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Teaching of the Japanese and Chinese Language in Extracurricular Courses for Children, Adolescents and Adults in Slovenia

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FOREWORD

... multicultural education does not necessarily have to imply the study of foreign second languages but the former without the later is limited and will have difficulty in producing the results it often claims to want to achieve, i.e. tolerance, peace and cross-cultural understanding (Crozet et al., 1999).

This volume of *Acta Linguistica Asiatica* is dedicated to the area of teaching Asian languages in non-native surroundings. It is our great pleasure to announce 9 research papers on language teaching and articulation covering a wide-area of Central and Eastern Europe. The papers show us a map of Asian language teaching sites, including secondary and tertiary education, and their background systems.

In her work “Poučevanje tujih jezikov v slovenskem šolskem sistemu: prostor tudi za japonščino?”, which opens the present volume, **Bronka STRAUS** outlines the picture of Slovene educational system. The paper reminds us that language teaching when taught as a curricular course, must be incorporated into the country’s system.

The article »Chinese as a Foreign Language in Slovene Upper Secondary Education and Outline of Curriculum Renewal« by **Mateja PETROVČIČ** proposes a dynamic curriculum reform in secondary education mostly but targets tertiary education as well.

The next article, authored by **Nagisa MORITOKI ŠKOF** and named »Learner Motivation and Teaching Aims of Japanese Language Instruction in Slovenia«, discusses main aims and objectives to teaching Japanese at secondary level education, and looks into the ways of how to find the place for Japanese language teaching in Slovene language curricula.

Kristina HMELJAK SANGAWA in her paper “Japanese Language Teaching at Tertiary Level in Slovenia: Past Experiences, Future Perspectives” gives an introduction to the history and contents of Japanese language teaching in tertiary education in Slovenia.

Following are the two articles concern teaching Asian languages in Serbia. **Ana M. JOVANOVIĆ**’s research, entitled »Teaching Chinese at the University Level – Examples of Good Practices and Possibilities for Further Developments«, presents several cases of Chinese language teaching and articulation from primary all the way to tertiary education.

On the other hand, »Current State of Japanese Language Education in Serbia and Proposal for Future Solutions« by **Divna TRIČKOVIĆ**'s similarly discusses the Japanese language courses and their present situation in secondary education. The author points out the need for a well-thought pick up of both the teacher and the textbook, and offers an exemplar from University of Beograd.

The next two articles on teaching Asian languages in Romania concern articulation mainly. **Angela DRAGAN** in her work »Teaching Japanese Language in Tertiary and Secondary Education: State and Private Institutions in Romania« offers a perspective on articulation at tertiary level mainly, while on the other hand, **Mariana LUNGU** discusses it from the view of secondary education. The Ion Creanga National college in Bucharest is the only institution in Romania which provides Japanese language education at secondary level ongoing every year.

The final article by **Karmen FEHER MALAČIČ** "Teaching of the Japanese and Chinese Language in Extracurricular Courses for Children, Adolescents and Adults in Slovenia" brings the story back to Slovenia in a form of a survey on teaching Asian languages as extracurricular subjects. The author considers the problems and perspectives that arise within such extracurricular course and at the same time shape language education within curricular course.

Nagisa Moritoki Škof

Crozet, C, Liddicoat, A. J., & Lo Bianco, J. (1999). Intercultural Competence: From Language Policy to Language Education. In C. Crozet, A. J. Liddicoat & J. Lo Bianco (Eds.), *Striving for the Third Place: Intercultural Competence through Language Education*. Melbourne: Language Australia.

RESEARCH ARTICLES

POUČEVANJE TUJIH JEZIKOV V SLOVENSKEM ŠOLSLEM SISTEMU: PROSTOR TUDI ZA JAPONŠČINO?

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Povzetek

V prispevku so na kratko osvetljene jezikovnopolitične usmeritve nekaterih za Slovenijo pomembnih mednarodnih organizacij, v nadaljevanju pa tudi položaj in vloga tujih jezikov v slovenskem šolskem sistemu tako v osnovni kot v srednji šoli. Kot zadnji tuji jezik je bila v predmetnik osnovne in srednje šole vpeljana kitajščina. V prispevku je podrobno opisano, kako je to vpeljevanje potekalo s strokovnega, organizacijskega in systemskega vidika. Hkrati je podan tudi trenutni uvid v poučevanje kitajščine v slovenskem šolskem sistemu. Systemsko umeščanje kitajščine je bil kompleksen in dolgotrajen proces, ki pa lahko predstavlja eno od izhodišč za razmislek o uvajanju japonščine.

Ključne besede: večjezičnost; tuji jeziki; slovenski šolski sistem; kitajščina; japonščina

Abstract

The article opens with a brief insight into the language policies of some international multilateral organisations of importance to Slovenia, and then continues to describe the place and roles of foreign languages in Slovene elementary and upper secondary schools. Chinese was the last foreign language to be integrated into the Slovene school system. The article introduces the process of its integration from the professional and organisational point of view as well as the one from the Slovenian school system. The whole integration process of Chinese into the Slovene curriculum was very complex and time consuming, but can as such serve as the bases for reflection on the way to integrate the Japanese language as well.

Keywords: plurilingualism; foreign languages; Slovene school system; Chinese; Japanese



1 Splošno o večjezičnosti in jezikovnih politikah

Znanje tujih jezikov je bilo od nekdaj cenjeno, danes pa je bolj ali manj samoumevno. Svet globalizacije, kulturne raznolikosti in večjezičnosti oblikuje naš vsakdan tako na osebni ravni kot v profesionalnem in družbenem življenju. Kot odgovor na ta izziv tudi izobraževalni sistemi iščejo optimalne možnosti, kako vsakemu posamezniku že v času šolanja omogočiti, da razvija sporazumevalno zmožnost, del katere je tudi zmožnost sporazumevanja v tujem jeziku. Za angleščino velja, da je lingua franca in hkrati tudi najbolj govorjeni tuji jezik v svetu. Znanje angleščine je torej danes nujno, ne pa zadostno.

Hkrati se je potrebno zavedati osnovnega principa in sicer, da se vse ves čas spreminja in da tudi angleščina ne bo večno na prvem mestu. Zato je znanje več jezikov tista resnična dodana vrednost. Sodobne jezikovne politike gledajo na večjezičnost iz dveh zornih kotov. Prvi je z vidika posameznika, katerega raznojezičnost (ang. plurilingualism) sestavljajo tako materni jezik, kot drugi jezik(i) okolja in tuji jeziki. Kompleksnejša je jezikovna zmožnost posameznika, tem več možnosti ima za uspešno in zadovoljno življenje tako v privatnem in družbenem življenju kot pri profesionalnem razvoju. Drugi je z vidika večjezičnosti okolja in družbe (ang. multilingualism), v katerih živimo in se gibljemo. Globalizacija in čedalje večja mobilnost ljudi sta povzročili jezikovno in kulturno raznolikost v vseh okoljih: v družinah, razredih, šolah, soseščinah, mestih, državah, regijah. Vse to prinaša veliko pozitivnih sprememb in dodano vrednost, seveda ob pogoju, da jih znamo izkoristiti, da se zavedamo teh vrednot in da presežemo občutek ogroženosti.

2 Svet Evrope

Vse velike mednarodne organizacije, katerih članica je Republika Slovenija, so v zadnjih dvajsetih letih posvečale veliko pozornosti vprašanju, povezanih z učenjem in poučevanjem jezikov. Na tem področju ima posebno pomembno vlogo Svet Evrope. Leta 2001, ko smo praznovali evropsko leto jezikov, je objavil Skupni evropski jezikovni okvir (ang. Common European Framework of Reference for Languages), ki predstavlja temeljno strokovno delo pri načrtovanju, izvajanju ter vrednotenju učenja in poučevanja tujih jezikov v evropskih državah in širše. Dokument je preveden v 40 jezikov¹, tudi v slovenščino. Države članice posvečajo veliko pozornost temu, da je čim več nacionalnih izpitov iz znanja tujih jezikov pravilno umeščenih v omenjeni okvir in da se tako zagotovi primerljivost jezikovnega znanja. Državni izpitni center Republike Slovenije je leta 2016 zaključil z umeščanjem izpitov iz angleškega, nemškega, francoskega, italijanskega in španskega jezika v Skupni evropski jezikovni okvir. Na

¹ Dostopno na spletni strani Sveta Evrope:

<https://www.coe.int/en/web/common-european-framework-reference-languages/home>.

podlagi Pravidnika o izdajanju certifikatov z evropsko ravni znanja tujega jezika (2016) je Državni izpitni center RS maturantom v letu 2017 prvič ob maturitetnem spričevalu izdal tudi certifikate o znanju tujih jezikov na treh različnih stopnjah: B1 na poklicni maturi, B1 in B2 na splošni maturi, na osnovni in višji ravni zahtevnosti ter A2, B1 in B2 pri izpitih na osnovni in višji ravni za odrasle.

Svet Evrope je v letu 2017 izdal dopolnitev Skupnega evropskega jezikovnega okvira, v katerem so podrobneje obdelani nekateri vidiki, kot na primer mediacija in raznojezična kompetenca, dodani so opisniki za pred A1 stopnjo, obogateni opisniki za A1 in C2 itn. Svet Evrope je pomagal državam članicam pri pregledu nacionalnih jezikovnih politik (MŠZŠ, Prerezi politike jezikovnega izobraževanja v Sloveniji, 2003) ter razvil orodja za samoevalvacijo znanja tujih jezikov, tako imenovane evropske jezikovne listovnike, ki smo jih za različne starostne skupine razvili tudi Sloveniji.² V zadnjih letih je veliko pozornosti namenjeno obvladovanju učnega jezika, kar je predpogoj za kakovost in pravičnost v izobraževanju (Svet Evrope, 2014), ter problem, kako učinkovito pomagati pri učenju jezika sprejemne države za migrante in begunce³.

3 Evropski center za moderne jezike

Znotraj Sveta Evrope deluje posebna institucija – [Evropski center za moderne jezike](#) (v nadaljevanju ECMJ), ki se ukvarja izključno z zagotavljanjem kakovosti učenja in poučevanja jezikov v državah članicah ter nudenju pomoči pri izzivih s tega področja. V osrčju programa delovanja ECMJ je izobraževanje učiteljev, med temami pa so najbolj izpostavljene naslednje: razvoj kompetenc učiteljev jezikov, migracije in jezikovno poučevanje, večjezično izobraževanje, znakovni jezik, informacijsko komunikacijska tehnologija v jezikovnem izobraževanju, mobilnost in medkulturni dialog, ocenjevanje, jeziki in zaposlovanje, zgodnje učenje jezikov, CLIL ali poučevanje nejezikovnih predmetov v tujem jeziku, učni jeziki ter aktivnosti za umeščanje izpitov v skupni evropski jezikovni okvir ter uporaba jezikovnih listovnikov. Slovenija je ena izmed aktivnejših članic: na Ministrstvu za izobraževanje, znanost in šport skrbimo, da se slovenski predstavniki redno udeležujejo seminarjev, organiziranih v prostorih ECMJ, izkoriščamo možnosti obiskov strokovnjakov ECMJ v Sloveniji, prav tako pa preizkušamo nove pedagoške pristope, ki so bili razviti v okviru tega centra (na primer projekt [ROPP – referenčni okvir za pluralistične pristope](#)).

² Dostopni na spletni strani Ministrstva za izobraževanje, znanost in šport: http://www.mizs.gov.si/si/delovna_podrocja/urad_za_razvoj_in_kakovost_izobrazevanja/jezikovni_o_izobrazevanje/evropski_jezikovni_portfolijoevropski_jezikovni_listovnik_eij/.

³ Dostopno na spletni strani Sveta Evrope: Jezikovna integracija odraslih priseljencev: <https://www.coe.int/en/web/lang-migrants>.

4 Evropska unija

Evropska komisija je že leta 2002 med barcelonske cilje zapisala, da naj bi vsak državljani EU govoril poleg materinščine še dva tuja jezika. Evropska komisija se je odločila, da bo za potrebe spremljanja razvoja na tem področju pripravila jezikovni indikator, ki bi bil v pomoč pri merjenju napredka. V letih 2008 – 2012 se je zvrstilo kar nekaj projektov, zasedale so razne delovne skupine, sprejeta so bila priporočila (za zgodnje učenje tujih jezikov, za znanje jezikov na trgu dela), narejena je bila poglobljena študija Evropska raziskava o jezikovnih kompetencah (2012), ki je pokazala, da smo še daleč od zastavljenega cilja. Čeprav ima jezikovno izobraževanje v različnih državah veliko skupnega, pa vendar ostaja specifično od države do države, tako da na koncu soglasja glede jezikovnega indikatorja ni bilo. S tem so za nekaj časa zamrle pobude na tem področju v okviru Evropske komisije. Ne glede na to pa trenutne razprave znotraj Evropske komisije kažejo, da bo vprašanje jezikovnega indikatorja ponovno postalo pomembna tema. Evropska komisija je med drugim izdelala tudi orodje za začetno učenje jezika⁴ za vse tiste, ki so prijavljeni za izmenjave znotraj programa Erasmus+. Velik poudarek na mobilnosti znotraj programa Erasmus+ je znatno vplivalo na percepcijo učenja jezikov kot »dolgoročno pozitivno« ter na »spodbujanje široke jezikovne raznolikosti ter medkulturne zavesti EU« (Klemenčič, 2017, str. 10).

5 UNESCO

Jezikovna raznolikost je skupna dobrina človeštva in tako so jezikovne vsebine prisotne tudi v programih Unesca, kjer je večkrat poudarjen pomen učenja maternega jezika pa tudi tujih jezikov pri zagotavljanju pravičnosti, kakovosti in trajnosti v izobraževanju. Jezikovno izobraževanje je bila ena izmed točk 194. seje Izvršnega sveta UNESCO aprila 2014⁵. Med sklepi so zapisani podobni cilji, kot jih najdemo v okviru Sveta Evrope in Evropske unije: raznojezičnost razvija medkulturno razumevanje in duh strpnosti, omogoča sporazumevanje preko jezikovnih in kulturnih meja ter pomaga pri ekonomskem, družbenem in kulturnem razvoju držav in družb. Septembra 2017 je bila v Ljubljani pomembna mednarodna konferenca o odprtih virih v izobraževanju: sprejet je bil Ljubljanski akcijski načrt, v katerem je ena izmed točk namenjena izzivom na področju jezikov in kulture⁶. Poudarjena je dostopnost odprtih izobraževalnih virov v vseh jezikih, tudi manj govornih in ogroženih, hkrati pa nujnost njihove prilagojenosti lokalnemu okolju.

⁴ Dostopno na spletni strani Evropske komisije: <https://erasmusplusols.eu/sl/language-courses-sl/>.

⁵ Dostopni na spletni strani Unesca: <http://unesdoc.unesco.org/images/0022/002274/227488e.pdf> (str. 36-37).

⁶ Dostopen na spletni strani Unesca: <http://www.oercongress.org/woerc-actionplan/>.

