BATJ Journal

No.14 2013

The British Association for Teaching
Japanese as a Foreign Language

本ジャーナルの発行に関して、グレートブリテン・ササカワ財団より多大の助成をいただきました。深く感謝致します。

We are grateful for the generous support from The Great Britain Sasakawa Foundation for the publication of this journal.

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The Great Britain Sasakawa Foundation

BATJ Journal No.14　2013

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The BATJ Journal is a refereed journal of the British Association for Teaching Japanese as a Foreign Language.

The Journal of the British Association for Teaching Japanese as a Foreign Language (BATJ)

The Coordinator: Kazuki Morimoto, University of Leeds

Part I

Short Paper

Manuscripts submitted in the full article category were reviewed anonymously by qualified guest referees. Manuscripts submitted for the short paper category were peer reviewed by members of the editorial committee. Before making final decisions on any article for publication in both categories, the editorial committee solicited recommendations by other members of the BATJ or other experts where necessary.

BATJ Journal No.14: pp.01-08
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How Can We Make a Japanese Reading Comprehension Class More Exciting? Application of Concept Oriented Reading Instruction (CORI)

Sachie Banks Aoyama Gakuin University

1. Background

This paper introduces how I employed Concept Oriented Reading Instruction (CORI) to design a Japanese reading comprehension class at a university in Tokyo. After a year of teaching overseas students enrolled at the university, I found it challenging to maintain students' motivation to read. By employing the ideas of CORI, such as encouraging students' collaborations and giving strategy instructions, I aimed to increase engagement in reading. In this report, I will introduce the approaches and activities that I employed to design and teach the class in 2012.

2. Possible factors for losing motivation to read

The class is offered to first-year overseas students enrolled at the university. Many students have already studied in Japan for a few years in order to prepare for competitive entrance exams and gain adequate language skills to study at a Japanese university. Some went to Japanese high schools or lived in Japan with their family for many years. They are generally motivated to learn at the beginning, though this seems to decrease toward the end of the year. Through a number of conversations with the students and observing them throughout the course in 2011, I identified three main factors that may have decreased their motivation to participate in the class.

1) Lack of goals.
- Many students already have advanced reading skills in Japanese (JLPT Level 1 or higher).
- The class is compulsory, rather than optional.

2) Issues of reading in class.
- Students specialise in different subjects such as Politics, Science, English Literature, etc. The reading texts presented in class are somewhat general. What they learn from class does not directly contribute to their main studies.
- Due to the nature of reading (independent, silent, gaining information passively), the class may not be exciting. Some prefer reading alone.

3) Other factors as full-time first-year university students.
- Students have to read a lot for other classes for their main studies.
- Students are busy becoming used to their new lifestyle, such as attending orientations, starting part-time jobs, studying for many other compulsory subjects etc.

I felt it was necessary to create a more engaging and exciting classroom. According to Swan (2003: 1), "engaged readers" are motivated to read, seek deeper understanding, talk about what they are reading and use multiple strategies to comprehend the texts. Teachers can help students to be engaged using CORI framework, which cerebrates students' motivational development and use of multiple strategies and

knowledge (Guthrie et al 2000, Swan 2003).

3. Application of Concept Oriented Reading Instruction (CORI)

CORI, a teaching framework, was originally developed for increasing reading engagement and motivation of elementary school children in the U.S (Guthrie et al 2007). The core concept is to give coherent instruction, which brings connections among reading, writing, new and old knowledge and interactions in the real world (Guthrie et al 2000). The process of coherent instruction contains nine elements that target to increase engagement of students in reading: 1) learning and knowledge goals, 2) real-world interactions, 3) autonomy support, 4) interesting texts, 5) reading strategy instruction, 6) collaboration support, 7) praise and rewards, 8) evaluation and 9) teacher involvement (Guthrie et al 2000: 210).

When these elements are coherent and combined, they support engagement in reading. Guthrie et al (2000: 210-216) further discussed four factors that promote reading engagement: "strategies" in activating prior knowledge, questioning and comprehension monitoring and summarising; "intrinsic motivation and self-efficiency" to seek their interests and determine how to do well in the learning context; "cognitive knowledge" that enables students to gain extended ideas; and "social interaction" that makes students relate to others (Guthrie et al 2000: 210-216). Supporting motivational development seemed particularly important for me to design the course. According to Gambrell, Mazzoni and Almasi (2000), motivation for literacy learning is often promoted through collaborative and cooperative activities. During the process of working in "small-group participation structures", students are able to help each other to correct misunderstandings about the text, allow everyone to participate in peer-led discussion and improve interaction skills (Gambrell, Mazzoni & Almasi 2000: 122).

Although CORI was originally designed for young students learning their first language, it shares similar standpoints with instructional principles for adult second language learners. For instance, learners of a second language are recommended to "*interact* with the text, using background knowledge that they bring to the comprehension process as well as the linguistic and rhetorical features of the text itself" (Hadley 2001: 161). Hayashi (2012), likewise, proposed that CORI could be beneficial for increasing engagement of reading in the second language and suggested future possibilities of incorporating CORI in a second-language classroom. I tried to design my Japanese reading comprehension class in 2012 based on the aforementioned research and conceptual background.

4. Course design and objectives

Twenty-four students were enrolled in the class. They were from China, Hong Kong, South Korea and Kazakhstan. Their main subjects were International Politics, International Communication, Business Administration, Social Informatics and Marketing. On the questionnaire survey about their Japanese study background, 62.5% of the students said they lived in Japan for an average length of 2.4 years prior to entering the university. They studied at a language school or a high school in order to prepare for entrance exams. Some students also had working experience in Japan. As for their concerns about reading skills, 37% of the students pointed out their lack of vocabulary or inadequate kanji knowledge and 25% mentioned their slow reading speed.

The class was yearlong, compulsory, for credit and offered once a week throughout two semesters

(approximately 30 weeks a year). In designing the course, I focused on three goals based on ideas developed from CORI. The following are the list of goals and practices that I worked on throughout the course:

1) Students will improve reading comprehension using multiple reading strategies:
   - At the beginning of each class, explain the goals and purposes of the class activities.
   - Give instructions on scanning and skimming for improving reading speed.
   - Give instructions on how to summarise the texts.
   - Give instructions on how to read critically and develop logical thinking.
   - Suggest "when" or "how" they can use existing knowledge (Guthrie & Taboada 2004: 87).
   - Using "can-do lists" at the end of class, check how much each student has achieved using the instructions given in class and give feedback on their achievement.
   - Conduct kanji and vocabulary quizzes using the words chosen from the reading texts.

2) Students will cooperate together to read and share their reading experience (social interaction):
   - Encourage fast readers to help others struggling to understand the texts.
   - While students are discussing in groups, visit each group and give feedback or raise new questions to discuss further.
   - Each student reads a part of the text. After reading, they make a group and exchange information about what they have read in order to understand the entire text. In a group, they discuss extended concepts of the texts, such as how the story continues, what the social backdrops of the texts are, how they can solve the issues and so on.
   - Groups of students present what they discussed to the class, so that classmates can give feedback.
   - Students write short essays about ideas expanded from the text and receive detailed feedback from me.

3) Students will enjoy reading and be motivated to read more:
   - Use various kinds of authentic materials directly related to students' life and interests.
   - Set up a challenging and competitive environment that is similar to a game.
   - Create an environment where students and I can exchange honest opinions.
   - Give them the source of articles or books so that they can read more during free time.
   - Each student becomes a "teacher" and introduces a text that he/she finds interesting.

5. Examples of classroom activities and students' feedback

In order to present more details about how I worked on these three goals, I will introduce five classroom activities as examples according to the timeline.

1) First orientation: Stimulating "intrinsic motivation and self-efficiency"

- Activities

Step 1. I wrote my self-introductory essay and presented it to my students. They read the text and asked further questions to know more about their teacher.

Step 2. After Q & A time, I emphasised that they were encouraged to talk about the text, expand their curiosity, and discuss many extended matters in this class.

Step 3. Using the text as an example, students also talked about themselves in small groups.

2) Week 2 – 7: Gaining "strategies" and "cognitive knowledge"

- Activities

Step 1. Using "*Sokudoku no Nihongo*" [Speed reading in Japanese] (Miura and Oka 1998), I taught how to use scanning and skinning and explained how reading fast could be advantage for them.

Step 2. Students worked on the reading tasks using the strategies introduced. I set a time limit for each task based on the time I needed to complete them. I checked students' reading speed using a kitchen timer, which makes a sound like a game.

Step 3. Students learned kanji and vocabulary that I selected from the authentic materials. Kanji and vocabulary quiz is conducted in next class.

Step 4. Students write short essays about the text. They also mark "can-do lists" and write class feedback in order to self-check their achievement in class.

- Results and feedback from students.

1. Each reading task required extra effort. When they could not finish reading within the time limit, some said "Oh no I was almost there!" or complimented their classmates by saying "Wow, you are so fast!"
2. On the can-do lists, few students marked "I could achieve all the goals" and many of them marked "I could achieve most of the goals" or "I could achieve half of the goals". Many students were not able to complete the reading within the time limit, which made them realise what they needed to work on.
3. Students' comments were mainly two types: Awareness of their weakness "my weakness is kanji", "I will try to read faster next time" and positive feedback on the text "information about rent was useful", "it was fun".

3) Week 8 – 15: Using "strategies and social interaction" for expanding ideas

- Activities

Step 1. Using "*Kuritikaru Shinkingu- Kenkyu Rombun Hen*" [Critical thinking – research papers] (Meltzof 2005), I introduced what it means to read "critically".

Step 2. As preparation for class, students are required to read articles and write down their findings based on critical thinking. They also filled in blanks to complete a summary that I prepared. Later they had to make their own summaries.

Step 3. Students checked and learned some kanji and vocabulary that I selected from the authentic materials. A kanji and vocabulary quiz was conducted in the next class.

Step 4. In small groups, students discussed what they thought about the texts. Students discussed whether the shift to American academic style could be really an issue (Saito 2012). Likewise, they discussed whether high academic achievement is really beneficial (AERA 2012) or why Japanese people love to have animation characters (Kayama 2001).

Step 5. Students write their ideas and others' ideas discussed in class. They also mark "can-do lists" to self-check their achievement in class.

Step 6. At the end of the semester, they worked on critical thinking tasks in the book of Melttzof (2005) and I evaluated their achievement.

- Results and feedback from students

1. Through observing their work and assignments, it was evident that most students made progress in thinking "beyond the text". They considered many other factors relating to the text.
2. On the can-do lists, many students marked "I could achieve most of the goals".

3. Students gave feedback on class activities including "this was a good exercise", "it made me think about many things", "you chose good material" and "I want to read more about Japanese people". Negative feedback was "some students did not do their assignments and it was difficult to start discussion", "during discussion time, some students talk about something else and were distracting". Some students commented on how I respond to their work "it was nice that you always gave us detailed comments".

4) Week 16 – 29: Developing "instinct motivation and knowledge" through "social interaction"

- Activities

Step 1. I asked students to bring their favorite texts and present them to class as a "teacher". As an example of how to present a text, I introduced a novel "*Gendai no jinsei*" written by Shinichi Hoshi. I made a resume for the presentation and asked the students to do likewise. The resume introduces a source of the text, reading strategy advice, summary, list of new kanji and vocabulary that everyone should know and questions and discussion topics.

Step 2. Students read a part of the novel in a group and told team members what they read so that everyone would understand the whole story. Then they discussed what the ending of the story could be.

Step 3. In a similar way, each student brought their favorite texts and did presentations. Texts that students brought to class were about science, politics, old stories of Japan, Japanese dialects, how to survive in nature, how to save money and others.

- Results and feedback

1. Many students said it was their first time to go to the library and open magazines or books to look for interesting Japanese articles. It was therefore good opportunities for them to realise they can read for fun even in Japanese.
2. Most students prepared well for the presentations through checking the meanings of kanji and vocabulary so that they could teach them in class. They also suggested interesting discussion topics to the class and responded to students' questions and comments.

5) Final Assignment: Showing what they have achieved

- Activities

Step 1. For the final assignment, I suggested students to use their "group power" of reading, writing and developing new ideas that they have cultivated throughout the course.

Step 2. I made three students one group and gave information about three cities highly ranked in "*Nihon no ii machi ranking 2012*" [Best cities of Japan ranking 2012] (Shukan Toyo Keizai 2012). Each student was assigned to read information about one city quickly and summarise pros and cons of the town. In a group, they exchanged information about each city and discussed which city could be the best place for a family to live and why.

Step 3. They were also assigned to write their opinions and how discussion influenced their thinking and group decisions.

- Results and feedback from students

1. Some students commented "we were able to discuss and make decisions smoothly", "I had different ideas in the beginning. But I agreed with my teammates after talking".
2. Students reinforced their decisions through logically explaining why one city is better than the other two. For instance, they presented their ideas saying "this city seems better, but if you think about the reality

from other aspects, there are some issues because…" or "now we are thinking which city should be good for a family. We need to think about what is most important for family life in order to decide which city would be the best".

6. Concluding discussion

In this report, I outlined how I designed and conducted the Japanese reading comprehension class considering advantages of CORI. As a result of employing concepts of CORI, I was able to observe two major changes in students' engagement in reading.

Firstly, many students participated in a goal-oriented fashion, which is critical in developing motivation to read (Guthrie et al 2000). In the beginning of the course, only 25% of the students were concerned about their reading speed. Through learning about reading strategies and working on the tasks, however, they gradually realised that they should improve their reading speed and how they could achieve it. They also seemed to become aware that they needed to be active and critical, rather than reading information passively.

Secondly, there were many occasions, which perhaps made the students realise the advantages of sharing their reading experiences and interacting with others over texts. During discussion time in small groups, students often gained new insights into cultural, national and individual differences. Students were able to expand their ideas and worldwide knowledge because they read and exchanged opinions with others from various backgrounds. Students also responded positively to texts that contain useful information for living in Japan, such as social systems, town and living information, current news and trendy stories and Japanese customs and ways of thinking. These factors might have enhanced active discussion in class, which should have reinforced students' social and presentation skills as well.

Throughout the course, I received feedback only from can-do lists and a questionnaire. In order to evaluate the course design properly, qualitative interviews with students and research-based survey, such as grading the course using scores, could be useful. In addition, the motivational gap between students needs further research, which should be enlightening to improve the course.

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Classroom Materials

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Appendix A: Student Background Questionnaire

☆クラスアンケート☆

1. 名前／学部
2. 母語
3. 日本語学習暦／日本語能力検定
4. 日本居住歴
5. 読みたいジャンルに、○をしてください（複数選択可）
   - 小説
   - 新聞
   - 日本／世界経済の雑誌
   - ファッション誌
   - 日本での生活／日本人に関するもの
   - 大学生／大学生活／就職に関するもの
   - 日本の旅行に関するもの
   - その他（　　）

6. 気になっていることはありますか。〇をしてください（複数選択可）。
   - 漢字が苦手
   - 知らない語彙が多い
   - 読むのが遅い
   - 読むことがあまり好きじゃない
   - 特になし（読書が好き☺）
   - その他（　　）
7. この授業で勉強したいことや教師への希望など

Appendix B:　An Example of Can-Do Lists

自己評価シート

①制限時間内に読むことができましたか。
【全部できた　大体できた　半分ぐらいできた　あまりできなかった　できなかった】

②読めない漢字や知らない単語を無視して読むことができましたか。
【全部できた　大体できた　半分ぐらいできた　あまりできなかった　できなかった】

③全部読まなくても、知りたい情報を得ることができましたか。
【全部できた　大体できた　半分ぐらいできた　あまりできなかった　できなかった】

④ディスカッションの中で出た意見や自分の考えについて教えてください。

⑤その他、感想など。

Abstracts　要旨

楽しく読む授業を目指して
Concept Oriented Reading Instruction を取り入れた教室活動の実践報告

青山学院大学　バンクス祥恵

本稿は、Concept Oriented Reading Instruction（CORI）のアイディアを取り入れた「日本語読解」の教室活動について報告するとともに、その効果や学生の変化について考察する。この授業は、都内の私立大学に在籍する 1 年生を対象に通年科目として行われたもので、日本語上級レベルの留学生 24 人が履修した。CORI の基本理念である読解ストラテジーの指導および習得と読むことへの動機付け、学生同士の協同作業を中心にコースを設計し、ストラテジーを用いたタスク型活動、グループワーク、発表を主な教室活動とした。また、毎回の授業で Can-do リストを用いて学生の目標達成度を確認した。コース全体を通して、学生自身が自分の弱点に気付き、それを克服することを新たな目標として、積極的に活動に取り組む様子が伺えた。また、読んだテキストをもとに視野を広げ、活発に意見交換をする姿勢も見られた。学生からは、多種多様な教材、教師の細かいフィードバック、新たな読解ストラテジーの習得、協同作業を通して得られた新たな知見について肯定的なコメントが寄せられた。一方で、各学生のモチベーションの違いが活動に支障を来すという指摘もあったため、グループワークの実施方法について今後さらに検討していきたい。

How Can We Make a Japanese Reading Comprehension Class More Exciting?
Application of Concept Oriented Reading Instruction (CORI)

Sachie Banks　Aoyama Gakuin University

I employed Concept Oriented Reading Instruction (CORI) to design a Japanese reading comprehension class at a university in Tokyo. I aimed to increase engagement in reading by using CORI, which encourages students' reading strategy acquisition, motivational development and peer collaboration. The class was offered to first-year overseas students enrolled at the university. Twenty-four students who had advanced Japanese skills participated in the class for two semesters. Task-oriented activities, group work and presentations were conducted in the class and students did self-evaluations of their achievements using can-do lists. Throughout the class, students seemed to discover their weaknesses and tried to improve reading skills by setting goals. They also developed active discussions. Students gave positive feedback regarding various texts, detailed feedback from their teacher, newly learned reading strategies and the excitement of working in a group. On the other hand, the motivational gap between students influenced the performance of group work, which needs to be further investigated.

