Australia’s “Education Revolution” and Asian language education policy  
—A study focusing on Japanese language education—

SHIMAZU Taku

In 2008, the Australian government launched the “Education Revolution” as part of the “Human Capital Revolution”, within the context of the pragmatic perspective of “Australia’s Economic Future”. This paper analyzes the planning of Asian language education policy, which was carried out as part of the “Education Revolution”, with a particular focus on Japanese language education. This analysis provides the basis for discussion of how to place the new Asian language education policy within the historical context of Australian language education policy as a whole.

【Keywords】 Australia, Asian Language Education, Education Revolution, NALSAS, NALSSP

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This study aims to reveal how the ‘Case activities’ contribute to fostering the learners’ problem-solving ability. Because of globalization, there are many learners of business Japanese in and outside Japan. Even if they pass JLPT Level 1 and/or 2, the companies say their Japanese ability is not enough in business settings.

Based on the case method of teaching at business schools, at first we extracted conflict situations in the work from interviews with Japanese and non-Japanese businesspeople. After writing two short cases of conflict, discussion points, and ‘introspection sheet’, we performed case activities with 9 non-Japanese people.

After analysis of the problem-solving process and ‘introspection sheet’, we concluded the following: Case activities could contribute to fostering learners’ problem-solving ability through collaborative discussions. Through the process, each one got deeper insights into conflicts and found their own solutions.

【Keywords】case, business, conflict, introspection, problem-solving
The effects of Form-focused Instruction using drama
Through measuring implicit and explicit knowledge

ZHANG Wenli

The purpose of this study is to examine the effects of the Form-focused Instruction by watching drama in 15-week class setting. 30 Chinese students learning Japanese language in China, were divided into „experimental group” and „controlled group (prompted to infer the meaning of unlearnt words)”. The target items were “teiru”, “demonstrative” and “giving /receiving verbs”. The effects of the instructions were measured by means of an oral imitation test (to measure implicit knowledge), an untimed grammaticality judgment test (to measure explicit knowledge), and a comprehensive test of the drama. The results indicated that, 1) the experimental group outperformed the controlled group in the development of implicit knowledge of “teiru”, 2) the experimental group outperformed the controlled group in the development of explicit knowledge of “giving /receiving verbs”, 3) no difference in the degree of comprehension of the drama between the groups. The characteristics of the target items, such as „frequency” „salience”, seemed to have an effect on the acquisition.

【Keywords】 drama, Form-focused Instruction, noticing, implicit knowledge, explicit knowledge
Collaborative Dialogue between Learners of Different levels of Proficiency
—Focus on Seven Japanese Grammar Items—

WANG Wenxian

This paper reports on a study that was carried out to investigate the effect of second language (L2) proficiency differences in pairs on L2 acquisition and roles of collaborative dialogue. The participants were 44 Chinese students learning Japanese at a Chinese university. The study involved two different types of pairs: 11 pairs of one intermediate proficiency learner and one higher-proficiency partner, and 11 pairs of one intermediate proficiency learner and one lower-proficiency partner. These learners engaged in dictogloss tasks in 8-week class setting. Focus on the intermediate proficiency learners was examined. The findings suggested that learners can indeed benefit not only from higher-proficiency partners but also from lower-proficiency partners, and even benefit more from providing assistance to their lower-proficiency partners.

【Keywords】dictogloss, collaborative dialogue, different L2 proficiency level, role, benefit