges with Japan. There are few opportunities to use Japanese even if studying Japanese. There are three Higher education...
institution with Japanese language courses in Kazakhstan, special education and teaching materials specialized for tourism have not been done.

In 2017, Expo was held in Kazakhstan and it was clear that the shortage of professional guides for Japanese tourists. The need for interpreters in the tourism industry is undeniable.

Teaching materials for general Japanese language courses in universities are not specialized for train interpreters. It is necessary to develop the textbook that match the social circumstances of Kazakhstan are necessary.

Teaching materials for the interpreters of the tourism industry are structured 13 chapters, focusing on scenes actually experienced by interpreters. We analyzed textbooks for tourism industry in other countries. In addition, we carried out a questionnaire survey to choose items for teaching materials.

In this presentation, we will report trial examples and discuss future issues concerning.
PB_07 08月 04日 16:00


Qiao LING

According to previous researches on the utilization of manga as teaching materials in Japanese language education, incorporating manga which is thought to induce motivation for learning as a teaching material into the educational site, can increase the interest in learning Japanese and enhance activation of classes. Meanwhile, manga teaching materials for Japanese learners have already been created, and raw teaching materials such as manga, animation movies are also experimentally used in Japanese class. However, it seems that when it comes to what kind of learning effect can be expected, or what kind of merit will be obtained compared to other teaching materials, which have not been fully clarified.

Therefore, in this research we investigate the suitability of using manga as a teaching material for Japanese language education. In this paper, we first analyzed the characteristics of onomatopoeia in manga. The subjects to be analyzed are 10 kinds, totaling 100 volumes of manga, which belong to the type of "romance · campus". Specifically, we extracted all the vocabularies used in manga by parts of speech, analyzed the type and appearance frequency of onomatopoeia, and the percentage occupied in...
the whole vocabularies of manga. In addition, we also conducted a comparative analysis with "conversation corpus".

As the result of analysis, onomatopoeia appear in manga accounted for 13% of the total vocabularies. Followed by nouns, verbs, onomatopoeia is the third largest proportion. Moreover, onomatopoeia used as an adverb is found to be the most numerous compared with onomatopoeia used as other part of speech. On the other hand, we also find that onomatopoeia, which has been referred to as "basic vocabulary of onomatopoeia" in previous studies, is consistent with onomatopoeia appearing in manga by about 25%. Judging from the analysis as a whole, onomatopoeia in manga that symbolize the type of "romance · campus" can be considered to be useful for Japanese language education as onomatopoeic learning materials in terms of quantity and type.
Students’ Autonomous Learning of Kanji and Vocabulary: Designing Classroom Materials for Advanced Japanese Learners

Satoko FUJITA (金沢大学国際機構留学生センター)

In my course at Kanazawa University, during a semester, students learn 42 kanji from the previous JLPT (Japanese-Language Proficiency Test) N1 level and 170 kanji from the JLPT N2. Although it is the most advanced kanji course in the university, the student levels vary (some are beyond the JLPT N1 level, while others aim at JLPT N2).
In the beginning of the course every semester, most students say, “I know most of the target kanji,” and seem less motivated to relearn it. In fact, however, they have not mastered the target kanji, although they might have seen them before and believe they know the material. For example, in the first class of fall 2017, the rate of correct answers on a test of vocabulary reading skills was only 25.5%.

After discussions with my students, I decided to conduct progressive training in class that focused on thinking about kanji and vocabulary. The ultimate goal of the training was to enable the students to complete tasks whose solutions cannot be found in a dictionary, instead using class discussion, the Internet, and any other means that they could think of to discover rules for complicated questions. However, the progressive training required basic knowledge of kanji and vocabulary; therefore, I instructed the students to complete the chapters of a kanji workbook before class to acquire basic knowledge.

Accordingly, I created a self-study workbook Oboemasyou (覚えましょう / Let’s learn!). The workbook consists of three parts: “Reading,” “Meaning,” and “Vocabulary.” “Reading” covers all readings in the Revised Joyo Kanji List (2010). “Meaning” covers all of the common meanings from three kanji dictionaries for Japanese schoolchildren. For each definition, I added example sentences with kana. “Vocabulary” covers all words with a learning index-value of more than five (based on Tokuhiro 2006). It also covers all words from the previous JLPT N1 - N4 levels.

I told the students that the workbook would familiarize them with basic reading, definitions, and vocabulary of the target kanji, and it would enable them to enjoy advanced learning in class. Additionally, I announced that quizzes and regular exams would be conducted on several readings from the example sentences in the workbook on a weekly basis, because I wanted them to realize what they did not know and study it autonomously.

Following this method, over the course of the semester, none of the students said, “I don’t want to study kanji, I already know it.” Though Oboemasyou was never used directly in class, the rate of correct answers on vocabulary reading skills tests clearly increased: 85.5% in the mid-term exam and 85.7% in the final exam (both from Fall 2017). Many students even learned vocabulary that was not on the quizzes or exams (it was also noted that higher level students tended to learn more by themselves).

By the end of the semester, every student positively evaluated Oboemasyou and recognized the importance of self-study. They also gave high evaluations of the course itself, as they enjoyed the advanced learning in class. When a study environment is altered accordingly, students can learn autonomously. The results suggest that progressive training, along with self-study, is an effective teaching method that motivates students to learn.
Ryoko KATO (横浜国立大学大学院教育学研究科)

1. はじめに
非漢字圏学習者にとって漢字の習得は容易ではなく、特に漢字語彙が増える中級以降で大きな困難に直面する。しかし、漢字は自律学習に任されることが多く、中級レベルになっても「何回も書く」方法で、字形を覚えることばかりにしか身を固めている学習者が多く見受けられる。一方、IT 化により文字環境は変化し、漢字の手書きは必須ではなく、ワークプロセスの方がより重要になる可能性が考えられる。そこで、漢字語彙を仮名で正しく入力し漢字変換できること、楽しく漢字語彙を覚えることを目的に、Quizlet(単語カードやテスト、ゲームが簡単に作成できるフリーソフト)を使った漢字学習支援を実践した。

2. 方法
対象者は中級レベルのフィリピン人学習者 16 名。約 6 週間、従来の漢字指導に加え Quizlet を導入し、課毎にクイズ、最後にアンケートを実施した。自律学習として授業外での Quizlet 利用も推奨した。課の学習の流れは次のとおりである。
(1) 新出漢字 10 字程度導入(約 60 分)
① 例文中の漢字語彙の読みと意味の確認
② 単漢字の意味と筆順の確認
③ 新出漢字を含む漢字語彙紹介
(2) Quizlet 学習(約 60 分)
① 漢字語彙と読みのフラッシュカード
② 漢字語彙の読みをワークプロセスで仮名入力、漢字変換
③ テスト
④ ゲーム
(3) 課毎のクイズ
・全 10 問、20 点満点
・例文の空欄に入る漢字語彙を選択肢から選び(1 点)、その読みを仮名で書く(1 点)

3. 結果と考察
クイズの平均はほぼ毎回 19 点前後で、授業内で Quizlet 学習が実施できなかった課は、実施した課より低い結果だったことから、Quizlet の一定の効果が観察された。アンケート結果は、「楽しかった」「漢字が好きになった」「漢字が覚えられた」など肯定的な意見のみで、コース終了後も Quizlet 利用を希望する声が多く、継続的な自律学習を促す効果が示唆された。一方で、タイピングに不慣れな学習者を入力に慣れる工夫が必要であること等の今後の課題も明らかになった。また、今回は漢字語彙と読みの学習に限定したが、今後は Quizlet での漢字語彙の意味学習や、文脈の中で漢字を正しく使える運用力獲得に向けた漢字学習支援の実践も試みたいと考えている。

PB_09 08 月 04 日 16:00
The Attempt to Support Learning Kanji Through “Quizlet”
Ryoko KATO (横浜国立大学大学院教育学研究科)
1. Introduction

Mastering kanji is undoubtedly not easy for L2 learners of Japanese language who don’t use Chinese characters in their mother language. They might face the difficulty that they need to understand a large number of kanji vocabularies by the time they reached intermediate level. However, learning kanji tends to be left up to learners who sometimes stick to the strategy that they write single kanji repeatedly for just memorizing its shape. Since handwriting may not be necessarily required in the recent society where IT has been developing, the ability of converting kana into kanji with a word processor seems to be more practical than handwriting. The purpose of this study was to practice a typing method of learning kanji combination through “Quizlet”, which is a free software allowing one to create not only his or her own flash cards but also quiz and games, in a fun and easy way.

2. Method

The participants in this study were 16 intermediate-level learners of Japanese language from Philippines. The author introduced Quizlet to kanji lessons in addition to the orthodox method for six weeks. Furthermore, she implemented quiz after each lesson and the questionnaire survey at the end of the period. The author also encouraged her students to use Quizlet for self-study. Each lesson was composed of three steps. The first step is the introduction of new kanji (around 10 kanji in a 60-minute lesson) where the author briefly explained sounds and meanings of kanji combinations in context, checked stroke order and meaning of each single kanji, and introduced other kanji combinations. The second step is leaning through Quizlet (for 60 minutes or so each lesson) in which learners studied kanji, using each feature of Quizlet such as flash cards, typing, test and games. The third step is quiz where the author provided her students with 10 multiple-choice questions. 20 points for full marks and each question has 2 points; 1 point is for filling in a blank of a sentence with the right kanji combination chosen from among 10 choices and another point is for writing the right sound of the kanji combination in hiragana.

3. Results and Discussion

Their score on each quiz was around 19 points out of 20 on average. Quizlet seemed to have certain effects on students’ learning kanji, considering that the performance when they did not have a chance to use Quizlet was lower than the one when they did Quizlet. Other positive impacts that Quizlet has on pupils were clarified by the participants who gave only positive feedback such as “It was fun”, “grew to love learning kanji” and “much easier to memorize kanji”, and some of them has desired to study kanji through Quizlet even after the six-week lessons. With this in mind, Quizlet seems to encourage students’ autonomous and continuous learning. This study could not cover adequate consideration for those who unfamiliar with typing, implementing meaning study of kanji combinations to Quizlet and supporting to improve practical ability for using kanji combinations appropriately. The author would like to investigate them as her future research.
A Quiz Activity to Improve Knowledge of Noun-Verb Collocations

Naoki NAKAMATA (京都教育大学)

This study proposes a quiz activity through which learners can acquire various collocations of verbs with joy. Collocation is a frequent combination of a node word (e.g. 'tsukamu' grasp) and a collocate word (e.g. chance.) This proposed material shows just a list of 10 collocate nouns and the node verb is hidden. Learners guess the hidden verb. The list is built by frequency information from a large corpus for learners to acquire the collocations that native speaker frequently use but learners do not.

Some pieces of software have been developed that show learners collocation on the basis of information of corpus (e.g. NLB). However, with these tools, learners are likely to fall into just memorizing. On the other hand, in a quiz activity, learners must activate their language knowledge. The good point of this quiz is that learners do not need knowledge of ALL collocation but a couple of collocation to answer. This point encourages learners to feel efficacy. After trying a quiz, learners read the explanation of collocation that they do not know. They do this with the mind of "I don't know this combination", it is estimated more effective than just memorizing a collocation list. Moreover, based on this material, additional activity is available that learners collaboratively consider and share unlisted collocation of a node verb.

PB_10 08 月 04 日 16:00
A Quiz Activity to Improve Knowledge of Noun-Verb Collocations

Naoki NAKAMATA (京都教育大学)
This material, though in a test phase, is evaluated favorably by various people from learners in novice class to native speakers. In additional activity to consider unlisted collocation, for example, for verb 'motsu' have, learners tend to make expanded and abstract collocations such as 'yuuki wo motsu' (have a courage) or "ishiki wo motsu" (be conscious) than basic and concrete ones such as 'batto wo motsu' (have a bat) or 'booru wo motsu' (have a ball.) This activity can encourage learners to focus on an expansion and network of verb meaning.
What can be learnt with the music teaching material for Japanese language education -“The Song of Transitive and Intransitive Verbs”

Hiroyuki MIZOKUCHI (近畿大学工業高等専門学校 (Kindai University Technical College))

Considering that the functions and expressions of transitive and intransitive verbs are not always the same between Japanese and other languages, learning them is important. For example, it is a mistake to use the intransitive verb “tomarimasita” as the predicate in the sentence, “Watasi wa koko ni kuruma o tomarimasita”. The transitive verb “tomemasita” should be used in this case because this sentence has an object, “kuruma”. The selection of transitive or intransitive verbs is important. Therefore, when we teach transitive and intransitive Japanese verbs, it is efficient to teach them together.

In this study, "The Song of Transitive and Intransitive Verbs" (2017) will be presented; and the features of Japanese transitive and intransitive verbs, as well as how to learn them, will be introduced.
The effects of using music teaching materials were discerned from experiments on the memory aspect of learning and by a survey about students’ emotions.

The lyrics of "The Song of Transitive and Intransitive Verbs" were created for learning Japanese language in a manner similar to the learning strategies mentioned by Oxford (1990). It functions as a memory strategy in which repetition is used to learn Japanese verbs systematically; and an emotional strategy, that makes learning fun by using music to lessen learner anxiety.

A merit to using this music teaching material is that it is possible for students to discover the existence of transitive and intransitive verbs. Since Japanese transitive and intransitive verbs have many similar pairs of words, it can be said that the word pairs are easier to remember when learnt together. The following are lyrics which have been excerpted:

1) Doraibaa ga kuruma o tomemasu. (vt)  Yukkuri to kuruma ga tomarimasu. (vi)
2) Kankoukyaku ga kesiki o mimasu. (vt)  Hakkiri to kesiki ga miemasu. (vi).
3) Oneesan ga doa o hirakimasu. (vt)  Te o hurezu ni doa ga hirakimasu. (vi).