Part II

BATJ 2012-2013 Activity Report

BATJ Journal No.14: pp.11-16
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第 15 回 BATJ 大会：基調講演

日本語の正しさとは何か[1]

大阪大学大学院　金水敏

1. はじめに

私たちが「正しい日本語」ということを意識するのは、どんな時だろうか。例えば敬語の使い方（例「お書きする」と「お書きになる」の使い分け等）、漢字の点画や読み方や使い分け（例「達」の字の横線の数、「計る」か「図る」か「測る」か、「踏襲」の読み方等）、ことわざや故事成句、文語的な言い回しの使い方（例「よんどころない」と「やんごとない」の意味の違い、「〜やむをおえない＝『お』がよけい」、「やおら立ち上がる＝本当は『ゆっくり』立ち上がる、の意味」、「割愛する＝『惜しいと思うものを手放す』の意」等）、また「ら抜き」（例「見れる＝『ら』が足りない」）、「さ入れ」（例「作らさせていただきます＝『さ』が余計」）等の比較的新しい口頭表現（の書き言葉への混入）等が多いのではないだろうか。こういった“正しさ”に敏感で、日々正しい日本語を使いたいと願っているひとは少なくないし、またそういった方が“間違った”使い方を見聞きすると、「日本語が乱れてきているのではないか」と嘆いたりもするだろう。例えば平成 23 年度「国語に関する世論調査」（文化庁）によれば、「最近、日本人の日本語能力が低下している」と思う人が、「読む力」について 78.4%、「書く力」について 87.0%、「話す力」について 69.9%に上っている。

ここでは、言語を研究しているものの一人として「正しい日本語」についての私の見方を示すとともに、「言葉の“正しさ”を決める尺度は一つではないうえに、時間の流れとともに変わりうる」だけでなく、「ある種の“正しさ”は日本語使用者が自分たちで決めていける（決めて行くべきである）」ということについて提案したい。

2. 日本語は一つではない

「正しい日本語」と言う際、私たちは「どこかに唯一正しい日本語というものが存在している」という観念を前提としていることが多そうだ。またその「正しい日本語」を熟知して、一般人を教え導いてくれる司祭のような先生とか聖書のような書物が存在し、いざとなったらそういった先生や書物にお伺いを立てればいい、と思っているのではないか。しかし、このような見方は言語の実態を捉え損なっている。「日本語」はただ一つではなく、いくつもの日本語があり、それらは社会のさまざまな場所でちらばったり繋がったりしているし、また私たちの頭の中でも、複数の日本語が折り重なっている。

まず、「話し言葉（中心の日本語）」と「書き言葉（中心の日本語）」を区別しておこう。私たちは生れ落ちてから養育者に基本的な単語や音韻体系・文法のヒントをもらって自分の

言葉を育てていく。それは何よりもまず音声言語だろう（聾者同士、また聾者と健常者の間では手話もまた音声言語と同等の役割を果たすということが知られている）。このように、人生で最初に身につける言語を〈子どもの言語〉と言うことにする。〈子どもの言語〉は母語と言い換えることもできる。

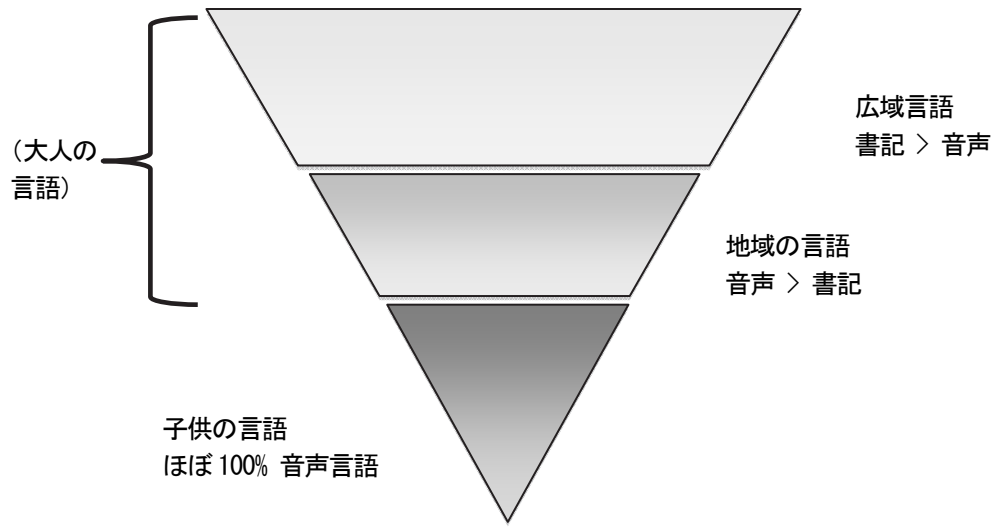
やがて子どもが成長し、世界が広がっていくなかで、文字や高度な語彙や相手に応じた表現の使い分けを身につけていくことで、社会人として一人前となっていくだろう。これを〈地域の言語〉と言っておく。地域の言語は、音声言語中心であり、地域的な限定性を強く受けている。つまり、「方言」である。

さらには、高等教育を受けて抽象的・専門的な概念を操作できるようになり、また読書を通じて古今東西の思想と繋がっていくだろう。この部分は書き言葉中心である。これを〈広域言語〉と呼ぶことにする（図 1 参照）。

以上は、個人の成長あるいは教育の過程にそって言葉の性質を見てみたが、これを言語が共有される共同体の広さや性質で見ることもできる。〈子どもの言語〉は、典型的には“母子”関係というもっともプライベートで具体的な言語空間に属している。〈子どもの言語〉が〈地域の言語〉に成長して行く過程では、空間的な広がりにそったさまざまな人間関係に編入されていく。〈広域言語〉ではむしろメディアを通じた抽象的・想像的な共同体に含まれていく。

日本では、以上に見てきたそれぞれの相の言語がそれぞれ“日本語”であり、共通性を持ちながらもそれぞれに異なった特徴を持っている。これを総体として“日本語の複層性”と呼ぶことにしよう。

図 1



3. 日本語の複層性と“正しさ”

〈子どもの言語〉～〈地域の言語〉は多様性が高い。話者一人一人の言語がどこかしら違っていると言っていいくらいである。本来、規範と呼べるものがないのも、また日々刻々と変化して行くのもこれらの言葉の特徴である。またその変化は意識によっては捉えがたく、気がつ

いてみたら変わっていた、ということが多い（言葉に敏感な人でなければ気づかないことも多い）。例えば、可能を表す「見られる」「食べられる」から「見れる」「食べれる」等、「ら抜き」への移行などは、音声言語の世界でじわじわと広がっていったのであるが、しかし音声言語の世界からひょっこりと書記言語の世界にその兆候が漏れ出たとき、激しい抵抗にさらされることがある。「ら抜きことば」は今、そういう状況にあるのだろう。この抵抗を跳ね返して、〈広域言語〉についに変化をもたらす場合もあるが、明治時代の言文一致運動に見るごとく、〈広域言語〉が変化するのは政治状況の変化などによる“上から”の改革によることが通例である。これに対し、母語としての〈子どもの言語〉～〈地域の言語〉は、本質的に規範がなく、また絶えず流動的である故に、「正しさ」の範疇の外にあると言えよう。

一方で、〈広域言語〉に含まれる学術、文化、技術、法制等、専門家や趣味の共同体等の言語は、使用語彙や表現が歴史的な過程の中で吟味を経て今日に至っているのであり、容易に個人による改変が許される場ではない。そこは確かに「正しさ」が厳密にはかられる世界である。例えば医学の世界では、漢字の「癌」と平仮名の「がん」とは指し示す対象が異なっており、また片仮名の「ガン」は専門用語として認められていない。ここでは、その三者の使い分けができなければ専門家とは言えないのである。

4. “正しさ”が問題になるのはどんな時か

冒頭でいくつか例示した、日本語の“正しさ”が問題にされる例を見直してみると、これらの例は〈広域言語〉としての現代共通語の揺らぎや経年変化、また〈広域言語〉と〈地域の言語〉が接触し、影響し合う場面で起こっているようである。今日の口語体の書き言葉は文語体の影響を色濃く受けているので、漢文文化や文語的言い回しが多く残存している。しかしそういった知識は次第に弱まってきているので、伝統的な観点からは“誤り”と言うべき表現が目立つようになってきたと言えるだろう。「図る」「計る」等の同音異字語の使い分けや、「～ざるをえない」「やむを得ない」等の文語的な表現がそれに当たる。「住めば都」「情けは人のためならず」といったことわざの“誤解”もその類いと言うことができる。

また、先に「ら抜き」に触れたところで述べたように、〈地域の言語〉が〈広域言語〉に侵入しさらに浸食していこうとする時、非難の声が高まる傾向が強い。「ら抜き」自体は、五段活用動詞の可能動詞形に当たる形式が一段動詞・カ変動詞で欠けているのを、埋めて行こうとする、極めて合理的でむしろ体系補完的な現象と言える。従って音声言語では広まりこそすれ、決して一時の流行で終わるものではないのだが、保守的な書記言語からは強く忌避されるのである。書記言語において「ら抜き」の排除が緩まる日が来るのかどうかはまだまだ分からないが、「ら抜き」を用いることのリスクはまだまだ高いことを考えると、やはり一定以上の公的な文章に「ら抜き」を用いることは“ふさわしくない”というべきだろう。しかしその尺度も、今後とも不変であるとは決して断言できない。

5. 公共的な言語空間と“正しさ”

不特定多数の人々が、生活上の必要のために情報共有をしたりさまざまなサービスを受けたりする場において用いられる言語は、〈地域の言語〉に近いものでなければならない一方で、しばしば専門家の〈広域言語〉も接触する“境界面”＝インタフェースとなる。これを公共的な言語空間と呼んでおこう。

この公共的な言語空間で問題になるのが、〈広域言語〉の専門用語が生のまま露出することによって生じる通じにくさや、〈地域の言語〉が逆に専門家に通じないことの不都合であり、そのことによって言語情報弱者が不当な不利益を被ることなのである。医療用語がその典型であり、医療や介護の専門家が用いる「褥瘡」「清拭」「インフォームド・コンセント」等の専門用語がそのままサービスの受け手にさらされることによって、不必要な分かりにくさを生んでいる。この問題を解決するには、より優しい用語への言い換えや丁寧な説明が必要であるが、これは「福祉言語学」が扱う問題であると言える。

言語情報弱者には外国語話者も多く含まれるので、それに対する配慮も必要である。代表的な解決法として公共的な情報提示の多言語化が挙げられるが、多言語化はどれだけの言語に対応すればいいかという問題もあり、翻訳者など多くの資源を必要とするという点も対応を難しくしている。この点で、平行してすすめられるべき対策として、弘前大学人文学部社会言語学研究室が進めている「やさしい日本語」（本稿末尾の URL 参照）と呼ばれる、日本語学習者にとっても理解がしやすい日本語による情報提示が挙げられる。同研究室のホームページによれば、「やさしい日本語」は、語彙は日本語能力試験出題基準 3 級・4 級（最も初級）の語を用い、1 文を短くして、分かち書きにし、文の構造を簡単にするなどのルールが定められており、その通りに作れば日本語話者なら誰でも作れるという点が勝れている。検証実験も行われており、「やさしい日本語」による情報提示は外国人だけでなく小学生にも分かりやすかったという結果が出ている。

6. “正しさ”を熟議で決める

“正しさ”は、伝統的な規範による場合が確かに多いので、知識を多く持つ“先生”にお伺いを立てるという発想は不自然なことではない。しかし実は規範自体もゆらぎを多く含み、また経年変化もあって不変ではない。漢字の点画を例にとると、情報伝達上ほとんど意味のない区別まで小学校では強制される傾向があり、その基準は指導要領ではなく実は教材を作成している出版社が決めていた、というような事例が少なくない。そのような些末な区別に子どもたちが振り回され、苦しめられるということは決して幸福なことではない。また敬語の形態統語論的な性質は口語文法の確立後ほとんど変わっていないが、しかし敬語使用の意識（いつ敬語を使うか、使うとすればどのような時か）はかなり変わってきている。例えば学生が先生に対して「〜さん」と呼びかける事例が私のまわりでもかなり増えてきていて、最初はぎょっとさせられたが、最近ではいちいち意識するのも煩わしくなってきた。2012 年 BATJ 大会の参加者のお一人から伺った話では、日本語教育の先生がイギリスの学生に「先生に対しては必ず『〜先生』と呼びなさい」と教えているのに、交換留学でイギリスに来ている日本人の学生がその先生に対して「〜さん」と呼ぶので、示しが着かずに困っているとのことであった。

先に述べた公共的な言語空間における使用語彙の問題を含めて、権威者のご託宣によって決めるというよりは、日本語話者自身が決めてよい、決めるべきであることがらが、実はたくさんある。国語の問題として、伝統の継承や危機方言の保全も重要であるし、自律的・機能的な音声言語の変容に寛容であることも大事である一方で、自分たちが使いやすいと思う日本語を自分たちで決めていくということが同じぐらいに重要であると考えるが、そのような自己変革の発想も機会もいままで著しく欠けていたように思う。原子力問題や医療問題に代表される、“トランス・サイエンス”な（＝科学技術の専門家だけでは決めきれない）問題を市民の熟議で決めていこうとする動向が最近注目されているが（小林 2007 他）、他ならぬ“国語”の問題

についても同じ発想が当てはまる。そのとき、ことばの専門家である研究者は、一方的に知識を与える司祭としてではなく、市民に正確な知識を与えながら議論の支援をしていく“ファシリテータ”としてのふるまいが要求されるのである。

このような観点から、私自身もささやかな実践を行っている。2012 年度には言語系学会連合という団体の主催で、「UALS ことばカフェ」というイベントを 2 度実施した。2012 年 10 月 11 日には慶応義塾大学で「語り合おう！どうする、子どもたちへの多言語教育」というタイトルで第 1 回目を行った。小学生への多言語教育、特に英語教育を導入するのとの是非、またその推進の方法等について取り上げた。第 2 回目は大阪で「自分の方言・日本の方言　もっと知ろうよ、語ろうよ。―大阪の中心で方言を語ろう―」というタイトルで 2013 年 2 月 3 日に実施した。この「ことばカフェ」では、講師の講演をただただ拝聴するのではなく、講師の助演を得ながら、参加者自身がお互いに自分の意見を述べ、討論するところに特色がある（本稿末尾 URL に詳しい実施報告書が掲載されている）。2013 年 7 月には、「日本語を衆議する／日本語で衆議する」というタイトルで 3 回にわたってトークイベントを実施する。この模様は文字化され、書物として刊行の予定である。これらのイベントは、今のところごく一部の方々にしか参加していただけない状況ではあるが、こういった試みが広がっていくためのきっかけとなればと期待している。

注

[1] 本稿は、2012 年 8 月 31 日に行われた第 15 回 BATJ 大会基調講演「日本語の正しさとは何か―言語を資源と見る立場から―」（What Is the Correctness of Japanese Language? From the view that language is a resource）の内容に基づき、また『日本語学』31-13：16-22（明治書院，2012）に掲載された同名原稿を基礎として、これに大幅に加筆修正を加えたものである。

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BATJ Journal No.14: pp.17-30
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The 15th BATJ Conference Invited Speech

Japanese Studies in British Universities: Shifting Patterns and Challenges

Ian Reader Lancaster University[1]

1. Introduction

In his autobiography Donald Keene, the great translator and scholar of Japanese literature, tells of how being asked, while at Cambridge in the late 1940s, to teach Japanese conversation. Students started learning Japanese, at the time, via the tenth century poetic compilation the *Kokinshū*, which was their introduction to Japanese language and its grammar. There were no Japanese people in Cambridge at the then, so Keene, who described his language skills at the time as 'suspect' and had not been in Japan or spoken Japanese for three years, was asked to introduce students to the spoken language. As he put it, the classes were 'most peculiar', with students using tenth-century vocabulary gleaned from their studies of the *Kokinshū* and him unsure of his own language skills (Keene 2008: 69).[2]

I start with this story simply to illustrate how far things have moved on since those days in terms of resources, technologies and modes of teaching. In Cambridge in the immediate years post-World War Two era the lack of Japanese native speakers and of anyone with contemporary language skills was compounded by a lack of teaching methodologies and resources; in a pre-photocopier age, staff relied on copying ancient texts by hand to use in class. I imagine anyone suddenly transported from that era to the present day, where we understand the importance and presence of skilled native speakers and use all manner of technologies in teaching, would be stunned both by the methods employed and the resources available to us.

The numbers of students wanting to learn Japanese, their interests and motivations, the number of institutions providing teaching, the general interests of the staff involved in teaching Japanese and Japanese Studies, and the wider economic and political context of Higher Education (henceforth HE) itself, have all changed drastically as well. If you took a Cambridge don of the late 1940s or early 1950s and put him (and it would surely have been a 'him') in the present and said that what many students now wanted to learn and study, and what inspired them to do Japanese, were things such as *manga*, *anime* and pop —areas Japan leads the world in—and that programmes of Japanese Studies nowadays focus on issues to do with modern Japan, he would probably be shocked and consider that these were not subjects worthy of study. And if you told the Cambridge teachers of that era that they would have to be judged by students in course evaluations and be involved in Staff-student committees, and that student in-put and interests had to be taken into account when designing and running courses—and that courses that did not attract students, perhaps because of their orientation towards ancient texts, would simply be closed down—they would be horrified. Similarly, if you told modern-day students that s/he would have to start their studies via classical Japanese texts that would be the basis of their grammatical knowledge, that they would have little say in their course structures, that the 'real' focus of Japanese Studies was in classical texts such as the *Kokinshū*

and the *Genji*, and that 'high culture' was the only thing worth studying, s/he would probably would not consider coming to your university or college.

Technological advances, the presence of Japanese native speakers, properly developed teaching methodologies, and a ready acceptance that if one is to study Japan, one must pay significant attention to the modern and must begin with and focus on the communicative and modern, have changed the field in positive ways. Yet there are also aspects of the early era that we would look back to with some nostalgia, notably the more leisured nature of learning and the point that the people running studies and languages programmes in the immediate post-war era were untroubled by the intrusions and demands of a system that has set huge store by budgets, numbers and pass rates. The Cambridge academics of those days were not burdened by the issues so prevalent today, in which learning for its own sake, and the notion that education is primarily an intellectual arena, have been replaced by economic factors and government-driven demands about impact, finance and statistics such as how many students have acquired 'graduate jobs' and the like.

In the rest of this article, I will reflect on the changes that have occurred in the period since Keene taught—largely from my own perspective of having spent a quarter of a century involved in teaching about Japan in UK universities and being involved with language programmes, and as a head of department—in order to highlight some of the changing attitudes to Japan and Japanese, and to the problems and issues that the field has faced and continues to struggle with. I will in particular focus on three areas that raise challenges for teachers of language and of Japanese Studies, and that reflect the continually changing terrain of HE and of language learning and Japanese Studies within it: the changing interests of students and how this has impacted on courses; the mass marketisation and increasing managerialism of HE and the issues raised by this, including issues of finance and the demands that these processes continue to place on staff; and the short-termism that continues to bedevil HE policy, along with the challenges that these pose for studies of Japan and its language in the present and future.