6 Jezikovna politika v Republiki Sloveniji

Osrednji dokument jezikovne politike v Sloveniji je Resolucija o nacionalnem programu za jezikovno politiko 2014 – 2018 (Ministrstvo za kulturo, 2013), iz katerega izhajata Akcijski načrt za jezikovno izobraževanje (ANJI) in Akcijski načrt za jezikovno opremljenost ANJO (oba Ministrstvo za kulturo, 2014). Osrednji cilj slovenske jezikovne politike je tako »oblikovanje skupnosti samostojnih govork in govorcev z razvito jezikovno zmožnostjo v slovenščini, zadostnim znanjem drugih jezikov, z visoko stopnjo jezikovne samozavesti in ustrezno stopnjo pripravljenosti za sprejemanje jezikovne in kulturne različnosti.« (ReNPJP14-18, 2013, str. 6). Resolucija je zastavljena po vsebinskih sklopih: slovenščina kot prvi jezik za govorce slovenščine v Republiki Sloveniji, v zamejstvu in po svetu, slovenščina kot drugi in tuji jezik, jeziki manjšin in priseljencev v Republiki Sloveniji in tuji jeziki. Posebej so izpostavljeni govorce s posebnimi potrebami, pozornost pa je namenjena jezikovni ureditvi visokega šolstva in znanosti. Zastavljeni cilji v okviru teh področij so konkretizirani v Akcijskem načrtu za jezikovno izobraževanje. Obstoje jezika je danes povezan tudi s stopnjo njegove prisotnosti v digitaliziranem svetu, kar pomeni, da je nujno razvijati jezikovno infrastrukturo. Konkretni ukrepi na tem področju so zapisani v Akcijskem načrtu za jezikovno opremljenost. Ministrstvo za kulturo, ki je skrbnik uresničevanja nacionalnega programa za jezikovno politiko, s pomočjo ostalih resorjev vsako leto pripravi poročilo o dejavnostih, ki so bile izpeljane na podlagi zgoraj omenjenih dokumentov. Pregled poročil pokaže, da je uresničevanje ukrepov s področja jezikovnega izobraževanja zadovoljivo, da pa je bilo bistveno premalo narejenega na področju jezikovne opremljenosti.⁷

7 Jeziki v okviru slovenskega izobraževalnega sistema

Kadar govorimo o jezikih, ki so prisotni v vzgojno-izobraževalnem prostoru oz. procesu, se le-ti pojavljajo v različnih vlogah: kot učni jeziki, torej jeziki v katerih poteka učni proces (v slovenskem vzgojno-izobraževalnem sistemu so to slovenščina, pa tudi madžarščina in italijanščina na obeh narodnostno mešanih območjih). Učni jezik vstopa v šolo tudi kot šolski predmet pa tudi kot jezik stroke. Italijanščina in madžarščina sta kot manjšinska jezika tudi jezika okolja.⁸ V obveznem kurikulumu so tudi tuji jeziki,

⁷ Poročila dostopna na spletni strani Ministrstva za kulturo:

http://www.mk.gov.si/si/delovna_podrocja/sluzba_za_slovenski_jezik/resolucija_o_nacionalnem_programu_za_jezikovno_politiko_20142018/.

⁸ Vsaka od obeh narodnostno-mešanih področij imata drugačen model vključevanja manjšinskega jezika v učni proces: na območju, kjer živi italijanska narodna skupnost (v obalnih občinah Izola, Koper in Piran) poteka vzgojno izobraževalno delo v vrtcih in šolah v italijanskem jeziku, slovenski jezik pa je v teh šolah obvezen predmet. Po drugi strani pa je v šolah na tem območju, kjer poteka VIZ v slovenskem jeziku, italijanski jezik obvezen predmet, prav tako pa se z italijanščino seznanjajo

medtem kot se materni jeziki otrok, ki jim slovenščina ni prvi jezik, poučujejo v popoldanskem času kot dopolnilni pouk maternih jezikov in kultur za otroke priseljencev. Ta pouk se organizira v sodelovanju z državami izvora.

7.1 Tuji jeziki v osnovni šoli

7.1.1 Prvi tuji jezik

Prvi tuji jezik je vključen v obvezni program devetletne osnovne šole od drugega razreda dalje, učenci pa lahko izbirajo med angleščino in nemščino. Razmerje je 97% proti 3% v prid angleščini, nemščina je izbrana pretežno v osnovnih šolah v severnem in severovzhodnem delu Slovenije. Prvi tuji jezik se od šolskega leta 2015/16 učenci lahko učijo tudi že v prvem razredu v okviru neobveznih izbirnih vsebin (22. člen Zakona o spremembah in dopolnitvah Zakona o osnovni šoli, 2013). To pomeni, da mora šola to možnost obvezno ponuditi, učenec pa jo lahko izbere ali ne. V prvem letu izvajanja je to možnost izkoristilo 18.035 učencev (83,6% prvošolcev), ki je izbralo angleščino, in 529 učencev (2,4% prvošolcev), ki je izbralo nemščino, v drugem letu izvajanja - to je v šolskem letu 2016/17- pa se je angleščine v prvem razredu kot neobvezni izbirni predmet učilo že 19.729 učencev (89% prvošolcev) in nemščine 607 učencev (2,7% prvošolcev). Z učenjem prvega tujega jezika dijaki nadaljujejo v vseh srednješolskih programih, razen v programih nižjega poklicnega izobraževanja.

7.1.2 Drugi tuji jezik

Slovenska osnovna šola ponuja pester nabor tujih jezikov, med drugim sosedske jezike (nemščino, italijanščino, hrvaščino in madžarščino), jezike narodnostnih manjšin (italijanščino in madžarščino), jezike nekaterih skupin priseljencev iz bivšega skupnega jugoslovanskega prostora (hrvaščino, srbsščino, makedonščino), klasični jezik (latinščino) ter seveda pomembnejše jezike v mednarodnem prostoru (angleščino, francoščino, španščino, ruščino ter kitajščino). Učenje drugega tujega jezika ne sodi med obvezne predmete osnovnošolskega programa, učenci se ga/jih lahko učijo kot obvezni ali neobvezni izbirni predmet.

Drugi tuji jezik kot obvezni izbirni predmet (OIP) se izvaja v tretjem vzgojno-izobraževalnem obdobju (od 7. – 9. razreda) in pomeni, da mora šola v okviru družboslovno-humanističnega sklopa med drugimi predmeti ponuditi vsaj en tuji jezik,

tudi otroci v vrtcih s slovenskim jezikom. Na narodnostno mešanih območjih, kjer živi madžarska narodna skupnost je z zakonom določeno dvojezično šolstvo. V dvojezičnih šolah morajo strokovni delavci obvladati oba učna jezika.

Vir: spletna stran Ministrstva za izobraževanje, znanost in šport

http://www.mizs.gov.si/si/delovna_podrocja/urad_za_razvoj_in_kakovost_izobrazevanja/razvojna_podrocja/jezikovno_izobrazevanje/#c21753.

učenec pa mora izbrati dve uri pouka izbirnih predmetov tedensko, lahko pa tudi tri, če s tem soglašajo njegovi starši. Med vsemi izbirnimi predmeti se samo tuji jezik poučuje dve uri tedensko in vsa tri leta, ostali predmeti so enoletni in se poučujejo eno uro tedensko. V naboru tujih jezikov je med obveznimi izbirnimi predmeti 12 tujih jezikov (angleščina, nemščina, italijanščina, francoščina, španščina, hrvaščina, srbsščina, makedonščina, madžarščina, ruščina, kitajščina in latinščina). Kljub temu, da sistemska možnost učenja vseh teh jezikov obstaja, se dejansko nekateri jeziki ne poučujejo: za njih ni zanimanja in šola jih ne ponudi. Tudi če jih ponudi, se ne prijavi zadostno število učencev. Takšen jezik je na primer makedonščina, ki se ni še nikoli poučevala, podobno je z madžarščino, poučevanje srbsščine se je zmanjšalo na samo eno osnovno šolo in 5 učencev v šolskem letu 2016/17, hrvaščina se je v letu 2013/14 poučevala na 11 šolah, v letu 2016/17 pa samo še na 7. Na drugi strani pa se nemščina poučuje na približno 80% slovenskih osnovnih šol, sledi francoščina, ki se poučuje na 16% slovenskih osnovnih šol, španščina na 13,5% ter italijanščina na 9% slovenskih osnovnih šol (Ministrstvo za izobraževanje, znanost in šport, 2015/2016).

Drugi tuji jezik kot neobvezni izbirni predmet (NIP) se izvaja v drugem in tretjem vzgojno-izobraževalnem obdobju (od 4. – 9. razreda osnovne šole). Šola za učence od 4. do 6. razreda ponudi pouk drugega tujega jezika, umetnosti, računalništva, športa ter tehnike. Tuji jezik se poučuje v obsegu dveh ur tedensko, medtem ko se ostali predmeti poučujejo le eno uro tedensko. Učenec se prostovoljno odloči, ali bo katerega izmed ponujenih neobveznih izbirnih predmetov izbral. Možen obseg je dve uri tedensko. Če se torej učenec/učenka odloči za tuji jezik, si ne more dodatno izbrati nobenega drugega predmeta. Šola v tretjem vzgojno-izobraževalnem področju v okviru neobveznih izbirnih vsebin ponuja samo drugi tuji jezik. V naboru tujih jezikov v okviru neobveznih izbirnih vsebin je 6 jezikov: sosedski oz. manjšinski (italijanščina, nemščina, madžarščina in hrvaščina) ter angleščina in francoščina kot najbolj razširjena jezika v mednarodni komunikaciji (z vidika Slovenije).

V spodnjih preglednicah je razvidno, v kakšnem obsegu in katere jezike kot neobvezne izbirne predmete so se učenci učili v šolskem letu 2016/2017. Daleč največ učencev se kot drugi tuji jezik v okviru neobveznih izbirnih vsebin tako od 4. do 6. razreda kot od 7. do 9. razreda uči nemščino, nato v nižjih razredih sledi italijanščina, v višjih razredih pa francoščina. Zelo malo šol izvaja pouk hrvaščine, madžarščina pa se v tej obliki sploh ne izvaja. Angleščino izberejo tisti učenci, ki se sicer učijo nemščino kot prvi tuji jezik.

Tabela 1: Izbrani neobvezni izbirni predmeti za šolsko leto 2016/17
(Vir: Ministrstvo za izobraževanje, znanost in šport)

		Število šol	% šol	Število učencev
NIP - Drugi tuji j. - Angleščina	4. – 6. razred	26	5,8	627
NIP - Drugi tuji j. - Francoščina	4. – 6. razred	24	5,3	555
NIP - Drugi tuji j. - Hrvaščina	4. – 6. razred	1	0,2	28
NIP - Drugi tuji j. - Italijanščina	4. – 6. razred	40	8,9	1.308
NIP - Drugi tuji j. - Nemščina	4. – 6. razred	349	77,9	12.407
NIP - Drugi tuji j. - Angleščina	7. – 9. razred	10	2,2	203
NIP - Drugi tuji j. - Francoščina	7. – 9. razred	44	9,8	755
NIP - Drugi tuji j. - Hrvaščina	7. – 9. razred	5	1,1	58
NIP - Drugi tuji j. - Italijanščina	7. – 9. razred	15	3,3	252
NIP - Drugi tuji j. - Nemščina	7. – 9. razred	109	24,3	3.041

Trenutni program osnovne šole torej ponuja kar nekaj možnosti učenja tujih jezikov. V najboljšem primeru lahko devetošolec ob zaključku osnovnošolskega šolanja zelo dobro govori dva tuja jezika in tretjega nekaj: prvi tuji jezik, ki se ga je učil devet let in naj bi dosegel stopnjo A2/B1, drugi tuji jezik, ki se ga je lahko učil kot neobvezni izbirni predmet nepretrgoma šest let in je dosegel A2 stopnjo⁹ ter tretji tuji jezik, ki se ga je učil kot obvezni izbirni predmet tri leta in je dosegel A1/A2 stopnjo. Seveda so možne tudi vse mogoče variacije glede izbora jezika in dolžine učenja.

7.2 Tuji jeziki v srednji šoli

Ob prehodu v srednjo šolo večina dijakov nadaljuje z učenjem prvega tujega jezika, ki je obvezen element vseh srednješolskih programov, razen programov nižjega poklicnega izobraževanja. Drugi tuji jezik je obvezen v gimnazijskih programih ter nekaterih programih srednjega poklicnega, srednjega strokovnega in poklicno-tehniškega izobraževanja. Gimnazijski program ponuja tudi učenje tretjega tujega jezika v okviru izbirnih vsebin od 2. letnika dalje. Nabor jezikov, ki jih ponujajo srednješolski programi je manj pester kot nabor v osnovni šoli. Za učenje drugega tujega jezika lahko dijaki izbirajo med osmimi jeziki: angleščino, nemščino, francoščino, italijanščino, španščino, ruščino, latinščino in grščino, kot tretji tuji jezik pa se lahko učijo tudi kitajščino. Vsi našteti jeziki, razen kitajščine, so lahko tudi v izboru na maturi. Pri prvem tujem jeziku na višjem nivoju naj bi dijaki na maturi dosegli stopnjo B2, pri drugem tujem jeziku pa B1. Kot je bilo že omenjeno na začetku, Državni izpitni center

⁹ Ti učenci/učenke še niso končali osnovne šole, saj so NIPi uvedeni šele v šolskem letu 2014/15, NIP za prvi tuji jezik v prvem razredu pa šele 2015/16.

dijakom ob maturitetnem spričevalu izda tudi certifikat z evropsko ravno znanja tujega jezika.¹⁰

7.3 Tuji jeziki v obliki interesnih dejavnosti

Tako učenci v osnovni šoli kot dijaki v srednji šoli lahko poleg vsebin, ki jih ponujajo obvezni in izbirni deli programov, izbirajo učenje jezikov tudi v okviru interesnih dejavnosti. Le-te vsaka šola ponuja in izvaja po lastnem izboru in v lastni režiji. Z vidika učenca ali dijaka je to mikavna izbira, saj se lahko uči jezika, ki ga zanima, hkrati pa ni ocenjen. Z vidika financiranja učitelja pa je ta oblika nestabilna, saj učitelj ni plačan iz sistema (interesna dejavnost je samo deloma sistemsko umeščena v program osnovne ali srednje šole), kadar pa gre za nadstandard, je potrebno vire financiranja poiskati drugod (plačilo staršev, pomoč občine ...).

8 Uvajanje kitajščine

Kitajščina je zadnji tuji jezik, ki je bil umeščen v slovenske vzgojno-izobraževalne programe. Začetek sodelovanja med slovenskimi in kitajskimi šolami seže v leto 2009, ko se je Gimnazija Jožeta Plečnika v Ljubljani povezala z eno od kitajskih srednjih šol z namenom ogleda sončnega mrka v Šanghaju. Obisk so kitajski dijaki vrnili jeseni 2009. Ob tem času so se slovenski dijaki na šoli učili kitajščino. To je trajalo dve leti. V šolskem letu 2010/11 se je nadaljevalo tudi s poučevanjem kitajščine kot interesne dejavnosti na OŠ Vič v Ljubljani. Kar nekaj slovenskih ravnateljev je bilo s strani Kitajske povabljenih na izobraževalne obiske na Kitajsko, v tem obdobju pa so potekale tudi sicer kar živahne izmenjave med Slovenijo in Kitajsko na različnih ravneh (politični, gospodarski, izobraževalni, znanstveni). Kitajska je bila in je še zmeraj zelo zainteresirana, da bi se poučevanje kitajščine razširilo v čim več držav. Januarja 2011 je vodja Konfucijevega inštituta (v nadaljevanju tudi KI), ustanovljenega na Ekonomski fakulteti Univerze v Ljubljani, na Ministrstvu za izobraževanje, znanost in šport predstavila delovanje te ustanove. Izpostavila je veliko povpraševanje po znanju kitajščine tako med študenti kot v poslovnem svetu po svetu pa tudi že v Sloveniji. Povedala je, da so se z ustanovitvijo KI v Ljubljani zelo povečale tudi možnosti za dodatne štipendije tako za študente sinologije kot za študente Ekonomske fakultete Univerze v Ljubljani na Kitajskem. Hkrati je izrazila željo po ustanovitvi Konfucijevih učilnic v okviru slovenskega izobraževalnega sistema. Vsaka Konfucijeva učilnica naj bi zaobjela vsaj po en vrtec, eno osnovno in eno srednjo šolo. V tem času so sinologi s Filozofske fakultete v Ljubljani že pripravili osnutek učnega načrta za poučevanje kitajščine v osnovni šoli. Sklep

¹⁰ Informacije dostopne na spletni stranu Državnega izpitnega centra:
https://www.ric.si/ostalo/umestitve_izpitov_iz_tujih_jezikov_v_sejo/.

sestanka je bil, da se pospešijo priprave za sprejetje učnega načrta na Strokovnem svetu RS za splošno izobraževanje, ki je najvišje strokovno telo na področju splošnega izobraževanja v Republiki Sloveniji. Hkrati naj se začne tudi postopek za pripravo učnega načrta za srednje šole.