Since these respective pairs of transitive and intransitive verbs are placed together, it is easy to understand the differences.

No.1) is an example of a pair of transitive and intransitive verbs with similar words.
No.2) is a similar example, however, the intransitive verb "miemasu" has meanings of "The scenery comes into view." (spontaneity) or "Someone can see the scenery." (possibility). English transitive verbs can also be expressed in the passive voice.

The transitive and intransitive verbs in No.3) are isomorphic, so it is possible to learn the fundamentals of their different grammatical functions. In addition, we can also learn how to create passive sentences using Japanese intransitive verbs, when studying related grammatical patterns.

It is thought that transitive and intransitive verbs are easier to understand when taught in the sentence order of transitive verb before intransitive verb, as in the lyrics, with relation to the presence or absence of objects.

The above-mentioned contents would be illustrated using actual examples and sounds.
PB_12 08月04日16:00
A BASIC VOCABULARY LIST FOR STUDENTS IN THE SCIENCE AND ENGINEERING FIELDS

Emanuel LELEITO (名古屋大学工学研究科)
Kiyohisa NISHIYAMA (名古屋大学工学研究科)
Atsushi HATTORI (名古屋大学)

The form of instruction in universities in Japan has become more diverse, with many universities starting new programs whose medium of instruction is English reducing the need for Japanese language. However, even in such programs, the instruction and support given in English is not always sufficient, especially when studying advanced content in specialized fields in science and engineering. Knowing basic Japanese vocabulary in many of these cases is preferable. Support services of bilingual tutors could be used, but sometimes the tutors may not provide adequate support if they are not familiar with the specialized field. With this background in mind, a list of 2,000 words which form the basic vocabulary necessary for students in the field of Science and Engineering was created. The list can serve as a useful resource for students, tutors and teachers in these fields. While there are other existing dictionaries and lists of scientific technical terms, the unique characteristic of this word collection is that it is derived from words that frequently appear in English journal papers in the field of Science and...
Engineering. This makes it easier for a user to understand the Japanese words of basic terms that are frequently used in English journals.

This word list has been created based on 2,106 English words (Elementary Level) that were found to be common in all fields of Engineering. Although this list is based on academic papers in the field of Engineering, the vocabulary is common to all fields of Science and Engineering (including agriculture, etc.) and is therefore expected to be equally useful for study in these other fields. In this list, about 2000 words, excluding words such as "the", "of", and "a", and numbers have been listed in order of frequency of use. The list also contains many words such as "use", "uses", "used" and "using" which are basically the same word in different tenses. The authors purposefully avoid combining these different forms because the Japanese translation for these words can be different, and it would be more useful for students to learn that difference. Same words that appear in different tenses have been grouped and the most frequently used form has been placed in the column called "Words" while the others have been placed in order of frequency in the "Word Group" column. Next to these English words, the translated Japanese words are given in both Kanji and Hiragana. And for international students who might not be able to read Japanese, the reading of the Japanese words in Roman alphabet has been provided in the "reading" column. The vocabulary list is contained in an A5 sized book making it easy to carry. And for ease of word search, an index ordered in both the Roman alphabet and the Japanese syllabary is provided at the end of the book giving it the function of a simple dictionary.
PB_13 08 月 04 日 16:00
日本語学習者のための
「日本語連声データベース」の作成
Tomoko IKEYA（SHIRAISHI）（神戸松蔭女子学院大学）
Kunihiro KUROKI（神戸松蔭女子学院大学）
Toshihisa TATSUKI（神戸松蔭女子学院大学）

近年、海外でも日本の漫画、アニメ映画の人気が高く、これらをきっかけに日本語の勉強を始める学習者が増えている。しかし、漫画などの創作物で使用される日本語は、役割語のような特殊なものや、日常会話でもよく聞かれる省略・縮約形を多数含んでいる。それらは非規範的日本語とされ、従来の日本語教育ではあまり扱われることがなかった。そのため、学習者が「すっから」「すっから」という連声の入った台詞を理解しようとしても、自分自身で「ずー」「すっから」を調べる手立てがないのが現状となっている。このようなことから、漫画などの創作物が普及した現在、連声の理解・習得に関しては、日本国内外で問われ、日本語学習者からの提问がみられる。

本ポスター発表では、発表者たちは漫画やコーパスから採取した例で作成を進めている、「日本語連声データベース」（以下「連声 DB」）とその利用方法および有用性を紹介する。日本語の連声（sandhi）は、自然音節（natural class）を反映しているか否かを問わず、語類ないし語形の面で限定的に生じる。たとえば、現在の自然音節ではなく、過去のそれに包む「取って」のようなデジ音節連声は規則的かつ頻繁に起こるため、日本語学習の過程で学ぶ。しかし、「すっから→すっから」「すっから→するから」のように連声の理解・習得は、学習者個人に委ねられている。ここに発表者たちが連声 DB の作成に着手した理由が有る。連声 DB は現在のところβ版であり、MS Excel で作られている。

連声 DB は、表層形、基底形、構成要素などのデータから成る。たとえば、「すっから」という語を連声 DB で調べると、「音素表記 suQkara」によっても仮名表記「すっから」によっても検索できる。そして、その基底形が「suruka; すっから」であり、一般的な国語辞典に掲げられている動詞「する」と接続助詞「から」を用いて分析されることも摂みうる。同時に、当該の語に付随する連声の音節的・形態的条件も、完成版の検索精度向上のために入力されている。連声 DB は、ソフトの普及度、データ入力の簡易性等の面から、今今ところ、前述のとおり MS Excel に掲載されている。将来的には、日本語学習者が web 上で気軽に自立的に連声を学びうるよう、スマートフォン経由でも利用できる形式での公開を目指している。

PB_13 08 月 04 日 16:00
Making of "the Japanese sandhi database" for Japanese learners
Tomoko IKEYA（SHIRAISHI）（神戸松蔭女子学院大学）
Kunihiro KUROKI（神戸松蔭女子学院大学）
Toshihisa TATSUKI（神戸松蔭女子学院大学）

In recent years, an increasing number of learners begin studying Japanese as a result that the popularity of Japanese cartoons, animations, and movies has grown overseas. However, Japanese used in creations such as manga includes a large number of special elements as role words and abbreviated or omitted forms often heard in everyday conversation. They were regarded as non-standard Japanese and were hardly treated in conventional Japanese language education. Under the circumstances, even
if the learners tried to understand the dialogue with sandhi “sugē hiyatto sukkara (coz somebody definitely feels cool)” there is no way to consult a dictionary for the sandhi forms “sugē (very)” and “sukkara (coz sb does)” by themselves. Japanese creations such as manga have become widespread, and certain requests from Japanese language learners who would like to understand and acquire Japanese sandhi are accordingly expected both in Japan and abroad.

Japanese sandhi occurs almost lexically, regardless of whether it reflects natural classes or not. For example, the learners, in the process of learning Japanese, study the -te-form sandhi such as “totte (and sb takes)”, based not on the current natural classes but on the past ones, because it occurs regularly and frequently. However, the learners have to understand and master the irregular sandhi such as “sugoi → sugē” and “surukara → sukkara” by themselves. For this reason, the presenters started to create “Japanese sandhi database” (hereinafter referred to as “sandhi DB”), which helps the learners to study the sandhi. In this poster presentation, the presenters will introduce sandhi DB with examples from manga and corpus and its usage and usefulness. (Incidentally, the database is currently in beta version and is made with MS Excel.)

Sandhi DB consists of data of words such as surface forms, underlying forms, and constituents. The phonological and morphological conditions of sandhi are also input for improving the search accuracy in the completed version. For example, when consulting the database for the word “sukkara”, users can search both by the phonetic representation “suQkara” and by the kana notation すっから. Then, users can understand also that “sukkara” is derived from “surukara” and is analyzed into する and から according to common Japanese dictionaries. From the standpoint of the diffusion of software and the simplicity of data entry, the database is currently based on MS Excel as mentioned above. In the future we aim to make it available in a format that can be accessed via smartphones, so that Japanese learners can casually and independently learn the sandhi on the web.
In this presentation, we will introduce the Japanese text analysis system Co-Chu which has been in development since 2015, including techniques for finding collocations. Co-Chu is an easy-to-use web application designed such that even people without deep technical knowledge can build and analyze corpora made from original data which they have collected.

Co-Chu incorporates four major functions into single consistent interface: Build, Import, Edit, and Analyze. A corpus is first created using the Build, Import, and Edit functionality. The Build tools are used to create the corpus tree structure and define metadata, after which the Import function is used to process data in text or CSV format. During data import, UniDic and MeCab are used automatically to
perform morphological analysis and error correction, and the Edit tools can then be used to further correct any problems noticed after data has been imported. After data is imported and the corpus is created, the Analyze tools are used for search, frequency, and collocation analysis.

As comparison of multiple searches and comparison of results among multiple data sets are important in data analysis, Co-Chu allows these valuable comparisons to be performed simply on a single screen using its Search Comparison feature (Yamamoto, Komori, Homma, & Lanigan, 2017).

N-Gram analysis and MI score calculation are also performed in real time on the selected data set, allowing for complex comparative analysis of speech patterns among groups of speakers with different traits such as mother tongue or even speaker-by-speaker comparison.

Using these functions, Co-Chu can be used to perform a wide variety analyses in an easy-to-use interface. In this presentation, we will present as an example of Co-Chu's analysis tools a comparison of usage of the sentence-final particles "yo" and "ne" between advanced-level Chinese learners of Japanese (CS) and Japanese native university students (NS). By using data of one's own students, teachers can be more aware of the big picture of their students' Japanese usage, making Co-Chu useful in education.

References

PB_15 08 月 04 日 16:00
読解支援システム MOLE-J の開発と改善

Tetsuya TOYOTA (青山学院大学)
Etsuko TOYODA (マルボルン大学)
Tatsuhiko MATSUSHITA (東京大学)
Roger EDGECOMBE (フリーランス)

教育・学習環境の ICT 化によって、日本語学習環境も大きな変化を遂げている。日本語学習のための e-learning システムの充実や Web アプリケーションとしての読解支援システムがいくつか提供されたことから、これまでの辞書引きや、専門的な書籍に頼らずとも個人の学習環境で日本語を学ぶ機会が得られるようになった。他の言語に比べて単語の語彙処理能力の向上が日本語の理解につながると考えられていることから、効果的かつ機能的な読解支援システムが求められている。これまで我々は、多機能日本語読解支援システム MOLE-J(Multifunctional Online Learning Environment for Japanese)を開発してきた。MOLE-J は、ウィンドウに日本語テキストを貼り付けてボタンをクリックすると、語句の意味情報や漢字の意味、漢字成分といった情報の英訳を多角的に示すことができる。また、慣用表現などの複数の語句で表現されるものや、文末表現を扱うことで既存の読解支援システムとの差別化を図っている。また、入力されたテキスト情報をデータベースに記録する機能を有し、日本語学習者がどのような言葉を調べたのかを蓄積することにより、人工知能的なアプローチで学習者の誤り傾向や癖などの総合的に分析・発見することを目指している。しかし、開発中の MOLE-J の語句抽出アルゴリズムは、入力テキストの中から最も長い表現を優先して語句を抽出するため、部分的に語句の抽出ができていないことがあった。そのため、慣用表現や文末表現を扱うには限界がある。そこで、本研究では、入力した日本語テキストの語句抽出アルゴリズムを抜本的に見直し、語句抽出の精度を向上させる方法を提案する。具体的には、最も長い表現から優先するのではなく、形態素解析を用いて最も細かい形態素の段階まで日本語テキストを分解し、これらの形態素を結合させていく過程で語句を抽出する。この改良によって MOLE-J の語句抽出の精度が高まったことを報告する。MOLE-J は、人工知能的アプローチを採用していることから、多くの学習者が利用することによって MOLE-J のシステムそのものが更新され、学習者個人に適合したシステムへと成長することを企図している。

PB_15 08 月 04 日 16:00
The Development and Improvement of Multifunctional Online Learning Environment for Reading Japanese

Tetsuya TOYOTA (青山学院大学)
Etsuko TOYODA (マルボルン大学)
Tatsuhiko MATSUSHITA (東京大学)
Roger EDGECOMBE (フリーランス)

Due to the informationization of educational and learning environment, the Japanese language learning environment has undergone major changes. Because of the enhancement of the e-leaning system for learning Japanese and the provision of some reading comprehension support system as a Web application, learners got the opportunity to learn Japanese language in personal environment...
without depending on professional books. Especially, since it is considered that improving the vocabulary processing ability of words leads to understanding of Japanese as compared with other languages, an effective and functional reading comprehension support system is required. So far, we have developed Multifunctional Japanese Reading Support System MOLE-J (Multifunctional Online Learning Environment for Japanese). MOLE-J can display English translation of information such as semantic information of words, meaning of kanji, kanji component, etc. by pasting Japanese text on window and clicking button. Also, we are trying to distinguish it from existing reading comprehension support system by dealing with expressions expressed in multiple words/phrases such as idiomatic expressions and expression of sentence end. In addition, by accumulating in the database what kind of words the Japanese learner examined, it has the function to record the input text information in the database, thereby improving learner's error tendency and habit by artificial intelligent approach. The purpose is to analyze and discover comprehensively. However, the word extracting algorithm of MOLE-J under development seems to extract words and phrases partially because it extracts words/phrases with the longest priority in the input text. Therefore, there are limits to dealing with idiomatic expression and end-of-sentence expression. Therefore, in this research, we will drastically review the word extraction algorithm of input text and propose a method to improve accuracy of word extraction. Specifically, rather than giving priority to the longest representation, we decompose Japanese text up to the finest morpheme stage using morphological analysis, and extract phrases in the process of combining these morphemes. We report that this improvement improves the accuracy of extracting the phrase of MOLE-J. Because MOLE-J employs an artificial intelligent approach, many learners use it to update the system itself of MOLE-J and grow into a system suitable for individual learner is intended.
Corrective feedback in eTandem between Japanese and Chinese learners