2. The rising tide of student participation

A critical point to note is that language teaching cannot be divorced from studies of the culture, society and context of the language being taught. That, in turn, requires courses that engage student interest and staff competence, while raising fundamental questions about the futures of language teaching and about the dangers that arise from this -notably in terms of recurrent pressures to turn language teaching into a service industry. In this context one should note how student interests and motivations (themselves an interesting barometer of the orientations of a subject) for learning Japanese have changed over the years.

When Keene taught at Cambridge, university education was extremely elitist; only a tiny minority—the very privileged few, mainly from public schools, often from moneyed families who for generations had attended these institutions—went to university. Fewer of the institutions we now know as universities existed as such, while studies of Japan and Japanese were rare even within that elitist and minority system. They were exotic minority subjects that reflected a particular world view in which language was related predominantly to ancient texts rather than to communication and speech. This legacy was also a product of a teaching and university system grounded in the Classics, and reiterated in the historically-grounded tradition of studying cultures in general through ancient texts; India, for instance, was approached especially through the dead language of Sanskrit. This text-centred focus also was

predominant in my field, religious studies, which emerged largely around textual studies, with scant reference to what people actually did.

That system of learning was extremely hierarchic, centred in notions of high culture in which the teachers prescribed what was worthy of study and handed down an elitist image of their subject to students. Such paradigms remained prominent to some degree even in the late 1970s when I first began my studies at doctoral level on religion and on Japan. When I started learning Japanese in order to do my PhD on Japanese Buddhism, the field was largely oriented by 'high cultural' notions and while language teaching had gone far beyond the *Kokinshū* and focused on the modern, with native Japanese speakers to deal with conversation and pronunciation, 'studies' courses and the areas students appeared to focus on, remained oriented towards what we now regard as 'high' rather than 'popular' culture. My interests were in Buddhism, a topic that had drawn in several of my fellow students at SOAS. Art, calligraphy and the tea ceremony appeared higher on student interest lists than popular culture, and if anyone was actually interested in such things as Japanese popular music or *manga* they kept quiet about it. Cartoons (the label under which manga were perceived at the time) were viewed in a highly negative way, as somehow related to children and not worthy of study.

Socially and politically, however, universities and the wider context in which they operated, were changing and a gradual revolution in public education—from attempts to make the system fairer by abolishing selective schools to the expansion of the university sector—had advanced through the 1960s and 1970s. The student revolts of the late 1960s (albeit nowhere near as dramatic as in France) began to challenge the top-down structures of universities and gradually student voices could be heard in terms of how courses were run and how students were treated—an important process that has given rise to the systems and staff-student committees we have today, in which students have been able to have an input into what they are taught and have a voice in the programmes they enrol in.

Student numbers had risen from the highly elite days of the 1950s; in the 1960s people such as my brother and I, both born in the late 1940s in a family without the resources to send their offspring to university, were the first of our family lineage to go to university, beneficiaries of the student grant system that enabled students from ordinary backgrounds to enter university in sizeable numbers. The students at SOAS in the late 1970s were clearly from different social backgrounds than those who attended Keene's Cambridge classes. By the 1970s the expansion of the sector and the development of new universities brought about by the 1963 Robbins Report[3] along with the founding of the Open University, had made university education widespread rather than a privilege of the elite. Nonetheless, even in the late 1970s there were fewer students than now. While now a university programme in Japanese such as at Manchester might take in fifty or more students each year—and be one of many universities offering such courses—in 1979 there were really only four or five institutions where one could study the subject, and at SOAS, there were just twenty of us taking the First Year Japanese course. Of these only around ten were enrolled for degrees; the rest of us were doing it either, like myself, as preparation for PhD studies or—as was the case for a group of people from the Foreign Office—prior to going to Japan to work.

The continuing expansion of HE and the gradual democratisation of the education system that accompanied it increased student numbers further, so that by the late twentieth century, over 40% of eighteen year olds were going to university. The Labour government elected in 1997 even expressed aspirations, never fulfilled, to get 50% of the school-leaving cohort into universities. This expansion was fuelled, in the Japanese Studies context, also by Japan's emergence first as a global economic power and

then as a cultural power, and by the 1986 Parker Report. This government-commissioned report by a leading businessman with strong connections to Japan, was significant because it drew attention to the practical values of quality language teaching and the study of non-Western (notably Asian) cultures in order to enable government and business to deal with the changing demands of the modern world. The results—at a time when Japan had become a major global economic force that was building factories and investing heavily in the UK—was an expansion of Japanese Studies and language programmes in universities, with the bodies then overseeing UK HE providing funds for new positions and spurring the development of new centres of learning on Japan. This expansion was specifically geared towards modern Japan, with business especially at the forefront of agendas, and this in turn was a factor in the continuing shift of UK Japanese Studies towards a more modern-focused curriculum and orientation.

3. The 'Japan boom' and the perils of managerialism

It was to take up one of the new positions produced by the Parker Report that I returned (after having completed my PhD and spent several years teaching in Japan) to the UK in 1989, to the newly developed Scottish Centre for Japanese Studies at the University of Stirling. It was a period when students were becoming interested in Japan not because of ancient texts, cultural traditions and Buddhism, but due to Japan's new economic and business prominence. Learning Japanese came to be seen as a way to develop a business career and earn money, and this impacted on how the subject was taught, oriented and perceived by new generations of university managers as well as students. Not all the latter were doing Japanese for business reasons; many remained fascinated by Japanese culture and by the opportunity to learn a new language that was increasingly becoming prominent in the emerging globalised cultural world of the late twentieth century. However, many students were applying to do Japanese in tandem with subjects such as business and marketing, and they represented a new generation with different aims and orientations from earlier cohorts.

Universities were also keen on Japanese not just because it attracted students but because, in the halcyon days before the Bubble burst, Japanese organisations and companies were cash rich and keen to promote Japan and raise its international profile. Besides the benevolence of funding bodies such as the Japan Foundation, which supported research and academic and language teaching posts, and the Daiwa Foundation, which promoted language teaching in universities and schools, there were various Japanese businesses ready to make donations or sponsor academic centres or positions throughout the UK. Nissan's contribution to Oxford University is perhaps the best-known of these but other institutions, such as Essex, also benefitted in the late 1980s from Japanese business company donations. Their generosity (continued also later by the Sasakawa Foundation) has been beneficial but has had its own negative repercussions as well, as will be seen below. In general, too, as was illustrated by the recent funding programme by the Sasakawa Foundation, such Japanese funding support has been geared towards understanding modern Japan and has thus reinforced the shift away from cultural elitism and ancient texts.

While this turn to a mass system, increased student numbers and a more modern curriculum has been welcome, it has brought some problems in its wake. This period of growth and optimism was also an era when changes to the ways universities operated and to their financing structures were altering the parameters within which subjects were taught. It was an era when market-driven considerations about financial viability went hand-in-hand with the increasing managerialism that has become prevalent in all

sectors of British life, certainly since the days of Thatcher, became overly dominant. These in turn have resulted in damaging and short-term thinking by university managers who, constrained by the budgetary policies of successive government and their planning processes (in which funding provision is rarely set for more than a year or two ahead so that universities are unable to know how much funding they will get even a year or two ahead), have repeatedly responded to short-term trends and proved incapable of thinking in the longer-term—issues that will be highlighted shortly and that have placed many subject areas under threat.

The changes of the Thatcher and Major eras saw funding more tightly controlled than before, research assessment introduced, and increasing demands—that have increased exponentially over the subsequent decades—for universities to be 'relevant' in research and other terms. 'Relevance', never clearly defined, has appeared to mean 'economically useful' and also, as exemplified by the forthcoming research review of 2013/2014, equated with 'impact' (again, a term never clearly articulated by those overseeing the system) not just on our academic milieu but beyond the academic world. Nowadays the academic Research Councils that are vital sources of the grants essential to maintain high level research, ask, as a result of government policy and pressure, for research projects to demonstrate that they have 'economic relevance and impact'—with a general implication that these be primarily on the UK economy. This increasing orientation towards 'economic relevance' and 'impact' has very clearly privileged certain types of academic work over others; it is a model formulated from within the spectrums of sciences and business along, to a degree, with social policy-oriented branches of the social sciences, and not with the arts and humanities in mind.

Such changes—especially taken alongside the growing interest of students (of which more below) towards the modern and with increasing financial pressures on university departments that make them reliant on high and mass-taught student numbers, another issue to be dealt with below—have made things more difficult for Japanese Studies, where it is not always easy to demonstrate the economic relevance to and impact on the UK of Japan-related research projects, especially for pre-modern subjects. Can one really show that projects on the *Kojiki*, *Genji*, or Nara Buddhism, for example, are 'relevant' to and have an economic impact on the UK? The notion that academic studies and learning are valuable because they broaden the mind and create intellectually lively minds—that in turn are better for society, is no longer deemed important. It was in effect jettisoned under Thatcher and reinforced by later policy decisions. This poses serious threats for the study of pre-modern Japan, as well as creating pressures on existing departments to focus increasingly on the modern in order to ensure that they remain able to acquire the research grants that have become an increasingly important element in the contemporary academic funding climate.

4. Short-termism and the dominance of the budget sheet

The success, from the 1980s, of some institutions in attracting Japanese money, coupled with Japanese Studies and Japanese language becoming highly popular subjects and with notions that anyone learning Japanese would easily find highly paid work, led to something of a rush among HE institutions to set up Japanese programmes. There was a general expectancy that doing so would produce money-spinning programmes and that Japanese institutions would then turn up with stacks of money to fund them. Indeed, some institutions that leapt on the Japan bandwagon of the late 1980s seemed to think that they would not

need to provide much institutional support themselves and that they could rely on their academic staff and their contacts with Japanese agencies to do it all for them. Both at Stirling in the early 1990s and at Manchester in recent years I have seen the problems that this can cause; at both places, successful applications to different Japanese foundations produced funding for Japan-related positions. At both, especially at Stirling, these have resulted in university authorities deciding that posts already agreed as part of essential structural development need not be produced since external funding from the Japanese had been acquired (even when the external funding had been offered to help augment, rather than replace, university funding).

Such short-termism was evident also in such initiatives as the Department of Trade and Industry's programme to boost Japanese language capacity as a means of aiding the British economy. Initiated at the start of the 1990s in response to Japan's economic power, it envisaged setting up MA programmes in Japanese language and studies, and provided funding for four years to this end. A number of institutions, including the Scottish Centre for Japanese Studies (SCJS) at Stirling, bid successfully to run courses under the initiative. Indeed, the DTI funds enabled the SCJS to build its own departmental wing at Stirling, thereby relieving the university of this cost. It (along with the programmes other universities set up with DTI funding) recruited candidates who already had degrees in other subjects and provided intensive teaching to help them, in one year, attain high levels of Japanese. Yet the DTI programme also relied on the universities concerned picking up funding after the initial outlay and finding candidates willing to pay the high fees essential to maintaining an intensive teaching programme. (At Stirling, the programme required two full-time staff and contributions from other staff, plus rooms and equipment, and could only be viable with high fees and a minimum of around ten students per year). There appeared to be no government thinking that such intensive programmes might require longer-term support, while some of the universities that rushed to get DTI funding clearly had not thought how they might continue to run the programme once it was withdrawn. The result was predictable; after four years of funded MA students and successful programmes, the DTI withdrew while the Japanese economic bubble burst, Japan became less popular in business terms, and universities decided they could not subsidise the programme further. Stirling, for example, closed the programme on cost grounds and this dealt a blow to SCJS in the longer term. Similar stories occurred at other institutions, and are indicative of the short-termism that has infected British HE and whose effects have been repeatedly felt throughout the sector.

5. The 'numbers game', economic decline and closures

When the Japanese economic bubble burst, thereby undermining a key appeal of Japan as a subject linked to business, it jeopardised hopes of further donations and support from Japan. For university administrators this intensified questions about their commitment to Japanese—a subject that required significantly more teaching time and hence was in effect more costly than traditional arts subjects such as English or Philosophy—in a context where they might not be able to rely on growing numbers of students and where the external funding sources they aspired to, were drying up. While a few elite and rich institutions remained (as they do today) sheltered from serious financial concerns, for most universities budgetary issues and the increasing demand that they should be financially productive has made it increasingly hard for institutions to sustain costly subjects such as languages. The notion that a university, to be a proper university, should have a broad range of subjects, has given way to a more hard-nosed financial model in

which managers have been ready to close subjects down on purely financial (or 'sustainability') grounds.

From the 1990s on, minority subjects (Scandinavian languages and studies being a good example) became especially precarious, experienced department or programme closures, and were drastically reduced in the university landscape.[4] Japanese faced similar threats and, as is well-known, a number of universities that had become infected with the 'Japan boom' period of the late 1980s, began to close their departments and language programmes—including Lancaster in the late 1990s, Stirling in 2002 and Essex in 2003—and produced what the Times Higher Education (2007) journal described as a period of 'cruel cuts' in the early 2000s.

Numbers and cost effectiveness have played a major role in this process. Universities receive fees to cover such activities as teaching. In the past this came from government funding, then from a mixture of student fees and government funding, and now solely from student tuition fees, with the costs of HE moved increasingly towards the 'consumer', a point I will look at further below. Languages were at one point better financed than other arts subjects per capita student because of the additional teaching costs they required. Now, with the new tuition fees regime, there is no difference in what, for example, a student studying Japanese and one studying History pay, or what their departments receive, even though the former may be more costly to teach.[5] Japanese, for example, requires not just academic staff to deal with teaching about Japan, but also specialists to teach the language and greater amounts of teaching time than (for example) History or Philosophy. Whereas a Year One Japanese language course module might well require eight or more hours of classroom teaching (and few of us would feel that was enough) a History module might only need three hours of lectures and seminars, with lectures in which one could teach hundreds of students at a time proving especially cost effective by comparison.

In a tightening financial environment universities were reluctant to support costly subjects, when they could fill their arts and humanities student places in subjects such as History—a point made clear to me by a senior Pro-Vice Chancellor at Stirling, when I discussed the funding problems Japanese Studies was facing and our need for more language teaching support. The person in question was in charge of the university's financial mechanisms, which determined both how much funding each department got and how well (or badly) it was performing in university eyes. Japanese was not doing well under the model in question; it cost too much because it needed more staff and teaching hours to cover the language requirements. By contrast, Philosophy was doing well; it had close to two hundred students for its cheap-to-teach Year One course that needed one lecturer to deliver a two-hour lecture, and hourly-paid graduate students to do the fortnightly seminars. By contrast, Japanese had twenty or so students, each requiring much more teaching, mostly (for language and conversation purposes in particular) in small groups, pushing up the number of teaching hours required. While Japanese and Philosophy received the same funding per student and staff in both subjects taught similar loads, we in Japanese were in effect teaching fewer students and thus were bringing in far less money. It was no wonder that the university managers viewed Philosophy more benignly than Japanese.

Indeed, the proposals that emerged in discussions (I am talking primarily of the period around 1993-94 when I was Head of Japanese Studies) to resolve this financial 'problem' veered on the bizarre. No suggestion was made that since other subjects could be taught more cheaply, their surplus could be put towards supporting more costly subjects. Nor would managers agree to changing the funding and resources structure within the university to recognise the more intensive and hence costlier nature of Japanese teaching. Rather, the following solutions were suggested.

The first was a proposal that we could simply get rid of the Japanese lectors. That would certainly have saved money, and made the programme look better on the balance sheet. I obviously rejected that proposal, pointing out that a Japanese language course without native speaker input to enable students to develop appropriate pronunciation and communication skills would be useless as a viable degree programme and would make us look rather silly to the outside world, and would hardly attract any students. (Indeed, it would have dragged us back to the 'most peculiar' situation of Keene's Cambridge).

Defeating that proposal, however, meant agreeing to another one, of increasing our first year numbers not through university applications but by increasing the numbers of students enrolled in our Year One Japanese language course. At Stirling all students had to take at least one subject outside the immediate area of their chosen degree subject. Although we accepted between twenty and thirty undergraduates per year for Japanese (more were not viable under the system for a whole degree course of four years) it was felt that we might be able to increase our numbers for Year One Japanese. Why not, senior management asked, encourage students in the then-thriving Business School at Stirling to take Japanese as their outside subject, thus boosting our student numbers in Year One to perhaps 50 or more? We agreed to this, and students in the Business School were encouraged to sign up. Of course, having more students required more language and conversation classes—and more costs—but it appeared to be a solution of some kind.

The problem, however, was that Business Studies students, especially when taking a language for perhaps the first time and not necessarily equipped with innate language learning skills, did not always fare well in the course. I suspect they thought they would somehow get fluent by osmosis rather than by actual work, and many failed their end of semester examinations and had to drop the subject. Unfortunately the monitoring regimes that oversee universities pay attention to student failure and drop-out rates, and, at that time, universities that performed poorly in such contexts suffered financial consequences. Even if failure might be a result of student inabilities to get to grips with a subject (as was often the case with the students from the Business School) or even of their failure to attend classes, it was universities and departments that were penalised. Clearly Stirling was unhappy with the potential damage that large numbers of students who had been encouraged to take Japanese as an additional subject and then failed or became drop-outs, might cause.

This led to a further proposition made to me by the same senior manager who previously proposed getting rid of the Japanese native speakers. Why not make the language easier so our students could all pass? It took a great degree of fortitude for me to respond politely, although I eventually managed to get across to him that 'Japanese lite' would not really work unless the Japanese nation and people as a whole agreed to make their writing system, grammar and vocabulary a lot easier and perhaps speak very slowly in very simple sentences for the benefit of a few Stirling Business students. Even though that idea was dropped, it illustrated for me just how poorly university managers understood our discipline and its needs, and how much they focused solely on budgets and ticking the appropriate boxes to satisfy the national authorities and government ministries that were ultimately in charge of university education. The eventual closure of the department some years later was, in effect, the outcome of a process of disengagement that began when university managers realised that the subject was labour-intensive and that others could be taught more cheaply and produce higher pass rates.

6. Globalised cultures and the advent of Japanese popular culture: New stimuli for growth—or another bubble?

If the last part of the last and the first part of this century was one of retrenchment, in global terms Japan, even as it became a byword for economic stagnation and failed politics, became an increasingly potent popular cultural power. *Manga* (no longer blithely dismissed as cartoons for children) and *anime* became recognised as creative and exciting forces enjoyed by adults and fascinated teenagers around the world. Similarly Japanese horror films established themselves at the cutting edge of the cinematic world and J-Pop, along with various other aspects of Japanese popular culture, including 'cuteness' (whoever would have thought that Hello Kitty could become a university recruiting tool?), began to attract global audiences. Japan became 'cool' and this in turn sparked a new interest in studying about Japan and its language. Globalisation helped here; the 2000s, with the expansion of the internet and of digital technologies, brought new cultural modes to our fingertips via our computer and phone screens. It has made our young very much part of a global village in which a twenty-something in Tokyo has perhaps more in common with a twenty-something in London, Manchester or Leeds, than with another Japanese person of a different age and area in rural Japan—and in which urban British youth find themselves more on the wavelength of their Japanese counterparts than they do to older Britons.