Na podlagi omenjenega sestanka je Konfucijev inštitut aprila 2011 sklical predstavnike stroke, ministrstva, Zavoda RS za šolstvo (v nadaljevanju tudi ZRSŠ) in zainteresirane ravnatelje, da bi skupaj preverili pripravljenost in postopek uvajanja kitajskega jezika v osnovne in srednje šole s podporo Konfucijevega inštituta Ljubljana. Beseda je tekla o trenutnem stanju in izkušnjah s področja poučevanja kitajščine, predstavljene so bile Konfucijeve učilnice in način njihovega delovanja, zagotovljena je bila pomoč s strani Konfucijevega inštituta, izpostavil se je problem pedagoške usposobljenosti sinologov. Študij sinologije namreč ni omogočal pedagoške izobrazbe, v šolski prostor in učni proces pa se brez le-te ne da vstopiti (94. – 100. člen Zakona o organizaciji in financiranju vzgoje in izobraževanja, 1996). Kot začasna rešitev je bila nakazana možnost pridobitve pedagoško-andragoške izobrazbe v okviru posebnega programa. Na sestanku je bilo dogovorjeno, da se že pripravljeni učni načrt za kitajščino kot izbirni predmet v osnovni šoli umesti na naslednjo sejo Strokovnega sveta RS za splošno izobraževanje in da se v čim krajšem času pripravi učni načrt za kitajščino kot izbirni predmet na srednjih šolah. Za pripravo so bili zadolženi sinologi Oddelka za azijske študije na FF UL. Prav tako je bilo sklenjeno, da se takoj prične s pripravo novega učbenika ter da se vsak poskuša čim bolj zavzeti, da bi vsi administrativni postopki normalno stekli in da se pouk kitajščine na osnovnih in srednjih šolah (na srednjih vsaj fakultativno) lahko tudi uradno začne v šolskem letu 2011/12.

Intenzivno delo se je nadaljevalo v juniju, ko je bil ponovno sklican sestanek na Uradu za razvoj izobraževanja. Prisotne (vodja Konfucijevega inštituta, predstavnic sinologov FF UL in avtorica prispevka) smo se strinjale, da je uvajanje učenja in poučevanja kitajščine v slovenske osnovne in srednje šole pomembno in da je potrebno pripraviti dolgoročni načrt dela za vse vpletene strani. Ponovno je bilo sklenjeno zaporedje nadaljnjih korakov, ki si morajo slediti: sinologi Oddelka za azijske študije FF pripravijo dopis, v katerem ZRSŠ pozove, da se ustanovi razširjena predmetna skupina za kitajščino, predlaga tri člane razvojne predmetne skupine, od katerih mora eden prevzeti skrb za razvoj predmeta kitajščine. Prav tako so se nadaljevali konkretni koraki pri razvoju učbenika (sinologi Oddelka za azijske študije in KI). Pripravljen je bil načrt za srečanje ravnateljev vrtcev, osnovnih in srednjih šol, ki so konkretno zainteresirani za sodelovanje v Konfucijevih učilnicah (dokončno potrditev vrtcev in šol bo naredila kitajska stran). Ministrstvo je razvoj predmeta kitajščine vključilo v letni delovni načrt ZRSŠ za leto 2012 ter zagotovilo sredstva za razvojni projekt. Prav tako je ministrstvo naročilo ZRSŠ pripravo učnega načrta za kitajščino za srednjo šolo.

V nadaljevanju je Zavod RS za šolstvo poskrbel, da je bil učni načrt za kitajščino v osnovni šoli obravnavan na 146. seji Strokovnega sveta RS za splošno izobraževanje, ki

je bila 22. 12. 2011. Učni načrt je bil sicer potrjen, Zavodu RS za šolstvo pa je bilo naročeno, da ga dodatno jezikovno pregleda in uredi ter upošteva pripombe iz razprave. Na podlagi potrjenega Učnega načrta za kitajščino v osnovni šoli je minister za izobraževanje, znanost, kulturo in šport marca 2012 izdal Odredbo o spremembi vzgojno-izobraževalnega programa osnovna šola, s katero se v predmetnik osnovne šole dodal nov izbirni predmet kitajščina. Prav tako je bil v decembru 2012 sprejet Pravilnik o spremembah in dopolnitvah Pravilnika o izobrazbi učiteljev in drugih strokovnih delavcev v izobraževalnem programu osnovne šole, v katerega je bil dodan odstavek, da je »učitelj kitajščine lahko, kdor je končal univerzitetni študijski program vzhodnoazijske študije (smer sinologija) ali magistrski študijski program druge stopnje sinologija« (Uradni list RS, št. 92, člen 1.2.95).

Hkrati so se nadaljevala dogovarjanja za ustanovitev Konfucijevih učilnic. Na sestanku na Uradu za razvoj izobraževanja decembra 2012 je bilo ugotovljeno, da so dani vsi pogoji za začetek poučevanja kitajščine kot izbirnega predmeta v šolskem letu 2013/14. Poleg zagotovljenih sistemskih pogojev je bilo ugotovljeno tudi, da je na razpolago tudi manjše število sinologov z ustrezno izobrazbo za poučevanje v okviru vzgojno-izobraževalnega sistema. Pripravljen je tudi že učni načrt za poučevanje kitajščine v srednjih šolah, ki je v postopku recenzij; v pripravi je tudi zgibanke za promocijo kitajščine kot izbirnega predmeta. Pri izdelavi zgibanke je na pomoč priskočilo Veleposlaništvo Ljudske republike Kitajske v Sloveniji. Na slovenskih šolah že delujeta dva konzorcija, ki izvajata kitajščino kot interesno dejavnost: ljubljanski - vodi ga OŠ Trnovo iz Ljubljane (sestavljajo ga en vrtec, tri osnovne šole in dve gimnaziji) ter mariborski - vodi ga II. gimnazija Maribor, sestavljajo pa ga tudi še vsaj en vrtec in ena osnovna šola. Zanimanje se kaže tudi v Kopru in Novi Gorici. Konfucijev inštitut, ki deluje pod okriljem Državnega urada za kitajski jezik s sedežem v Pekingu (*HANBAN*), ima na razpolago kitajske učitelje - prostovoljce, ki v omenjenih šolah že poučujejo kitajščino. To poučevanje poteka skupaj s slovenskim sinologom, kar se je na podlagi izkušnje OŠ Trnovo pokazalo kot izredno uspešno. Kitajska stran financira učitelja ter material – opremo za vzpostavitev fizičnega prostora, namenjenega pouku kitajščine. Slovenska stran financira sinologa (v okviru sistema) ter stanovanje in zavarovanje kitajskega učitelja. Kitajščina, ki se v osnovni šoli že izvaja kot interesna dejavnost, se je v šolskem letu 2013/14 lahko začela izvajati tudi kot izbirni predmet v tretjem vzgojno-izobraževalnem obdobju. Končni sklep sestanka je bil, da se pred nadaljnjim odločanjem v zvezi s podporo, spremljanjem in evalvacijo uvajanja kitajščine v osnovno šolo skliče sestanek z zainteresiranimi ravnatelji osnovnih šol. Cilj sestanka je bil, da se preveri dejanska zainteresiranost šol za izvajanje kitajščine kot izbirnega predmeta ter se skupaj z njimi posvetuje o najboljših možnostih za naprej.

Na sestanku z ravnatelji, ki je bil sklican še v decembru 2012 in ki so se ga udeležili ravnatelji petih osnovnih šol, je bil izpostavljen zelo velik interes učencev za učenje kitajščine kot interesne dejavnosti in tudi dejstvo, da zanimanje narašča, učenci pri učenju kitajskega jezika in kulture pa zelo uživajo in se z veseljem učijo. Tudi zato, ker

pri pouku sodelujeta slovenski sinolog in kitajska učiteljica, ki vnaša v pouk dimenzijo drugačnosti. Pouk kitajščine pri otrocih razvija tudi druge spretnosti – fino motoriko (kaligrafija), predvsem pa spodbuja domišljijo in ustvarjalnost otrok. Izpostavljen je bil problem t. i. »letečih učiteljev« - učiteljev, ki kombinirajo obveznost na različnih šolah ter kako jim omogočiti, da v največji možni meri dobijo možnost, da glavnino dela opravijo na matični šoli. Nakazana je bila tudi že rešitev tega problema: reševati ga je potrebno na vsaki posamezni šoli v okviru dvopredmetnega poučevanja (sinologija v navezavi z drugimi predmeti), kombiniranje s podaljšanim bivanjem ipd. Predstavnike ministrstva je zanimal predvsem prehod od interesne dejavnosti k izbirnemu predmetu; da ne bo ocenjevanje pri izbirnem predmetu zmanjšalo zanimanja za kitajščino. Ravnateljice so se strinjale, da bo pri tem prehodu prišlo do osipa tako kot pri vseh ostalih predmetih, da pa je zato začetna motivacija in izvajanje kitajščine kot interesne dejavnosti v nižjih razredih toliko pomembnejša¹¹; obvezni izbirni predmet naj pomeni nadgradnjo predhodnega učenja.

V začetku leta 2013 je bil v sodelovanju s sinologi Oddelka za azijske študije in Veleposlaništvom Ljudske republike Kitajske v Sloveniji na Zavodu RS za šolstvo dokončan letak, ki nagovarja učence in dijake k učenju kitajskega jezika.

中文
KITAJŠČINA
KOT IZBIRNI PREDMET

Alli veste, da je kitajščina najpogostejši jezik v svetu spletne komunikacije?

Kitajščina namreč po številu govorcev velja za najbolj razširjen materni jezik, saj ga govori več kot petina svetovnega prebivalstva. Vzporedno z naraščajočo gospodarsko, politično in kulturno močjo Kitajske narašča tudi svetovni trend učenja njenega jezika. Kitajske pismenke so nastale iz silikovnih podob, ki so jih vrezovali v lončevino, kosti in bronaste posode. Skozi čas so se spreminjale in dobivale današnje podobo. Tako je na primer pismenka zhaō 朝, ki pomeni jutro, sestavljena iz treh delov: na levi strani vidimo drevo in sonce, ki še ni pripravalo iznad drevesnih vej, na desni strani vidimo luno. Pismenka za jutro torej nosi silkovit opni in simbolični pomen.

Latiničnemu zapisu kitajskih pismenk pravimo pinyin, za pravilno izgovorjavo kitajskega jezika pa se moramo naučiti tudi štirih tonov.

Učenje kitajščine ni le učenje jezika, temveč zjema tudi spoznavanje bogate kitajske kulture in pretevalcev. Kitajska je ena najstarejših civilizacij na svetu, ki je razvila svojo pisavo že pred več kot nekaj tisočletji. Po zaslugi njenih izumiteljev danes lahko uporabljamo tuji jeziki - izbirni predmeti za 7., 8. in 9. razred osnovne šole

Poznate kaligrafijo, umetnost lepega pisanja kitajskih pismenk?

V sru kitajske civilizacije je bogata zapuščina pravilic, poezije, romanov in filmov, ki odpirajo nam oddaljene kulture. Veste, da je simbol Kitajske zmaj? To mitološko bitje nastopa tudi v priljubljeni igri letanja in spuščanja zmajev, ki prav tako izvira iz Kitajske. Še danes lahko vidite, kako v parkih otroci, mladi in starejši skupaj tekmujejo, kateri zmaj bo poletel najvišje in ostal najdlje v zraku. Z znanjem kitajščine tako ne boste razumeli le jezika, ampak boste obenem dobili vpogled tako v kitajsko družbo in kulturo kot tudi v svet z drugačne perspektive. V vedno bolj tekmovalnem poslovnem svetu je znanje kitajščine zagotovo velika prednost. Učenje kitajskega jezika in kulture je zanimivo, zabavno in ustvarjalno, še posebno če se ju učite v šoli.

玉不琢不成器 人不學不成才。
Zad mora biti izbrušen, da lahko postane dragocina; človek mora biti izučen, da lahko razvija svoj talent.

Klasna ura

Za več informacij se lahko obrnete na šolsko upravo za izbirne predmete na Fakulteti za humanistične študije na Filozofski fakulteti Univerze v Ljubljani (isa.sernaj@ff.uni-lj.si).

Učite radi še pouk kitajščine kot izbirnega predmeta v osnovni šoli in obiščite na spletni strani Ministrstva za izobraževanje, znanost, kulturo in šport.

Zavod RS za šolstvo
Ministrstvo za izobraževanje, znanost, kulturo in šport

letak in zavički Zavod RS za šolstvo - Zavi Gregor Mihurčič - Ljubljana 2012

Slika 1: Letak za kitajščino kot izbirni predmet

Konec februarja 2013 je bil na dnevni red 155. seje Strokovnega sveta RS za splošno izobraževanje umeščen tudi Predlog učnega načrta za izbirni predmet Kitajščina v

¹¹ Takrat se je pripravljalo tudi uvajanje neobveznih izbirnih vsebin v drugem vzgojno-izobraževalnem obdobju in na sestanku je bila izražena pobuda, da bi bila kitajščina umeščena med poučevanje tujih jezikov tudi v tem okviru.

programu gimnazije. Po krajši razpravi in predlogih za izboljšavo je bil predlagani učni načrt za kitajščino v programu gimnazije sprejet.

Učenci osnovnih šol so si lahko prvič izbrali kitajščino kot obvezni izbirni predmet v šolskem letu 2013/14. Za to opcijo se je odločilo 65 učencev na petih osnovnih šolah. V preglednici je prikazano število učencev kitajščine kot obveznega izbirnega predmeta od 7. do 9. razreda v šolskih letih 2013/2014 do 2016/2017. Začetnemu navdušenju je sledil upad interesa. V šolskem letu 2013/14 so bile osnovne šole, ki so izvajale kitajščino, geografsko lepo razporejene (Maribor, Celje, Ljubljana, Koper), v letu 2016/17 se je poučevanje izvajalo samo še v Ljubljani in Kranju, v letošnjem šolskem letu pa se je pouk kitajščine začel izvajati v Zagorju ob Savi.