Kumiko MORIYA (東京外国語大学大学院博士後期課程)
Chunchen LIN (東京外国語大学)

This paper is a report on corrective feedback during E-tandem session in which Japanese and Chinese learners collaborate via Internet to improve their target language. The participants were paired and each pair was asked to communicate using text and voice messages in a chat session and write a summary about what previously discussed. After that, they had reading session on their compositions. The participants were also requested to give corrective feedback to their partner during the online communication session. Results of questionnaires show that the participants found various difficulties in giving corrective feedback both in text and voiced chat. Their conversation logs show that their written feedback was mainly provided during reading session and that their oral one was given in both
sessions. Moreover, it is clear that they have learned how to produce more effective feedbacks in the online communication process.
PB_17 08月 04日 16:00

コーパスにおけるオノマトペのコロケーションに関する—考察—
—日本語母語話者と日本語学習者を比較して—

Yuchen CHEN (広島市立大学)

これまでオノマトペ、日本語教育の中で幅広く研究されてきた。例えば、教材用の語彙の選定や統語上の特徴などに関する研究が数多くある。そのうち、統語的特徴に関しては、後接成分と機能についてや後続省略には明らかにされているが、オノマトベのコロケーションに関する研究は曹(2013)は「すっきり」と中心として考察したが、いずれ研究が少なく、残された課題の一つとなっている。中でも、日本語母語話者コーパスと日本語学習者コーパスの両方を用いてオノマトベのコロケーションを比較した研究は、管見の限りまだない。そこでこの研究では、母語話者と学習者のオノマトベのコロケーション、それぞれの使用を比較し、分析することでそれぞれの特徴を解明することを目的とする。

三上(2006)では日本語教育のための基本オノマトベの選定が行われ、70語のオノマトベが試案として提示されたが、本研究ではこの70語を研究対象とする。使用するコーパスのうち、母語話者のコーパスは『日本語話し言葉コーパス』を、そして日本語学習者のコーパスは『KYコーパス』と『BTSJによる日本語話し言葉コーパス』の中の学習者の会話部分をそれぞれ使用する。以上で提示したコーパスの中で、70語のオノマトベについて、それぞれのコロケーションを収集したうえで、品詠ごとに分類し、その結果をもとに母語話者と学習者の使用実態を分析した。

オノマトベと共起するコロケーションは「動詞」が最も多く、母語話者のコーパスは77%を占めている。『KY』77%を占めていて、「BTSJ」は78%である。奥村(2008)には日本語学習者へのオノマトベの指導の際に共起する動詞を一緒に教えることが重要であるという指摘がみられるが、この調査で明らかになった学習者の使用実態はこの指摘を裏付けるものと考えられる。オノマトベと一般化的副詞との結びつきは、学習者には見当たらないが、母語話者では高い頻度で出現することが明らかになった。すなわち、母語話者、オノマトベを副詞的に繰り使用するという特徴がみられる（例：くるくるぐるぐる回る）。この結果を踏まえ、こうした母語話者の特徴について、学習者に対し指導すべきであるかという点についても検討する。

PB_17 08月 04日 16:00

A Study on Collocation of Onomatopoeia in Corpus - Comparing Japanese native speakers and Japanese learners-

Yuchen CHEN (広島市立大学)

It has been studied widely in the onomatopoeia and the Japanese-language education up to now. For example selection of vocabulary for teaching materials and a study about the feature on the syntax, more than one, I have that. Since it's concerned with the syntactic feature shortly, about a nochisetsu ingredient and the function and, it's made following abbreviation clearly, Sou (2013) "sukkiri" for a study about a collocation of an onomatopoeia, it was considered as the center, but it's one of the problems for which a study was still left little. As far as it's narrow view, the study with which a collocation of an onomatopoeia was also compared using both of a Japanese native speaker corpus and a Japanese learner corpus at the inside isn't yet. So I have for my object to elucidate the respective
features by comparing use of each collocation of learner's onomatopoeia with a native speaker by this study and analyzing.

Then a basic onomatopoeia for Japanese-language education was selected, and 70 onomatopoeias were shown as a tentative plan, but Mikami (2006) makes these 70 words a subject of research by this research. A corpus of used over corpus and mother tongue speaker, "Japanese spoken language corpus", and a corpus of a Japanese learner uses learner's conversation part in "KY Corpus" and "Japanese spoken language corpus by BTSJ" respectively. After collecting the respective collocations about 70 onomatopoeias in the corpus shown above, it's classified every part of speech, the result, and, the use reality of the mother tongue speaker and the learner was analyzed.

There are "verbs" for the collocation concurrent with an onomatopoeia, and a mother tongue speaker corpus accounts for 77%. "KY" "BTSJ" accounts for 77%, and is 78%. The comment that it's important to tell the verb concurrent in case of guidance of an onomatopoeia to a Japanese learner to Okumura (2008) together is seen, but I can think the use reality of the learner who became clear lines one this comment with this investigation. The relation with the adverb wasn't generally found for a learner with an onomatopoeia, but it became clear that I appear by the high frequency by a mother tongue speaker. Or a mother tongue speaker can reel an onomatopoeia like an adverb and see the used feature (Example: gurugurugurugurumawaru.) It's based on this result and a point whether to guide in the feature of such mother tongue speaker to a learner is also considered.
The educational system and teaching methods are advanced in Europe where multiple cultures coexist, but in Japan, where the number of foreigners has rapidly increased in recent years, coping with various problems associated with this increase towards maintaining a stable society has become an urgent issue.

PB_18 08 月 04 日 16:00
Enhancement in Communication by Overcoming Language Barrier - Effects of “Children’s Panel Discussion” in Rapidly Diversifying Multicultural Elementary Education Environment -
Yukari HASHIMOTO (横浜国立大学)
Hiromi KUBOTSU (横浜市立南吉田小学校)

The educational system and teaching methods are advanced in Europe where multiple cultures coexist, but in Japan, where the number of foreigners has rapidly increased in recent years, coping with various problems associated with this increase towards maintaining a stable society has become an urgent issue.
Research on language, subject learning, and teacher training (Hamada and Saito 2011 etc.) has been done for primary education, but only a few studies exist that focus on cultural friction. Sakuma (2007), whose research focused on British immigrants, pointed out that there are some cultures that change with cross-cultural contact, even though the essential aspects of a culture are difficult to change. Hashimoto (2004) reported that Japanese children, who are the majority, and foreign children, the minority, have transformed by learning about one another’s languages and cultures. This research aims to explore solutions by focusing on cultural friction in schools.

At M elementary school where cultural friction amongst the students is seen on a daily basis, efforts had previously been made focusing on human rights, but in 2016, focus was shifted to place emphasis on open conversation and discussion with the launch of ”children’s panel discussion.” The school has approximately 60% foreign students from 15 countries, the majority of foreign students being from China. Panel discussions for the year 2016 and 2017 were studied as follows:

A. 2016 "Let's Learn and Chat Together"
   9 panelists in Grade 5 & 6 (4 from China / 1 from Philippines / 4 from Japan), audience: all students (743 students Grade 1-6)

B. 2017 "Understanding Each Other Without a Common Language"
   11 panelists in Grade 4-6 (3 from China / 1 from Philippines/7 from Japan), audience: all students (745 students Grade1-6)

The objectives were 1) to clarify the concerns and issues foreign students have, and 2) to clarify the effect of the panel discussion.

The research methods were to qualitatively analyze the changes in 1) the panelist's opinion during the preliminary meeting and on the day of the panel discussion, 2) the audience’s opinion, and 3) discussion after the panel.

As a result of the panel discussion, it was made clear that Japanese and foreign students each have their own separate concerns. Openly discussing and admitting these issues encouraged students to speak and reflect outwardly and introspectively. Sample opinion: "I have avoided talking about it up to now, but now I want to face it straight on." Students made specific suggestions for methods of communication toward problem solving and recognized that there are benefits that exist because of being in a multilingual, multicultural environment. Moreover, not only did issues between Japanese and foreign students become clear, but also the existence of issues amongst the foreign students themselves, between the foreign majority and minority students were revealed. The depth and complexity of the issues were discovered. The positive outcome of the "children’s panel discussion” will give hints toward world peace, not only for the education of Japanese students, but also for foreign students learning Japanese.
PB_19 08 月 04 日 16:00
How do foreign children construct arguments on their opinion essays?

Masae SUGAHARA (東京学芸大学国際教育センター)
Hiromi SAITO (東京学芸大学)

In Japan, children grow up in a multi-language environment are increasing. The development of their literacy has become an educational issue. This study examines the development of foreign children’s competency in constructing arguments in Japanese through analyzing opinion essays as one aspect of literacy development. Foreign children targeted in this study are mainly born and brought up in Japan, therefore have been educated in Japanese school system.

The highly persuasive opinion essay contains counterargument, in addition to one’s assertion and statements to justify it (Wolfe et al., 2009). Sugahara and others (2017) compared opinion essays written by foreign and Japanese children in their 3rd and 4th grade of elementally school and found out that apart from Japanese 4th graders, counterarguments in their essays did not contribute to persuasiveness.
because of the problems of consistency and expressive skills. In this study, counterarguments in 6th graders’ essays were examined to describe foreign children’s competency in constructing arguments.

Children were instructed orally to write their opinions on the statement ‘Abolition of the priority seats make people vacate their seats for someone who need it.’, accompanied with 3 reasons. 57 essays (27 foreign children and 30 Japanese children) were analyzed from the existence of "counterargument", especially the direct rebuttal to the statement, and the consistency of logical structure. Then describe foreign children’s developmental characteristics through comparisons with Japanese children.

In foreign children, 3 agreed with the abolition of the priority seats and 24 were against it. 3 Japanese children agreed and 27 against it. 20 foreign and 24 Japanese children’s essays contain counterargument. In that, essays including the direct rebuttal to the statement was 10 (50%) for foreigners, and 18 (75%) to the Japanese. It seems that there is a difference in ability of constructing a persuasive discussion between foreign and Japanese children. However, there were some essays which the way of describing rebuttal is not suitable for the context and the result the argument was not logical. The persuasive essay requires not only the ability to construct the sentences but also the ability to express exactly what they meant. This point is common to the results of previous study on 3rd and 4th graders, and it can be said that it is a task in teaching Japanese to young learners.
PB_20 08月04日16:00
公共性の観点からみた定住外国人のための
日本語教育における課題
—静岡県での2つの教育実践を例に—
Nozomi SHIKINAMI (早稲田大学大学院日本語教育研究科博士後期課程)

「公共」という言葉は「公共交通機関」「公共交通」と、人々の生活に深く根ざすものであるが、この概念が日本語教育の分野において用いられるようになったのは最近のことであり、日本語教育における公共性の議論は始まったばかりである（嘉数 2011、川上 2016 など）。一方、日本国内の定住外国人の状況をみると、日本語教育は大きな課題として語られ、「定住外国人への日本語教育は公的なサービスであるべきなのか」という議論は決して新しいものではない。社会の情勢や地域のニーズに応えてきた地域日本語教育の必要性についての認識は日本語教育関係者および地域の行政関係者の間で共有されているものの、現場の実践者が研究として発信することが難しい。

本研究で取り上げる静岡県浜松市は「外国人集住都市会議」の会員都市であり、多くの定住外国人が暮らし、働く地域である。斎藤（2000）は公共性の意味を「official」「common」「open」の 3 つに分けているが、本研究では地域日本語教育における公共性がその実践の形態や目的によって異なることを明らかにする。具体的には、静岡県浜松市の浜松市外国人支援センターがプロジェクトワーク形式で行う「実践クラス」（浜松市外国人支援センター）など、定住外国人が自分や社会について語ることを目的とした「勉強会」（麿浪 2017）の 2 つの実践の、① 実践を取り巻く構造② 実践の目的③ 実践の方法の 3 点について比較し、実践に表れる「公共性」を考察する。そして、公共性の観点から地域日本語教育における実践の課題と可能性を述べる。

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PB_20 08月04日16:00
Problems in Japanese Education for Immigrants from the Viewpoint of Publicness :Cases of Japanese Educational Practice in Shizuoka prefecture
Nozomi SHIKINAMI (早稲田大学大学院日本語教育研究科博士後期課程)

This study examines the Publicness of two forms of educational practice conducted in Hamamatsu city, Shizuoka Prefecture, Japan. Hamamatsu city is a member of The Committee for Localities with a Concentrated Foreigner Population (Gaikokujin Shuju Toshi Kaigi), where twenty thousand (20,000) foreign residents dwell.
The term “public” can be found frequently in our daily life, such as public transportation and public service. However, it has started to be discussed in the domain of Japanese education only recently (加数 2012, 川上 2016). Meanwhile, Japanese education for foreign residents has been raised as a social issue in society, with the question of “Should Japanese education for them be a social service?”, which is not a new theme. The necessity of “local based Japanese education (チキニホントキョウエデ)” has been discussed and shared among staff in local government and Japanese educators; but, those educators haven’t been able to publicly share their practice and theory.

Saito has categorized the notion of “public” into three; official, common, open (齊藤 2000). This study will also show the publicness varies greatly depending on the purpose or the method of the educational practice. Specifically, a class conducted by Hamamatsu Foundation for International Communication and Exchange(HICE) and a practice of study group (benkyo-kai) explained in the paper by Shikinami(敷浪 2017) will be examined in terms of 1) the social structure around the practice, 2) The purpose of the practice, 3) The method of the practice. This study aims to examine the Publicness shown in those two forms of practice and discuss the possibilities and problems in local based Japanese education.