Such popular cultural themes are now the main factors in attracting students, replacing the textual and 'high' cultural themes and the interests in Zen, and later of business models and economic motives, of earlier eras. In such terms Japanese has done comparatively well in an era when language learning levels in Britain overall have been in decline and when traditional school-taught languages such as French and German, as well as languages such as Italian and Russian, are facing serious problems in terms of student numbers. Changing interests have impacted also on the ways in which we view and teach about Japan. It was a key theme in the development of the new Japanese Studies programme at Manchester, an institution that realised in the mid-2000s how important East Asia was in economic, cultural and linguistic terms, and that bucked the trend of the earlier 2000s by setting up rather than closing a Japanese department. While those of us involved in the development of the language and Japanese Studies teaching programmes at Manchester recognised the importance of a broad curriculum that was multi-disciplinary and taught about history, society, religion, gender and many other subject areas, we were clear that modern culture was a primary recruiting point and interest for our students, and the programme that developed paid significant attention to that.[6] Student interests, in other words, played an important part in shaping the programme.

Manchester was rare in actually setting up a new department in recent times. Its initiative has, thus far, appeared to be successful, with good student numbers (certainly when compared to other language areas) and the ability to attract high quality staff who have built up and continue to deliver a vibrant programme in language and Japanese Studies areas. It, like many other institutions across the country, has benefitted from the Sasakawa Foundation's programme of investment, itself designed to counter the closures and decline of Japanese Studies of the early 2000s. The emphasis placed, in the Sasakawa investment initiative, on modern Japan, especially from social science perspectives (and with a number of the posts geared towards the popular cultural milieu, as was the case at Manchester) is further indication of how the field has developed.

This new pendulum swing offers some hope for the future—even as it presents a further question mark against the continued viability of studies of pre-modern Japan. Certainly, when developing the

programme at Manchester, we realised from the outset that student interests, so vital these days for financial viability, were predominantly located in the modern, and that it was essential to focus the programme in that way. University leaders felt the same; it would have been difficult to propose that our first appointments ought to be of, for example, specialists in Heian literature. This is one problem that the field has to consider in the longer term; although one can run programmes primarily oriented towards the modern, I do not believe it is healthy for the discipline to become totally immersed in the modern period. One issue facing Japanese Studies as an area in the future will centre on how we can keep the study of the pre-modern going in an era in which only the modern seems to be deemed relevant by funding agencies, by student interests and by university accountants.

7. Threats and problems (yet again)

This increased interest in Japan and Japanese because of the *manga*/*anime*/popular culture boom, along with the development of new departments such as at Manchester, and the boost to Japanese Studies provided by the Sasakawa programme, offer a newly positive dimension to the field, at least in comparison to the situation a decade or so ago. Yet this should not mean that we can be complacent or think that turmoil and problems are simply something associated with the past. Every person involved in HE institutions is aware that finances, budget constraints and short-termist policies are a constant problem.

One issue, whose impact we cannot really know at present, is how the increases in tuition fees are going to impact on universities in the longer term and how they might affect language studies. When students have to take on debts of £9,000 or so per year for tuition alone this is going to affect their choices. Indeed, it is clear that this is an intention of the government, which seems to want everyone to enter vocational and supposedly career-oriented subject areas such as the sciences and business-related subjects. (It has certainly already impacted on subjects such as Religious Studies, which have seen a significant drop in applications for university places since the introduction of the new fee regime, causing departments ion that area to face an uncertain future). Languages may be suffering in this context not just because of their declining popularity at school level (and as Britain becomes more shamefully monolingual) but because of their four-year degree structures, which mean students have to take on more debt via tuition fees as well as living costs, than do students in other subject areas.

We should also remember that the increase in tuition fees so widely proclaimed in the public arena has not meant any significant increase in the money that universities actually have available for their programmes. Tuition fees now are the sole source of income for universities to support the wider infrastructure of their undergraduate programmes; universities do not get additional government funds or support for infrastructure that used to come via other funding sources. This places an even greater onus than ever on each subject area to generate funds via student numbers and fees, in order to enable them to remain viable financially. From a university accountant's perspective the situation I outlined above, with regard to Stirling, may have become even more pronounced now, in enhancing the appeal to universities of subjects such as History, Philosophy and English, that are comparatively cheap to teach but that bring in the same fees as, for example, far more costly ones such as Japanese. The new fees regime, in other words, may well encourage universities to make more places available to students wanting to do (say) History, and to reduce the numbers doing subjects that are more teaching-intensive and costly. This problem is likely to increase and it will be one of the battles of the near future to defend vital yet vulnerable subjects

like languages in general from attack. And while Japanese is less vulnerable than many other languages because of its current popularity, this does not mean that it is in any way safe. The vicissitudes I have outlined above, in which the boom of the 1980s was followed by severe retrenchment and closures in the decades that follow, inform us that we cannot rest on contemporary laurels—or, indeed, rely on Japanese generosity to help us out.

Another challenge that is emerging, and one that poses serious problems for all who are involved in university pedagogy, but that may be particularly intense for language teachers, is that increased tuition fees are enhancing the power of students as consumers and customers—two terms that have increasingly found their way into university documents and into student rhetoric. The welcome democratisation of university learning in which students became participants in the processes of developing subject areas rather than mere recipients of a top-down elitist dispensation of knowledge, is now giving way to a context in which students view themselves increasingly as paying customers who demand services and expect particular results from them. This pattern—already prevalent in the US—is creating new and problematic demands that can be summed in the simple complaint voiced to me many years ago by an American student whom I taught under the aegis of the American system, and who bluntly complained when I gave him a B grade. His parents, he said, were not paying high college fees for him to get B grades; they were not, in effect, paying the salaries of his professors so that they could treat their son in this way. Not only did he want an A for his essay; he seemed to think it was his right. I have heard many such stories from across the Atlantic, but am now beginning to see this perspective develop also in the UK. In the past year or so I have received more complaints over marking than ever before, and always phrased in very similar ways, with students demanding higher grades and better degrees, not just in order to compete in an increasingly difficult employment market but because they felt it was their right to so do. Students, in effect, are increasingly expecting that their fees give them the privilege of high grades, and are becoming angry when they do not get them. Their complaints are not directed against themselves for performing poorly or not studying, but at their teachers for marking their work.

This poses massive problems for all who teach and especially for language teachers. Students frequently externalise their own failings. They come to college or university convinced they are going to be fluent in Japanese as a result of the courses they are paying for, and confident that they will walk out with high degrees. (Indeed, the demands on academic departments and programmes to recruit students helps facilitate this attitude, since we are in effect driven to encourage them to think in this way). They may even (or often) fail to turn up regularly for classes, neglect practicing their *kanji* and still appear surprised that they are struggling linguistically, cannot fluently converse in Japanese or painlessly read a Japanese book. And when this happens, the culture of consumerism, customers and fees leads them not to look in the mirror and realise that they have not worked enough, but to complain and blame their teachers. I have in recent years been angered by such complaints about highly skilled teaching staff in this way—and I am afraid that such complaints will become more common as universities are driven by the numbers game and as students become increasingly focused on themselves not as 'students' (a term derived from the Latin *studere*, meaning being eager (to learn)) but as customers. That is one area of major challenge for the field: how to develop strategies and responses to this increasing tide of 'consumer' demand, short of awarding every student a First Class degree and telling them that they are indeed fluent.

8. The rise of China: threat or ally?

Another factor that has impacted on Japanese Studies and language teaching has been the global rise of China. If the late 1980s was Japan's time in economic terms, the current century is widely seen as that of China's. Its emergence as the world's second largest economy—and in time its largest—and as a growing global superpower, has led to calls for more focus on Chinese Studies and languages at school and tertiary levels. Universities have been part of this trend, in part also spurred by the large numbers of Chinese students who are coming to the UK to study, and the overseas' students fees that accrue to universities as a result. China, in effect, has displaced Japan in the eyes of university administrators and government and business agencies as a means of tapping in to modern economic trends, and this has led to far more funds and investment being given to Chinese than to other areas. The University of Manchester, for example, even as it recognised the importance of Japan and Japanese Studies and decided to build a new department there in 2007, did so in the wake of its development of Chinese Studies. The funds invested in the latter, however, were more than six times the amount used for Japanese Studies, an indicator of the university's priorities. While Japanese Studies was established just as an element within East Asian Studies alongside Chinese (where it has roughly an equal number of positions and students), further academic positions focused on China were created in other departments in the university, such as History, Business, Economics and Politics, along with a cross-faculty Centre for Chinese Studies. China, in other words, has a far greater presence and level of investment than Japanese, and even though Japanese has managed to gain external investment (notably by the Sasakawa Foundation) this has not led to increased university support.

To that degree China/Chinese Studies could be seen as a threat to Japanese. Yet it would foolish to think of it in such ways. For me, the emergence of Chinese Studies (which, in the UK has its own historical problems of a focus on the pre-modern as well as years of neglect that mean it is in the process of re-invention as an academic disciplinary area) is something highly positive. I always felt that Japanese Studies at Stirling, for example, suffered because it was isolated as the only non-Western, and as the only Asian, language taught there. Strength comes in disciplinary numbers and allies, and as long as Japanese Studies (as well as Chinese Studies) can get above regional rivalries, and recognise that they share cultural and other interests in common, they can work together to strengthen the disciplinary base of each within the wider context of the university and to reinforce the argument each must make about their specific and special needs. At Manchester, for example, the two have combined within East Asian Studies in ways that have helped both language and studies' areas. The rise of China as a world power has underlined the continuing potency, politically, culturally and economically, of East Asia, and those in the field of Japanese Studies need to capitalise on this point, by continually reminding the powers-that-be that Japan remains critical (economically as well as culturally) to the East Asian cultural and economic powerhouse, rather than as something marginal that can be easily cast aside in favour of the currently more trendy and powerful China.

9. Concluding Comments

Over the decades Japanese Studies and language programmes have gone in and out of popularity with government and university administrators. They have gone from being an exotic subject to be approached

through ancient texts (and with the virtual ignoring of anything modern) in the late 1940s, to becoming the promised land and business-oriented potential cash cow of the late 1980s, to the bleaker period of department closures in the 1990s and early 2000s, to a more recent and balanced growth centred around modern Japan. Even so, the recent more positive turn has been more because of generous Japanese funding support than because of increased commitments from British government or similar sources. That again is something the community needs to remember and seek to change.

An issue to emphasise also is that, as I have indicated, student interests have changed greatly over the years. This can lead to short-term declines—as happened in the 1990s—but we should always be ready to point out to university managers that such dips may be only short-term in nature, and should never be responded to with the sorts of short-term responses that led to the closures of the 1990s and early 2000s. Falls in popularity have been followed by periods of growth and are indicative of the enduring and resilient appeal of Japan in linguistic and cultural terms. This, of course, is something that all of us involved in studies of Japan know full well, yet it is important to emphasis the point again and again, if only to emphasise to those in control of university economies and management that short-term fluctuations, such as a decline in student applications in one or two years, does not mean that Japan and Japanese are going to disappear as subjects of value and interest. The subject, country and language remain alluring and have demonstrated this over the decades; their popularity is not something transient, boosted at present by the temporary interests of the current generation in *manga* and the like but because of something deeper and more enduring. Over the years Japan's complex and rich cultural milieu has inspired and attracted different generations of students through its variegated contours, from the fascinations of its ancient literature and Buddhist traditions such as Zen, through its innovative business culture and the achievements that led to its dominance of industries such as automobiles and electronics in the 1980s and beyond, to the more recent fascination with popular culture.

We cannot, of course, assume that in a few years time the same parameters will continue to operate and that students in, say, 2020, will be applying to do Japanese because of their interest in *manga* and *anime*. By then another aspect of the continually intriguing, fascinating and eternally alluring complexity that we call Japan and Japanese culture, might be have emerged into the foreground; one thing for sure is that it will do so. We need to remain attuned to the continued changes in the student marketplace (even if we feel discomfited by it) even as we remain concerned about how we can sustain certain aspects of the subject in a future ever-more dominated by policy and economic issues beyond the control of those of us who teach the subject.

Trying to maintain a balance—to ensure that some areas of Japanese language and culture, such as the pre-modern, are not wholly marginalised (or not left solely as something done at a couple of older institutions)—is one of the challenges of the future. Another is to continue showing that Japanese Studies and language teaching need support and investment, and to keep reminding university managers that they have a responsibility here, and that we should not rely always on Japanese generosity (itself of course with underlying agendas) to keep the subject vibrant. Coupled with that is the challenge to respond not just to the changing university tuition environment but also to the continuing push from governments and civil servants and from funding agencies (which are, one must always remember, under the aegis of the government) to make what is taught 'relevant' and able to contribute economically to the UK.

The problem with this is obvious, in that we cannot know at any given point what is going to be economically beneficial in the long term—something that British governments that for the two decades

from 1987 until 2008 built their economic strategies around the banking culture of the City of London, ought by now to realise. As we know in Japanese Studies, what might appear economically vital can change; from the emphasis on Japan in the late 1980s we have moved to one on China in the present. That is not going to change for a while but this does not mean that Japan should become marginalised or seen as no longer economically important. It remains the world's third largest economy, and is one of its cultural powerhouses. Those involved in the business and cultural worlds know that languages are critical to the future; businesses in particular in the UK complain that we do not produce enough skilled graduates with good foreign language skills. Yet this is an era when the numbers studying languages at school and university levels in general is in decline. Viewed in the context of that general decline, the continued ability of Japanese to attract applicants remains a strong point that needs to keep being emphasised by all those who work in the field. The continued need for language skills, as recognised by British businesses, likewise offers scope for us to emphasise just how relevant and economically important Japanese remains. It remains culturally important- another point that needs to be made again and again.

All of this requires people in Japanese Studies and involved with language teaching, to be vocal about the importance of the subject. Despite the problems that the field continues to face, there remain many positive dimensions, but it is also vital that these need to be constantly emphasised, while those who run the institutions of learning in which we work, are reminded of them regularly. This is a responsibility that the entire field shares and that it needs to remain vigilant about.

Notes

[1] This is a revised version of the lecture given at the BATJ conference at Manchester, August 2012. At the time the author was Professor of Japanese Studies at the University of Manchester. He wishes to thank BATJ for inviting him to do this, and his colleagues at Manchester- Nozomi Yamaguchi, Takako Iwakami and Jonathan Bunt- who were involved in the organisation of the conference and who were instrumental in the invitation.

[2] I heard more about this at first hand when I met Keene in 1998 at the home of the great, now deceased, Italian writer on Japan Fosco Maraini, at which time he told me this story of his language teaching experiences in Cambridge and talked of how the teachers there debated about whether students should be introduced to more modern texts such as the *Genji*.

[3] This 1963 government-commissioned report on British Higher Education recommended an immediate expansion of the sector and that university education should be open to all who had the ability to undertake it. It shaped government policy on HE and led to the creation of many new universities in the 1960s.

[4] Departments of Scandinavian languages and cultures, for example, at places such as Lampeter and Hull have been closed in recent years, leaving very few places where one can study these languages now.

[5] Funding per subject area was based on a number of different fee bands, and while languages had in prior times received slightly more than subjects such as History or Philosophy, this has changed now. It is up to universities how they distribute the fees received. One should note, too, that the tuition fees received do not cover just teaching, but have to pay for things such as university administration, libraries, computer facilities and much else.

[6] Here I would like to thank Jonathan Bunt in particular for his work in this respect, along with other colleagues in Japanese Studies at Manchester, who were a source of support and inspiration to me over the years I was there.

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BATJ Journal No.14: pp.31-38
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The 15th BATJ Conference Invited Speech

Japanese Language Learning with Social Media[1]

Richard Harrison Kobe University

1. Introduction

The use of Social Networking Sites (hereafter SNSs) for language learning has steadily grown over the last 5 years since the appearance of sites such as Busuu, Italki, Livemocha, Voxswap etc. This article focuses on the use of one such site, called *Lang-8*, and the ways in which learners of Japanese as a foreign language construct their own learning environment, by managing their online identities to form cooperative language learning opportunities.

In a study by Harrison and Thomas (2009) we investigated an SNS for language learning called *Livemocha*. In this study we discovered that one of the main issues for learners attempting to learn a language (Japanese) is the difficulty of finding partners to form cooperative language learning opportunities. In that study we called referred to these partners as 'significant others':

'… in Livemocha the only guide users have when attempting to find 'significant others' is based on 'impression management' (Harrison and Thomas, 2009, pp119).

Impression management (boyd and Ellison (2007)) refers to the process where users define their own identities by providing personal information in their profiles, and the extent to which they make this information public or private within the community.

2. Background

2.1 Socio-cultural theories, social constructivism and mediation

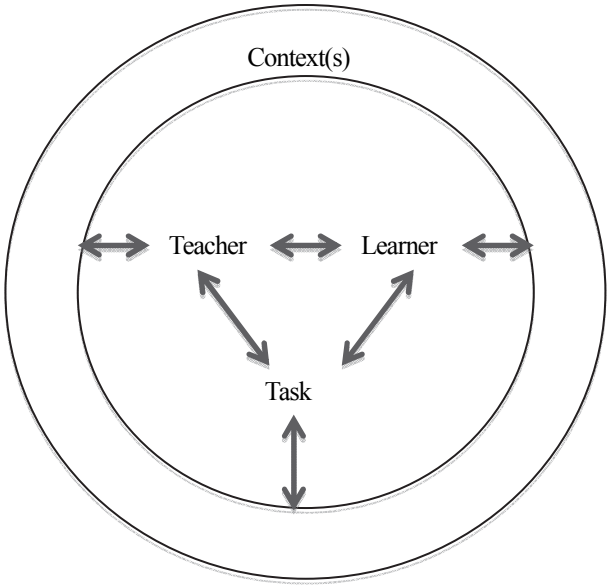
A central idea in socio-cultural based theories of learning is Vygotsky's (1978) notion of the Zone of Proximal Development (ZPD) and Feuerstein's (2003) notion of Instrumental Enrichment, that states that mediation is a fundamental element of learning, as it determines how learners negotiate and interact with other people in their learning environment to solve problems they could not solve alone.