Tabela 2: Kitajščina kot obvezni izbirni predmet v OŠ (2013/14–2017/18)

	Občina	Šola	Predmet	Št. uč.
2017/18	Ljubljana	Osnovna šola Trnovo	Kitajščina	6
	Kranj	Osnovna šola Orehek	Kitajščina	4
	Zagorje ob Savi	Osnovna šola Ivana Kavčiča Izlake	Kitajščina	5
			Skupaj 2017/18	15
2016/17	Ljubljana	Osnovna šola Trnovo	Kitajščina	5
	Ljubljana	Osnovna šola Koseze	Kitajščina	2
	Kranj	Osnovna šola Orehek	Kitajščina	3
			Skupaj 2016/17	10
2015/16	Kranj	Osnovna šola Orehek Kranj	Kitajščina	3
	Ljubljana	Osnovna šola Koseze	Kitajščina	2
	Ljubljana	Osnovna šola Trnovo	Kitajščina	3
			Skupaj 2015/16	8
2014/15	Kranj	Osnovna šola Orehek Kranj	Kitajščina	3
	Ljubljana	Osnovna šola Koseze	Kitajščina	10
	Ljubljana	Osnovna šola Trnovo	Kitajščina	3
			Skupaj 2014/15	16
2013/14	Koper	Osnovna šola Antona Ukmarja Koper	Kitajščina	16
	Maribor	Osnovna šola Bojana Iliča Maribor	Kitajščina	13
	Koper	Osnovna šola Dušana Bordona Semedela - Koper	Kitajščina	8
	Celje	Osnovna šola Lava Celje	Kitajščina	11
	Ljubljana	Osnovna šola Trnovo	Kitajščina	17
			Skupaj 2013/14	65

V šolskem letu 2013/2014 je bila kitajščina kot izbirni predmet prvič uvedena tudi v programu gimnazije. Izvajale so ga tri gimnazije, in sicer Gimnazija Ptuj, Gimnazija Ravne na Koroškem in Gimnazija Celje - Center (skupaj 37 dijakov), leto kasneje, v

šolskem letu 2014/15, samo na Gimnaziji Celje – Center (7 dijakov), v šolskem letu 2015/16 pa ponovno na Gimnaziji Ptuj ter na Gimnaziji Celje – Center (skupaj 26 dijakov). Ob tem je potrebno dodati, da so to podatki, ki so jih gimnazije sporočile na ministrstvo. Po teh podatkih se kitajščina kot obvezni izbirni predmet poučuje samo na Gimnaziji Celje – Center, drugod pa kot neobvezni tuji jezik.

Glede na predstavljene podatke bi lahko zaključili, da je poučevanja kitajščine v okviru obveznih in izbirnih vsebin na slovenskih osnovnih in srednjih šolah zelo malo. Spremljanje stanja na področju učenja in poučevanja kitajščine, ki ga izvaja Zavod RS za šolstvo za šolsko leto 2015/16 (Ilgo, 2016), je pokazalo, da se učenje kitajščine pretežno izvaja v obliki interesne dejavnosti ter da je število učencev in dijakov, ki se učijo kitajščine, precej višje od uradnih števil¹². To napeljuje na razlago, da si učenci in dijaki še ne želijo izbrati kitajščine kot drugega tujega jezika in da imajo prednost »tradicionalni« tuji jeziki, predvsem nemščina. Hkrati pa jih kitajščina in kitajska kultura zanimata, vseh jim je tudi način poučevanja (slovenski sinolog/inja in kitajski učitelj/ica). Z vidika sistemske ureditve je poučevanje tujega jezika kot obveznega izbirnega predmeta bolj smiselno, saj je učitelj neposredno plačan iz državnega proračuna, v primeru nadstandarda pa je potrebno financiranje zagotoviti iz drugih virov.

V letih 2013-2015 so bile ustanovljene štiri Konfucijeve učilnice, ki delujejo v okviru Konfucijevega inštituta: v Ljubljani jo vodi OŠ Trnovo, v Mariboru II. gimnazija Maribor, v Kranju Gimnazija Kranj in v Kopru Univerza na Primorskem. Poučevanje kitajščine v okviru Konfucijevih učilnic zagotavlja vzgojno-izobraževalno vertikalno, saj so vključeni tako vrtci kot osnovne in srednje šole. Poleg sistemskih sredstev pa Ministrstvo za izobraževanje, znanost in šport že od leta 2013 dalje preko letnega delovnega načrta Zavoda RS za šolstvo namenja za razvoj in implementacijo kitajščine med 15.000 in 25.000 EUR letno. Ker na ZRSŠ ni zaposlenega nobenega sinologa, razvojno in strokovno delo opravi zunanja sodelavka.

9 Prostor tudi za japonščino?

Če na kratko povzamemo vključevanje kitajščine v vzgojno-izobraževalni sistem, vidimo, da je šlo za daljši proces, v katerega so bili vključeni tako strokovnjaki z Oddelka za azijske študije FF UL kot strokovnjaki Zavoda RS za šolstvo, državni uradniki (tako odločevalci kot tisti, ki so skrbeli, da je proces ves čas tekkel), politiki (slovenski resorni minister, kitajski veleposlanik), drugi predstavniki strokovne javnosti (predstavniki Ekonomske fakulteta UL, ravnatelji slovenskih vzgojno-izobraževalnih zavodov). Ob tem je potrebno dodati, da sem v prispevku osvetlila samo nekatere plati vpeljevanja

¹² Ministrstvo za izobraževanje, znanost in šport ne zbira podatkov o izvajanju interesnih dejavnosti na šolah. V primeru, da šola ponudi učencem večje število ur interesnih dejavnosti, se te obravnava kot nadstandard in v tem primeru dodatne ure financira občina ali starši.

kitajščine (strokovno, organizacijsko, sistemsko), ne pa vseh (nisem recimo omenjala širšega konteksta). Potrebno se je namreč zavedati, da so vzporedno z vpeljevanjem kitajščine potekali tudi drugi projekti, za vključitev v predmetnik so si prizadevale tudi druge interesne skupine. Šolski predmetnik obsega omejeno število ur: če se vključi nov predmet oziroma če se enemu predmetu dodajo ure, jih je potrebno drugemu odvzeti. In to ni nikoli lahko.

Kaj bi ob tem lahko rekli za japonščino? Prostor v predmetniku bi se verjetno našel. Kjer imamo dvanajst (program osnovne šole) oz. osem tujih jezikov (program gimnazije), je načeloma prostor tudi za trinajstega oz. devetega. Priprava učnega načrta verjetno ne predstavlja večjega problema, podpora stroke je prav gotovo zagotovljena, strokovni kader je možno zagotoviti tako, kot se je za poučevanje kitajščine, prav tako lahko brez dvoma računamo na podporo japonskega veleposlaništva. Zanimanja med študenti za študij japonologije je veliko, izkušnje japonskega veleposlaništva s predstavljanjem japonskega jezika in kulture slovenskim šolam so tudi dobre (projekt Obzorja vzhajajočega sonca v letih 2010-2014), nekaj sodelovanja med slovenskimi in japonskimi šolami je že vzpostavljeno, gospodarskega in znanstvenega sodelovanja med Slovenijo in Japonsko je kar nekaj, v zadnjih letih lahko vidimo rast. V letu 2017 je bil odprt japonski oddelek v osrednji družboslovni knjižnici Fakultete za družbene vede Univerze v Ljubljani, celo leto so potekale prireditve o predstavitvi Japonske, nadaljuje se s praznovanji Dneva Japonske v Sloveniji. Kako zavzeta bi bila politična podpora vključitvi japonščine v slovenske vzgojno-izobraževalne programe, je ta hip težko oceniti. Vsekakor pa je umestitev japonščine v kurikule šele prva postaja. Ali bo potem japonščina tudi zaživela v praksi slovenskih osnovnih in srednjih šol? Sama sem prepričana, da je potrebno nadaljevati z odpiranjem slovenskega šolskega prostora, je pa res, da gre za dolgotrajne in zahtevne procese, ki ne prinašajo rezultatov čez noč. Pa vendar se vsaka dolga pot začne s prvim korakom. Mogoče je bilo nekaj prvih korakov že narejenih in je potrebno samo nadaljevati.

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CHINESE AS A FOREIGN LANGUAGE IN SLOVENE UPPER SECONDARY EDUCATION AND OUTLINE OF CURRICULUM RENEWAL

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Abstract

This paper presents the position of Chinese in Slovene educational system. In most European countries, including Slovenia, the first foreign language is introduced in the lower grades of primary education, and the second foreign language as a compulsory subject is added a few years later, when students enter upper secondary education (ISCED 3). At the same time, the third foreign language may be added to the regular courses. Schools choose languages from a set list, and Chinese is one of the languages that can be taught at the ISCED 3 level. It is not available as second foreign language yet, but Chinese can be selected as a third foreign language. Recently, new initiatives have emerged to endorse Chinese as a second foreign language. The last part of the paper briefly highlights language curricula within the gimnazija programs and proposes the renewal of Chinese curriculum with four modules that provide horizontal and vertical continuity from ISCED 2 to ISCED 6.

Keywords: Chinese; third foreign language; second foreign language; curriculum renewal

Povzetek

Članek predstavi umestitev kitajskega jezika v slovenskem izobraževalnem sistemu. V večini evropskih držav, vključno s Slovenijo, se učenci seznanijo s prvim tujim jezikom v nižjih razredih osnovne šole, medtem ko postane drugi jezik obvezen nekaj let kasneje. V Sloveniji se obvezno učenje drugega jezika prične ob vpisu v gimnazijske programe. V tem obdobju lahko dijaki in dijakinje izberejo tudi tretji tuji jezik, oboje iz nabora razpoložljivih jezikov, če ga, seveda, šola ponudi. Med njimi je tudi kitajščina. Trenutno jo je moč izbrati le kot tretji tuji jezik. Nedavno se je pojavila iniciativa po uvrstitvi kitajščine na seznam jezikov, ki so na voljo kot drugi tuji jezik. Zadnji del članka tako predstavi obstoječe učne načrte znotraj gimnazijskih programov in predlaga osnovanje štirih modulov, ki bi zagotavljali horizontalno in vertikalno povezavo od osnovnošolske do univerzitetne ravni.

Ključne besede: kitajščina; tretji tuji jezik; drugi tuji jezik; prenova učnega načrta



1 Introduction

In Slovenia, educational system is composed of three major clusters. According to the terminology used by Ministry of education, science and sport¹, these clusters are called *primarno izobraževanje* (primary education), *sekundarno izobraževanje* (secondary education), and *terciarno izobraževanje* (tertiary education).

Primary education is further divided into *predšolska vzgoja* (pre-school education) and *osnovnošolsko izobraževanje* (basic education). In some publications of the Ministry of education, science and sport, the term “primary and lower secondary education” is used instead of the term “basic education”.

Primary and lower secondary education² is organised in a single-structure nine-year basic school attended by pupils aged 6 to 15 years (Taštanoska, 2015, p. 25).

In this context, the expression “primary education” does not denote the notion of *primarno izobraževanje* as stated above, but it refers to the so-called *prva in druga triada* (the first and the second cycle), i.e. grades 1–3 and 4–6. Similarly, the expression “lower secondary education” refers to the so-called *tretja triada* (the third cycle/triad), i.e. grades 7–9.

“Secondary education” is consequently called “upper secondary education” as a complementary term to the “lower secondary education”.

The next stage after nine years of compulsory basic education is two- to five-year non-compulsory upper secondary education that begins at the age of 15 (Taštanoska, 2015, p. 29).

To avoid ambiguity of the above mentioned expressions, this paper uses terms that are in line with the International Standard Classification of Education (ISCED). This classification distinguishes between nine levels of education. Levels that are relevant for the discussion in this paper include:

- *ISCED 1: Primary education.* This level begins between 5 and 7 years of age, is compulsory in all countries and generally lasts from four to six years (Eurydice, 2017, p. 145). This corresponds to the *prva in druga triada* (the first and the second cycle) or to the first sixth grades in Slovenia.
- *ISCED 2: Lower secondary education.* This level typically begins around the age of 11 or 12 and usually ends at age 15 or 16, often coinciding with the end of compulsory education (Eurydice, 2017, p. 145). This corresponds to the *tretja triada* (the third cycle) or to the last three grades in Slovenia.

¹ Ministry’s webpage is available at <http://www.mizs.gov.si/>.

² Underline added by author in this and the following quotation.

- *ISCED 3: Upper secondary education.* This level generally begins at the end of compulsory education. The entry age is typically age 15 or 16. The duration of ISCED level 3 varies from two to five years. (Eurydice, 2017, p. 145).
- *ISCED 6: Bachelor's or equivalent level.* ISCED 6 programs are traditionally offered by universities and equivalent tertiary educational institutions (Eurydice, 2017, p. 146). In most cases the entry age is 18 or 19.

Strictly speaking, tertiary education comprises ISCED levels 5, 6, 7 and 8 (ISCED 2011, 2012, p. 46), but for the positioning of Chinese as a foreign language in Slovenia, the detailed classification is not relevant.

2 Starting ages for learning foreign languages as compulsory subjects

According to the Eurydice Report (2017), in most countries, the starting age of the first foreign language as a compulsory subject ranges from 6 to 8, which equals the first year(s) of primary education. As shown in Figure 1 below, Slovene children start to learn the first foreign language as a compulsory subject at the age of 7, i.e. in the second grade of primary education (ISCED 1).³

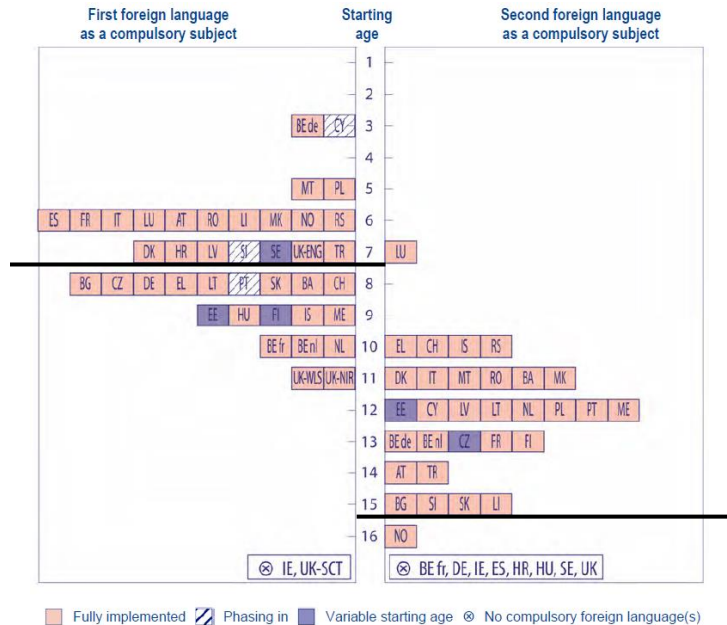


Figure 1: Starting ages at which learners meet with the first and second foreign language as compulsory subjects in different EU countries, 2015/16. (Source: Eurydice, 2017, p. 30)

³ The data in Figure 1 refer to 2015/16, when Slovenia was in the phasing-in period. Since 2016/17, the changes have been fully implemented.

Compared to the previous decades, the starting age of first foreign language as a compulsory subject is slowly lowering, i.e. from age 11 in 1983/84 down to age 7 in 2017/18 (see Table 1).

Table 1: Starting age of first foreign language as a compulsory subject in primary education in Slovenia, 1983/1984–2017/2018.

Reference years	Age	Source
1983/1984	11	Figure B3 (Eurydice, 2008, p. 35)
1993/1994	11	Figure B2 (Eurydice, 2012, p. 28)
2002/2003	9	Figure B2 (Eurydice, 2017, p. 32)
2006/2007	9	Figure B2 (Eurydice, 2012, p. 28)
2010/2011	9	Figure B2 (Eurydice, 2017, p. 32)
2015/2016	7*	Figure B2 (Eurydice, 2017, p. 32)
2016/2017 +	7	(Eurydice, 2017, p. 157)

* *Phasing in*

The second foreign language as a compulsory subject is introduced at the age 15, i.e. when students enter upper secondary education (ISCED 3). There were attempts to lower the age at which learning the second foreign language would become compulsory for all students in Slovenia. In 2011, Slovenia was in the phasing-in period to lower the age from 15 to 12, but the reform was not implemented and the second foreign language has not entered into the lower secondary education (ISCED 2) yet.