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浜松市外国人支援センター講座の予定 http://www.hi-hice.jp/u-toe/class.php#00282（2017年12月14日最終閲覧）
PB_21 08月04日 16:00
対話運用能力としての共話的反応—韓国人日本語学習者とインドネシア人日本語学習者を対象に—
Soonhyung LEE (韓国慶北大学校)

1. 中心となる主張や結論
話し手と聞き手が相互に働きかけるという側面が水谷(1988)により強調されて以来、共話的反応の重要性が言及されてきた（黒崎1995、佐佐木・木村2002、発表者2015など）。本発表では、母語話者の自然言語において、インドネシア人日本語学習者（以下、IJL）と韓国人日本語学習者（以下、KJL）の共話的反応の運用を探り、日本語学習者が使用する「先取り」「言い換え」などの共話的反応の型とその機能を明らかにすることを目的とする。
主には次のような結果が示された。共話的反応の型においては、IJLは「先取り」、「言い換え」 「繰り返し」、「問い返し」の順に、KJLは「先取り」、「返り」、「繰り返し」、「問い返し」、「言い換え」の順に多かった。共話的反応の型が共言機能として、IJLは「補足」、「相手助け」、「確認」 「同意」、「反論」の順に、KJLは「補足」、「同意」、「反論」、「相手助け」、「確認」の順に多かった。ここで注目したのは、IJLもKJLも相手の発話を先取りして補足する目的で共話的反応を行う場合が多く、また、KJLは「返り」、「先取り」同様に多かったということである。この「返り」とは相手が話をしているところに割り入れることから、相手に不快を与える可能性が高く、円滑な対話の妨げになる恐れがある。

2. 論証の記述（データ・実験方法）
調査データは、IJLとKJLそれぞれが日本語母語話者との1対1の初対面会話を行い、それを録音、文字化したものである。各群15分程度で、7組ずつ計14組の会話内容を分析対象にした。分析では、母語話者を対象にした発表者（2015）に基づき、聞き手の共話的反応の型を1先取り、2言い換え、3問い返し、4返り、5繰り返しの5つに分類し、それを1確認、2相手助け、3同意、4補足、5共感、6反論の6つの機能に分類し、分析対象とした。

3. 特記すべきポイント（先行研究との違い、日本語教育に寄与する点など）
・水谷(1995)は日本語の対話に慣れた人でも共話に不慣れな場合が多いという指摘をしているが、それとは異なる結果が学習者の自然言語を通して確認できた。
・発表者(2015)でKJLがOPI超級になっても「問い返し」の共話的反応の型、「確認」の機能が運用できないという指摘したが、今回の自然言語ではその使用が確

PB_21 08月04日 16:00
Co-Construction Responses as conversational proficiency - The Case of Korean and Indonesian learners of Japanese-
Soonhyung LEE (韓国慶北大学校)

1. Main thesis and conclusion
Since interaction between speaker and listener has been emphasized by Mizutani (1988),
importance of Co-construction has been mentioned several times (Kurosaki1995, Usami·Kibayashi 2002, Lee 2015, etc.). Goal of this presentation is to study employment of Co-construction in natural conversation of Indonesian Japanese learners (IJL) and Korean Japanese learners (KJL) with Japanese

Book of Abstracts
native speaker and investigate Co-construction responses such as "anticipation" "paraphrasing", etc., which Japanese learners use and their functions.

Primarily, results of the following were obtained. For Co-construction responses, IJL commonly showed the responses in order of "anticipation" "paraphrasing" "repetition" "interruption" whereas KJL showed the responses in order of "anticipation" "interruption" "repetition" "counter questioning". As for function of Co-construction responses, it was most common in order of "confirmation" "agreement" "counter arguments" in IJL, whereas it was "agreement" "counter arguments" "confirmation" "supplements" in KJL. What is important here is that, IJL has as much tendency to use Co-construction to anticipate and supplement partner’s speaking as KJL. Also, KJL commonly employed "interruption" as much as "anticipation". This "interruption" has a great risk of giving displeasure to partner since it interrupts partner’s speaking and may harm fluency in conversation.

2. Demonstration strategy (Data experiment method · example, etc.)

For investigation, fundamental data was obtained through literation of recording of each IJL and KJL’s first 1-on-1 face-to-face conversation with Japanese native speaker. 14 dialogues from 7 couples which they were timed to about 15 minutes were used for analysis. For analysis, according to Lee(2015) which used Japanese native speaker for subject, listener’s Co-construction responses were classified into 5 categories of ① anticipation, ② paraphrasing, ③ counter questioning, ④ interruption, and ⑤ repetition. Then, they were further classified into 6 functions of ① confirmation, ② assistance, ③ agreement, ④ supplements, ⑤ sympathy, and ⑥ counterarguments.

3. Additional notes (Difference from preceding studies, contribution to education of Japanese, etc.)

· Mizutani (1995) pointed out that there are many cases where even individuals with fluent skill in Japanese conversation are not experienced in Co-construction. However, result different from such assumption was found from natural dialogue of Japanese learners.

· Lee(2015) pointed out that even when KJL developed his/her Japanese skill to advanced level of OPI, they still have a struggle with Co-construction response of "counter questioning" and function of "confirmation", but based on natural dialogue in this study, it was able to see their operation.

· Since more and more learners are having contact with Japanese native speaker via institutions like EPA(Economic Partnership Agreement) or overseas employment in Japan, education of fluent conversation employment skill in such situation is considered to be viable.
PB_22 08月 04日 16:00
わかりやすいプレゼンテーションのための
e-learning教材の開発
—聞き手に配慮した言い換えの提案—

Mieko SAKAI (大分大学)
Tomoko NAKAMIZO (山口大学)
Yumi KANAMORI (大分大学)
Kotaro OIWA (OITA UNIVERSITY)

近年アクティブラーニングの広まりから、スピーチやプレゼンテーション（以下プレゼン）を取り入れた授業が増えており、日本語教育においてもそのための準備が必要である。しかし、特定の話題について学習者が調査して発表するプレゼンでは、学習者が初めて使う言葉や表現も多く、文法的・語彙的な正しさのみならず、プレゼンにふさわしい表現の選択という特有の困難さがあると思われる。中級レベルのプレゼンでは、発表が言葉をそのまま用いることで、聞き手には理解しにくい表現もよく見られる。そこで、中級レベルの学習者がわかりやすいプレゼンをするための言い換え表現を提案し、より適切な表現を提案することを目的とした e-learning教材を開発することにした。

教材開発のための基礎データとして、２大学において中級レベルのクラスの実際のプレゼンの音声データを収集し、約 100 人分（一人 3～10 分）の発話データを文字起こし、プレゼンコーパスを作成した。作成したコーパスを分析した結果、わかりにくい表現や語彙的な誤用などの不適切な表現には、以下の特徴と例が見られた。カッコ内は提案する言い換え表現と正用である。

＜1漢語動詞の多用＞
例：竹で製造されている（作られている）、財産を紛失する（失くす）、記憶力を増進する（増す）、食品の浪費が起こる（無駄になる）

＜2 漢語名詞の多用＞
例：災難が起こる（火事）、晴天を祈る（いい天気）

＜3 書き言葉の使用＞
例：通常と異なる格好（普通と違う）、便利さをもたらした（便利になった）

＜4 カジュアルすぎる言葉の使用＞
例：やばい地震が起こる（危険な）

＜5 自動詞と他動詞の混同＞
例：私が*見付かった物（見付けた）、紙を*つくつく（つくつける）、

＜6 コロキションの誤用＞
例：スポンジに*入れる（つける）、ふたを*乗せる（かぶせる／する）、元に*する（戻す）

本発表では、中級レベルのプレゼンの表現としてわかりにくいと思われるものには、より簡単で身近な言葉での言い換えを提案し、語彙的な誤用には正用を示す。さらに、開発予定の e-learning教材では、正確かつわかりやすい表現で言い換えの練習を通して、表現力の向上を図る。そして、母語の違いや語彙や表現の習熟度に差がある学習者間でも理解しやすい、聞き手に配慮したプレゼンができるよう、新しい学習教材の開発を目指す。

PB_22 08月 04日 16:00
Developing an E-Learning System for Clear Presentation — Suggestions of Paraphrasing Using Easy-to-Understand Words for Listeners —

Mieko SAKAI (大分大学)
Tomoko NAKAMIZO (山口大学)
Yumi KANAMORI (大分大学)
Kotaro OIWA (OITA UNIVERSITY)

In Japanese universities active learning has become popular recently, and speech and presentations are being adopted in the classrooms, and we have to prepare for that in teaching Japanese as well. However when a learner makes a presentation which (s)he researches her/himself on a topic, (s)he encounters new phrases or new words. In that case a learner has difficulty not only with correctness in grammar and vocabulary, but also with selecting an appropriate expression. Some expressions which are difficult for listeners to understand can be seen in a presentation of an intermediate level class, because a presenter finds some words in a dictionary and just uses them without thinking. That is why we decided to develop an e-learning system which aims at suggesting paraphrasing for intermediate learners to understand easily and selecting an appropriate expression. In order to make basic data, we recorded real presentations in intermediate classes at two universities, and made scripts of about 100 students presentations (3-10 minutes each), and then completed a corpus of presentations. Analyzing the corpus resulted in the following features of inappropriate expressions which are difficult to understand or mistakes.

1. Using too many Sino-Japanese-Verbs
2. Using too many Sino-Japanese-Nouns
3. Using style of literary language
4. Using too casual expressions
5. Confounding of transitive and intransitive verbs
6. Misuse of collocation

In our presentation we suggest easier and more familiar ways of paraphrasing inappropriate expressions, and show correct usage of mistakes in a typical intermediate-level presentation. Further we plan to develop an e-learning system which improves learner’s skill of making presentations through exercises of paraphrasing using easy-to-understand words for listeners. We aim at completing such an e-learning system so that a learner will consider listeners and be able to make a presentation which is easy for listeners even at different levels or from various countries to understand.
PB_23 08 月 04 日 16:00
Consciousness and Attitudes of Japanese Students and International Students towards Group Discussion in Engineering Courses
Hiromi NISHINA (Yamagata University)

As globalization moves forward, it has become crucial for people from different ethnicities and backgrounds to come together and work on solving the world’s social problems. In order to understand the viewpoint of others and recognize other’s options, it is necessary for people to engage in discussion with those from various backgrounds. It is through such discussion that new ideas and innovations will be born and such discussion can be used as an efficient tool for language learning. Thus the development of language teaching methods that utilize discussion is an urgent topic. While previous studies have focused on Japanese and international students’ consciousness of cultural differences in classes on cross cultural understanding and intercultural co-learning, as well as discussion as a method for problem solving, few studies have focused on students’ attitudes toward discussions with classmates from different cultural backgrounds. The study is conducted through a qualitative PAC (Personal Attitude Construction) analysis of students’ consciousness and attitudes toward group discussions in engineering courses not focused specifically on cross cultural understanding. The participants of the survey were three international students and three Japanese

PB_23 08 月 04 日 16:00
専門科目におけるグループでの話し合いに対する
日本人学生と留学生の意識と態度
Hiromi NISHINA (Yamagata University)

世界のグローバル化が進む中、社会に積み重なっている問題の解決には、異なる背景を持つ者が協力してであることが不可欠な時代となっている。誰もが他者とは異なる意識を持っていることを認識すること、そして、互いを理解しあうためには、話し合うことが重要であると言われる。また、共通の理解をラク、新しい何かを生み出すことを目的とした「話し合い」は学習への深いアプローチにおいても有用であるとされ得ることからも、対面教育の充実は急務であると思われる。これまでの関連する研究においては、異文化理解や国際共通といった科目で、留学生や日本人学生の気づきに関して分析した研究や、問題解決までの話し合いの過程を分析した研究等がいくつかあるが、当事者の意識面について深く掘り下げて分析されたものはあまり見られない。本研究では、異文化理解等を目的としない専門科目の授業において、留学生と日本人学生がどのような意識・態度でグループでの話し合いを捉えているかを PAC (Personal attitude construction 個人別態度構造) 分析により検討した。調査協力者は、大学の工学部 2 年生に開講されている専門科目「技術者倫理」の授業に参加した若者らのメンバーとして対面した留学生 3名と日本人学生 3名で、分析の結果、留学生には、協力しながら、日本人学生と留学生の視点から課題を解決した。良い表情で意見を述べたいという理想を抱きつつ、日本語能力に起因するコミュニケーションの壁を感じながら話し合いに参加する態度が普
通して見られた。また、個別には、科学的な内容理解の困難さ、場の環境についても意識が及んでいるケースが見られた。一方、日本人学生には、留学生が話し合いに参加できているかを気遣う姿勢が普通して見られ、学生によっては、的确に意図を伝えることの重要性や、外国語を駆使する留学生への敬意、背景が異なるかゆえの思考の広がりについても意識が及んでいることが明らかとなった。しかしながら、互いに独自の意識や態度を伝え合うことはなく、この点が改善されれば、より快適に話し合いが進展するものと思われた。
students who belonged to the same group in a second year Faculty of Engineering course on engineering ethics. The course consisted of 15 weeks of classes in which the students took part in a group discussion each week. The theme of the first discussion was ‘Military technology and university research: General and ethical issues’. A PAC analysis was conducted within 10 days of the first group discussion. As a result of the analysis, the international students were motivated to participate in the discussion and to discuss their opinions with the Japanese students in a positive manner even if their level of Japanese competence partially hindered their ability to effectively communicate. A number of international students also reported that they were troubled by the difficulty of the subject. On the other hand, Japanese students made a conscious attempt to involve the international students in the conversation. Some of the Japanese students reported that they felt the importance of accurately portraying their opinion, they felt respect toward the international students who were capable of sharing their opinion even though Japanese is not their native language, or that the discussion had given them a new awareness of how cultural differences help to shape our opinions. Both the Japanese and international students, however, did not talk about their attitude toward the group discussion itself with their group members. The students could hold a more constructive conversation if they were to share their attitudes toward the discussion.
Video sharing peer feedback activity between two countries

Anna KOBAYASHI
Eri KAMIYA

Language is regarded as one means of communication, and even in language education, communication is emphasized.