Skilled mediators (for example teachers and native speakers) can provide help in language learning (known as 'scaffolding') while learners try to use the target language, and as the learner becomes more competent the amount of help can be reduced to allow the learner to develop independently.

Language learning environments, whether classrooms or digital environments, are extremely complex places, as they involve multiple participants working together in a dynamic space.

We can identify four major elements: Teachers, students, tasks and the context(s) of learning as shown in Figure 1 (Williams and Burden, 2002).

Figure 1. Social Constructivist Model



The interactions that occur between students, teachers and the tasks can be explained by this model of Social Constructivism, as 1) it can show how and why teachers and students interact together, referring to the notion of mediation, and 2) it also explains how tasks created by the teacher act as an *interface* between teachers and learners, furthermore 3) it places learning in contexts that are socially constructed by the participants themselves.

The major feature of language learning SNSs such as *Lang-8*, are that they provide an environment where language learners can form relationships with other language learners, so that cooperative language learning can take place. In the case of *Lang-8*, user who register in the system are able to post written work in a digital space for other to look at and offer corrections. In our case, learners of Japanese as a foreign language can post pieces of written Japanese for native speakers to comment on, and in return the learners can provide advice on their own native language. The interaction in *Lang-8* is based on the assumption that users want to be connected with others who can provide help, and that they will reciprocate this help.

Successful language learning in this type of language exchange environment is reliant on three factors: 1) that users of the environment are willing to enter into cooperative learning activities, in this case correction each other's writing 2) that meaningful relationships can be formed between unknown users 3) that users can trust each other when building these relationships, to make them sustainable.

However, as Brick (2011) notes in his study of a popular SNS for language learning 'Livemocha', the building of trusts in digital relationships takes a long time to realise.

A key factor in this process is the role of the profiles created by the individual users, as these are used to both project the identity of the user themselves and also to determine which other users are candidates for language learning.

Harrison and Thomas (2009) carried out a study in which data from observations of 7 undergraduate

students in Japan using *Livemocha* for a period of 15 weeks was collected and analysed. This study revealed areas that we felt needed further investigation:

> [I]t is possible to argue that when an SNS is used for language learning, the notion that people use these systems primarily to support their existing social networks rather than make new relationships is not upheld.[…] [S]ocial bonding and intimacy through computer-mediated communication does indeed require time to mature […] [I]t can be seen through this small-scale project that mediation is something that online users themselves construct through negotiation with others, and is liable to be dependent on individual users' attitudes towards both their own identity and friendship management' pp 120.

It was found that unlike users of other SNSs, such as *Facebook*, users of *Livemocha* were creating new networks for the sole purpose of language learning rather than establishing new relationships (Stevenson et. al 2010, McMahon M 1997).

I will argue that profiles in SNSs for language learning in *Lang-8* are a major factor in determining whether or not successful language learning takes place or not, in this case for learners of Japanese as a foreign language.

2.2 Lang-8

When users register on *Lang-8* they are asked to provide a profile that is made up of the following information.

Nickname*	Picture
Real Name	Year of Birth
Birthday	Skype ID
Native language*	Nation and Region
Sex	Occupation
Language of Study*	Purpose of Study
Location	Twitter ID
Facebook ID	About me

Items with * are required items, the rest are not required, and can be edited at any time. Also, each item can be given a visibility level ranging from 'Public' (anyone can see it) to Private/Just me (hidden). These levels allow the user to determine how much of their identity is visible to other *Lang-8 users*.

As the illustration below shows, once signed up for *Lang-8*, users are then able to post their written work for native speakers to correct, and in return help others to learn the native language of the user.

3. The Study

3.1 The Participants

Three international students, all Chinese females, studying at Kobe University took part in the study over one 15-week semester in 2012. They had all passed level N1 of the Japanese language proficiency test, and were working on writing masters theses.

3.2 Method

Data was gathered from three main sources: 1) The work that students did in *Lang-8* that was shown to the researcher in the weekly sessions 2) Weekly presentations from the students 3) 5 reports written by the students at 3 weekly intervals throughout the semester, reflecting on their use of the environment.

3.3 Results

All three students reported concerns with the creation and management of their profiles. The main problem they found with creating their profiles was deciding the amount of information to include in the profile, and the extent to which they wanted to show or 'expose' their identities to others. This was due to the fact that they have experience of using profiles in other SNS environments, such as Facebook, and recognised that there was a crucial difference in *Lang-8* as to how profile (thus identity) management is handled. In the SNSs they were used to using, such as Facebook, profiles are used to reveal individuals in 'trusted' networks, that is to say friendships are made almost exclusively with people the user already knows and therefore real names and photos etc. are provided in profiles. However, *Lang-8* is based on the proposition that users will have to make a network of 'friends' in an open network where virtually all the people made contact with are unknown to the user. This entails a very different type of interaction, using

different communication and interaction skills. Users have to made crucial decisions on how much they are willing to show of themselves to unknown others, and how much they feel they can trust the identities that are presented to them by others in their profiles. All of the students reported throughout the study that they felt anxiety in entering into relationships with people for the first time, and even when contact was made and interaction took place often it was not sustained because a feeling of trust was not successfully negotiated. This can be seen as a rather natural consequence when people are correcting each other's work, a process which itself entails a level of trust and negotiation between the participants in the cooperative learning process.

Individual use of profiles by the students showed how crucial they can be to successful language learning interaction. Student 2 reported that she formed a 'heuristic' for dealing with requests for friendships whereby if the request came from someone with more than 20 friends in their profile, she regarded them as someone seeking a relationship other than purely learning, (cyber flirting, as reported by Brick) rather then language learning exchange. Students 1 and 3 reported that anonymous IDs and a lack of a real profile pictures lead to a feeling of mistrust, as they were used to in other SNSs.

Of particular note is that all three of participants reported at the end of the study that while they had entered into what they called 'superficial' learning activities of correcting other's work, and having heir own work corrected, they felt they had failed to establish any relationships in *Lang-8* that they felt were 'trusted' relationships, where they could go into more sustained cooperative learning tasks such as more in-depth discussion of the topics on which they had written, i.e. more content focused interaction, including exchange of opinions and negotiation of meaning.

4. Discussion

From the above study, which is limited in terms of the number of participants and the timespan of 15 weeks, we can see that in SNSs that are based on forming new relationships with unknown participants, affective factors of anxiety and trust come in to play right at the forefront of language learning. In order to work together with others on cooperative language learning tasks there is a need for rich interaction to take place and that this interaction takes time to develop and sustain. The main conduit of establishing and maintaining such relationships that lead to these rich learning experiences in SNS environments are the user profiles. However, as discussed above, managing one's own profiles and interpreting others' in order to form effective learning partnerships is highly problematic, as the affective factors that come into play actually inhibit the learning process from developing.

Social constructivist theory assumes that students are active and will engage in mutual learning, but that there is a crucial need for *mediation* of this learning, which is the role of the peer-tutor or the significant other. However, students reported feeling uncomfortable about trusting profile information about such users, as they know that identities can be manipulated in online communities.

The lack of any clear criteria with which to identify for certain that someone is genuine means that in order to maintain social interactions with a clear goal of language learning, users have to expend high levels of interactivity, such as establishing and managing identities and creating a feeling of trust between the interacting members.

Learners want control over what information they enter and how it is used, or else they feel anxiety about entering into relationships with others. Language learning in SNS communities like *Lang-8*, where a

network of new relationships has to be created, needs an environment in which learners feel uninhibited and relaxed enough to enter into these relationships. We saw that students form their own 'user rules' for deciding on who to interact with and what kind of interaction is taking place.

5. Conclusion

Profiles are still an under-researched area of SNS language learning environments. There seem to be general problems with them in terms of affective factors that inhibit learners entering into productive language learning opportunities with native speakers of the language, Japanese in the case of this study. There needs to be more research on this topic over a longer period of time, as it can be seen that time is an important factor in establishing 'trusted' networks of 'friends' in digital environments.

Another aspect that emerged from this study, but not in enough detail to give conclusive results, was the issues of socio-cultural factors that come into play as a part of the learning interaction taking place. In this study the learners were international students looking to learning Japanese from native speakers. Whilst they reported that they were able to get corrections on lexical and grammatical errors, they did not get any feedback on the content of what they had written, and they attributed this to the possibility that their Japanese counterparts were hesitant to offer their opinions. Again a very plausible reason for this could be that the Japanese native speakers also felt that the type of relationship they were engaged in did not warrant this level of interaction. This caused a certain amount of frustration in the Japanese language learners. This area of collaborative learning needs further research, by including the native speakers' reaction to their roles, with an analysis based on socio-cultural framework of interaction.

The Williams and Burden (2002) model of Constructivist learning shows the social interaction that occurs between teachers, learners and tasks. In their model the teacher is central in determining the interaction that occurs facilitates learning, by creating and offering language learning tasks that aim to foster social interaction. But, in the case of *Lang-8*, we can see that it is the learners themselves who make these decisions. Furthermore, we need to recognise that learners are required to mediate their own learning and interaction with others.

This social constructivist model may need to be revised in the following ways. Firstly, the role of the teacher is not as clear as in formal classroom environments. Learning tasks are provided by the learners themselves, and the interactions with these tasks do not entail any interaction with a recognised teacher at all. So, what role does the teacher perform in such environments? This is an area which requires further research to determine the roles of teachers in these digital environments.

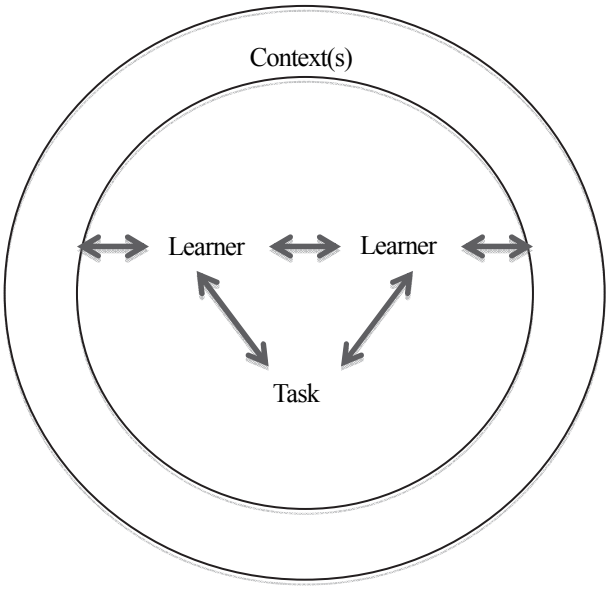
Tasks in traditional classrooms usually originate from the teacher, who sets them according to the language levels appropriate to the learners' ability. However, in *Lang-8* this is clearly not the case, and it is the learners who decide the tasks through the pieces of writing they present for correction. The issue of how changes in learning **context(s)** affects the kinds of language learning tasks that learners engage in and their relationship to learning outcomes clearly needs further research.

Therefore I propose a revised model that recognises the fact that in SNS environments such as *Lang-8* that matches learners to learners without any teacher intervention, the constructivist process is a dynamic process that occurs between non-native speakers and native speakers, involving new processes of social interaction within the tasks created by the users.

Because the interaction is solely between learners, this brings in added complexity to the learning

process, in that each learner must actively seek out learning partners. This means they have to choose who they wish to enter into learning relationships with and try to sustain this relationship through reciprocal teaching of their own language. At the center of this process are the profiles of all the users involved, that determine how each individual is identified in the learning context, and how these identities are managed.

Figure 2. Proposed Revision of Social Constructivist Model for learner centered SNS



In conclusion, whilst SNSs such as *Lang-8* provide increasing opportunities for learners of Japanese to interact with Japanese native speakers, the quality of the learning experience seems to be hindered by how profiles introduce a level of cognitive and social complexity into the language learning process, that could be unique to these new digital environments. More long term and in-depth research into profiles and the processes of learning associated with learning Japanese as a foreign language in SNS environments needs to carry out as a matter of urgency. It is hoped this study is one step towards clarifying the issues that need to be examined.

Notes

[1] The presentation I gave at the BATJ Conference in 2012 was based on research I was carrying out on the role of profiles in social media, using a different SNS learning system. At that time I was also carrying out research on the use of *Lang-8*, and this article reports on findings from that project, which includes and expands on the substance of the talk I gave at the conference.

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BATJ Journal No.14: pp.39-47
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第 15 回 BATJ 大会発表：要旨

誤答対照分析によるスウェーデン人日本語学習者の漢字習得過程の研究

イェーテボリ大学　イーヴァソン房枝

本研究では、スウェーデン人日本語学習者の漢字習得過程の特徴の解明を目的に、レベル別の漢字読み書き能力試験の誤答分析を行った。スウェーデンの大学の日本語専攻学生（スウェーデン語母語話者）を既習漢字数別に 240 字レベル（初級：250 時間履修）及び 800 字レベル（上級：700 時間超履修）の 2 群に分け、初級者 49 名、上級者 20 名について、各レベルの既習漢字（初級 90 字、上級 119 字）の読み書き能力の筆記試験を実施した。誤答を型別（形態型・音韻型・意味型・状況型・非漢字型）に分類し、データベース化して誤答型の出現傾向を分析した。その結果、読字では両群とも音韻型が最多で状況型がそれに続いた。書字では両群とも非漢字型が最多であり、次いで初級では形態型、上級では音韻型が多く、また上級では初級に比べ非漢字型が少なく音韻型が多かった。条件（母語・レベル分け・データ源・収集法）を厳密に設定した上で読字と書字の両技能について調査したことにより、誤答型出現傾向が技能別に異なること、また書字においては習熟度別にも異なることが確認できた。なお、本研究はどの言語を母語とする被験者群にも応用が可能である。

A Study of the Kanji Learning Process of Swedish Learners of Japanese through Contrastive Error Analyses

Fusae Ivarsson　University of Gothenburg

In the present study contrastive analyses of reading and writing errors in kanji were carried out in order to specify characteristics of the kanji learning process of Swedish learners of Japanese. Written examinations in reading and writing of learned kanji were taken by two groups of native Swedish speakers learning Japanese at Swedish universities: 49 beginners' level students who had learned 240 kanji (with 250 finished class hours) were tested on 90 kanji; and 20 advanced level students, with 800 learned kanji and over 700 finished class hours, on 119 kanji. Errors were classified into different types (graphic, phonological, semantic, circumstantial and non-kanji) and entered into a database for analysis. In the reading tests, phonological errors were most common, followed by circumstantial errors for both groups. In the writing tests, non-kanji type errors represented a substantial part of the overall errors, followed by the graphic type for the beginners and the phonological type for the advanced group. The advanced group produced a lower percentage of non-kanji type writing errors and a higher percentage of phonological writing errors than the beginners. By having well-controlled conditions (first language, level-oriented grouping, source and method of data collection), the present study has confirmed the discrepancy in error occurrence tendencies between reading and writing as well as the proficiency-based writing error patterns. The present study is applicable to subject groups with any first language.

SWOT 分析を用いた教師研修から得られたこと
― 行動中心主義によるコミュニケーション教育のために ―

公益社団法人　国際日本語普及協会　品田潤子

行動中心主義では、学習目標を Can-do statement、すなわち、達成を目指す課題で記述する。課題達成のためのコミュニケーション教育として学習をデザインするなら、教師は、視点を言語から行動に移す必要がある。そこで、本研究では、教師が課題達成のプロセスを観察し、行動に対する理解を深める研修として、マーケティングの手法である SWOT 分析を使った研修を実施した。その結果、参加した教師は行動に対する理解を深め、学習デザインに役立つ気づきを得ることができた。

教師研修のデザインをするために、まず発表者自身が SWOT 分析の専門家によるワークショップ（「トヨタ自動車の分析」6 時間）を事前に受けた。次にその経験をもとに 3 時間の教師用研修をデザインし、実施した。参加者は、SWOT 分析の手法に則り、分析に必要な情報を事前に収集し、研修では分析から戦略立案までの議論をグループごとに行った。その際、グループ内に議論の観察に専念し、気づいたことをメモする担当者を置いた。議論の後で、議論参加者の内省と観察者の観察による気づきを出し合い、それらを学習デザインにどう活用できるか検討した。

教師自身が課題達成のプロセスを経験し、それを言語化して議論することで、行動と言語の関係を捉え直すことができた。そして、教師は、行動という学習上の単位に対する理解を深め、現実の文脈に密着し、かつ段階的な学習をデザインするための手法を学ぶことができた。

The outcome of the teacher training using the SWOT analysis
For the communication education based on the action-oriented approach

Junko Shinada　Association for Japanese-Language Teaching

The action-oriented approach describes the learning objectives as "can-do statements". It is the actions communication education should be based and teachers need to enrich their understanding of actions as targets of learning design. The presenter implemented the training using SWOT analysis helping teachers to enrich their understanding regarding actions and develop awareness effective for learning design.

Presenter herself had participated in a SWOT analysis workshop, and, based on it, designed and implemented training for teachers. In the training, participants collected information needed beforehand, and worked in groups to analyze it and create strategies while observed by research collaborators. The presenter used notes of the participants and collaborators in this research to analyse the influence exerted by the training on the participants.

By experiencing task achievement and verbalizing it, teachers themselves were able to reconsider the relationships between actions and language. During this training, teachers managed to understand the study unit of action and learn the technique of realistic and gradual learning design.

学習のための e ポートフォリオ評価の導入の試み

ウォーリック大学　永田勝子

ウォーリック大学では、「自律学習」を促すために、日本語を含むレベル５の外国語選択科目（CEFR の B2 に相当）の成績評価の一部に、e ポートフォリオの導入を試みた。e ポートフォリオを作る過程において、学生は、学びのための目標を設定し、タスクを実行し、振り返る力を習得する。また、デジタル媒体を使ったプレゼンテーションのスキルを身につけることにも役立つ。紙ベースのポートフォリオと異なり、e ポートフォリオでは、学習の証拠物として、音声、動画、ブログなども扱うことができる。

学生は、e ポートフォリオの目的やスケジュール、評価方法、Mahara（e ポートフォリオシステム）の使い方の説明を受けた。e ポートフォリオの評価では自分の言語学習過程に関して、どう取り組み、振り返り、伝えたかに重点を置いた。言語能力の達成度は評価には含めなかった。

学生の報告から振り返り作業が日本語のスキルを高めるのに役立つなど、学習ツールとして e ポートフォリオの使用を肯定的に評価していることがわかった。本発表では、学生が e ポートフォリオ活動に対する考え方への理解を深め、さらに取り組めるよう、 いくつか具体的な提案する。

Piloting E-portfolios for Assessment for Learning

Katsuko Nagata　The University of Warwick

E-portfolios were piloted as part of the assessment in our level 5 selective modules (equivalent of B2 in CEFR), including Japanese, to promote autonomous learning. In the process of creating e-portfolios, students develop skills for planning, carrying out and reflecting on their own learning while also learning skills for digital presentation. Unlike paper-based portfolios, electronic portfolios can handle multimedia files and blog entries which students can use as evidence of learning.

