

「New directions in the Teaching of Japanese in Second-level schools in Ireland」

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

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

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

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

参考資料：

A Framework for Junior Cycle 2015, Department of Education and Skills.

<https://www.education.ie/en/Publications/Policy-Reports/Framework-for-Junior-Cycle-2015.pdf>

Junior Cycle Short Course in Japanese, Post-Primary Languages Initiative.

<https://www.languagesinitiative.ie/curriculum-support/junior-cycle-short-courses/japanese-junior-cycle-short-course/short-course-in-japanese-specification>

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In Ireland, a new curriculum for lower second-level education has recently been introduced. New specifications in languages include sociocultural knowledge and intercultural awareness in addition to communicative competence, language

awareness, and digital literacy. These strands are designed to be interwoven and correspond closely with the CEFR although they were not designed to do so. This enables students to develop all aspects of language learning as they progress through the course, however this is not how the curriculum is designed at upper secondary level.

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

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

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

References:

A Framework for Junior Cycle 2015, Department of Education and Skills.

<https://www.education.ie/en/Publications/Policy-Reports/Framework-for-Junior-Cycle-2015.pdf>

Junior Cycle Short Course in Japanese, Post-Primary Languages Initiative.

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