Foreign language education is no longer the only purpose of contact between non-native speakers and native speakers. Even in the JF Standard for Japanese-Language Education developed by the Japan Foundation lists "Encourage communication of Japanese users beyond nationalities and ethnic groups" as a feature.

In this way, contact between non-native speakers in the target language is also considered to be very meaningful for constructing more diverse human relations.

Therefore, in this research, we decided to clarify how overseas Japanese learners who have few opportunities to contact with Japanese native speaker feel through online exchange with Japanese learners of other countries.
There are not many prior studies on peer feedback in Interaction conversation, not compositions or speech, and it can be said that this research is a practical research from a new perspective in that Japanese language learners from different countries interact online.

This research was conducted 1. Pre questionnaire 2. conversation class 3. Test 4. Post questionnaire 5. follow-up interview, and analyzed 1,4,5 results.

In the conversation class, researcher selected 10 units from the conversation text, and made Can-do in each.

The lesson method is as follows.
① read Can-do and fill in "check sheet (pre self-evaluation)"
② Confirm reflection point of "check sheet" of last lesson
③ Group talk about topic
④ Introduction of vocabulary and expression that can be used in conversation, then its practice
⑤ Conversation practice of role playing in pai
⑥ Conversation in front of group member, then do peer feedback each other
⑦ 2-3 pairs do conversation in front of class member. The class member evaluate it using "evaluation sheet".
⑧ fill in "check sheet (post self-evaluation and self-reflection)"
⑨ 1pair make a video of the conversation and post it on educational SNS "Edmodo"
⑩ All class member in Korea and in Vietnam watch videos with "Edmodo" and comment it.

From the results of this research, it was found that by interacting with Japanese language learners of other countries online leads to new awareness. Therefore, it can be said that the activity in this research worked positive for the learner's consciousness and motivation.

Researcher would like to improve methods of activities and teacher involvement.
Development of Teaching Materials for Learning Methods of Conversational Data Analysis: Results of the use of these Materials in an Undergraduate Course

Yoko NAKAI (東京外国語大学)

Conversational data analysis has an approach in which actual verbal/non-verbal behaviours are described and analysed precisely using conversational data that are recorded/videotaped/transcribed. Thus, it is possible to gain insight into how to analyse conversations objectively and how to reconsider/improve one’s own conversational skills through conversational data analysis. As a result, conversational data analysis is utilized in Japanese teacher training programs and such practical studies have also been reported on (e.g., Nakai 2012). However, the teaching materials used in these teacher
training programs were not published. Additionally, these teaching materials, with which beginners are able to learn basic methods of conversational data analysis and reflect conversations utilizing videotaped data have not been shared yet.

Based on the following concepts and purposes (1)-(3), the author developed teaching materials which enabled beginners (e.g., Japanese students, Japanese language learners and students who want to become Japanese teachers) to learn basic methods of collecting and analysing conversational data.

1. Students learn basic methods of analysis through the experiences of analysing actual conversational data (video-clips and transcripts). They also discuss and explain criteria of analysis clearly in group activities and find new problems.

2. Conversational data includes conversations often encountered on campus life such as first-time meeting conversations, invitations, and presentations.

3. Students reflect on their own conversations and find a way to improve them, referring to what they have analysed.

These teaching materials were used for trial in an undergraduate class in which the students learned the methods of conversational data analysis in September 2017 to January 2018 (thirteen sessions were held). The students included 29 Japanese students and 9 international students. In the first half of the course, the students engaged in activities of analysing conversational data using the teaching materials explained above. In the second half of the course, they collected their own data, analysed it and gave presentations on it, based on the things they had learned in the first half of the course.

In this study, the author has analysed how and what kind of insights the students acquired from the activities of conversational data analysis in the first half of the course, based on the students’ written comments, and observations of the class activities. As a result, the author found that the students created criteria of analysis in group activities, acquired insight into how to analyse verbal/nonverbal behaviours precisely and how to reflect on their own conversations, referring to what they had analysed. On the other hand, some activities were difficult for the students to deal with and took a longer time than expected. It appears necessary to re-examine and improve the level of the activities and materials. Then, these materials should contribute to the education for beginners in methods of conversational data analysis and in reflecting on their own conversations.

References
PB_26 08 月 04 日 16:00

The effect of conversation lessons in an “isolated” environment --- the use of “Marugoto Intermediate 1 (B1)”

Chika SAITO (キエフ国立言語大学)

In Ukraine, students of Japanese language are in an “isolated” environment. An “isolated” environment is where they have few contacts with members of their target language community due to the absence of their language community and/or the opportunity of studying abroad. (Fukushima & Ivanova 2006)

In fact, at the university where I work, I have a mixed group of students; those who study Japanese with much enthusiasm, hoping to study as government scholars in Japan, and those who gave up on studying abroad. The latter group tends to lose their motivation significantly as they are predisposed to find it meaningless to study Japanese after they finish studying Japanese grammar for beginners.

In order to improve this situation, I have previously used some textbooks to motivate students’ intentions. However, it can be difficult to maintain that level of motivation, because many of the textbooks are setting a goal for acquiring grammar that doesn’t always align with the students’ interests.
In this study, I would like to find how Japanese conversation classes, when using “Marugoto Intermediate 1 (B1)” (hereafter, “Marugoto”), can exert changes on the students’ levels of motivation. “Marugoto” is intensely focused on familiar topics for students, because the syllabus covered is centered around the task.

I taught both the second and the third-year Japanese class using “Marugoto”. I chose three topics, which I thought may be of interest to students, and taught them using the “Have a Conversation” section from each topic on several occasions. After class, I conducted a survey with thirty students. I created each question based on ARCS models (Suzuki 2015).

The result from the survey showed a positive response for using this method. In addition, not only did it increase the students’ interests in improving their language skills, but also in reflecting upon themselves and others.

Although class attendance was limited, it indicated that this method may develop the incentives of students. It may also be useful for maintaining students’ level of motivation by the inclusion of learning centered on the task, as well as language learning centered on the grammar.
Comprehension of the Optional Sentence-Final Particle Ne in Advanced L2 Learners of Japanese

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Chenxin LI (広島大学教育学研究科)

1. Introduction
The sentence-final particle Ne which often appears in ordinary conversation is hardly used by Japanese learners. One of the reasons is that learners have little knowledge of the optionality of Ne (Gao, 2008). Previous research mainly focused on the application and frequency of Ne in learners.
However, the research on how learners understand Ne is still limited. Particularly, whether learners’ knowledge is explicit or implicit is unknown.

The goal of this study is to identify how learners understand the optional sentence-final particle Ne, especially the difference between the explicit and implicit knowledge of learners.

2. Method

Based on previous research, the usage of the optional sentence-final particle Ne was classified into three patterns: A. the response to the questions, B. the opinion of the speaker, C. the request to the listener. The set of the conversations were made, including one with a Ne and the other not. Sixteen Japanese native speaker (JNS) were asked to judge the validity of the optionality of Ne and classify conversations into one of three patterns of usage. The conversations which had a high agreement rate were adopted.

Based on whether there is a limitation on answer time, two kinds of surveys were conducted. JNS and high-level Chinese learners of Japanese (JSL) participated in the study. The first survey was conducted by questionnaires without a answer time limitation, while the second one was conducted by auditory presentation which had a limitation on answer time. In total, 52 sentences which were randomly presented were judged by participants, including interference. However, Ne was judged as optional only when the set of conversations were judged correct by participants.

3. Results and discussion

Considering three patterns of the usage, there was a difference between JNS and high-level JSL in the comprehension of the optional sentence-final particle Ne. JNS judged “C” as optional and “A”, “B” as approximately optional. However, the judgement of high-level JSL varied depending on if there was a time limitation. In the first survey, the average rate of judgement was around 50% regardless of the patterns of the usage. Nevertheless, in the second survey, the rate was over 50% and “C” was judged as generally optional. Especially, when the optional Ne was not judged as optional, there was a different trend in JNS and high-level JSL as for whether it is supposed to add it. In addition, high-level JSL showed hesitation in the judgement of the optional Ne with a limitation on answer time.

Therefore, it could be inferred that high-level JSL don’t have a specific sense in the comprehension of the optional sentence-final particle Ne. It is also noted that instructions of the optional sentence-final particle Ne is necessary in the field of education.
PB_28 08 月 04 日 16:00
中国人日本語学習者における日本語の母音/a/と/e/の知覚

Kei RI (首都大学東京大学院)

At the Japanese education scene, no matter elementary learners or even advanced learners they all have a tendency to confound the pronunciation between きれい and きらい as well as あいまい and えまい.

Therefore, the main purpose of this research is to clear the confusion of Chinese learners' perceptions about Japanese vowels. In order to achieve this goal, learners were tested by listening to recordings and writing pseudonyms. The testing results are as followed:

1. Among the aspect of perception, the confusion between /a/ and /e/ is bidirectional.

2. This phenomenon is easily found when the last letter of Japanese words were followed by /N/ or /i/.

3. This kind of confusion between /a/ and /e/ is not influenced by the position in the sentence.

Then the author analysed the factors which influenced the confusion, the results are as followed:

1. The sound environment is an important factor that could cause the confusion of /a/ and /e/.

2. The number of syllables does not affect the confusion of /a/ and /e/.

3. There is a difference between primary learners and advanced learners, primary learners are more prone to make such confusion.

4. The confusion of /a/ and /e/ is more likely to occur in people who speak dialects in northern China.

According to some related statistics, the author drew a conclusion that the confusion between /a/ and /e/ and the output correlation is very high.

Finally, from the aspect of Japanese learning, the author analysed the sound of learners on /a/ and /e/.
PB_29 08月04日 16:00

BJ-CATの測定対象能力の記述—ビジネス日本語
Can-do statementsを用いて—

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Sukero ITO (東京外国語大学)
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本研究は、現在開発中のビジネス日本語テストにおいて、ある得点をとった受験者が具体的なビジネス場面で何ができるかを、ビジネス日本語 Can-do statementsを用いて明らかにすることを目的としている。

日本企業における外国人材の採用が今後加速することが見込まれている。日本企業が外国人材に求めている日本語能力は、ビジネス場面で対応可能な、ネイティブレベルの高度な日本語によるコミュニケーション能力である。そのような状況において、日本語学習者のビジネスコミュニケーション能力をいつでもどこでも客観的に測定するツールがあれば、就職希望者にとって利便性が高し。そこで筆者らは、2012年よりインターネットによるコンピュータ適応型テスト「BJ-CATビジネス日本語テスト」（以下 BJ-CAT）の研究開発を行ってきた。現在、事前テストの実施を終了し、項目応答理論による項目分析ならびに能力値の推定を行っているところである。

事前テストでは、受験者はテストに解答すると同時にビジネス日本語 Can-do statements（以下 Cds）による自己評価を行っている。ビジネス日本語 Cds は全40項目で、日本語の四技能だけでなく複合技能（「聴きながら読む」「読んで書く」）も含まれている（草野、2014「外国人のビジネス日本語能力の評価に関する基礎研究—評価システムの構築を目指して—」研究成果報告書、JSPS科学研究費22520535）。本研究はこのビジネス日本語 Cds を用いて、BJ-CATの受験者がビジネスコミュニケーション活動において日本語を使用して具体的にどのようなことができるのか、あるいはどのような点が不足しているのかを明らかにする。

方法としては、まず BJ-CATの事前テストの解答データから受験者の能力値を算出し、3ないし4つの水準に分け、各能力水準でビジネス日本語 Cds の統計量を示す。能力水準が高いほどビジネス日本語 Cds による自己評価が高い項目を抽出する。

最終的には BJ-CATの得点レベルとビジネス日本語 Cds の対応表を作成する計画である。これによって得点からのみでは推し量れない、受験者が現実のビジネス場面でどのような能力があるかを能力記述文で示すことができ、BJ-CATは受験する日本語学習者にとっても企業採用担当者にとっても理解しやすいものになるだろう。
This paper clarifies what the test takers are able to do or unable to do in communication of business settings based on their score on the Business Japanese Test (BJ-CAT). The BJ-CAT is a computerized adaptive test, which has been in development since 2012. The BJ-CAT will be useful for checking the Business Japanese ability of those who want to work for Japanese companies where their Japanese language ability is expected to be as good as the native Japanese.

In order to construct the BJ-CAT, pre-tests were used for the question item analysis based on IRT (Item Response Theory). With the data from this item analysis, the BJ-CAT, using an adaptive system, is uploaded to examine whether the test taker’s ability is properly estimated or not.

The Can-Do questions used for self-assessments of the business Japanese abilities, are also uploaded in the BJ-CAT. These questions describe basic skills and also complex skills such as ‘Reading while listening’ and ‘Reading and writing’. In the pre-test of the BJ-CAT, we used 40 Can-Do questions. With the result of the item analysis data, 20 Can-Do questions out of 40 questions were selected for the BJ-CAT. The Can-do analysis proved that the test takers’ high self-assessments showed their ability is high.

From this Can-Do analysis, we obtained ability values gained from the theta of the BJ-CAT item analyses. Then these ability values were divided into three or four standards. Then the statistics of the Can-Do questions in each standard was calculated. In the result of the above-mentioned questions, we found that as the test taker’s ability values rise, the self-assessments also rise.