Students were given guidance as to the purpose, schedule and assessment criteria of the e-portfolio as well as how to use Mahara, our e-portfolio system. The key element in the criteria for their e-portfolio work was how well students engaged in, reflected on and communicated their language learning process. The criteria did not include the level of language proficiency they achieved.

Students reported positively on the use of e-portfolios as a learning tool, as they valued the reflective practice in improving their language skill. In my presentation, I suggest a number of possible measures in order to improve students' understanding of the thinking behind the use of e-portfolios so that they can engage further.

生教材（新聞）を使用した「自己主導型学習」コースデザインの試み
― 上級学習者向け授業の実践報告 ―

国際交流基金ロンドン日本文化センター　田中博子

本発表では、国際交流基金ロンドン日本文化センター上級学習者用講座『日本語で学ぶ日本事情 Japanese Plus』の中から『新聞を読んで、新聞を作ろう！』コースの授業を例に挙げ、学習者が積極的に活動に参加する「自己主導型学習」のコースデザインの試みを述べた。

授業では、生教材を使用し、第 1、2 週目で『新聞を読む』活動、第 3、4 週目で『新聞を作る』活動を遂行した。目標レベルは C1 だが、4 回のみの授業で C1 レベルに達するのは困難であるため、教師は自己主導型学習も促す必要があった。そこで、どのようにしたら、受動的学習者を能動的学習者に変えられるか、また、どんな活動が適しているのか考え、グループで新聞を作り上げるという活動を取り入れた授業を行った。

授業後のアンケートによると、学習者は「チーム作業を通して新しい語彙をたくさん覚えられた」と感じていたことが分かった。このような自己主導型学習の授業は、彼らの日本語能力向上に貢献できたのではと考える。

An Attempt to Design a Course of Self-Directed Learning using Authentic Materials (Newspapers): Report on a Class for Advanced Learners of Japanese

Hiroko Tanaka　The Japan Foundation, London

This presentation is a practical report on a reading/writing class for advanced learners of Japanese using authentic materials (newspapers), based on Self-Directed Learning theory. This class, entitled "Read and Write Japanese Newspapers," was held at the Japan Foundation London as part of the Japanese language and culture course series "*Japanese Plus"*. The course required participants to proactively participate and take initiative in creating their own Japanese newspapers.

During Week 1 and 2 of the class, the learners read authentic Japanese newspapers, and wrote their own articles and made newspapers in Week 3, then discussed each other's articles in Week 4. The course aimed for learners to reach the C1 level. However, within the limited teaching time afforded by the course, it was not possible for most learners to attain this level. Thus, I encouraged the learners to study outside the classroom via 'Self-Directed Learning'. As the teacher, I considered what activities or tasks were appropriate for effective study, and additionally provided assistance to convert passive learners into active learners. Therefore, I conducted the class, including the task in which learners wrote their own newspapers, in the target language.

According to the evaluation forms at the end of course, many learners recognised that they improved their Japanese vocabulary through group tasks. I believe that the course conditions, including the application of Self-Directed Learning, have largely contributed to the learners' language competence.

第二言語としての日本語における主語省略の習得：教育的実践への示唆

ロンドン大学 SOAS　木津弥佳

本稿は、文脈から省略された主語の指示対象が判断可能なもの（1 人称・2 人称）と、同一文中の述語から判断可能なもの（3 人称）の 2 種類の構文を実験対象とし、1）初級レベルの学習者には、1、2 人称の省略主語の指示対象を判別することが他の人称主語の指示対象を判別するよりも難しいこと、また 2）全レベルの学習者にとって、3 人称の主語よりも 1、2 人称主語を適切に省略することに母語話者との違いがみられることが分かった。この結果をもとに、Focus on Form を例に取り上げ、教育に関する示唆を論じた。

L2 Acquisition of Subject Omission in Japanese: Implications for pedagogical practice

Mika Kizu　SOAS, University of London

This paper examines subject omission in L2 Japanese: a 3rd person subject identified from contexts and a 1st or 2nd person subject identified by its predicate. The results of the experiments show that for the beginners, 1st and 2nd person missing subjects were more difficult to identify than 3rd person missing subjects, and all learners found it more difficult to choose non-realization of subjects appropriately for 1st and 2nd person items than for 3rd person items. The paper further discusses pedagogical implications referring to Focus on Form.

（ポスター発表）

ロンドンの日本食レストランメニューの分析報告
― 「課題遂行能力」「異文化理解能力」を統合するコースデザインのために ―

国際交流基金ロンドン日本文化センター　福島青史

ポスターセッションではロンドンの日本食レストランにおけるメニューにおける日本語の使用状況につき報告した。国際交流基金ロンドン日本文化センターは「日本食を食べよう!!」と題するワークショップを行った。このワークショップは「ロンドンのレストラン」という場において、「日本食を楽しむ」という「課題遂行」を通して、日本食の種類や、日本食の名前の由来などを知る「異文化理解」を目標としたコースである。このためロンドンの日本食レストランのメニューで、実際、どのような記述がなされているのかを明らかにする必要があった。つまり、「どの単語を、どの程度知っていれば、ロンドンのレストランで、日本語初心者が、どの程度メニューを理解するか」という問いである。そこで、ロンドンの 24 の日本食レストランにおける「料理名」についてサンプル調査を行った。以下は各項目の上位五項目であるが、ここから数語を取り上げ、組み合わせを知ることで、メニュー読解は容易になることがわかった。

Report on the analysis of menus from Japanese restaurants in London: An example of course design that integrates the ability to accomplish tasks with competence in intercultural understanding

Seiji Fukushima　The Japan Foundation, London

In my poster presentation, I reported on the usage of Japanese words in menus from Japanese restaurants within London. The Japan Foundation held a workshop entitled “Let’s eat Japanese food” in which participants learned about different kinds of Japanese food and their names (intercultural knowledge/experience) by enjoying a Japanese meal at a restaurant in London (accomplishing tasks). To prepare the course, I researched the usage of Japanese words in menus from 24 Japanese restaurants within London to find out which words participants should know, and to what extend they could understand the menu based on these words. The list below shows the top 5 of each category. By learning some of the words from this list and how to combine them, participants gained a greater understanding of the menu.

	食材名 ingredients	No.	調味料 spices/flavour	No.	調理法 cooking technique	No.	様式 cooking style	No.
1	tofu	42	miso	45	teriyaki	97	maki	67
2	ebi	41	kara	21	yaki	65	don	45
3	edamame	37	agedashi	20	katsu	40	moriawase	29
4	sake	37	dengaku	14	age	34	jyu	16
5	tori	35	wasabi	14	furai	13	zaru	12

（ポスター発表）

大学で日本語を専攻する継承日本語学習者に関する報告

ロンドン大学 SOAS　行木瑛子、柏木美和子

近年、北米等で継承日本語学習者への関心が高まっている。また、大学で日本語を専攻する継承日本語学習者の増加に伴い、彼らに関する研究も少数だが見受けられるようになっている（e.g. Kondo-Brown, 2003, 2005; Matsunaga, 2003; Yoshimitsu, 2008）。

英国にも大学で日本語を専攻する継承日本語学習者がいるが、彼らに関する研究はあまり進んでいない。ロンドン大学 SOAS 日本学科でも毎年継承日本語学習者を数名受け入れているが、彼らについて十分な調査・検討がされてこなかった。本調査では、SOAS に在籍中もしくは既卒の日本語主専攻の継承日本語学習者 14 名に対してアンケートとインタビュー（2 時間程）を行い、動機や大学での学習経験、自己認識の変化、学習の達成感など広範囲にわたる質問を行った。本発表では、このうちアンケート結果のみを報告した。アンケートの結果、動機については「日本の親戚と話したいから」等、外国語として学ぶ学習者とは違った動機が見られた。また、全体的に日本語カリキュラム全般、特に文法学習に対して高い満足度を示す結果が得られた。ただ、1 学年時に入門コースに入った継承日本語学習者のほうが既習者向けコースに入った学習者よりも満足度が若干高かった。四技能では、「読み書き」に関する学習の達成感が「話す聞く」よりも高かったが、「話す」においても家庭外で話す機会を得られ自信につながった等の肯定的な意見が複数得られた。彼らの学習経験を通して、継承日本語学習者の受入れ体制を考え、今後の研究・教育に役立てていきたい。

Report on Japanese Heritage Learners Majoring Japanese at University

Eiko Gyogi, Miwako Kashiwagi　SOAS, University of London

There has been an increased interest in Japanese heritage learners (JHL) especially in North America. Some studies have also investigated JHL at the university level (e.g. Kondo-Brown, 2003, 2005; Matsunaga, 2003; Yoshimitsu, 2008).

Despite the fact that the Japanese department at SOAS, University of London has been accepting some JHL each year, there has been no sufficient discussion on these JHL. Thus, the questionnaire and interview (about 2 hours) were presented to 14 JHL majoring or having majored in Japanese at SOAS to understand their motivation, learning experiences, change of self-recognition, learning achievement, etc. This poster presentation reported the results of the questionnaire only. In the questionnaire, they frequently give different reasons for studying Japanese than foreign language learners, such as “speak to family in Japan”. Their overall results indicate high satisfaction with the Japanese curriculum, especially learning of grammar. However, JHL who were placed in the elementary course at the 1st year showed slightly higher satisfaction than those who were placed in the class for students with some previous Japanese knowledge. Although reading and writing received higher self-rated learning achievement than speaking and listening, several pieces of positive feedback was also obtained for speaking, related to increases in opportunity and confidence. We hope that this report will become one of the useful resources for future discussion and research on JHL at the university level.

（ポスター発表）

短期交換留学を通しての留学意義の変容と異文化適応のプロセス

山梨大学　奥村圭子

本発表は、ケース・スタディーとして、PAC (Personal Attitude Construct)分析（内藤 1993）を用いて、日本に 1 年滞在する交換留学生 1 名の個人内の認知面、情動面、そして態度・行動面での異文化適応を検討内容とし、縦断的に、留学前、留学中、留学後の三段階でその変化を見た。

調査協力者と測定結果のイメージや意味解釈を加えながら分析・考察を縦断的に実施し、内省観察を行った。留学して間もなく、日本人学生や地域の人々、そして同じ留学生間の交流の中で、葛藤や失望を体験し、すべてに距離を置き、頑なに殻に閉じこもるのであるが、最終的には、自分が変えられない相違に悩むより、受け入れることによって自由になりたいという情動面の変化も働き、行動の変容が現れ、自身で変り、成長しようとするプロセスが観察された。これらは、観察者からは想像しえなかった、個人的要素の文化受容への影響を明らかにするものであり、協力者にとっても自己理解を深めるために非常に有用であった。今後、有意義な交換留学派遣と受入れの促進をしていく上で、留学前ガイダンスや事前・事後指導、そして異文化間教育の提言に資するものである。

A Case Study on the Transformation of the Meaning of Study Abroad and the Process of Intercultural Adjustment during a One-year Stay in Japan

Keiko Okumura　International Student Centre, University of Yamanashi

In this case study, the PAC analysis (Naito 1993) was employed and the data were collected from one of the one-year European exchange students at three intervals, at the beginning, at the middle point and at the end of their stay. The data, together with their reflection, were examined to investigate the influence of the meaning of study abroad and of their experiences, on students' attitudes toward study abroad.

The results indicated transformations in the students' attitude toward studying abroad. The student was extremely negative about the location, the people, the environment and the way of life itself for several months and developed an emotional distance toward studying abroad, but eventually found a way of opening up about himself and accepting the environment and the people as they were, towards the very end of his stay. The results also showed the PAC analysis may provide unique and constructive information on their intercultural adjustment and psychological constructs and changes, which could be very helpful for the student to understand himself and his changes.

References

内藤哲雄（1993）「個人別態度構造の分析」『信州大学人文科学論集』 信州大学人文学部. 27: 47-69.

（ポスター発表）

関係構築の「橋渡し」としての複言語サポーター
インタビュー調査から

信州大学　徳井厚子

当研究では、複言語サポーター（以下PSと略す）及びPSのコーワーカーへの半構造化インタビューをもとに、PSが複数の言語を文脈や状況に応じてどのように駆使しながら当事者間 関係構築の「橋渡し」をしているのかを、コミュニケーションの観点から明らかにしようとするものである。8名の語りの分析の結果、複言語サポーターは以下のように当事者間の「橋渡し」として重要な役割を果たしていることがわかった。

以下のように、PSは状況や相手に応じて複数の言語から適切な言語を選択しその難易度を調整しながら「わかりやすい言葉」で支援していることが語りにみられた。1）言語だけではなく文化の仲介もしている。2）状況に応じて当事者間の誤解や摩擦を解消するメディエータの役割を担っている。3）状況に応じ自身の位置取りを変化させながら支援を行っている。4）被支援者の「声なき声」に耳を傾けエンパワーしている。5）信頼関係を重視している。

PSが複言語・複文化的な状況の中で、複数の言語同士を相互に作用させながら新たな複言語・複文化コミュニケーション力を創造する力を秘めていることを示唆しているのではないかと考える。

The Role of Plurilingual Supporters as Bridges in the Formation of Intercultural Relationships
A Study based on Interview Survey

Atsuko Tokui　Shinshu University

Based on semi-structured interviews with plurilingual supporters(PS) and their coworkers, this study aimed to clarify from the perspective of communication how PSs adjust their usage of their languages depending on the context and situation to serve as a bridge in the formation of a relationship between two parties. Analysis of the Interview data of eight PSs showed that the PSs play an important role as bridges in the relationship between the two parties as follows.

It was found that PSs support the parties by selecting the appropriate language from among the languages available to them and then adjusting the linguistic difficulty in light of the situation and each party to ensure they used easy-to-understand language. It was evident that PSs perform the following: (1) mediate culture as well as language; (2) play the role of intermediary to resolve misunderstanding and conflict between the two parties in light of the situation; (3) provide support by changing their own position in light of the situation; (4) empower service beneficiaries by listening to their silent pleas; and (5) emphasize a relationship of trust.

The findings of this study suggest that PSs have the power to create new plurilingual and pluricultural communication by using their languages in plurilingual and pluricultural situations.

BATJ ジャーナル読者アンケート

The BATJ Journal Reader Survey

BATJ ジャーナル編集委員会は、2012 年 11 月から 12 月末の間に、BATJ 会員を対象に日本語の授業や日本語教授法等に関する有益な情報や実践経験を BATJ 会員の間で共有することを目的に、毎年、一つのテーマについてアンケート調査を行うことになりました。

第一回目のアンケートは、会員からテーマを募り、「日本語教育における、漫画、アニメ、ポップカルチャーについて」の質問に、34 名の会員の方から回答をいただきました。以下、結果報告です。回答は原則としてそのまま載せておりますが、記述回答で具体的な内容が示されていないものは省略、同一あるいは類似回答は要約、誤字脱字と思われる箇所は加筆・訂正させていただきました。

回答者の所属機関

Response	Frequency	Count
大学（英国を含む海外　oversea universities including the UK ）	50%	17
大学（日本　universities in Japan）	12%	4
中等教育機関（Secondary Education）	12%	4
生涯教育（Lifelong Education）	9%	3
個人授業（Private tutorial）	6%	2
学生（Student）	3%	1
その他（Other）	9%	3
Total Responses		34

質問 1.

近年、日本語学習者の間で日本のマンガ、アニメ、ポップカルチャー等に対する関心が高まっているようですが（参考：『日本語教育機関調査 2009 年　海外の日本語教育の現状』（国際交流基金 2011））、ご所属の機関では、日本語教育の一環として、こうしたテーマを取り扱っていますか。（複数回答可能）In these past years, Japanese language learners' interest in Japanese Manga (comic book), animation and pop-culture has been considerably increasing. (Reference: "2009 Survey on Japanese-Language Education Abroad", published by The Japan Foundation, 2011) How do you apply these cultural aspects in your educational purpose in your institution?

Response	Frequency	Count
1. カリキュラムの一部に取り入れ、授業の中で積極的に扱っている。 **We use them as a part of the application of our curriculum.**	24%	8
2. カリキュラムには直接入っていないが、機会があれば時々扱うようにしている。 **We do not directly include them in our curriculum, but use them occasionally by chance.**	41%	14
3. 課外活動として取り扱うことがある。 **We use them in the extracurricular activity.**	18%	6
4. 全く取り扱っていない。 **We never use them**	9%	3
5. その他 **Others**	9%	3
Total Responses		34

具体例 Please explain how you use them.