Although the second foreign language is not compulsory at the lower secondary education, the figures show that students tend to grab the opportunity to learn a second foreign language in the scope of compulsory elective courses⁴ (*obvezni izbirni predmet*).⁵

While there were only 24.9% students that learnt two or more foreign languages in 2005, this proportion increased to 56.3% in 2014 (see Figure 2 below). According to informal data, in the recent years this proportion is increasing. However, official data from 2014 show that Slovenia ranks 23rd at EU level.

Figure 2 also shows that the proportion of students that learnt just one foreign language decreased from 73.3% in 2005 to 43.7% in 2014. Moreover, the group of students who did not learn any foreign language in 2014 (1.8%) died out until 2014.

⁴ Eurydice (2017) uses the term “core curriculum option”.

⁵ For the full list of available courses see *Abecedni seznam izbirnih predmetov v osnovni šoli*.

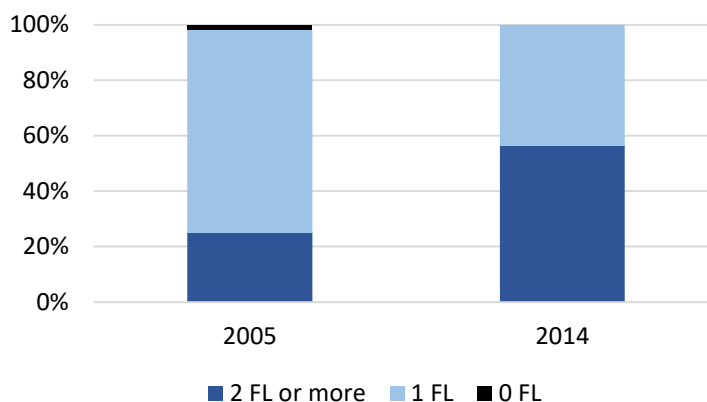


Figure 2: Trends in the proportion of students learning foreign languages at ISCED 2 in Slovenia, by number of languages, in 2005 and 2014. (Source of data: Eurydice, 2014, p. 166)

3 Available foreign languages at lower secondary education

After the fully implemented reform in 2016/17, all students start learning a foreign language as a compulsory subject from the age 7. Slovenia is one of those countries where schools choose languages from a set list. As stated in the Eurydice, “some education authorities specify the ‘preferred’ foreign languages to be offered as first or second foreign languages, but do not make them mandatory” (2017, p. 43).

Languages that schools in Slovenia offer include English, German, French, Spanish, Russian, Italian, Hungarian, Latin, Croatian, Serbian, Macedonian and Chinese. (*Abecedni seznam izbirnih predmetov v osnovni šoli*; Eurydice, 2017, p. 47)

The mostly learnt foreign language at ISCED 2 level in Slovenia is English with 99.7% of all students, followed by German (47.8%), French (2.9%) and Spanish (2.1%) (Eurydice, 2017, pp. 169–170). This means that in approximately 99.7% cases students learn English as their first foreign language, and in approximately 0.3% cases their first foreign language is German. However, since 56.3% of all students learn two foreign languages or more (see Figure 2 above), the total amount of students learning German reaches 47.5% of the entire ISCED 2 population, etc. The same principle applies to the presented data at ISCED 3 level in Chapter 4 below.

Schools are free to opt for other languages from the above mentioned list according to their respective capabilities and students’ interests.

4 Available foreign languages at upper secondary education

The upper secondary education (ISCED 3) in Slovenia encompasses general education (*splošno izobraževanje*) on one side, and vocational education (*srednje strokovno izobraževanje*) and technical education (*tehniško izobraževanje*) on the other side.

General education is further divided into different types of four-year gimnazija programs (gimnazija, classical gimnazija, technical gimnazija, gimnazija of economics, gimnazija of arts).

Vocational and technical education is divided into educational programs of different difficulty levels, such as short upper secondary vocational (2 years) and upper secondary vocational education programs (3 years), in which students shall pass the school-leaving exam to successfully complete the program; upper secondary technical education programs (4 years), vocational technical education programs (2 additional years after completing a vocational program) and the vocational course (1 year), in all of which students shall pass the vocational matura to successfully complete the education program. (Taštanoska, 2015, p. 29)

All general education students must study two foreign languages until they reach 19. Some educational pathways have three languages as compulsory subjects. When they finish school, all VET students will have learnt one foreign language as a compulsory subject for 12 years. (Eurydice, 2017, p. 157)

General education programs (i.e. gimnazija programs) in Slovenia offer languages that include English, German, French, Spanish, Russian, Italian, Latin, Greek (Classical), and Chinese. (*Učni načrti za gimnazije*; Eurydice, 2017, p. 47)

The most learnt foreign language at ISCED 3 level in Slovenia is English with 98.2% of all students of general education, followed by German (63.4%), Spanish (13.0%), and French (10.8%) (Eurydice, 2017, pp. 169–170). Schools are free to opt for other languages from the above mentioned list, according to their respective capabilities and students' interests.

5 Chinese as a foreign language

5.1 Chinese in EU countries

In Europe, some education systems lay down their own requirements about what languages schools are obliged to offer, but the majority of European countries should follow a common list of foreign languages from which schools choose (Eurydice, 2017, p. 45).

Chinese as a foreign language must be provided in Malta, at both lower and upper secondary level, for example. Students can also take national tests of Chinese. In nine

other EU countries, however, schools may choose Chinese to offer as a foreign language, as shown in Table 2.

Through the prism of East Asian languages and compared to Chinese, Japanese may be offered in five European countries at lower and/or upper secondary level, as shown in Table 3 and further discussed by Moritoki Škof (2018).

Table 2: Inclusion of Chinese in the curriculum, ISCED 1 to 3, 2015/16
(Source of data: Eurydice, 2017, p. 47).

EU country	ISCED 1	ISCED 2	ISCED 3 general
Malta		•	•
Belgium – fr.			•
Denmark			•
France	•	•	•
Italy			•
Hungary	•	•	
Netherlands		•	•
Portugal			•
Slovenia		•	•
Turkey		•	•

Table 3: Inclusion of Japanese in the curriculum, ISCED 1 to 3, 2015/16
(Source of data: Eurydice, 2017, p. 47).

EU country	ISCED 1	ISCED 2	ISCED 3 general
Denmark			•
France		•	•
Italy			•
Romania		•	•
Turkey		•	•

5.2 Chinese in Slovenia

At lower secondary education in Slovenia, Chinese is one of the 12 languages, available as a second foreign language, along with English, German, French, Spanish, Russian, Italian, Hungarian, Latin, Croatian, Serbian, and Macedonian. It was first launched in 2013/14. Straus (2018, p. 16, Table 1) presents yearly data on which schools offer Chinese as a compulsory elective course, and how many students were enrolled in the

last five years. Probably due to the low figures,⁶ these data do not reveal how many students had learnt Chinese for one, two or three years. According to the regulations, the selected language is taught two hours per week, for one to three years, in total 70 to 204 hours.

In the same year, 2013/14, Chinese was introduced at upper secondary education. As stated in Chapter 4, second foreign language is mandatory for students on the gimnazija programs. Schools are obliged to select one of the following eight languages as second foreign language: English, German, French, Italian, Spanish, Russian, Latin and Greek. Chinese is not available as second foreign language yet, but it can be selected as third foreign language. Recently, new initiatives have emerged to endorse Chinese as the 9th second foreign language.

Therefore, a curriculum renewal is needed, not only to define the scope and standards of Chinese as second foreign language, but also to reconsider the horizontal and vertical structure of available modules.

6 Curriculum renewal

Within the gimnazija programs, foreign languages are divided into seven modules, based on the total number of teaching hours and students' prior knowledge. This does not mean that all the modules *should* be carried out, but rather that they *may* be offered to the students according to school's respective capabilities and students' interests.

"Module I" sets the framework for a first foreign language (FL1); "Module II" for a second foreign language (FL2) with prior knowledge obtained in lower secondary education; "Module III" represents FL2 without any prior knowledge; whereas Modules IV-VII define guidelines for a third/fourth foreign language (FL3/FL4). Table 4 shows the seven modules with their corresponding teaching hours and required levels of proficiency.

Table 4: Language modules at gimnazija programs (ISCED 3), by teaching hours

	Mod. I FL1	Mod. II FL2 follow-on	Mod. III FL2 beginner	Mod. IV FL3 beginner	Mod. V FL3/FL4 beginner	Mod. VI FL3/FL4 beginner	Mod. VII FL3/FL4 beginner
	420	420	350-420	280-315	210	140	70
Proficiency							
- <i>at the start</i>	A2+	A1+	-	-	-	-	-
- <i>at the end</i>	B2	B1+	B1	A2+	A2	A1+	A1

⁶ Students who choose Chinese as an extracurricular activity are not included in the report.

All the existing language curricula are based on the Common European Framework of Reference for Languages (CEFR). As pointed out in CEFR, this document ‘provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe’ (2001, p. 1). The framework itself is open and flexible, and so are the eight endorsed language curricula.

For the languages with several effective, well-thought-out textbooks and teaching materials that were designed in line with CEFR and recommended by Ministry of Education, the *looseness* of curricula does not significantly affect the teaching process among schools and teachers. This fact does not question the value and importance of teachers’ contributions in the pedagogical process. However, great extent of flexibility is not advisable in case of Chinese.

Foreign students-oriented Chinese textbooks are flourishing, promoting various approaches to language and culture teaching/learning. Some of them are related to Chinese standards and language proficiency levels, some of them promote interaction and communication, some other aspects. Even if there were a consensus about which textbook(s) are comparable and should be promoted as the core materials, there would be a gap between students’ gained knowledge on one side, and the expected proficiency levels and CEFR scales on the other side. Even language learners themselves would quickly notice the discrepancy between their proficiency in Chinese compared to European languages.

The Common European Framework of Reference provides detailed descriptions of skills by level, but because it is written in a language-neutral format, it is not directly useful for the final users, i.e. language teachers. Therefore, the new curriculum for Chinese as foreign language in Slovenia strongly promotes the application of European Benchmark Framework for Chinese (EBCL), which is based upon CEFR, and aimed at Europeans learning the Chinese language (<http://ebcl.eu.com/>).

In light of available contact hours and expected proficiency levels for the eight existing languages, we propose the following proficiency levels for Chinese (see Table 5).

Table 5: Proposed proficiency levels for European languages vs. Chinese, ISCED 3

	Mod. I FL1	Mod. II FL2 follow- on	Mod. III FL2 beginner	Mod. IV FL3 beginner	Mod. V FL3/FL4 beginner	Mod. VI FL3/FL4 beginner	Mod. VII FL3/FL4 beginner
	420	420	350-420	280-315	210	140	70
Proficiency							
- EU languages	B2	B1+	B1	A2+	A2	A1+	A1
- Chinese			A2+	A2	A1+	A1	A1.1

The proposed levels are a realistic and achievable goal. In combination with EBCL guidelines, it would be perfectly transparent which contents an individual module includes.

7 Conclusions

This paper presents a proposal of curriculum renewal for Chinese as a foreign language at the upper secondary education. The introduction of five modules would be beneficial not only for the students of the same level (ISCED 3), but also for the vertical continuity from ISCED 2 to ISCED 3 on one hand, and from ISCED 3 to ISCED 6 on the other. The transition ISCED 3 to ISCED 6 represents the students who decide to enroll in Chinese studies at university level after finishing one of the gimnazija programs.

According to the Ministry's official data on the number of learners of Chinese in the recent years, the vertical alignment does not seem to be necessary yet, but it will be a valuable reform in the long run, since it sets up precise standards in Chinese language acquisition.

Furthermore, we believe that the collected data should not be an obstacle for the approval of Chinese as a second foreign language (Module III). Nevertheless, a language curriculum does not mean that *all* the modules *must* be carried out, but that they *can* be offered to the students according to the school's respective capabilities and students' interests.

Acknowledgement

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LEARNER MOTIVATION AND TEACHING AIMS OF JAPANESE LANGUAGE INSTRUCTION IN SLOVENIA

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Abstract

The purpose of this paper is to describe Japanese language teaching and the role of language teachers in Slovenia. Firstly, this paper shows the development and current situation of Japanese language teaching in Slovenia and Central Eastern Europe based on the statistics by the Japan Foundation survey from 2015 and preceding years. Next, the paper discusses the background and tendencies of the internal perspective with regards to the motivation for language learning, sustained by autonomous learning, and pluralism of languages and cultures in CE Europe. Lastly, the importance of pre-service and in-service teacher training programs is emphasized, with the conclusion that the role of Japanese language teaching in Slovenia is not only to support the development of learners' linguistic proficiency, but also to offer learners and the educational institutions opportunities to act as social citizens, and organizations with a perspective that is wider than the European horizon of thought.

Keywords: Japanese language teaching; curriculum; articulation; motivation; plurilingualism and pluriculturalism

Povzetek

Namen članka je opis poučevanja japonskega jezika in vloge jezikovnih učiteljev v Sloveniji. V članku je najprej prikazan razvoj in trenutni položaj poučevanja japonskega jezika v Sloveniji ter v Srednji in Vzhodni Evropi na podlagi statističnih podatkov iz raziskave Japonske fundacije iz leta 2015 in iz let pred tem. Sledi razprava o ozadju in težnjah z notranjega zornega kota glede motivacij za učenje jezika, ki jih vzdržujejo avtonomno učenje in pluralizem jezikov in kultur v Srednji in Vzhodni Evropi. Nazadnje je v članku poudarjen pomen programov usposabljanja tako na delovnem mestu kakor usposabljanj pred zaposlitvijo, z zaključkom, da pomen poučevanja japonskega jezika v Sloveniji ni le podpora razvoju učenčevega jezikovnega znanja, temveč tudi ustvarjanje priložnosti za učence in izobraževalne ustanove, da privzamejo vlogo družbenih državljanov in organizacij, s širšim miselnim obzorjem onkraj evropskih meja.

Ključne besede: poučevanje japonskega jezika; učni načrt; artikulacija; motivacija; večjezičnost in večkulturnost



1 Introduction

Japanese language teaching in Slovenia started at the Slovenian Orientalist Society in the 1980's. The language course was intended for those who were interested in the Japanese language and culture, thus the participants ranged from high school students to elderly people, and with different backgrounds such as researchers, businessmen, and authors. Eventually, in 1995 the course expanded and merged with the Department of Non-European Studies (at present the Department of Asian Studies) at the Faculty of Arts, University of Ljubljana. It has been more than twenty years since the department's establishment, and its graduates are now playing an active role in the field of Japanese studies as researchers, or else are active in other fields of society connected to Japan. Such fields are the Japanese language teaching and culture clubs in primary and secondary schools in Slovenia, where graduates are involved as teachers and coordinators.

Concerning the present situation in Slovenia, the research focuses not only on higher education but also on other educational institutions such as primary schools, high schools and language courses where Japanese language and culture are taught, so that the whole image of Japanese language teaching in Slovenia is clearly presented. Next, the future perspective of Japanese language teaching in Slovenia is considered in connection with the differences at each education level, which needs to be articulated in language teaching between institutions. This paper reviews not only Slovenia but Central and Eastern Europe as well, since it is my personal belief that the concrete examples in other countries show a clearer standpoint of Slovenia and possibilities for future development of Japanese language teaching in Slovenia.

2 Status of Japanese language teaching in CE Europe and Slovenia

This chapter reviews the data of Japanese language teaching according to the survey by the Japan Foundation. The surrounding environment and the chronological transition of Japanese language teaching in Slovenia and CE Europe give us the fundamentals to consider the future image of Japanese language teaching in Slovenia.

