

Towards a Japanese Language Pedagogy Network of Home and Host Universities

- Observations from a survey of Japanese Language Learners-*

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Over the past years, the number of Japanese National universities hosting a short-term student exchange program (henceforth *Tanpuro*) has increased from 3 in 1995 to 28 in 2006. During the same time, the number of exchange partner universities linked to each host university has increased, a fact which resulted in greatly diversified expectations by participating students with different background in language, culture and education toward the *Tanpuro* Japanese language programs.

We believe that *Tanpuro* Japanese language programs should provide participants with a coherent learning experience which guarantees the continuity of language learning prior, during and after participation in *tanpuro*. For this reason, Japanese language programs at *tanpuro* should strive towards accommodating such needs and expectations.

In order to analyze the nature of such diversities, we conducted surveys in France and England on learners attitudes toward Japanese language learning. The project team consists of four members, one representing the Japanese programs of the students' home universities in France, one representing those in England, and two representing the Japanese programs at their host universities.

We analyzed the data by focusing on four aspects: the students' motivation, their interests in Japan, their expectation for the Japanese language programs and their expectations towards the Year Abroad in Japan. The statistical analysis revealed both similarities and differences between the regions surveyed. Contrastively speaking, differences in motivation appeared between learners in England – characterized in terms of a predominance of “integrative motivation”- and France – where both “integrative and instrumental” motivations were observed. Learners in these two areas also showed a contrast in their interests in Japan: English learners display more interest in “economy • management”/“politics”, and less in “Manga • Anime” while the opposite

pattern is observed in French learners. English learners' expectations toward the Japanese language program tend to be more "integrative" in nature than French learners. In both regions, Japanese language majors showed the highest interest in participating in a Year Abroad in Japan.

Based on the regional representatives' analyses of the local context, the regional differences between England and France were attributed to differences in education systems, different degrees of interest in popular-culture, degree of exposure to the Japanese culture and so forth.

The above leads us to the conclusion that building a pedagogy network between Japanese programs on both sides enabling a systematic exchange of information on participants' curricular needs is essential for the maintenance of continuity and coherence in the students' learning experience of the Japanese language.

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