We plan to make a table comparing the score of BJ-CAT and the Can-Do questions. With this table, the test takers’ capability in business settings can be described when the test score itself is not able to show all their capabilities. With these Can-Do questions, BJ-CAT will be more helpful for both Japanese learners and companies in understanding their capabilities. We hope BJ-CAT will be a useful tool to assess business Japanese ability and it will be used for internships and getting jobs with Japanese companies.
PB_30 08 月 04 日 16:00

Development of an Authentic Japanese Listening Test

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Compared to other skill tests, there is little research on Japanese listening tests. Reasons for this include the time needed to develop one, as well as the many conditions that should be considered when conducting a test. Currently, the most widely employed Japanese listening test is the Japanese-
Language Proficiency Test, which can be described as one that measures “communicative competence required to perform tasks.” However, it is not very authentic in terms of its materials, tasks, and so on. On the other hand, with the development of computer technology, it is increasingly easy to use a variety of materials and question formats when developing a listening test. Thus, for this study, we decided to develop an authentic web-based Japanese listening test.

The test was set at the B1 level of the CEFR (Common European Framework of Reference for Languages). While CEFR describes the A1 and A2 levels as the use of language in “areas of most immediate relevance” (personal and family domains), the B1 level is wider in its domains, situations, and topics and includes, for example, the illustrative scale of “listening as a member of a live audience.” In other words, there is a high wall between A2 and B1. Therefore, through this test, we wanted to provide information regarding the kind of study necessary for learners to reach the B1 level. For this reason, we decided upon the elements to be measured while referring to CEFR’s framework, and developed our web-based Japanese listening test (trial version) to measure these elements. Our test has three notable characteristics:

1) Its listening elements relating to domains, methods of listening, strategies, and so on were set with reference to the CEFR’s descriptions.

2) It only measures receptive listening activities, not interactive listening activities (as defined by CEFR). Many tests include tasks in which, in order to measure interactive activities, one pretends to complete tasks after listening to the conversation of two people. However, pretending to be a participant in a conversation is not very authentic. In this test we decided to include tasks that examinees are highly likely to actually encounter.

3) Taking advantage of its web-based format by using images and videos, the test presents ordinary media resources that learners are highly likely to encounter: news, television shows, commercials, and so on.

In this way, our test is highly authentic with regard to both materials and tasks. We believe that it can greatly contribute to the development of other tests in the future.
A basic research for test equating and linking of College Scholastic Ability Test Japanese I

As of 2015, the number of native Korean speakers of Japanese as a second language (JSL) learners counted 556,237 which was the 3rd largest population in the world and accounted for 15.22% of all overseas JSL learners out of 3,655,024 (The Japan Foundation, 2017). Because of the still relatively large number of JSL learners, there have been regular social and educational demands for large-scale public assessments of Japanese language proficiency such as the College Scholastic Ability Test (CSAT) Japanese I in second foreign language section, the Examination for Japanese University Admission for International Students (EJU) and the Japanese Language Proficiency Test (JLPT) in Republic of Korea.

In the meantime there has been observed only a limited amount of research opened to the public on the CSAT, EJU and JLPT so it has only been possible to discuss the statistical characters of these three tests transversely and integratedly on the basis of modern test theory such as Item Response Theory (IRT) and test equating. As a result, people tend to make unsound reasonings or incorrect comparisons concerning psychometric aspects such as item discrimination power and item/test difficulty on these assessments.
The focus of this research, the CSAT, is the only large-scale high-stakes test for university admissions in Korea. Despite its critical impact on the test examinees, there has not been any official information opened to the public on the psychometric properties. The first purpose of this study is to prepare a basic data structure to equate CSAT Japanese I horizontally to see the deviation of test difficulties amongst CSAT administration years from 2000 to 2008. The second purpose is to link CSAT Japanese I to old EJU and old JLPT to see the disparity in the test difficulty level amongst the three tests.

The author conducted a monitor test (total N=4,647) which included all the 270 test items of CSAT Japanese I from 2000 to 2008 administration years. A horizontal equating based on IRT 2 parameter logistic model (2PL) was conducted and the result showed that the medians (i.e. 50 percentile points) of item difficulty parameters of the tests of 9 years saw an incremental change, which cannot be observed in the official CSAT scoring report by KICE who is officially in charge of CSAT development and administration.

The monitor test included 487 test items of old EJU and old JLPT, that were previously administered in the successive main test sessions. Item response data were collected through a variation of common item design which made it possible to calibrate all the 757 test items simultaneously. The author conducted a concurrent item calibration and 2PL logistic ability scaling (linking) of the CSAT, old EJU and old JLPT monitor test data. The result showed that the CSAT was the very entry-level test and should be easier than old JLPT certification level 3, there might be non-ignorable discrepancy in test difficulty between old JLPT lower and upper 2 levels, and the EJU is somewhat more difficult than old JLPT upper 2 levels.
PB_32 08 月 04 日 16:00

Theme Setting for Oral Proficiency Test Based on Functional Syllabus and the Analysis of Contact Situations

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Osamu KAMADA (南山大学)

Non-native speakers of Japanese who send their daily lives by engaging in work and study in Japan are often treated as “outsiders” and placed in the position of a linguistically and socially vulnerable person. The imbalance arising from the difference of language power result in making them use Japanese as the ruled party. In Japanese language education, there is a reality that only non-native speakers are forced to learn Japanese in order to bridge the gap of "ruling and ruled". In order to design Japanese language education with the aim of resolving this imbalance, it is indispensable to analyze the actual contact situations in which non-native speakers use Japanese with native speakers. While
analyzing language phenomena including both verbal/non-verbal and contextual characteristics of individual contact situation, it is also necessary to systematize the situations as a whole.

In this presentation, it is attempted to systematize “function” while systematizing contact situations. Because human beings need to perform "function" in order to live, the key to using language in contact situations is "task" based on "function". Although there is "functional classification" as the result of the research done by National Institute of Japanese Language, in this presentation we organize functions based on our research of the contact situations. The functional theory of language includes "pragmatic (narrative, active), magical", "sympathy/ emotion/ transmission", etc., but here we present an attempt to systematize from an interactive point of view. In other words, it includes not only the transmission of information and emotion but also the consideration and control of the partner in the dialogue, principles and multi-layered networks which synthesize the relationships and functions of such constituent elements as interpersonal relationships, places and purposes of the situations.

When preparing tests and teaching materials, one should think about the systematized function from the following two conditions.

(1) high possibility of encounter
(2) high possibility of involvement or unavoidance.

Excessive burden will be created on learners if all the systematized functions are handled in a planar way. With the above-mentioned solution of imbalance in mind we think that various strategies should be included in teaching materials, and following this guideline we present the organized functions focusing on the oral proficiency test.
PB_33 08月04日16:00

Error Analysis of Text Structure in Advanced Japanese Learners Composition: Necessity of Error Explanation from a Learner Perspective

Mitsuko KIDO (筑波大学)

In this presentation, I will consider sentence-level errors in compositions by advanced learners of Japanese. I insist that to correct and prevent such errors it is necessary to provide explanations for the misuses background and other factors from a learner perspective, rather than only from a researcher/ instructor perspective. I observed composition errors in advanced writing classes for international students who I have been teaching at university level in Japan every year since 2006. Writings were collected from the students of advanced composition classes from 2006 to 2010, resulting in a database based on compositions of 211 students. Sentence-level errors of advanced-level compositions included errors of conjunction selection such as order and inversion, errors of intransitive vs. transitive sentence selection, errors of modality expressions at the end of the sentences such as the verbs "OMOU" (think), "KANGAERU" (consider), "IERU" (evaluate), overuse or avoidance of "NODA" (extended...
sentence), and errors of subject representation by “HA” or “GA” in both main and subordinate clause. Although these misappropriations appear to be correct if only one sentence is extracted, there is a mismatch with the context, and at the sentence-level it can be recognized as misuse.

For example, the difference between the conjunctions "DEMO" and "SHIKASHI" in the inverse connection is due to register, but the difference between the conjunctions "TOKOROGA" and "SHIKASHI" of the same inverse connection cannot be explained only by register and “TOKOROGA” requires the meaning "unexpected things". In class, some learners asked why it is inappropriate to add meanings like "unexpected" in reverse connections when writing papers and reports. This is caused by register (Halliday et al. 2004). In academic writing where logic and objectivity are priority objective expressions are to be selected. Subjective expressions such as “TOKOROGA” including the meaning of "unexpected things“ are not preferred. However, even if teachers explain the problem to students from the perspective of research, composition errors will not be prevented. Semantic and stylistic knowledge are required for “TOKOROGA”. This inverse connection contains a different type of "unexpectedness" compared to other inverses conjunctions, and in addition, in papers objective expressions are selected to emphasize evidence, reproducibility, and logic. An explanation like the above from a learner viewpoint enables the learner to correctly choose between "TOKOROGA" and "SHIKASHI". In other words, in education it is necessary to give convincing explanations to learners while taking the error background and other factors into account.

As described above, the explanation of the error background and other factors on the sentence level from the viewpoint of learners is indispensable for correcting and preventing errors by learners. This research contributes to select learning items for learners necessary for composition learning and description of usage by clarifying errors on the sentence level from the viewpoint of learners.
PB_34 08月04日16:00

欧州日本語学習者によるライティングのレベル別サンプル—ホリスティック評価とマルチプレートrait評価から見える多様性—

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Mari TANAKA (名古屋外国語大学名誉教授)
Aiko SASAKI (国立国語研究所／東京学芸大学大学院連合学校教育学研究科)

1. 目的
本ポスター発表では、欧州日本語学習者の日本語ライティングサンプルをレベル別に提示する。
これまで、筆者らのプロジェクトでは、欧州の日本語教師に対するライティング評価支援の一つとして、学習者のライティングを収集し、数年間にわたりライティング評価と関連研究を行ってきた。
レベル別サンプルを示することで、どのようなものがどのレベルに値するのか、また、ホリスティック評価（以下，H 評価）が同じでも、「目的・内容」「構成・結論性」「日本語」の３トレイトからなるマルチプレートrait評価（以下，MT 評価）においては評価が異なるもの等の具体例を示すことで、非母国語者教師や他の日本語教師と交流が持ちづらい地域にいる等、日本語ライティング評価に困難を感じる欧州地域の教師に対する支援になると考えている。

2. 方法
本発表では、欧州の研究協力者の協力を得て収集した日本語ライティングデータ（577 編）のうち、
「比較・論証（意見）」モードのデータを対象とした。評価レベルは 1～6 の 6 段階であり、データに対して、本プロジェクトにて開発した評価の優先順位を採点に生かした H 評価と MT 評価のフローチャート（以下、FC）を用いて評価した。評価者はメンバー 5 名からランダムに割り振られた 3 名であり、全員で評価者間ミーティングを行って最終的なレベルを決定した。

3. 特記事すべきポイント
従来、日本語ライティング評価に関して、レベル別評価基準は示されてきたものの抽象的記述に留まり（例：日本留学試験「記述問題」の採点基準）、具体的なレベル別サンプルが提示されたことはない。レベル別サンプルを提示することで、ライティング評価に関わる教師支援になるのではないか、また、学習者にも Good writing を鎌ぐためのヒントを与えられるのではないかと考える。
さらに、先行研究（田中他 2016）が指摘する、アジアの学習者と比較して「形式にとらわれず豊かな表現意図を有する」欧州学習者のライティングの特徴についても具体的に報告したい。

【参考文献】田中真理・迫田久美子・野田尚史（2016）「日本語学習者コーパスにおける対話—ロー
ルプレイ、メール、エッセイの分析を通して—」『ヨーロッパ日本語教育 2015 ヨーロッパ日本語教育
シンポジウム報告・発表論文集』,102-119 ヨーロッパ日本語教師会

PB_34 08月04日16:00

Essay Samples Written by European Learners of Japanese as a Second Language at Different Levels: Different Outcomes in Multiple-Trait and Holistic Ratings.
1. Purpose
This poster session will show the writing samples of different levels of European Learners of Japanese. Our project has been collecting the essays written by JSL learners for a few years and conducting related research in order to support Japanese language teachers in Europe.

Many European teachers who teach Japanese are struggling with how to teach Japanese writing because they have fewer opportunities to discuss with other Japanese language teachers. In addition, they are not native speakers of the Japanese language.

By showing actual samples for each writing level more clearly, teachers can be equipped with more helpful materials.

2. Method
577 writings were collected with the cooperation of European teachers of Japanese language. In this poster session the material used was a comparison essay. The evaluation of essay writing was rated into 6 levels. We had two methods of evaluation which were multiple-trait ("Purpose and Content," "Organization and Cohesion," "Accuracy of Japanese") and holistic ratings. For both of them we used different flow charts which we created in our project. Five elevators were there, but only three were randomly selected. When the three evaluation results did not agree, a meeting with all five members were held and the level was decided with all five’s consent. The random selection of 3 out of 5 results were done on each evaluation of writing.

3. Special Information
Evaluation criteria by Japanese writing level has been shown before, such as the scoring criteria for the exam (ex. Examination for Japanese University Admission for International Students), but the criteria is too abstract without examples. Therefore, we wish to show authentic examples of Japanese writings which will support both Japanese teachers and JSL learners in writing more comprehensively. Particularly, for teachers to improve their evaluation of learners’ writing and for learners to improve their writing skills.

Additionally, previous research on European JSL learners pointed out that they tend to value individual ideas and are generally freer to express their thoughts in writing compared to Asian students, not minding too much about grammar or form.

Reference
PB_35 08 月 04 日 16:00
Effective Classroom Learning Activities for Logical Writing Skills

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Kaori NAKAMURA (拓殖大学外国語学部)
Hiroko KONDO (山梨学院大学)

An important issue in college education is the cultivation of the ability to write logically for a report/thesis, and active discussions (Naruse 2016, Fukuzawa 2002, and Sadoshima 2008) in various research fields have proposed teaching methods to develop this skill. However, we are still struggling to find a method to help international students understand logic at their comprehension level and to instill the ability to write logically. In this article we tried a scaffolding method for teaching logical
writing to international students using a series of learning activities, then examined the effectiveness from the outputs and questionnaire results of the students. This paper describes the discussion results and teaching issues generated from this trial.