2.1 Number of Japanese language learners in CE Europe

According to the survey by the Japan Foundation in 2015, the number of Japanese language learners around the world reached as high as 3.7 million, however the number nevertheless decreased by 8.3% compared to 2012. The number of learners in CE Europe counts to 27,154, which is less than 1% of learners around the world, and this number too has decreased by 3.9% since the 2012 survey. On the other hand, the

number of language teachers has increased by 3.5% (from 1,300 to 1,346) and the number of institutions by 3.1% (from 386 to 398).

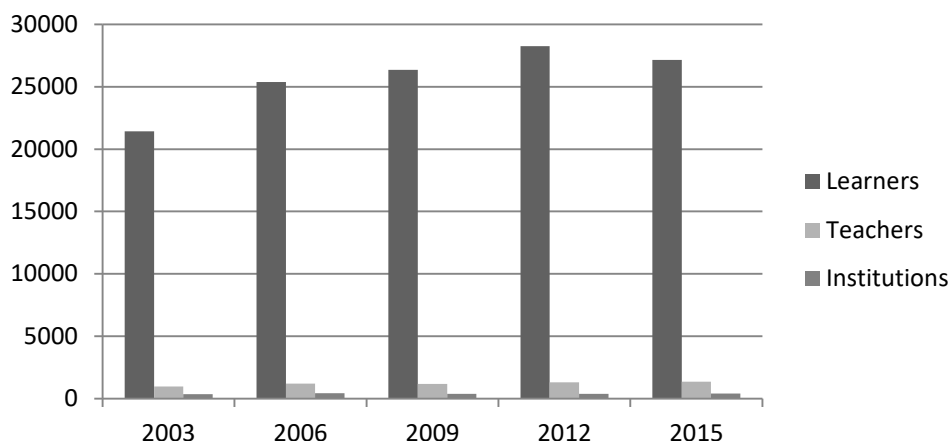


Figure 1: Number of learners, teachers, and institutions in CE Europe in the JF survey 2015.

Different trends can be found among those countries with a relatively large number of learners (Figure 2). The number of Russian learners has decreased as much as 24% compared to the 2012 survey, while the number of learners in Central European countries such as Poland, Romania, and Hungary has increased slightly, as shown below.

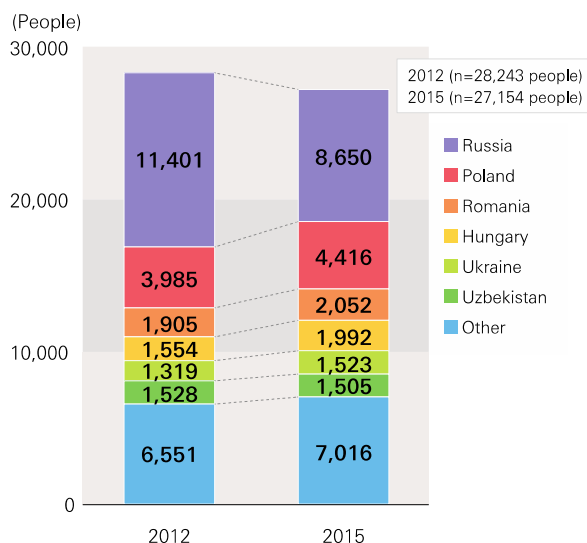


Figure 2: Number of Japanese-language learners in CE Europe according to the JF 2015 survey¹.

¹ Number of Japanese-language learners in Eastern Europe (p. 39, Figure 2-9-2) from *Survey Report on Japanese-Language Education Abroad 2015* (2017), Japan Foundation.

Taking into account that the population of the age group in their late teens and early twenties has decreased in the last years, the growth in numbers of Japanese language learners is quite a strong trend in these countries.

2.2 Number of Japanese language learners by level of education in CE Europe

Figure 3 shows the numbers of learners and their ratios for each educational stage in CE countries. In countries with largest numbers of learners within the CE area, such as Poland, Romania, and Hungary, the ratio of learners at 'other institutions' is quite high as shown in Figure 3². This shows that Japanese language teaching is conducted in various types of educational institutions, and in addition to curriculum programs. In the above mentioned countries this also means that it is conducted for a large number of learners.

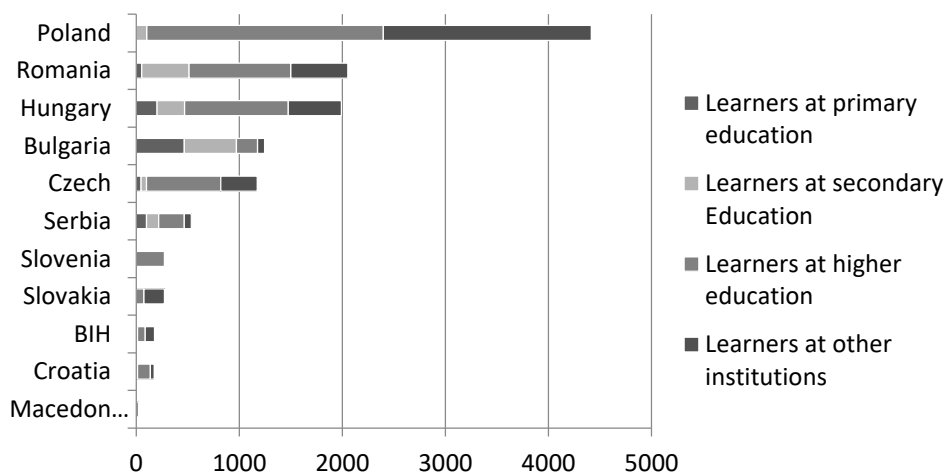


Figure 3: Number of learners by educational stage in CE Europe according to the 2015 JF survey.

On the other hand, the data reveals relatively high numbers of Japanese language education at higher education compared to the numbers for Japanese language education in general in Poland, Romania, Hungary, Czech Republic, Slovenia, etc. In Romania, Hungary, Bulgaria, and Serbia Japanese language courses are implemented already into the primary education.

² 'Other institutions' includes private language schools, lifelong educational institutions run by public institutions, Japanese-language schools for children of people of Japanese ancestry, language courses run by higher educational institutions for the general public, Japanese-language courses for the general public run by the Japan Foundation, and in-house education offered by private companies and public institutions for their employees, etc. (The JF survey 2015, p.4)

The JF survey covers only institutions for Japanese language education, and thus does not include learners studying by means of radio broadcasts and websites. In the last decades, a great number of learners is learning Japanese autonomously, mainly by using the materials provided on the Internet. Figure 4 shows the numbers of people registered as members of the Facebook community 'Nihongo', which involves those who are interested in Japanese language. The collected data has not been shown by the JF surveys so far.

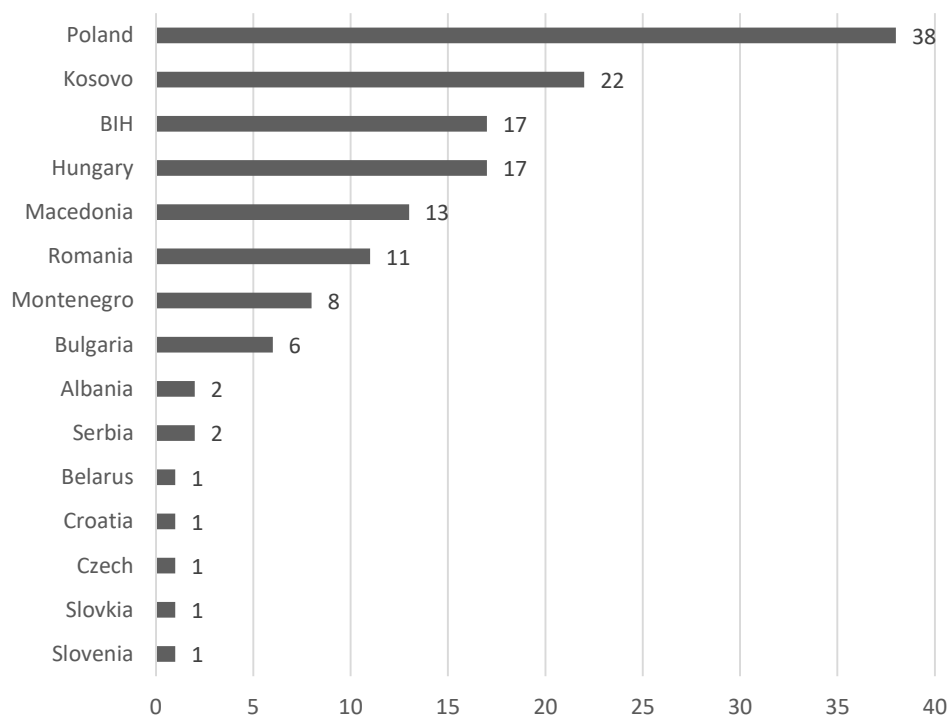


Figure 4: Number of members in the Facebook community group 'Nihongo', on 31 January 2016

It should be mentioned that this is not the number of 'Japanese language learners' but rather the number of all interested in Japanese language learning, which therefore includes both teachers and learners. It seems natural that the numbers of members in Poland and Hungary are quite large, while interestingly only a few members subscribe to the community group in Kosovo, Macedonia, and Montenegro. Although there were no learners and institutions in these countries according to the JF survey 2015, there certainly are people interested in learning Japanese.

One of the possible reasons why people interested in Japanese language teaching and/or learning are subscribed to such community groups is that there is no institution where they would be able to teach/learn the Japanese language. The learners there

are autonomously seeking a place of Japanese language education and a place where they could communicate with other individuals with same interests.

2.3 Status of Japanese language learning in Slovenia

The Department of Asian Studies at the Faculty of Arts, University of Ljubljana has been the only institution of Japanese language learning and Japanese studies for more than two decades³. However, the overall picture of Japanese language learning has started changing after 2010. A Japanese language course was opened at the public school Pionirski dom Centre for Youth Culture in Ljubljana (Feher Malačič, 2018). Furthermore, a club on Japanese language and culture started in 2012 at one of the high schools in Ljubljana, and some private language schools established Japanese courses throughout Slovenia. Such activities are mostly conducted by the graduates of the Ljubljana's Department of Asian Studies. Since 2014, a primary school in the Primorska region⁴ has run a Japanese language and culture club for their pupils at the higher grades.

Official education guidelines for Japanese language teaching on the level of primary or secondary education in Slovenia have not yet been established. Among Asian languages, the guidelines for the Chinese language have been accredited at primary education in Slovenia, and the Chinese language can be taught in primary schools. Besides, several institutions at the level of kindergarten to high school have a Chinese language culture club and/or introduce it as a part of activities offered (Straus, 2018; Petrovčič, 2018).

To prepare well-considered education guidelines is one of the first steps towards establishing Japanese language teaching at Slovene educational institutions, but there exist other obstacles we have to deal with. First, elective subjects including foreign languages have to be selected by each individual school. Secondly, pupils and students have to express their interest in which electives they would want to choose, which sets the list of the elective subjects. This is a vital procedure at each school. It would not be possible for an educational institution to deliver all accredited subjects due to financial issues, finding teachers for the subjects, classroom and time restrictions to deliver the subject, etc. Thus, although a foreign language may be accredited by the Ministry, it does not mean that it is actually taught at the educational institution.

As mentioned above, a club on the Japanese language is progressing gradually and as a result, a few freshmen who already have Japanese learning experience enroll into the Department of Asian Studies at the University of Ljubljana every year. There is also the issue of articulation to include such students with the learning experience to

³ See Hmeljak Sangawa (2018) for a further report on the development of Japanese studies at the Department of Asian Studies, the Faculty of Arts, University of Ljubljana, from its establishment in 1995, including its former language course at the Slovenian Orientalist Society.

⁴ Primorska region is in western Slovenia.

regular classes at the higher educational institution. The articulation at the university has been carried out well so far. The freshmen with experience in Japanese language learning can take exams of the language subject, and when they pass the exams, they can get credits and move on to the language subject at the next level. However, this articulation system might become a problem in the future if learners' with different backgrounds and varying levels of proficiency enroll into the university course after having attended different types of courses at other institutions of Japanese learning and with autonomous self-study.

3 Japanese language teaching in Slovenia

As mentioned above, Japanese language teaching in CE Europe and Slovenia is gradually changing in time, and simultaneously with the change of social conditions. The need for Japanese language teaching is increasing among the youth in Slovenia and therefore, the establishment of guidelines for primary education Japanese teaching and well-considered contents of Japanese language teaching are urgent issues that need immediate attention. This section discusses the environment surrounding Japanese language teaching in Slovenia, and locates it in a curriculum and extra-curriculum program according to the flow of language education in CE Europe.

3.1 Motivation, internal perspective and its persistence

The reason why one learns a foreign language differs from learner to learner. In case of Japanese language learning, the most general reasons for study in younger learners in the last decades are Japanese pop culture - including anime and manga; Japanese films and architecture for older learners, while the sound of the Japanese language appeals to learners of all ages. When thinking of reasons why learners choose to study Japanese, personal interests, outer perspectives such as social, economic and political topics become a motivating factor for learning.

In Slovenia, reflecting the economic and historical relations with Germany and Austria, German language is not only familiar but essential to general Slovene citizens. As seen in the Slovene curriculum of German language, language learning can provide possible economic and business opportunities to learners in the future⁵. On the other hand, Japan geographically stands at a distance from Slovenia and has much fewer economic ties and political relations compared to Germany. Japanese language learning can not promise to provide business opportunities in Slovenia. Even if any

⁵ Predmetna kurikularna komisija za nemščino, Ministrstvo za šolstvo, znanost in sport. (2001). Učni načrt: izbirni predmet: program osnovnošolskega izobraževanja. Nemščina, Zavod RS za šolstvo.

trends connected to economy and employment appear, such circumstances might be only temporary and may come to an end sooner or later.

On the other hand, the internal perspective, i.e. individual interests, such as J-pop and subculture in the case of Japanese language learning, can be more persistent than the outer perspective (Dörnyei, 2001a, 2001b, 2005, 2009). Considering the autonomous learning in CE Europe, a large number of micro-schools with higher quality curriculum continue to stimulate learners in various ways and to keep learners studying the language. Language learning is not carried out only in the classroom but also outside of it (Baldauf et.al., 2010) and thus, an educational institution is firstly located in a part of autonomous learning for lifelong language learning. A learner's motivation varies dynamically (Gardner & MacIntyre, 1993) depending on the stage of learning and the learner's interests; the curriculum should maintain the learners' motivation and the balance of learning content. The guidelines need to function in the role of a learner's lifelong learning experience.

3.2 Plurilingualism and pluriculturalism in Europe

Another background of language learning is the plurilingualism and pluriculturalism in Europe. The plurilingualism and pluriculturalism are the abilities of an individual to use languages for the purposes of communication and to take part in intercultural interaction (Coste et al., 2009, p. 11). They are principles which are based on an individual's needs to use several languages and understand the multitier culture (de Florio-Hansen, 2011, p. 7). As the principle and goal of language learning are personal and citizenship education (Council of Europe, 2007), plurilingualism is not concerned with how a person has good skills to handle the target language as a native speaker, but how a learner can act using foreign languages as a social actor. Language proficiency in a society is not static but dynamic, which leads to the idea that, by learning several languages, language learning lasts throughout one's life (Starkey, 2002; Baldauf et.al., 2010).