- 定期的ではないが、2012 年の夏学期に Japanese through novels, manga, anime というコースで取り扱った。（大学　海外）

- Within Japanese for beginners 20-credit elective each student during the course presents an aspect of Japanese culture to the rest of the group using Powerponts and handouts. There is a roughly equal split between contemporary and traditional culture. These presentations are made available to all students on the module (across the 4 groups) via the VLE. In higher levels (also 20-credit electives) there is a more structured language-based use of materials, such as excurpt from Studio Ghibli films, Harajuku fashion, contemporary music for the teaching of specific vocabulary and grammar. Although they form part of the curriculum currently none of these activities form part of the assessment structure.（大学　海外）

- 「マンガで学ぶ日本語会話術」というテキストを使ったり、課外授業でアニメの映画を見せたりしています。（大学　日本）

- 漢字プロジェクトの課題として学生がマンガから見つけた漢字を含む語句を採り上げて、読み方、意味を説明するプレゼンテーションを行っている。（看板、表示、食品等のパッケージに印刷された情報等も選択肢にあり、マンガでなくてもよい。）（大学　日本）

- Extra の読解教材として（大学　海外）

- 一学期に一度、学生主催で「Japanese film Night」を行い日本のアニメや映画を上映しています。また現在はしていませんが、過去に Virtual Learning Environment の日本語セクションに日本の歌などのリンク（Youtube）を掲載していたことがあります。（大学　海外）

- 単発のアニメ・マンガ講座を行う予定。（その他）

- 取り扱うというより、学習者のほうが質問や話題として持ち出してくるので、その際にストーリーなどをできる範囲で学習者に日本語で説明させる。（生涯教育）

- 日本のマンガ、アニメを使って会話をさせる。その場合使うアニメや漫画にもよるが学生の想像力があまり豊かでない場合は、母国語でヒントを書き入れてあげたものや、逆に日本語でのコメントをいれて、日本語を読んで理解してから文を作らせたりする。（個人授業）

- よく使ったのは「サザエさん」。想像力のない学生、創作力の豊かでない学生にも、各一こま（4 枚の絵）に工夫して英語や日本語で工夫を加えて使用することで、会話力だけでなく読み方、語彙その他にも有益だった。（個人授業）

- 授業中にアニメを見せることがある。（大学　海外）

- フジ三太郎や意地悪ばあさんなどの 4 コマ漫画を使って、状況に合った文を発話させる。例として、観客が一人の映画館で、意地悪ばあさんがその帽子をかぶった男性の後ろに座り話しかける絵を使用。「すみませんが、帽子を取ってください」を学習者が考えて発話する。教師は、この他に「映画館にたくさん人がいますか」「こんでいますか」「おばあさんはどこにすわりましたか」「おばあさんはいい人ですか」などの質問をする。満員電車で座っている三太郎の前におばあさんが立つ。三太郎は無視するが、次の駅で美人が乗ってきて、美人の前で三太郎はおばあさんに席を譲る。この絵を使って、「三太郎の前に誰がいますか」、「三太郎はおばあさんをみましたか」、「誰がきましたか」「女の人はきれいですか」、「三太郎は親切ですか」などの形容詞文、存在文の復習に使う。（生涯教育）

- As a means to introduce new vocabulary or to develop further reading in Japanese by following the text in Japanese, then in English with the chance to write your own story or follow on story.（学生）

- 聞く練習のため、漢字を覚えさせるため、興味を引くため、登場人物の説明（形容詞）（中等教育）

- 休憩の 5 分間に、ジブリの映画の YouTube を流して、それを話題に学生と話をします。

- 会話クラスを担当しているのですが、特に Year 12 の生徒の中にポップカルチャーに興味のある生徒が多い（アニメ好きの生徒が多い）ので、アクティビティーやハンドアウト等に少しアニメのキャラクターを使ってみたり、日本人の歌手の名前を出してみたりしています。また。日本語を学習している学習者の中で、Year 7 と Year 8 の生徒に「日本語クラブ」と題した日本の文化を紹介するセッション（自由参加）を持っているのですが、その中でアニメやポップカルチャーについて紹介するセッションを設けています。

- ポップカルチャーが専門の講師が講義をしている。（大学　海外）
- Japanese Film Night などで、日本のアニメを始め日本文化を見られる題材の映画を選んでみせる…など。（大学　海外）
- 国際交流基金には、所謂カリキュラムはないが、アニメ・マンガ等ポップカルチャーを通しての日本語教育は事業の柱の一つであると認識している。（その他）
- 日本語教育ではなく、日本研究の科目として Understanding Manga Contemporary Japanese Cinema があり、漫画やアニメを学術的に取り扱っている。（大学　海外）
- 私の場合は会話力を伸ばすためと日本文化を教えるためにビギナーですが、それに合わせてかなり使いました。使いましたのはサザエさんがほとんど。あの 4 コマを作者が作った会話を消してしまって、絵だけで自由に会話をさせると意外と役に立つ。学生の発送からいろいろな会話劇がうまれ、正しい日本語の会話になる。全員が順番にたって会話劇が終わった後で、作者の会話を説明し、当時の日本と現代を比較してちょっと話してあげるなど。学生は非常に喜んで参加します。（大学　海外）
- To explain cultural differences to demonstrate the difference between written and spoken language.
- 漫画やアニメの中で日常生活に使えそうな場面、会話を登場人物と日本語学習者の年齢を考慮して使用している。学習者のレベルによってその内容の理解の確認として要旨や乾燥を発表させたりする。日本の文化を紹介しているものもあるのでそれを使って紹介する。（その他）

質問 2.

日本語教育との関連で、日本のマンガ、アニメ、ポップカルチャー等を語学教材として利用したり、文化紹介の一環として取り扱うことについてどう思いますか。 What do you think about using Japanese Manga (Comic books), animations, Pop-cultures as teaching materials and introducing as a culture in the relation of the language education?

Response	Frequency	Count
1. 教育機関や選択科目、大学の専門課程に関わらず、取り扱うべき／取り扱ってもよい。 **Regardless of educational institution, accredited course/degree, we should/ would be better using them.**	35%	12
2. 年齢やニーズに応じて取り扱うべき。 **We should use them in the consideration of the learner's age group and needs.**	50%	20
3. あまり取り扱う必要はない。 **We do not need to use them.**	0%	0
4. その他 Others.	6%	2
Total responses		34

理由 Please write the reason.

- 特に日本研究の一部として日本語教育があるのであれば取り扱うべきだと思う。（大学　海外）
- 目的をはっきりさせてからなら、十分効果があると思う。上記の夏学期のコースでは、言葉の使い分け（register の問題）、話者の意図などについてのアウェアネスを高めることを第一の目的とした。（大学　海外）
- 日本語の中に入れると、オタクな学生でさえ子ども扱いされているような気になるらしいので、授業で積極的に取り入れるというのは学部では避けたほうが無難。一方、Language for ALL や GCSE のように、視野を広げるためのプログラムでは興味を持たせる意味で使用する意味はあると思う。（大学　海外）
- As part of a balanced portfolio of materials I think it is an excellent way to engage learners. The most important reason I believe is that it makes the language students learn more vivid if they can see it in practical use. Another benefit is that manga, anime and the like can be relatively easily used in bite-size portions. （大学　海外）
- マンガを使うことが有用と思われる場合には、使えばいいと思いますが、使うのに抵抗を示す学習者も少なくはない気がしますので、ニーズに応じて使うべきだと思います。（大学　日本）
- 学習者の日本語能力がある程度上級であれば漫画がアニメなどを語学教材として扱うことも可能かと思いますが、初級・中級レベルの学習者には難しすぎるのではないかと思います。文化紹介として使うのでしたら、英語の字幕がついているものがあれば学習者の日本語のレベルに関係なく使ってみたいです。*ただ、アニメや歌などの映像は主に YouTube から探すことになると思うので、その映像が授業当日に削除されたらどうしようという不安が残ります。（*もし映像も PC にダウンロードできるのでしたら、この部分は削除してください。）（大学　海外）
- 語学教材として利用すべきとまで強くは思わないが、日本のアニメ・ポップカルチャーは文化として確立され認知されていると思うので文化紹介の一環としてはとりあげるとよいと思う。（生涯教育）
- 年齢、学生の質によって、教材に使うつもりが、横道に入ってしまって予定の授業が終わらなかったりすることを防ぎたい。（個人授業）
- 授業が横道にそれて授業計画時間が削減されることもある。（個人授業）
- 学習者のモチベーションを上げることができるかどうかを考慮して、できれば使用するとよいと思う。（大学　海外）
- 成人教育（初級レベル）では、ポップカルチャーを紹介はするが、その中で使われる口語体の若者言葉はあまり詳しく説明する必要はないと思う。中等教育では生徒が関心を

持つ漫画、アニメなどを利用して文型を教えるのも、興味を持たせるという点で、ひとつの指導法だと思う。（生涯教育）

- Grammar and text book learning is crucial but students want to learn about the culture of the country whose language they are learning. Using contemporary cultural materials gives context and meaning to what students are learning and increases student engagement. （学生）

- デジタル時代のリテラシーとして、リテラシーを広くとらえることは緊急課題でしょう。現在の言語（日本語）学習者（使用者）の多くは生まれた時から、デジタル社会で成長し、学習し、仕事をし、生活をしています。IT（情報）リテラシーに加えて、メディア・リテラシー、ビジュアル・リテラシーなどの「理論」を十分に理解した上で、「教育実践・応用」ができることが言語教師に求められています。具体的には、学習者の学習目的に沿って①リソースの選択ができ、②教室内外の活動が設計でき、③協働的な学びの活動を促し、④学びの成果を「ダイナミックかつ形成的に」評価できることが教師に求められているのではないでしょうか。（大学　日本）

- 全く興味の無い人に教えるために使うとやる気を無くす人もいる。しかし、文化の一部として触れるのはいいと思います。学習者の目的によって利用すべきかどうか変わると思います。（中等教育機関）

- 「べき」、「取り扱ってもよい」ではなくて、授業の目標に合うと判断したのであれば、積極的に使用。（大学　日本）

- それが、日本語へのきっかけになっている学生がとても多いので、学生の興味に答えられると思う。

- これらの分野に興味を持って、日本語及び日本文化を大学で専攻する学生が増えているので、取り扱うべき。（大学　海外）

- 学習動機を高めるためにも活用することはいいことだと思いますが、教えているコースの学生の興味やニーズを考えた上で活用しなければ、意味がないと思います。（自分にとって、興味がないこと、必要がないことを学習するのは、学習動機を低める可能性があります。ー全ての学生にとって興味があるもの、必要があることを見つけるのは難しいですが）。（大学　海外）

- 語学教育は言語を教えるだけでなく、その国の文化や習慣、その国に住む人の考え方などを同時に学ぶべきものであると感じています。まずはその国の言葉を学びたいと思うきっかけになり得るものなので、年齢に限らず紹介することは大事なのではないでしょうか。（大学　海外）

- 数ある日本語教育のオプションの一つ。（その他）

- 私自身が今の漫画についてよく知らないので、どの漫画を使えばよいかが分からない。普通形を初級からでも教えるようになってきているので、セカンダリースクールや大学

生は興味があると思うので使えるものは使用すればよいと思う。私は成人教育として教えているので、年齢が高いのであまり漫画を使わない。使うのは 4 コマ漫画である。日本文化として触れることはある。（生涯学習）

- べき/べきではないということではないでしょう。現代日本を取り扱っているのであれば、避けられないことでしょう。どのように取り入れるか、取り入れることのできる教師/講師がいるのかどうかが課題でしょう。（大学　海外）

- たかがアニメ、たかが漫画だが日本の文化を知らせるには大変便利且つ、話すことへの練習になる。また、口語体つまり、若者の言葉と、ビギナーが習っていく基本形で正しい言葉との仕様についても理解させやすい。（大学　海外）

- They are part of Japanese culture; the students themselves are familiar with them and enjoy them.

- 先行研究で、学習者の多数の動機が日本のポップカルチャーを理解したいと発表されている。私が 2 年間イギリスで日本語を教えた時に使ったニーズ調査のアンケートにもそのような結果が出ている。（その他）

質問 3.

今までの実践経験の中で、日本のマンガ、アニメ、ポップカルチャーを取り扱って、特に成功した例があれば教えてください。Please write successful experiences of using Japanese Manga (comic books), animation, and/or pop-cultures.

- 2012 年の夏学期に、Japanese through novels, manga and anime というコースでマンガ、アニメ、テレビドラマ、映画、歌などを扱ったが、学生たちの満足度の高いものとなった。このようなメディアで使われている日本語自体を覚えることが一番の目的ではなかったので、（英語での）ディスカッションなども取り入れ、かなり学問的な（言語学的な）要素も入れやすいコースであったと思う。（大学　海外）

- 日本文化として扱うと学生は食い付く。（大学　海外）

- For higher levels, manga can be used with the language removed (totally or in part) and the students asked to create appropriate language which fits the situation or to negotiate a scenario. Students can then compare the language they created with other individuals or groups and the actual words appearing in the source. I have written reading materials relating to aspects of popular culture (fashion, celebrity) for use in translation tasks and for comprehension.（大学　海外）

- 初級で可能表現を学んだ際、ドラえもん、セーラームーン、ドラゴンボール、ワンピース等、よく知られたマンガ、アニメの主人公のうち、好きなものを取り上げて、何ができるか、どんな点が面白いかなどを話した後、作文にまとめる。共通の知識があるので盛り上がり、自分の好きなキャラクターについて語りたいことを語るため、動機付けのしっかりした、発展性のある学習となりやすい。（大学　日本）

- 日本のゆるキャラをとりあげ、討論させたら、話題が広がり期待していた以上の成果があった。（大学　海外）

- マンガやアニメの英語のタイトルと原題（日本語のタイトル）が違うものを取り上げたら、（e.g. “full metal Alchemist”と「鋼の錬金術師」など）　日本語の一字一句の意味に興味を持ったり、自分で書けるようにひらがなや漢字の練習をするようになった。（生涯教育）

- 自由会話の練習に非常に役立った。（個人授業）

- 4 コマ漫画を使って文型の復習をした。成人なので、ユーモアもわかり授業の雰囲気が和らいだ。（生涯教育）

- As above, using manga to introduce new vocabulary and improve student reading ability in Japanese.　As a stepping stone for creative writing.　（学生）

- まずメディア・リテラシーについての理論を講義し、グループワークショップで討論。討論ではメディアの具体例を出し、理論的枠組みから分析します。その後、以下のようなタスクを個人であるいはグループで行います。1）「私の好きな J-POP」（中級レベルの日本語話者対象：メディア分析　+　YouTube を使って口頭発表（10 分程度のタスク）2）「テレビのＣＭのメディア分析（中級レベルの日本語話者対象：日本人大学生対象：教師要請修士課程院生対象：メディア分析　+　YouTube を使って口頭発表（10 分程度のタスク）3）「短編アニメ「つみきのいえ」のメディア分析」（日本語話者（中級・上級）対象：日本人大学生対象：教師養成修士課程院生対象：視聴後グループワークショップをし、ワークシートに記入する）4）短編アニメ「秒速 5 センチメートル」のメディア分析（日本語話者（中級・上級）対象：日本人大学生対象：教師養成修士課程院生対象：視聴後グループわーくショップをし、ワークシートに記入する。「つみきのいえ」との比較分析（表）からアニメの中に描かれる「（構成された）現実」を考察する。5）ヴァーチャル映画討論会「ウォーターボーイズ」「フラガール」など多数ヴァーチャル討論と対面討論を組み合わせたブレンディド・ラーニング方式 6）若者向け雑誌におけるファッション分析、女性向け雑誌 2 点と男性向け雑誌 2 点を分析する。分析枠組（案）を試作し、その後の授業実践を経て改訂している。*中級レベルの交換留学生は、このようなタスクを発展させて、ミニプロジェクトを実践し簡単なレポートにまとめています。（大学　日本）

- ナルトの地名を通して、GCSE の漢字を教えた。方向（北東南西）を使いました。例、雪という国はどこにありますか。石という国の北にあります。ポケモンの絵カードを使って形容詞を練習させた。耳が短くて黄色いポケモンは誰ですか。ピカチュウです。隣のトトロは自己紹介の場面を聞かせて、質問に答えさせた。（中等教育期間）

- 私が教えていた時とはマンガの質がかなり異なりますが、日本人の生活、考え方等を知らせる、ちょっとテキストとは異なるアプローチをしたいと思った時にはまんが、アニメはかなり積極的に使用（トトロ、サザエさん等）。特にクラスで採り上げなくても教室内に貼る等も加えて。（大学　日本）

- 新規コースに定員 40 名を超える参加者を得た。特筆すべきは、そのうちの大多数は「新規」の参加者であり、アニメ・マンガを扱ったことにより新しい参加者が獲得できたことである。（その他）

- 自分で計画した授業としてやったのではなく、学生が発表に中に取り入れていたという程度です。学生によって非常に興味を持っているから、全く興味がないまで分かれるようです。また、学生に日本語字幕の「ナルト」が無料で見られるサイトはないかと聞かれ、調べてみたのですが、よくわかりませんでした。1.無料で視聴できる、2.オリジナルの日本語音声、3.日本語字幕つき、というアニメ視聴サイトは、なかなかないようです。（大学　海外）

- 2 種類の 4 コマ漫画を使用しているが、一応ユーモアが分かってもらえて、授業が和んだ。成功しているかどうかは分からない。個人レッスンでもっと使用したが、フジさん太郎のユーモアが好評だった。（生涯教育）

- 「デスノート」というアニメーションを使用した。（「デスノート」そのノートは犯罪者を殺し、世界平和を作るための道具だと物語に紹介されている）その規則と、現実世界での道理と倫理の違いについて話し合いをした後、教師が作成した「デスノート（アニメの内容に基づいて）」と「復活ノート（教師が自分で考えたもの）」を用意し、生徒にどちらかひとつのノートか両方を使いたいか質問し、理由と使い方を発表させた。現実のコントラストを理解したうえで、ファンタジーの世界を楽しむことができたようで楽しかったようである。でも、その時に教師は正しい答えを生徒に押し付けてはならない。教育者は学習者に現実との違いを自然に理解する機会をソフトに与えることが可能である。学習者が宝物として維持したいファンタジー（趣味）の邪魔をしないようにする。（その他）

質問 4.

逆に、失敗（あまりうまくいかなかった）例があれば教えてください。 Please write unsuccessful experiences of using Japanese Manga (comic books), animation and/or pop-cultures.

- It is important that students are able to focus on the matter in hand and are not distracted by the subject or perceive it as on-academic. I think variety is useful, so I would say that it is important not to use materials of this nature too much.（大学　海外）

- 4 コママンガを使ってやったときに、ユーモアのセンスが異なるため、それほど面白くないとあまり好評ではありませんでした。（大学　日本）

- 学習者がくだけた日本語ばかりを覚えてしまう。学習者の話す日本語が汚い日本語になっていく恐れがある。学習者は覚えた日本語を使いたがるので、教師に対しても、砕けすぎが日本語になってしまう傾向がある。どういう場でマンガにでてくる、くだけた日本語を使っていいのかを学習者が学んでいくのに、時間がかかる。この点をどうやって教えたらいいのか、今後の課題。（その他）

- なかったように思う。いつもその日の授業目的をはっきり把握、細心の準備で授業に使ったからだろう。（個人授業）

- 失敗ではありませんが、留学生を対象として授業(90 分)で映画を見せる際、やる気のない学生は内職（音楽を聞くなど）したり居眠りしたりすることがあります。現在試行錯誤中の試みは、下記のようにタスクを細かく分ける方法です。この方式のほうが受講者が集中し、批判的な見方ができるようです。たとえば下記のように　－　1）ウォーミングアップ（10 分）→ワークシート（背景、文化、表現　－10 分）2）映画の視聴（15 分）→ワークシート（10 分）　＋討論（10 分）3）映画の視聴…4）5）6）最後に（映画のメディア分析ワークシートの完成）成果といえるほどの成果はまだ出ていませんが、継続工夫中です。（大学　日本）

- ナルトの地名は教科書に沿っていないから、やらないといって教室から出て行った生徒が一人いました。（中等教育）

- 「オカシサ」の感じ方が教師（日本人一般）と学習者間でズレることもありましたが、むしろ、その点を話し合う教材としては役に立ちました。（大学　日本）

- 選ぶ題材により、（特に初級者が）間違った言葉使いを覚えてしまう危険性があります。自分のことを「おいら」と言ったり、「みんな」を「どいつもこいつも」と言ったり…日常では使わない言葉や表現をアニメや漫画の影響から間違って覚えた方を誘導してしまう要素になってしまうこともあると思います。（大学　海外）

- 厳選してクラスに合うようにしたので特になし。（大学　海外）

- エピソードが長いものは取り扱いにくいかもしれない。しかし、教師が使いたいエピソードの前の要旨を学習者に伝えることができるか、または、そのアニメや漫画を見たことがある学習者に説明させることによって使用可能だと思う。（その他）

質問 5.