The scaffolding activities were: 1. The students identified gaps in logic in a series of sentences and then each wrote a sentence to bridge the gap, 2. The teacher explained the gap in logic of 1 and shared the students’ attempts, 3. The teacher provided important techniques in logical writing, 4. The student rewrote the sentences of 1 with no logical gap, then, 5. The students wrote free composition on a given topic using the knowledge gained from 1 ~ 4. The study targeted 9 international students (Chinese graduate students) who tested NI or higher on the Japanese Language Proficiency Test.

When analyzing the sentences produced by the learning activities, the students could identify most of the gaps and suggest appropriate ways to bridge them. Yet, when actually rewriting sentences to bridge the gap, it was clear that they tended to experience difficulty in using appropriate expressions. In the questionnaire results, the series of activities was reported as “I became aware of gaps in logic that I would not have notice in my native language and the activities were helpful in acquiring the skills needed to bridge the gaps”. On the other hand, it was also evident that using the knowledge gained in steps 4 and 5 did not transfer to longer pieces of writing.

From these results, the learning activities we designed may have been effective in terms of creating an awareness of gaps in logic and confirmation of the content, but it was also clear that such activities would not be effective in extending to making appropriate adjustments with the sentences before and following the gap. This suggests that a further stage is required to make a connection between logical knowledge and expression to form knowledge or contents and formal knowledge as a next exercise. In the future, we will examine this teaching method and try to teach how to apply the knowledge to write logically.
The purpose of this study is to detect trends in e-mail communication from Japanese language learners to native speakers of Japanese that could negatively affect relationships with readers. Miyake (2011) has noted the existence of both positive and negative considerate linguistic behaviour. Learners sometimes unintentionally exhibit negative considerate linguistic behaviour. However, the types of expressions learners use in e-mail are not yet understood.

This study collected learners’ e-mail texts for the development of a writing support system based on e-mail composition tasks. Text was collected from 720 e-mails written by 90 intermediate-level Japanese language learners (30 native speakers each of German, Korean, and Chinese) and 30 native Japanese language learners (30 native speakers each of German, Korean, and Chinese) and 30 native.
speakers of Japanese for six distinct tasks: (1) making simple contact, (2) making an enquiry, (3) expressing gratitude, (4) making refusals, (5) making requests to teachers with whom the writer is unacquainted, and (6) making requests to administrators. Expressions that could negatively affect interpersonal relationships were qualitatively analysed and categorised.

The following categories were found:

(1) Expressions lacking consideration of the degree of closeness in a relationship (e.g., over-politely apologizing to a friend with "moshiwake gozaimasen" ["please accept my humble apology”]; addressing the dormitory custodian as "ryo no kakari-san e" [ "Hi, Mr. Janitor”] implying excessive informality).

(2) Expressions out-of-sync with the content of the text (e.g., writing "torisogi" [“this is just a quick note”] despite the e-mail being long).

(3) Expressions that excessively praise the reader (e.g., remarking "subarashii o-kanga e desu ne" [“What a wonderful idea!”] to a friend).

(4) Omissions of sentence endings (e.g., implied refusal as it appears in spoken Japanese, "chotto jikan ga …" [“About that…”]).

(5) Choice of vocabulary that gives a negative impression (e.g., when questioning a potential issue, "monai ga aru" [“There is a problem.”] implying excessive directness).

(6) Expressions that lack consideration for the recipient’s circumstances (e.g., sending an e-mail requesting a response without using a considerate expression such as "o-isogashii tokoro moshiwake arimasen ga" [“I apologize for troubling you when you are busy, but…”]).

Behind these misuses are learners’ attempts to use greetings and set expressions that frequently occur in Japanese speech or e-mail text without considering the specific audience or situation. They may also be directly translating set, customary, or similar expressions from their native languages.

When expressions used by learners are inappropriate, they need to be taught how such expressions will be received by the reader. The researcher hopes to demonstrate suitable expressions to learners in these situations such that misunderstandings can be avoided in the future.

References

A Comparison of Logical Structures of Essays
Written by Japanese and Chinese Students in Their Native Tongues

Sanae OHNO (順天堂大学)
Yan ZHUANG (秀明大学)
Xiaohong LUO (中国 暨南大学)

Many studies have been published concerning the differences between Japanese and Chinese students in Japanese essay composition, mainly in terms of overall structure. Specifically, such research often focuses on the order of essay components such as topic explanation, main claim, reasoning, or refutation. These studies contribute not only to the teaching of Japanese composition to Chinese students but also to the arrangement of classes where Japanese and Chinese students study together through discussions or group work. This is especially true because the structures of writing are closely related to the
structures of thinking. Assuming the analysis of writing can offer insight into writers’ ways of thinking, this study compares the compositional structures of essays written by students in their mother tongue in order to exclude the influence of Chinese students’ skill levels in Japanese as a foreign language.

This paper analyzes 66 essays written by Japanese students in Japanese and 73 essays written by Chinese students in Chinese using the same topic with the aim of revealing the characteristics of the overall structure of essays and comparing the structures favored by each group. The analysis examines the order in which the components are stated and the number of paragraphs in each component.

Japanese students showed variations in component patterns, with the pattern of claim/reasoning/claim occurring in 38.4% of the essays and the pattern of topic explanation/reasoning/claim occurring in 25.8% of the essays. Additionally, many other pattern variations were seen. In contrast, there was much less variation in the order of components in Chinese students’ essays, with the pattern of topic explanation/reasoning/claim occurring in 67.1% of essays. Moreover, 94.4% of essays employed only three patterns, including topic explanation/reasoning/claim.

Examining whether claim or reasoning takes precedence in the whole passage is important because it is related to the methods of persuading others, for example, methods of inductive reasoning or deductive reasoning. In 59.1% of Japanese students’ essays, the claim was presented before the reasoning, whereas in 68.5% of all essays by Chinese students, the reasoning was presented before the claim.

Analysis of the number of paragraphs employed in each component highlights other differences between Japanese and Chinese writing patterns. In Japanese students’ essays, an average of 1.0 paragraph was employed in the explanation component; an average of 1.0 paragraph was employed in the main claim component; an average of 2.3 paragraphs was employed in the reasoning component; and an average of 1.1 paragraphs was employed in the refutation component. In contrast, in Chinese students’ essays, an average of 1.1 paragraphs was employed in topic explanation; an average of 1.3 paragraphs was employed in main claim; an average of 3.5 paragraphs was employed in reasoning; and an average of 2.5 paragraphs was employed in refutation. The analysis suggests that Chinese students incorporated more ideas in each component than Japanese students.
PB_38 08 月 04 日 16:00
Survey of Writing Behavior: Focusing on the Writing Behavior of Japanese Native Speakers Living Abroad and Non Native speakers
Mizuki FUNAHASHI (群馬大学 国際センター)
Junko HINO (帝京大学教育学部 教育文化学科)
Ko SENGOKU (早稲田大学大学院日本語教育研究科)

In the education of "writing", importance of the approach "start on from the situation" (hereinafter called situation approach) has been pointed out as an alternative for the conventional approach "start on from language" (Kobayashi 2017). The situation approach places an importance on the view point

「書く」との教育において、従来の「言語から出発する」アプローチに代わるべきものとして、「状況から出発する」アプローチ（以下、状況アプローチ）の重要性が指摘されている（小林2017）。状況アプローチとは、日本語教育は実際のコミュニケーション、つまり、具体的な状況における言語使用を扱うべきであるという考えに基づき、ある具体的な状況におけるふるまいが、自身の意思を十分に伝えているかという視点を重視するアプローチである。この状況アプローチを実践するには、第一に、日常の「書く」言語行動にはどのような状況があるのか、その実態把握が求められる。「書く」言語行動に関する調査研究としては、国立国語研究所（1950）にはじまり、『現代日本語書き言葉均衡コーパス』に見られるように、膨大なデータと知見の蓄積がある。しかし、これらの先行研究が扱っているのは、日本国内の母語話者による書籍・雑誌等の文字言語が主であり、日常の私的なやりとりや、国外の母語話者・国内外の非母語話者による「書く」言語行動は含まれていない。また現代は、情報通信機器の普及により、手書きからPCやモバイル端末で「打つ」言語行動に移行している。通信ネットワークの発展に伴うコミュニケーションの多様化により、「書く/打つ」言語行動を取り巻く要素も多様化している。このような「書く/打つ」言語行動の実態把握が、本研究の目的である。国内外の様々な属性の母語話者・非母語話者を対象とし、各自の「書く/打つ」言語行動についてweb上で回答してもらった。具体的には、平日・休日の各１日で、書いたり打ったりしたものの、時間・目的・使用言語や相手、使用端末等を尋ね、各自が個人情報に問題がないと判断した実例は提供してもらった。国外在住の母語話者と国内外の非母語話者から得られたデータに焦点を当て分析した結果、先行研究では扱われていない、また、各属性に典型的な「書く/打つ」言語行動が明らかになった。
if a behavior in a certain situation conveys the own intention sufficiently based on an idea of using the language in actual communication, a concrete situation in other words. In order to practice this situation approach, it is necessary to grasp the type of daily verbal behaviors of "writing". Investigative researches on verbal behaviors of "writing" originate in the National Institute for Japanese Language (1950), and enormous data and knowledges have been accumulated as seen in "Balanced Corpus of Current Written Japanese". However, what these precedent studies deal with are mainly written language such as books and journals by the Japanese native speakers in Japan and they do not cover daily personal exchanges and verbal behaviors of "writing" by Japanese native speakers (NS) living in other countries and non-native speakers (NNS) living both in Japan and other countries. Moreover, in this modern era, verbal behaviors have been shifted from handwriting to "typing" on PC and mobile terminals by the spread of information communication instruments. The elements surrounding verbal behaviors "writing / typing" have been diversified by diversification of communication accompanied with the evolution of communication networks. The purpose of this study is to grasp the actual situation of such verbal behaviors of "typing / writing". The subjects were Japanese NS and NNS in both Japan and other countries with various attributes. The author requested the subjects to answer for the questions about verbal behaviors of "writing / typing" of each person on web. Specifically, The subjects were asked to what they wrote and typed in each day of weekdays and holidays, time, purpose, language, the persons they communicated and terminals they used, and obtained examples which were judged not to contain personal information problem by themselves. Data obtained from the subjects were analyzed and typical verbal behaviors of "writing / typing" for each attribute which have never been examined in precedent studies have been revealed.
PB_39 08月04日16:00
人文系学術論文における文末動詞の能動形／受動形による用法の検討—思考・判断動詞「考える／考えられる」を例に—
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Yuki SEKIGUCHI（筑波大学大学院人文社会科学研究科文学・言語専攻応用言語学領域）
Seiya NIIYAMA（筑波大学大学院人文社会科学研究科文学・言語専攻応用言語学領域）
Satomi TAKEMOTO（筑波大学大学院人文社会科学研究科文学・言語専攻応用言語学領域）

学術論文の一般的な特徴の一つとして、動詞受動形の使用の多さが挙げられるが、高梨他(2017)が非母語話者の修士論文草稿での「思われる」の誤用について、受動形の過剰一般化による可能性を指摘しているように、学習者には能動形との使い分けが困難であると考えられる。

本研究では、人文系学術論文80本（「言語研究」、「国語研究」、「国際交流基金紀要」、「小出記念日本語教育研究会論文集」各20本）の文末動詞に着目し、能動形：受動形の出現数を計量した。その結果、「考える」能動形149件、受動形330件、「示す」204件、「行う」206件、「思う」34件、「述べる」155件とされた。思われる等の動詞は、最頻出の「考える／考えられる」の全479件について、能動形と受動形で置換可能か作例テストをすると、「考える」149件のうち「考えられる」に置換可能な例が63件、置換不可能な例が61件また「考えられる」330件のうち「考える」に置換可能な例が268件、置換不可能な例が61件あった。以下の(1)、(2)は置換不可能な例、(3)は置換可能な例である（実例を一部改変している）。

(1)　本稿では「挨拶」という用語について以下のように（考える／*考えられる）。
(2)　従属節の特徴にかかわらず、学習者が主節を解釈できる可能性も（*考える／考えられる）。
(3)　（9）も同様に wh 移動の例であると（考える／考えられる）。

これらの分析より、学術論文における「考える」「考えられる」の用法を次のように提示する。
a. 笔者の意向の共有（提示（1）「考える」の用法）
a-1. 論述予告／思想順序提示、a-2. 立場提示、a-3. 評価／願望提示、a-4. 真実提示
b. 考察される候補の提示（2）「考えられる」の用法）
b-1. 一般的知見、b-2. 条件付き考察、b-3. 可能性提示
c. 笔者の主張の提示（3）共有の用法）

本研究では、論文内での機能に基づいた能動形／受動形の用法を提示することで、アカデミックライティングにおける誤用の減少につながる可能性を指摘する。

参考文献
高梨信乃・朴秀娟・亀宏雄・斎藤美穂・太田陽子（2017）「上級日本語学習者に見られる文法の問題」、修士論文の草稿を例に「阪大日本語研究」29, pp.159-185。大阪大学大学院文学研究科日本語学講座

PB_39 08月04日16:00
Use of Active/Passive Form at the end of Sentence in Humanities Academic Papers: A study of Thinking,
Cognition and Judgement verb
“Kangaeru/Kangaerareru”

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In general, native Japanese speakers tend to use passive forms many times in academic papers. However, it seems difficult for learners of Japanese to use active forms and passive forms properly in academic papers. As Takanashi et al. (2017) pointed the overgeneralization of passive form in the draft of master's thesis written by learners indicates errors of "Omowareru".