Although Japanese language learning in Slovenia is not aimed at practical reasons as seen above, it has a valuable role from the perspective of the plurilingualism and pluriculturalism in Europe. The Japanese language, as one of the non-European languages such as Chinese, offers a view and dialogue beyond the traditional European frame⁶. The substance focus on Asia provides for a 'comprehensive approach with a collaborative ethos' (Lo Bianco, 2005) and contributes to shifting the historical focus largely concentrated on Europe and the U.S. When we consider the international communication operating within a framework of political, economic and historical

⁶ This point is clearly referred to in the guideline of Chinese language for primary education: Program osnovna šola kitajščina: Izbirni predmet: Učni načrt. Zavod RS za šolstvo in 2011.

concepts and concerns (Parmenter, 2003), Asian language learning which brings diversity from the European perspective plays an important role in maintaining the balance of Slovenia's focus on the whole world.

3.3 The aim of Japanese language teaching in the national education system

In the Slovene curriculum, twelve languages are accredited as elective subjects for the last three years of primary school. Among them, the only Asian language is Chinese, while others are languages of countries neighboring Slovenia (Hungarian, Croatian, Italian), European languages (English, French, German, Spanish) and former Yugoslavian languages (Serbian, Macedonian), and Latin. These languages play a significant role in daily communication in Slovenia and this is the reason why they are accredited as elective subjects in primary schools.

The position of Japanese language in Slovenia differs from those languages mentioned, except for Chinese and Latin, and the aim of Japanese language teaching differs from the ones at each education level.

In higher education, where Japanese language learning has started in 1995 as a part of Japanese studies at the University of Ljubljana, Japanese language teaching is an essential part and the basis for Japanese studies. The aim of language teaching is, first and foremost, to foster future researchers of Japanese studies in the areas such as sociology, anthropology, linguistics and others. The knowledge of the language is required in order to comprehend references and research data in Japanese, which is sometimes written in classical Japanese or in a dialect. The ability to comprehend the references appropriately and present one's opinion logically in an academic way are required in order to participate in the language course. In fact, it is difficult to achieve such proficiency in the framework of a demanding curriculum during the three-year bachelor's programme and two-year master's programme at present, since the freshmen at Japanese studies usually have almost no Japanese proficiency, in comparison to other languages such as German and French. To supplement the lack of proficiency, study abroad, especially study in Japan, is obligatory as a part of the programme in higher education.

In secondary education, where the learners are interested in various topics and social matters, the aim of Japanese language teaching is to stimulate them to learn the Japanese language and topics connected to it and to embark on the autonomous and lifelong learning for the future. Considering the learners' age, Japanese language learning can be related to other subjects such as literature, history, or even physics. In other words, the topics connected to Japan and other Asian countries can be dynamically covered by regular subjects. Japanese language learning is seen as the first step to autonomously access the issues on Japan and provide the experience of any

kind of otherness that can be considered intercultural experience (Alfred et. al, 2003, p. 6) in secondary education.

The aim of Japanese language teaching in primary education is supposed to be based on the idea of plurality and following diversity – the language should be in a position to support those ideas. The expected level of language proficiency is not for more than easy communication: greetings, expressing and understanding topics dealing with ones' family, ones' daily and school life. The stress is placed on Japanese teaching to know the Japanese as 'Others' through experiences using the Japanese language, and to prepare the terrain for plurilingualism and pluriculturalism. When the Japanese language is included as a subject in primary education, the goal of language learning needs not target high proficiency levels in writing and reading because of the unfamiliarity with the writing system in Japanese.

Japanese language teaching provides, besides language proficiency in Japanese for individual learners, a view and perspective from another part of the world for the educational institutions. Japanese language teaching is also a challenge of the plurality for the different education levels of Slovenia.

4 Teacher training program

When a well-considered guideline and curriculum are compared to hardware, a teacher is compared to a software. In order to put the guidelines and the curriculum effectively into practice, teachers have to function to the maximum of their knowledge, with their teaching skills and consideration for language teaching and support. As for teacher training, Lo Bianco (2009) states that the importance of teacher training is that 'a critical component of the strategy, perhaps the most important, is teacher education so that the ordinary preparation of teachers produces specialists able to design and implement high-quality programs' (Lo Bianco, 2009, p. 59).

Teacher training subjects have been offered under the Slovene curriculum at the University of Ljubljana recently. Future teacher training courses for Japanese language teaching, in accordance with the Slovene system, are required in order to enhance the content from the general pedagogy to special features in Japanese language teaching. It is important to combine the topics in Japanese language teaching with other subjects, to collaborate with colleagues teaching other subjects, to teach learners with learning difficulties and to teach in other institutions. Another issue is to maintain the level of language proficiency of in-service language teachers of Japanese at teacher-training seminars. To maintain that and at the same time gain new knowledge in teaching is not easy for a working teacher, and teacher-training seminars need to be well organized by a higher educational institution and/or an organized society of Japanese language teaching.

5 Conclusion

This paper discusses Japanese language teaching and its background in Slovenia and CE Europe, as to establish an effective position for Japanese language teaching in Slovene education. Japanese language learning, when compared to other European languages, has fewer possibilities to bring learners practical benefits and opportunities such as business employment and economic success, yet it surely offers learners an understanding of plurality and diversity, and opportunities to act and behave as citizens with an understanding of the 'Other'.

It is of utmost importance that a learner willingly studies the Japanese language and its practical application in society. Language learning from the internal perspective on motivation has the characteristics of autonomy and, therefore, sustainability. Japanese language teachers are in a position to shape those perspectives, as well as to support a learner to learn the Japanese language, making their role essential to the development of Japanese language learning.

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JAPANESE LANGUAGE TEACHING AT TERTIARY LEVEL IN SLOVENIA: PAST EXPERIENCES, FUTURE PERSPECTIVES

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Abstract

Japanese language teaching does not have a very long tradition in Slovenia, yet the teaching of Japanese has significantly developed both in qualitative and in quantitative terms in the past 20 years. This paper reviews past Japanese language courses and the development of Japanese language instruction in Slovenia in different institutional settings, pointing out changes in learner motivation, increasing accessibility of language learning resources, and the growth and diversification of present and potential Japanese language teachers. The paper concludes with possibilities for further development of Japanese language instruction and for an increased networking among Japanese language teachers.

Keywords: Japanese language teaching; L2 Japanese learning; learning motivation; autonomous learning

Povzetek

Didaktika japonsčine v Sloveniji sicer nima zelo dolge tradicije, toda poučevanje japonsčine se je v zadnjih dvajsetih letih izrazito razvilo tako količinsko kot kakovostno. Članek diahrono opisuje dosedanje oblike pouka japonsčine in razvoj didaktike japonsčine v Sloveniji, s posebnim poudarkom na spremembah motivacije za učenje japonsčine, rastoči dostopnosti virov za učenje jezika ter rasti števila in profilov sedanjih in potencialnih učiteljev japonsčine. Na osnovi tega so predstavljene možnosti za bodoči razvoj didaktike japonsčine in za nadaljnje povezovanje med različnimi učitelji japonsčine.

Ključne besede: didaktika japonsčine; učenje japonsčine; učna motivacija; samostojno učenje

1 Japanese language teaching in Slovenia: a chronological overview

Japanese language teaching in Slovenia began in the 1980s, with some courses in “people’s universities” (lifelong education institutions). In 1982 the Slovene Orientalist Society (Slovensko orientalistično društvo, founded in 1973), supported by a modest

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state subvention, started offering free open courses for the general public, taught by Ms. Chikako Shigemori Bučar and dr. Andrej Bekeš, two pioneers of Japanese language teaching in Slovenia (Bekeš, 1985, 2005). Between 1982 and 1989 there were Japanese language courses for beginning and intermediate learners, held regularly twice a week from October to June. However, after both teachers moved abroad in 1990, the courses could be offered only intermittently, as short intensive courses during the spring or summer holidays (Shigemori, 1994; Rošker, 2009). In 1989-90 a first attempt was made at establishing an East Asia Studies programme at the University of Ljubljana, but failed due to political and economic instability (Bekeš, 2005). Activities aimed at disseminating knowledge of the Japanese language and culture continued, with a symposium on Japanese language and culture held at the Cankarjev Dom Culture Centre in Ljubljana in March 1991 (Shigemori, 1991), an introductory Japanese language course at Kidrič People's University (Bekeš, 1992), and short intensive courses offered by visiting instructors or teacher-trainees from Japanese universities during the school holidays in March and July (Bekeš, 2005).

After Slovenia became an independent state in 1991, the need was felt for Slovenian specialists who could act as direct links with the economically, politically and culturally influential areas of East Asia. Three specialists who had completed their postgraduate studies abroad drafted a curriculum for the undergraduate study of East Asia at the University of Ljubljana: dr. Andrej Bekeš prepared a plan for the Japanese studies programme, dr. Jana Rošker and dr. Mitja Saje planned the Chinese studies programme, and after some years of intensive preparations and negotiations, in 1995 the University of Ljubljana approved the new programmes and opened a new department offering these courses (Rošker, 2009). The first, infelicitously eurocentric name of the department (*Department of Non-European Studies*) was soon changed into the more appropriate *Department of Asian and African Studies*, with the expectation that a course of African studies would soon be added. Regrettably, this plan was not realised, and in 2016 the name was shortened to *Department of Asian Studies*, to reflect its actual contents.

The East Asian Studies B.A. programme opened in 1995 had two tracks: Japanology and Sinology, offered as one half of a double-major, i.e. to be combined with any of the other majors offered at the Faculty of Arts (Bekeš et al., 1995), including the very demanding combination of both Japanology and Sinology. During the first ten years of implementation, the most frequent second majors chosen by students who enrolled into the programme of Japanese studies were sociology, history or other languages and literatures (English, Spanish, German etc.), but combinations were very varied, ranging from political science to journalism, geography, theology and musicology.

The double-major format of study was chosen partly out of necessity, since at first there were not enough teachers to offer a complete single-major programme of Japanese studies, but also with the intent to offer a flexible framework within which

students could combine the study of Japanese language and culture with another discipline, thus integrating their knowledge of Japan, its language and culture, with the theoretical and methodological framework offered by their other chosen discipline. (Bekeš, 2005, p. 54).

2 Bootstrapping Japanese studies with the development of the Japan studies programme at the University of Ljubljana

When the Japanese studies programme was launched in 1995, the only Slovene-speaking expert in Japanese studies was the founder of the programme, while the author of the present article joined the department in 1996 after graduate study in Japan. Classes were therefore held mainly by rotating language instructors and visiting professors from Japanese universities, on the basis of inter-university cooperation agreements and in the first years with financial support from the Japan Foundation. These courses were also complemented by subjects common to both the Japanology and Sinology programme, including an introduction to the history of East Asia, Chinese classical literature, Chinese philosophy and the methodology of intercultural research, since the aim of the programme was to form graduates who would be “knowledgeable about Japan (or China), possess a reasonable command of modern language, and [...] a basic understanding of developments in the whole region” (Bekeš, 2005).

A solid linguistic knowledge was seen as a prerequisite for the study of other aspects of this region using also primary sources in Japanese. The majority of language classes in the first ten years of the department was taught by Japanese language instructors from Japanese universities who were native speakers of Japanese. Language classes accounted for the majority of the students' class time in the first two years (10 out of 12 hours in the first year, 8 out of 14 hours in the second year), in order to prepare students to read and use primary sources in the following years, while in the second half of the programme there was a larger proportion of non-linguistic subjects (only 6 out of 14 hours of Japanese language in the third year, and 2 out of 14 in the fourth year). However, part of the non-linguistic subjects, such as Cultural History of East Asia, were taught in Japanese by visiting professors from Japan, in an early example of CLIL (Content and Language Integrated Learning, as proposed by Genesee 1994).

After some very slight revisions to the first curriculum (Bekeš et al., 1995), in 1999 the Japanese studies double-major programme included the subjects shown in Table 1.

Table 1: Japanese studies double-major curriculum at the University of Ljubljana (launched in 1995 and revised in 1999)

Year of study	Subject	Class hours per week	Total class hours
1st year	Modern Japanese 1	8	240
	Japanese writing	2	60
	History of East Asia 1	2	60
2nd year	Modern Japanese 2	6	180
	History of East Asia II	2	60
	Chinese literature	2	60
	Methodology of intercultural research	2	60
	Japanese linguistics 1	2	60
3rd year	Modern Japanese 3	4	120
	Japanese literature	2	60
	Japanese translation 1	2	60
	Classical Japanese	2	60
	Chinese philosophy	2	60
	One elective subject	2	60
4th year	Japanese translation 2	2	60
	Methodology of intercultural research	2	60
	Religions of East Asia	2	60
	Cultural history of East Asia	2	60
	Japanese computer processing	2	60
	Two elective subjects	4	120
Electives	Classical Japanese	2	60
	Classical Japanese - kanbun	2	60
	Japanese linguistics 2	2	60
	Japanese sociology	2	60
	Academic writing	2	60
	Japanese history	2	60
	Korean language	2	60

During the first years of the department, the teaching staff developed basic Japanese textbooks, a dictionary, and gradually widened the contents of the curriculum.

In 2001 the first students graduated, and in 2003 one of the first graduates of the department was hired as an assistant. During the following years, the temporary language instructors from Japan were gradually replaced by other graduates of the department who had completed their graduate study abroad or in other departments

of the University of Ljubljana. Other subjects related to Japan could thus be offered by these graduates specialised in different disciplines.

During the same period, the University of Ljubljana implemented a comprehensive reform of all its study programmes to comply with the Bologna guidelines for the European Higher Education Area and the European Credit Transfer System. The Japanese studies programme was also reformed to comply with these guidelines, and offered as a three-year B.A. course (from October 2009), followed by a two-year M.A. course (offered from October 2012 for the first generation of graduates of the reformed three-year B.A. programme). Given the possibility of flexible combinations with elective subjects from other programmes and the very demanding nature of the double-major system (which had proved too difficult for a large part of the students, leading to drop-out rates of up to 50%, see Moritoki, 1996, 1998; Bekeš & Shigemori, 2003), the department decided to offer not only a double-major programme, as a continuation of the original 4-year Japanese studies programme, but also a single-major programme with a considerable proportion of elective subjects to be chosen from a selection of subjects related to East Asia, its languages, societies and cultures, but also other specific subjects to be chosen from other study programmes of the Faculty of Arts. The subjects composing the curriculum are shown in tables 2 and 3.