日本のマンガ、アニメ、ポップカルチャーに関して、役に立つと思われる図書、教材、ウェブサイト等があれば教えてください。 Please write useful publications, teaching materials and/or websites about Japanese Manga (comic books), animations, pop-cultures.

- JF 関西のサイトが参考になりました。教材は学生にやってみたいものを持ってきてもらい、それを教師が慎重に検討して使ったものも一部あった。（大学　海外）

- 逆説的ですが、JF のマンガ・アニメのサイトを学生に見せて反応を見ましたが、「面白いけど、何でこんなものを公的資金を使ってまで作っているんだ?こんなのがステレオタイプだというのは僕達は分かっているんだから、そういうところから抜け出すためのサイトを開発するべきだ。無責任じゃないか」と、口をそろえて申しておりました。私もそう思っていて、それを学生の方から言い出してくれたので、教師としては学生の反応を誇りに思います。（大学　海外）

- 国際交流基金「アニメ・マンガの日本語」http://anime-manga.jp/　台詞やオノマトペが音声でも聞け、その読みや訳がすぐ見られる。（大学　日本）
- YouTube
- 『アニメ・マンガの日本語』サイト（その他）
- もうコピーライト無関係になった「サザエさん」の一こま（4 枚の絵）は使い方がいろいろできて非常に役立ちますし、昔の日本の生活文化を知らないうちに教えているのにも役立ちますね。（個人授業）
- 私には「サザエさん」が役立った。理由は版権がすでに無料。日本人の友人がいる学生の好きな日本語を比較・修正できる。日本の本来からの（古い?）文化、生活様式、戦後の日本事情なども教えられる。日常会話を学び、文法練習（男女の普通型会話や丁寧語会話）の練習にもなる。クラスで笑いが絶えなく楽しい練習ができる。（個人授業）
- 成人教育であれば、フジ三太郎、意地悪ばあさんなどの 4 コマ漫画。（生涯教育）
- メディア・リテラシー関連の図書デジタル時代のリテラシーカルチュラル・スタディーズ関連の図書　（大学　日本）
- その時にあわせて自分で探して考えたので、特にこれと言うものは無いし、生徒に聞いて好きなものを試すこともある。（中等教育）
- マンガで学ぶ日本語表現と日本文化（アルク）（大学　海外）
- 日本から戻った学習者に聞くのが一番役に立ちます。私もときどき教えてもらいます。びっくりするほど多彩です。（大学　日本）
- この間のセミナー (Japanese in Anime & Manga: Workshop for Japanese Language Learners and Teachers 2012 年 10 月 25 日 於 Japan Foundation London) で教えていただいた http://anime-manga.jp/
- 特に授業で取り扱ってはいませんが、ワンピースのマンガやアニメが学生の間で人気があります。（大学　海外）
- Kato.Ashihara et al, Living Japanese through Comic, 2003 http://www.animecrazy.net/
- 日本語上級への「とびら」http://tobira.9640.jp/xoops/ Japan Foundation の福島先生（映画）、熊野先生や磯村先生（アニメ、漫画）が紹介されているもの。金水敏先生が出版されている「役割語」関係の本、日本のポップカルチャーに関係する先行研究論文、日本語教師が学習者に人気があるアニメや漫画の内容を理解し、共感、反感をシェアーできるようにする心構え。（その他）

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2012 年 9 月 1 日　　BATJ Journal 13 号

2012 年 9 月 22 日　　於：国際交流基金ロンドン日本文化センター
JF/BATJ 共催セミナー：『初級日本語げんき』と日本語教育実践
講師：　坂野永理先生（『初級日本語げんき』開発・執筆者／岡山大学言語教育センター教授）
　　奥村三菜子先生（ボン大学東洋言語研究所日本語科専任講師）

2012 年 9 月 22 日　　於：国際交流基金ロンドン日本文化センター
勉強会（SIG* ）：CEFR 研究会
*SIG=Special Interest Group

2012 年 11 月 10 日　　於：国際交流基金ロンドン日本文化センター
BATJ セミナー：“wa・ga・mo・zero”
講師：　Dr Stephen Wright Horn（オックスフォード大学）

2012 年 11 月 17 日　ニュースレター第 30 号発行

2013 年 2 月 23 日　　於：国際交流基金ロンドン日本文化センター
JF/BATJ 共催セミナー：メディエーション、相互文化性、そして市民性教育：日本語教育における意義と可能性
講師：　マイケル・バイラム先生（ダーラム大学教授）
　　細川英雄先生（早稲田大学大学院日本語教育研究科教授）

2013 年 3 月 2 日　　於：リージェンツ大学ロンドン
第 8 回大学生のための日本語スピーチ・コンテスト
スピーチ部門カテゴリー 1
　優勝：Tim Joris Laméris（SOAS, University of London）
　「踊ってはいけない日本」
　2 位：Paulina Wilczynska（SOAS, University of London）
　「日本の謝罪文化」

スピーチ部門カテゴリー 2
　優勝：Junehwan Sung（University College London）
　「隠れた宝物―方言―」
　2 位：Scarlett Wong（Imperial College London）
　「大人でもアニメを見るべき」

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　「ベトナム」
　民俗伝承賞：Wolverhampton のきょじん（University of Wolverhampton）
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　「イギリスのまほうのいきものにゅうもん」
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　「中国の食文化」
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Stuart Miller, Ka Ying Karen Ng, Sharon Mean Ying Lim and Heidie Ng
「ストラトッフォード・アポン・エイボン」
生活文化調査賞：今川焼き（SOAS, University of London）
Emma Tiller, James Daniels, Estelle Tiller and Dominic Richards
「英国人のステレオタイプ」

2013 年 3 月 3 日　　於：リージェンツ大学ロンドン
勉強会（SIG* ）：オリジナルビデオ教材 Communicating in Japanese（CinJ）の教室内、教室外での活用法
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2013 年 4 月 13 日　　於：リージェンツ大学ロンドン
BATJ セミナー：大村はまの実践に学ぶ―ことばといかに出会うか―
講師：　　苅谷夏子先生（大村はま記念国語教育の会）

2013 年 5 月 25 日　　於：国際交流基金ロンドン日本文化センター
JF/BATJ 共催セミナー：JF 日本語教育スタンダードの活動 Can-do をもとにした漢字・漢字語彙の学習
講師：　　境田徹先生（国際交流基金ブダペスト日本文化センター上級専門家）

2013 年 6 月 15 日　　ニュースレター第 31 号発行

2013 年 6 月 22 日-23 日　　於：エディンバラ大学
BATJ 初夏の研修会：翻訳と日本語教育
講師：　　イアン・ニッシュ先生（London School of Economics 教授）
　　佐藤＝ロスベアグ・ナナ（BATJ 会員、イーストアングリア大学）

2013 年 8 月 30 日-31 日　　於：ノッティンガム大学
第 16 回 BATJ 大会
基調講演：森美子先生（米国ジョージタウン大学准教授）
招待講演：アンドリュー・コビング先生（ノッティンガム大学准教授）

BATJ Journal: Guidelines for Contributors

BATJ Journal is the refereed journal of the British Association for Teaching Japanese as a Foreign Language. It is published every year in September in order to provide an opportunity for its members to present their opinions, exchange ideas and encourage debate relating to the teaching and learning of Japanese language as an academic discipline. *BATJ Journal* welcomes contributions from all members.

1. Eligibility: Contributors must be members of the BATJ at the time of application. In the case of articles by multiple authors, the first author must be a member of the BATJ.

2. Content, Category and Length: *BATJ Journal* publishes articles in the following categories. An article must be an original unpublished work.

I. Full Articles

Research Articles: Original academic research into the teaching and learning of the Japanese language, or other subjects in the field of Japanese language and linguistics, which will promote the teaching and learning of the Japanese language. Articles should be written in English and no more than 10,000 words in length.

Survey/Practical Articles: Articles which present the results of surveys or report practical examples based on clear evidence in accordance with their aim, thereby contributing to research and education in the field of teaching and learning Japanese language. Articles can be written either in English (no more than 10,000 words) or Japanese (no more than 20,000 characters).

II. Short Papers

Research Notes: Progress reports on ongoing research in the field of teaching and learning Japanese language, which has the potential to provide a base for future research or develop into substantial research in the future. Reports can be written either in English (about 2,800 words) or in Japanese (about 6,000 characters), excluding notes, references and appendices. They should comprise 6-7 pages, including notes, references and appendices.

Survey/Practical Notes: Reports on classroom practices or surveys which provide insights into Japanese language teaching and learning, and provide a base for future research. Reports can be written either in English (about 2,800 words) or in Japanese (about 6,000 characters), excluding notes, references and appendices. They should comprise 6-7 pages, including notes, references and appendices.

III. Abstracts of Masters Dissertations

Contributions for Abstracts of Masters dissertations shall be accepted from BATJ members who had completed the Masters degree in the past three years in the field relating to the Japanese language education. They should be no more than three pages, including notes and references.

2. Style Sheet for Contributors: Please follow the conventions set out in the 'Notes for Contributors' at http://www.batj.org.uk/journal.htm and contributors must overwrite on the BATJ manuscript sample.

4. Instructions for Submission:

a) Please send your electronic copy as an email attachment, along with a 'Submission Form' (this can be downloaded at http://www.batj.org.uk/journal.htm) to the journal coordinator at the address below. If you are using the 2007 Microsoft Office system, please make sure that you save your manuscript in the earlier version formats (e.g., as Word 2003 file).

b) To preserve anonymity during the review process, your name and affiliation should NOT appear on your manuscript. Please also ensure that participants and institutions which appear in your manuscript including appendices are unidentifiable by readers.

c) If accepted for publication, the information mentioned in b), such as your name and affiliation, shall be added in your manuscript. The final manuscript should be submitted as a Word file by email attachment, along with an abstract as a separate file, in both Japanese (400 characters) and English (200 words). An abstract should not exceed 1 page and should be overwritten on the BATJ abstract sample sent out after the acceptance for publication.

d) If the language used in the manuscript is not the author's native language, please have the manuscript proofread by a native speaker.

e) Submitted manuscripts cannot be returned.

5. Deadline and Acceptance: The deadline for submission is 10 January for full articles, and 10 March for short papers and abstracts of Masters Dissertations. Manuscripts submitted in the full article category will be reviewed anonymously by qualified guest referees. The editorial committee reserves the right to accept or reject submitted manuscripts prior to review, and will notify the contributors of the results. Manuscripts submitted for the short paper category and the abstract of Masters Dissertations will be peer reviewed by members of the editorial committee. Before making a final decision on any article for publication in both categories, the editorial committee shall solicit recommendations by other members of the BATJ or other experts where necessary.

6. Copyright: The copyright of the published articles will be assigned to the BATJ. No part of this journal shall be reproduced in any form without written permission from the BATJ.

(Last revised July 2010)

Submissions and Enquiries to
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The British Association for Teaching Japanese as a Foreign Language

CONSTITUTION

1. Name
   The Association shall be called "The British Association for Teaching Japanese as a Foreign Language" and is hereinafter referred to as "The Association".

2. Objects
   The primary object of the Association shall be to encourage and promote Japanese language education in the United Kingdom through teaching and research. To further this object, conferences will be organized, publications dealing with Japanese language education will be produced, and any other activities that might be appropriate in conjunction with the primary object will be carried out. The Association shall not engage in trading other than such as may be necessary for carrying out its primary object.

3. Membership
   (a) Membership of the Association shall be open to any person who supports the object of the Association whose appointment or occupation or qualifications in the field of Teaching Japanese as a Foreign Language are accepted by the Executive Committee and is prepared to pay the annual subscription as prescribed by these rules.
   (b) New members may join by application to the Secretary. The method of assessing applications shall be determined by the Executive Committee, and reported to the Annual General Meeting.
   (c) Every member shall have one vote.

4. Administration
   (a) The affairs of the Association shall be managed by the Executive Committee.
   (b) The Annual General Meeting shall elect five Executive Committee members.
   (c) The Executive Committee shall consist of a Chair, a Vice-chair, an Administrative Secretary, a Membership Secretary, and a Treasurer. The term of office shall be two years, and all members of the Executive Committee shall not hold office for more than two consecutive terms. Four members of the Committee shall form a quorum.
   (d) The Executive Committee shall have power to set up Sub-Committees for such purposes as it may deem expedient from time to time.
   (e) The Executive Committee shall have power to fill any vacancy occurring among the Officers or the rest of the Committee.
   (f) The Executive Committee shall have power to do all such other lawful things as are necessary for the achievement of the objects.

5. General Meetings
   (a) Annual General Meeting
   An Annual General Meeting shall be held at such date and place as is determined by the Executive Committee, to consider an Agenda prepared by the Executive Committee and to transact any other business of which notice has been given in writing to the Secretary. Fifteen members of the Association shall form a quorum.
   (b) Special General Meeting
   Ten or more members of the Association may at any time call a Special General Meeting by giving notice in writing to the Secretary stating the motion or motions to be brought forward. A Special General Meeting shall be held at a time and place within six weeks of receipt of such notice by the Secretary. Not less than four weeks' notice shall be given of a Special General Meeting. Such a Special General meeting shall deal only with business for which it is called, which shall be clearly stated in the requisition, at which fifteen members shall form a quorum.

6. Voting
   Voting at all General meetings shall be by a show of hands except in the matter of elections to the Executive Committee where the Executive Committee may arrange a secret ballot; in the event of an equality of votes the Chair may give a second or casting vote; the Chair's decision on the result of any vote shall be final.

7. Finance
   (a) The financial year shall be from 1 October to 30 September in the following year.
   (b) The capital and income of the Association shall be applied solely to support the object of the Association; and no part thereof shall be distributed among members.
   (c) The annual membership subscription for members shall be determined at the Annual General Meeting. The subscription shall fall due on the first day of the Association's financial year.

8. Cessation of Membership
   (a) A person shall cease to be a member if:
   i He or she shall submit to the Secretary his or her resignation in writing.
   Or
   ii The subscription remains unpaid by the AGM of the year for which the subscription was due.
   (b) The Executive Committee may by unanimous vote terminate the membership of any individual: provided that the individual concerned shall have the right to be heard by the Executive Committee, before a final decision is made.

9. Amendment of the Constitution
   A change in the Constitution shall only be effected by a postal ballot of all members, if it is approved by a two-thirds majority of those returning properly completed ballot papers.

10. Dissolution
    Upon dissolution of the Association any surplus assets remaining after the satisfaction of all debts and liabilities shall not be paid to or distributed amongst the members but shall be given or transferred to such charitable institution or institutions having similar objects to the Association, as may be determined by the Executive Executive Committee whose decision shall be final.

September 1998
Amended June 2002

The British Association for Teaching Japanese as a Foreign Language (BATJ)

batj

英国日本語教育学会

The objective of the Association is to encourage and promote Japanese language education in the UK. The Association aims to maintain and raise the standard and to encourage research in the field of Japanese language education. The Association will strive for Japanese language education to be recognised as an academic discipline, through study, research, and awareness and support of the members.

The members of this Association shall be those who are involved in teaching Japanese language at higher education institutions in the UK, or those who have a special interest in Japanese language education in higher education. In order to pursue the above aims, the following activities are planned.

本学会は、英国における日本語教育の振興を図ることを目的とする。研究･研修、又会員相互の啓発･支援活動を通して、日本語教育を研究分野の一つとして位置づけることに努力し、日本語教育の水準の維持･向上に貢献する。

英国の高等教育機関で日本語教育に関係しているもの、又高等教育レベルの日本語教育に特別な関心を抱いているものを会員とし、目的遂行のため次のような活動を行っている。

- To hold an annual conference to present research papers and to exchange ideas
  研究発表･意見交換の場として年1回の大会開催
- To organize lectures and study groups to deepen academic knowledge
  専門的知識を深めるための講義･勉強会の企画
- To gather and provide information on Japanese language education in higher education in the UK, and to establish a network of teachers
  英国高等教育レベルにおける日本語教育に関する情報、収集･提供、及び日本語教師間のネットワーク確立
- To issue newsletters and publish journals
  ニュースレターの発行及び研究紀要の出版

Membership 会員

Membership is open to any person who supports the aim of the Association and in principle who is engaged in the field of Japanese language education at higher education level

会員資格：本学会の趣旨に賛同し、原則として高等教育機関で日本語教育に携わっている方

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Application for membership 入会申し込み

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Enquiries 問い合わせ

BATJ Chair: Fumiko Beeson
Trent Building C59 Language Centre
School of Cultures, Languages and Area Studies
University of Nottingham
University Park, Nottingham
NG7 2RD

E-Mail: Fumiko.Beeson@nottingham.ac.uk

www.batj.org.uk

編集後記

BATJ Journal 第 14 号をお届けいたします。今号は「論文の部」への投稿が 3 本、「ノートの部」への投稿が 4 本ありました。ジャーナル委員内部、外部の査読を経て今号掲載に至ったのは「ノートの部」の投稿 1 本になりましたが、残念ながら今号では採用にならなかった方についても、査読者からのコメントを生かして、是非次号に再びご投稿いただけることを期待しています。

また、今号からの新たな試みとして、日本語の授業や日本語教授法等に関する有益な情報、実践経験などを会員の間で共有することを目的に「ジャーナル読者アンケート」を始めました。

ジャーナル編集は、次号から新コーディネーターに引き継がれますが、BATJ Journal が更なる進化を遂げて発展していくことを心から願っています。

（コーディネーター）

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BATJ Journal No.14　2013
ISSN 1477-4704
BATJ Homepage: www.batj.org.uk
BATJ Email: batj@batj.org.uk

編集・発行 = The British Association for Teaching Japanese as a Foreign Language

発行日 = 2013 年 9 月 1 日

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印刷製本　Print & Copy Bureau Estate Services, University of Leeds