First, we surveyed 80 academic papers from the field of humanities ("Gengo Kenkyu", "Kokugoka Kenkyu", "Bulletin of the Japan Foundation", "Koide Kinen Nihongo Kyoiku Kenkyukai Ronbunsyu" 20 papers each). The results show that the active forms and passive forms used in the end of sentence are as follows: “kangaeru” 149: 330, "shimesu" 204: 54, "okonau" 206: 45, "omou" 34: 141, "noberu" 155: 8. Next, we tested whether 479 of the most frequent forms "kangaeru / kangaerareru" could be replaced by each other or not and found that there were 63 cases in which "kangaeru" which could be replaced with "kangaerareru", and 61 cases in which it could not be replaced by "kangaerareru". There were also 268 cases in which "kangaerareru" could be replaced with "kangaeru", 61 cases in which it could not be replaced.

The following (1) and (2) are examples in which the active/passive forms are not interchangeable, and (3) is an example in which the forms are interchangeable substitutable examples (examples have been modified).

(1) Honko deha “aisatsu” toiu yougo ni tsuite ika no yoni kangaeru/ kangaerareru.
(2) Zyuzokusetsu no tokutoy ni kakawarazu gakusyusya ga syusetu wo kaisyaku dekiru kanousei mo kangaeru/ kangaerareru.
(3) (9) mo doyo ni wh-ido no rei dearuto kangaeru/ kangaerareru.

As a result of the analysis of the 61 cases in which "kangaeru" ((1)) could not be replaced with "kangaerareru" and the 61 cases in which "kangaerareru" ((2)) could not be replaced with "kangaeru", we present the following scheme of usage for “Kangaeru” and ”Kangaerareru” in academic papers.

a. show intentions of the author ((1)"kangaeru”, 61)
   a-1. show development of the discussion, a-2. show standpoint, a-3. show evaluation/ wish,  a-4, show agent
b. show possibilities of consideration ((2)"kangaerareru”, 61)
   b-1. show general knowledge, b-2. show consideration with condition, b-3. show possibilities
c. show arguments of the author ((3) interchangeable, 331)

In this research, we indicate that it is effective to teach the usage based on the functions in academic papers for properly use of active form and passive form in academic writing.

References
Japanese literature in Japanese language learning: what students think

Vicky RICHINGS (関西学院大学)

Research in English as a Foreign Language (EFL) has highlighted the positive effects of literature as a language-learning tool on language learners and how they can benefit from reading literary texts in the language class. In Japanese as a Foreign Language (JFL), however, little attention has been paid to the use of literature in the Japanese class. Although there is a slow resurgence in its usage overseas, research in this area is still very limited in Japan. From the viewpoint that Japanese language learners could benefit as much from the usage of literature as English language learners, this study argues that learning Japanese through literary texts can have a positive outcome on students’ interest and confidence in reading Japanese and help enhance language awareness skills. For this case study, the story 'Botchan' by Soseki Natsume was used in manga and novel form, in two classes of international students-a 7-member high-intermediate class and an 11-member advanced class-at a private university, in 2016 and 2017. The purpose of this study was to gauge the possibilities of using canon texts in the Japanese class and to examine how Japanese language students at university level perceive the learning outcome of this practice. In this poster presentation, I will introduce the materials and methods used, together with work produced by students and the results of a questionnaire administered at the end of each semester. I will illustrate that using canon texts not only in novel form but also in manga form could be an innovative and effective way of encouraging students’ Japanese language learning in terms of rich linguistic input, practice of the four skills, and cultural and language awareness skills in general.
PB_41 08月04日16:00

Collaborative Wikipedia translation to foster active participation in a global online community

Kristina HMELJAK-SANGAWA (リュブリーナ大学)

Learners of Japanese of the digital native generation willingly rely on online resources during their language learning, ranging from online dictionaries, encyclopedias and grammar reference sites to language exchange portals and social networks. Learners who do not live in Japan and have limited access to Japanese language interaction outside of the classroom can thus immerse themselves in a Japanese language environment. One particular site that is widely favoured by learners is Wikipedia, presumably because of its accessibility, wide coverage and multilinguality. However, learners are often not aware of how Wikipedia articles are created and edited, nor of their own potential as legitimate participants in this Japanese language community. In order to foster student awareness of the collaborative and self-regulating nature of this reference portal, to help them develop a critical approach towards information available in a web 2.0 environment, to encourage their active and responsible participation in a global online community.
participation in an online linguistic community in order to develop both their linguistic skills and their ability to communicate and collaborate as global citizens, and support their linguistic formation as valid writers of Japanese through computer-mediated language socialization, we launched an action research project in which upper-intermediate learners of Japanese at Ljubljana University were matched with students from Japan on a short exchange programme, forming small mixed groups of native and non-native Japanese speakers to translate Wikipedia articles about people, places or cultural objects related to the host country into Japanese. The project was reiterated for three consecutive years with some adjustments. We report on the outcomes of the project by presenting an analysis of data obtained through class observation, Wikipedia page revision histories, questionnaires and semi-structured interviews with learner participants. Some of the project goals were reached: we observed an increase in student awareness of the nature of Wikipedia, some progress in their linguistic repertoire and stylistic choices, and greater confidence in their own linguistic ability. However, some problems remain to be addressed: some students felt that the technical aspects of editing and linking wikipedia articles required too much time and effort, and in a few cases were demotivated by negative comments or deletions by other Wikipedia editors. We conclude with suggestions for improvements to the project setting for future implementations.
Japanese Language Learners' Errors Caused by Mismatch between "Characters" of Agents and Expressions about Their Actions

Yukiko SHUKURI (神戸大学)

For teachers of Japanese language, it is no longer a new question whether knowledge about “agent’s image (Character)” should be taught in Japanese teaching field. The purpose of this poster presentation is to emphasize necessity of teaching about relationship between words and “Character”, especially “expressions about Characters’ actions” [1]. They express not only how agents act, but what kind of “Characters” are agents; the agent “standing alone (tatazumu)” should be an “adult character”, the agent
“chuckling to him/herself with a big grin (niteri-to hokuso-emu)” should be a “rogue character”, for example.

This presentation shows examples of the misuses caused by mismatch of “Characters” and “Expressions about Characters’ actions” in corpuses of Japanese language learners’ conversation and essay, and indicates that the reason why these mismatches are accounted misuses cannot be adequately explained by traditional Japanese textbooks. Following example (1) is a part of a learner’s essay from corpus “Natane”. Where classified as a misuse in this corpus is underlined, and an example of correction is shown in (→).

(1) […]kaban wa dono bijinesu demo tsukawareteiru nodeokyaku-san wa itsumo kaban o segamimasu (→ hoshigarimasu). (Because bags are used for any businesses, customers always pester them (→ want).) […]

[Learners essay corpus “Natane”, https://hinoki-project.org/natane, 20/11/2017]

“Segamu (to pester, to beg)” is introduced in several Japanese Language Proficiency Test work books as a verb, which simply means “muri-ni tanomu (to ask unreasonably)” or “shitsukoku nedaru (to nag persistently)”. It is therefore possible to guess that this learner chose “segamu” to express customers asking bags unreasonably. However, it is not possible to guess a reason why “segamu” is a misuse which should be corrected to “hoshigaru” by these work books. In illustrations of dictionaries, agents of “segamu” are always “children” like “haha ni kozukai o segamu (to pester his/her mother for pocket money)”; thus we can suppose that “segamu” is a verb of “expressions of “Characters’s actions” connecting with a “childish character”. This example indicates a possibility that incongruousness from mismatch between “okyaku-san (customers) characters” and “childish characters” connected with “segamu” would be a factor of judgement as a misuse.

This presentation shows learners’ misuses by mismatch between words and “Characters”, which have not been casted light upon, and gives data to discuss the more practical Japanese teaching.

Reference

How do EPA foreign care worker and care worker candidates view the communication with Japanese nursing staff?

Hiroko TAKEUCHI (首都大学東京大学院)

This study examined what EPA care workers and EPA care worker candidates who have working opportunities provided by Economic Partnership Agreements experienced and thought about their communication with Japanese nursing staff in a local nursing home in order to offer more effective support for both parties by Japanese language instructors. With a semi-structured interview, one EPA care worker and two EPA care worker candidates were mainly asked about the working relationship and communication such as the tendency of communication with the Japanese nursing staff and their adaptation to working place from the start of working at a nursing home. The data from the interviews were analyzed with the Steps for Cording and Theorization (SCAT) based on the Structure-Construction Qualitative Research Method, and theoretical descriptions and concrete examples of each person were prepared for the consideration of this study.
The results were as follows. Although EPA care worker and EPA care worker candidates were not confident with their language skill at the beginning of working, they could ask and communicate with Japanese nursing stuff about the way of working and other details of practicing. They also felt that they could communicate more easily as they could learn working terms of caring and develop their language skill. On the other hand, they often worried about the working relationship with Japanese nursing staff and the acknowledgment of their working. They sometimes felt that something was wrong when they contact with Japanese stuff and confused about the cultural differences such as the way of thinking or working and cultural customs. They also had some difficulties with for example general talking about current events in Japan to communicate more friendly, and saying something more for discussing their different opinions of working because of their anxieties for not being understood or becoming the worse relationship between Japanese stuff and them.

As the conclusion, they thought their language skill itself was gradually improved through working with Japanese stuff even if they firstly worried it at the beginning of work. On the other side, their concern was increasingly focused on making the better relationship and communicating more smoothly with Japanese stuff to work together. In other words, it got much concerned with not their language skill itself but their communicational environment to make better working relationship and communication. To develop better communicational environment between EPA care workers and EPA care worker candidates and Japanese nursing stuff, positive and constructive communication of each person and cross-cultural understanding and acknowledgment of others are needed. In the Japanese language education, it is necessarily important to instruct not only Japanese learning skill as a tool of communication but also communicational attitudes and understanding of cultural differences so that both Japanese and foreigners are able to make the better relationship and communication in working together.
PB_44 08 月 04 日 16:00

Reconsidering of the Competencies from the Learner's Perspective: Based on an Attitude Survey of International Students toward Intercultural Understanding

Etsuko NAGAOKA (流通経済大学)
Hyeseon JUNG (北海道大学)

With regard to Generic Skills to be nurtured in the 21st century, several definitions or competencies are discussed in the various countries around the world, such as Key Competencies of OECD, Key
Competencies of EU, 21st Century skills and so on. It is said that those Generic Skills are absolutely imperative to survive in today’s globalizing society, but it is extremely difficult for students to learn all the skills in a limited time.

In this study, focused on the international students who study in Japanese universities in Japanese. We conducted an attitude survey focusing on intercultural understanding, and analyzed the order of priorities of skills to reconsider the education of Generic Skills depending on the backgrounds or tendencies of the students.

The survey attempts to clarify the influence of the following points to the needs of students’ Generic Skills, i.e., (1) the differences of students’ educational environment (elite university / non-elite university), and (2) the differences of students’ nationalities and native languages.

In this study, ‘elite university’ means the universities which were selected as top universities in Super Global University project. Eleven of thirteen universities are national universities, and the majority of the international students are graduate students and exchange students. On the other hand, ‘non-elite university’ means a middle sized private university which accepts various levels of students. The majority of the students at these universities are privately funded foreign students and mostly undergraduates.

A survey was conducted of 49 students in an elite university and a non-elite university. The type of questionnaire was free description and the data processed with KHCoder (Higuchi 2014), analyzed the tendencies of two universities. As a result of the survey, it becomes clear that there are differences of ability and elements which are paid attention to between elite and non-elite students, and it becomes clear that the Generic Skills to be earned are different depending on the environment and the purposes of the students. In the presentation, we will reveal the relationship between this result and the influences of students’ nationalities and native languages.

As the background of international students becomes more multifaceted, it is necessary that classroom be designed systematically and structured depending on the qualities, purposes, and backgrounds.

This study will contribute to the classroom designs for Japanese language education and International Education.
PB_45 08 月 04 日 16:00

BECOMING CLOSER WHILE OVERCOMING LANGUAGE AND CULTURAL BARRIERS:
Analyzing lunch-meetings in multicultural situations focusing on Japanese

Yuka KAWAKAMI (Hiroshima Shudo University)

To understand how Japanese and foreign students could become a community from being merely individuals by overcoming the barriers of different languages, cultures and personal differences, we observed and analyzed “multicultural (native, contact and third-party language contact situations)” meetings in this Japanese based extracurricular project.

The data recorded are around 12 hours of multi-contact meetings (around 30 minutes × 19 times) held almost every week from June 2016 to January 2017 (8 months), by 9 participants (4 Japanese students, 4 foreign students and a teacher) for the purposes of planning, preparation and carrying out...
the extracurricular project, which contributed to multicultural understanding for schoolchildren in Hiroshima.

By using ELAN (software that could annotate audio and video simultaneously), and referring to Conversation Analysis (Jefferson, 2004), I transcribed the recorded data. Then by analyzing the phenomena occurred, I explore the facts and the relationship between language and non-verbal behavior, and the point at which the students begin to become closer to one another.

There are some researches on interactive change of consciousness by overcoming cultural friction and language barriers in the contact situation (Tokui, 1999, etc), or the problems between Japanese native speakers and non-native speakers, such as an imbalance in the amount of information exchange and the information itself, are not only the lack of language skills of the non-native speaker, but also the lack of intercultural skills of the native speaker. So that it is necessary to compromise with each other in cases such as the contact situation (Okazaki, 1994 etc.).

The multicultural lunch meetings, with Japanese as a common language, naturally included into “native to native (native situation)”, “native to non-native (contact situation)” and “non-native to non-native (third-party language contact situation)” conversations simultaneously, which became intertwined therefore creating complex data from which I have based my current research.

There is little to no previous research (Suematsu, 2017), so it is meaningful to clarify the phenomena which occurred. Also, the result of this research may/could contribute to not only Japanese education, but also to multicultural studies or cross-cultural understanding for Japanese students.

Reference