Table 2: Japanese studies B.A. single-major curriculum at the University of Ljubljana (launched in 2009 and revised in 2013)

Year of study	Subject	Class hours	ECTS
1 st year	Modern Japanese 1	300	18
	Introduction to East Asian studies	30	6
	History of East Asia	60	6
	Japanese in practice 1	60	6
	Elective (within the department)		18
	Elective (in any department)		6
2 nd year	Modern Japanese 2	240	18
	Introduction to Japanese history	60	6
	Introduction to Japanese linguistics	60	6
	Japanese in practice 2	60	6
	Elective (within the department)		18
	Elective (in any department)		3
3 rd year	Modern Japanese 3	210	18
	Introduction to Japanese literature	60	6
	Japanese Society	60	6
	Elective (within the department)		18

	Elective (in any department)		6
	BA thesis seminar	60	6
Electives	(within the department)		
	Introduction to Japanese calligraphy	30	3
	Japanese music 1	30	3
	Japanese music 2	30	3
	Japanese music 3	30	3
	Japanese music 4	30	3
	Asian religions	30	3
	Introduction to Buddhist art and iconography	30	3
	Chinese art	60	6
	Chinese philosophy	30	3
	Modern Chinese 1	90	6
	Modern Chinese 2	90	4
	Modern Chinese 3	90	4
	Chinese calligraphy	30	3
	The position and role of Taiwan in the international community	60	6
	Modern theoretical discourses	30	3
	Selected topics in Chinese culture	30	3
	Modern Korean 1	150	9
	Modern Korean 2	150	9
	Modern Korean 3	120	6
	Korean phonetics 1	30	3
	Korean phonetics 2	30	3
	Korean writing 1	30	3
	Korean culture	30	3
	Introduction to Korean literature 1	30	3
	Korean art 1	30	3
	Korean art 2	30	3
	Modern Persian	60	6
	Culture of Islam	30	3
	Internship	60	6
	Intercultural communication	60	6
	Team research	0	6

Table 3: Japanese studies M.A. single-major curriculum at the University of Ljubljana (launched in 2009 and revised in 2017)

Year of study	Subject	Class hours	ECTS
1 st year	Analysis and translation of Japanese media texts II	60	6
	Analysis and translation of Japanese scientific texts I	60	6
	Elective (within the department)		36
	Elective (in any department)		12
2 nd year	Analysis and translation of Japanese scientific texts II	60	6
	Master thesis seminar	60	6
	Master thesis and defense		21
	Elective (within the department)		18
Electives	Elective (in any department)		6
	(within the department)		
	The language of Japanese media	30	3
	Information resources and tools for Japanese studies	30	3
	Modern Japanese literature	30	3
	Contemporary Japanese literature	30	3
	Classical Japanese literature	30	3
	Classical Japanese performing arts	30	3
	Topics in Japanese sociology	30	3
	Epistemology of Japanese studies	30	3
	Introduction to Japanese consecutive interpreting	30	3
	Selected topics in Japanese cultural history	30	3
	Selected topics in Japanese history of thought	30	3
	Japanese language teaching 1	60	6
	Japanese language teaching 2	30	3

Comparing the first four-year B.A. double-major curriculum with the present three-year B.A. and two-year M.A. Single-major curriculum, two trends can be observed: an increase in the number of subjects related to Japan, and a shift in the ratio of the hours of language classes to other classes, stemming from the fact that the overall number of classes in a single-major programme amounts to twice the number of classes in a double-major programme. The new double-major three-year B.A. programme, on the other hand, retained the very demanding curricular structure of the first programme,

with more than half of the learning load devoted to language learning, less elective subjects related to Asia and no elective subjects from other departments.

The expansion of curriculum content noticeable in the single-major programme was made possible partly by some changes of the teaching staff. While in the first years of the department the chair of Japanese studies was composed of language specialists, most of them from Japan, in 2017, half of the teaching staff (4 out of 8) were graduates of the Japanese studies programme of the University of Ljubljana, specialising in different areas of expertise related to Japan.

In order to compensate for the relatively fewer hours of language instruction in the now three-year B.A. programme (if compared to the previous 4-year B.A. programme), some intensive additional activities were introduced, beginning with a two-week immersion programme with exchange students from Japanese partner universities, and continuing the tradition of CLIL in some elective subjects (calligraphy and literature).

3 Student enrolment and shifting motivation

Student application and enrolment has somewhat fluctuated over time, as can be seen in Table 4.

Table 4: Japanese studies programme enrolment quotas and number of applicants

Four-year B.A. programme		
Year	quota	applicants
1995_96		38
1996_97		45
1997_98	40	53
1998_99	40	60
1999_00	40	43
2000_01	40	47
2001_02	40	42
2002_03	40	38
2003_04	40	28
2004_05	50	25
2005_06	50	35
2006_07	50	46
2007_08	50	44
2008_09	50	53

Three-year double-major B.A. programme			Three-year single-major B.A. programme		
Year	quota	applicants	Year	quota	applicants
2009_10	20	39	2009_10	30	30
2010_11	20	43	2010_11	30	35
2011_12	20	29	2011_12	30	36
2012/13	10	33	2012/13	20	24
2013/14	10	23	2013/14	20	30
2014/15	15	32	2014/15	15	32
2015/16	15	26	2015/16	15	37
2016/17	15	25	2016/17	15	33
2017/18	15	34	2017/18	15	25

The number of applicants was considerably high after the launch of the three-year single-major Japanese studies programme. Two possible reasons for this increase in the number of applicants could be the growing numbers of Slovene youth interested in Japanese popular culture in the last decade, and the appeal of the new shorter three-year programme, with a single-major option that is plausibly less daunting than the previous curriculum. Drop-out rates diminished considerably after the enrolment quotas were reduced in 2012, maintaining a largely constant number of ca. 15 graduations per year on average.

Intrinsic motivation is one of the major factors influencing the sustained and successful learning of a foreign or second language (Dörnyei, 2003). Within the Japanese studies programme, student motivation has partially shifted during the past 20 years. In the 1990s, the most frequent reasons given by students in questionnaires about their motives for studying Japanese were that 1) they wanted to learn a challenging language; 2) they were interested in Japanese culture (films, literature); 3) they practiced martial arts; 4) they wished to travel to Japan.

In the 2010s, the most frequent motives mentioned in questionnaires were: 1) an interest in Japanese popular culture (anime, manga); 2) the desire to learn a challenging language; 3) the desire to travel to Japan; 4) the intention of working in Japan; 5) martial arts.

Interest in popular culture has thus superseded other motives, and a growing number of students mentions their wish to work in Japan.

4 Increasing accessibility of language learning resources – growing learning opportunities

Language learning resources have considerably diversified in the last twenty years. In the 1990s, when the Japanese studies course was established, students had at their disposal little more than a textbook and a dictionary in book form that had to be ordered by mail from Japan at a considerable expense.

In the 2000s other resources began to appear: with the growth of internet accessibility and use, students began to communicate with Japanese friends and acquaintances via email, and those who travelled to Japan to study had the opportunity of buying electronic pocket dictionaries. These were not ideal tools for beginning learners of Japanese, since they were designed for Japanese native speakers and did not always provide easy access to the pronunciations of words written in standard Japanese script, but were nevertheless appreciated by students for their portability, relative ease of use and large number of lemmas when compared to pocket dictionaries in book form.

While a questionnaire on dictionary use in 1997 revealed that all of the students owned or had borrowed a dictionary in book form and were using it on a regular basis, and none of them mentioned other resources, a similar questionnaire in 2006 showed that the majority of students in the third or later year of study owned an electronic pocket dictionary and were using it more often than paper dictionaries. In 2013 only 15 out of 17 respondents to a similar questionnaire on dictionary use reported owning a dictionary in book form.

In 2016, in a questionnaire survey on the use of dictionaries and other resources among students of Japanese at the University of Ljubljana, only 10% of the 51 respondents reported weekly using a dictionary in book form, while all reported regularly using online dictionaries, the majority of them using a dictionary on their smartphone every day, as shown in Figure 1.

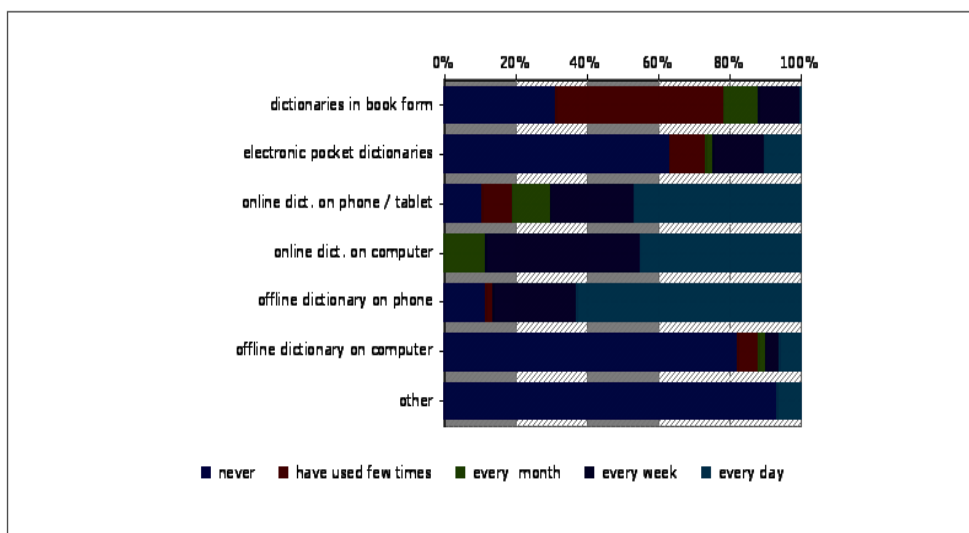


Figure 1: Japanese learners' use of dictionaries in 2016

Resources for studying Japanese have thus substantially grown and diversified in the 2010s. New resources include not only the ever growing number and types of online resources, from dictionaries, explanations, exercises and learning games, to multimedia content, video on demand and limitless opportunities of reading and hearing Japanese, but also new modes of communication, new online communities and opportunities to practice Japanese in online environments outside the classroom (Murakami, 2015). Students are increasingly taking advantage of language exchange portals such as lang-8, and other social network services in order to use – in real communicative situations – what they have learned in class, or to learn, practice and enjoy even linguistic content they have never encountered in class.

Learners are thus increasingly autonomous and connected with their local classmates and with other users of Japanese, both native and non-native speakers who may be geographically distant but immediately reachable within online communities. In the last few years, an increasing number of freshly enrolled students at the University of Ljubljana have already learned some Japanese autonomously and continue with their autonomous learning all through their formal study.

Moreover, even traditional (face-to-face, offline) courses of Japanese outside the University of Ljubljana are becoming less rare. Japanese as a foreign language is not yet accredited as a subject in Slovenian elementary and secondary schools, but it can be learned in language courses organised by private language schools outside the university, mostly taught by graduates of the University of Ljubljana. Most such courses are offered in the capital, others are scattered throughout Slovenia: in high schools (e.g. Slovenj Gradec, Plečnik High School in Ljubljana, Idrija etc.), an elementary school (Vipava), life-long learning institutions (e.g. Pionirski dom, Ljudska univerza), etc.

5 Teacher training: present situation and future possibilities

In the first four-year B.A. programme (for generations enrolled from 1995 to 2008) it was possible to combine Japanese studies with a teacher training track of another major. Unfortunately, since the introduction of the three-year B.A. and two-year M.A. in 2009, only non-teaching tracks can be combined with Japanese, thus effectively preventing anyone from earning a teacher degree while studying also Japanese.

In 2017 the Ministry of education, science and sports finally agreed on eliminating some formal obstacles preventing new teaching-track programmes to be accredited, and the Department of Asian studies plans to apply for the accreditation of a Japanese studies – teacher training programme. All subjects needed to fulfil the requirements for a Japanese language teacher-training programme at the M.A. level are already being offered, including the subjects *Japanese language teaching 1* and *Japanese language teaching 2*. These subjects are attended as elective subjects by most students of the M.A. Japanese studies programme, and also encompass two trainee teacher internship placements in the form of short intensive language courses for high-school students. When formal obstacles for the accreditation of a teacher-training programme in Japanese studies are lifted, hopefully in one or two years time, aspiring teachers of Japanese could combine the study of Japanese with another accredited school subject, such as English, earning the qualification required to teach at primary and secondary schools.

While Chinese has already been accredited as an elective subject in primary and secondary schools in Slovenia (Petrovčič, 2018), Japanese is not yet accredited as a foreign language subject in Slovene schools. The accreditation may take several years to be completed, and even after these formal requirements are fulfilled, any individual school will have to decide whether to offer Japanese as a third foreign language or as an extracurricular activity, depending on the demand for Japanese among their pupils or students, and on the possibility of employing a teacher of Japanese (for a more detailed discussion, see Moritoki (2018) in this volume).

Language planning and implementation are not necessarily a linear or rational process, as vividly exemplified by Kemp (2017), and a considerable number of requirements need to be fulfilled before Japanese classes are actually introduced and taught at primary and secondary level in Slovenia. The possibility, however, certainly exists, supported also by the growing number of children and youth interested in Japanese popular culture, and a group of potential teachers of Japanese who have started to network and collaborate in the Association of Japanese Language Teaching in Slovenia (DDJAS), established in 2016. In the future, more networking of UL graduates, Japanese residents and autonomous learners could contribute to the formation of a lively community of language learners, teachers and users.

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TEACHING CHINESE AT THE UNIVERSITY LEVEL IN SERBIA: EXAMPLES OF GOOD PRACTICES AND POSSIBILITIES FOR FURTHER DEVELOPMENTS

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Abstract

The aim of this paper is to give a short overview of the current situation in the field of Chinese language teaching in Serbian formal education with a special emphasis on teaching Chinese at the university level. The Faculty of Philology of the University of Belgrade is one of the institutions with the longest tradition of teaching Chinese language as a major in the whole Balkan region, and in Serbia it is the only one where students can study Chinese at both the undergraduate and the graduate level. An elaborate curriculum, which includes courses on language, literature and culture, enables their students to gain a thorough insight in many aspects of ancient and modern China. Accordingly a large section of this paper is dedicated to presenting the teaching practices used at that institution, together with examples of some practical in-class methods. The paper also offers a short introduction to one private university in Serbia where Chinese language teaching has been carried out successfully. Finally it offers some ideas how teaching Chinese as a foreign language can be improved at all levels of study worldwide.

Keywords: Chinese language; L2 acquisition; Serbia; teaching practices; teaching materials

Povzetek

Namen članka je predstaviti trenutni položaj kitajščine v ustanovah formalne izobrazbe v Srbiji, še posebej na visokošolskih ustanovah. Filološka fakulteta (orig. Filološki fakultet) Univerze v Beogradu je ena izmed ustanov z najdaljšo tradicijo poučevanja kitajskega jezika na celotnem balkanskem področju in hkrati edina ustanova v Srbiji z dodiplomskim in podiplomskim študijem kitajščine kot samostojne študijske smeri. Natančno izdelan kurikulum, ki vključuje predmetnik jezika, literature in kulture, omogoča študentom vpogled v številne vidike tradicionalne in moderne Kitajske. Posledično je članek posvečen predvsem praksam poučevanja na tej visokošolski ustanovi, od koder so vzeti primeri metod poučevanja, obenem pa predstavi tudi primer uspešne prakse poučevanja kitajskega jezika na eni izmed privatnih srbskih visokih šol. Ob koncu članek ponudi nekaj idej o načinih izboljšanja poučevanja kitajskega jezika, ki jih je moč uporabiti na vseh težavnostnih stopnjah ter po celem svetu.

Ključne besede: kitajščina; učenje drugega tujega jezika; Srbija; prakse poučevanja; učna gradiva



1 Introduction

Teaching Chinese as a foreign language has long been a subject of research for many L2 acquisition experts and linguists both in China and abroad. These experts have been dedicated to finding the best teaching strategies, developing the best curriculum and teaching materials, and also educating generations of Chinese language teachers who would be able to satisfy the needs of foreign students who wish to study this Asian language.

According to Lu Jianming, the turning point in teaching Chinese as a foreign language occurred after the World Chinese Conference that took place in Beijing in July 2005, which marked the shift from teaching Chinese to foreigners in China (which was up to that date the focus of attention) to equally developing strategies for teaching Chinese to foreign students in China and abroad (Lu, 2008, p. 5). This shift in focus, however, by no means meant a decrease in the number of students who were coming to study Chinese in China, as this number showed a steady increase in the period from 2001 to 2010, the data gathered in the study carried out by Zhu Zhiping and Zhao Hongbo reveals. (Zhu & Zhao, 2013, p. 27). This rather meant that while the number of foreign students in China grew, the number of people who wished to study Chinese language in their own countries also rose significantly. Indeed, when we take a look at the numbers presented in available papers and studies, it is not hard to conclude that Chinese has become one of the languages with the highest rate of attracting beginner students worldwide. This is certainly the situation in the United States, for example, where according to Zhang Kuan (2014) Chinese as an elective subject has the second largest growth rate among university students (as cited in Sheng, 2016, p. 616).

According to data from 2015, in Germany Chinese is taught as a foreign language in more than 300 primary and secondary schools, 36 universities, 14 Confucius Institutes and three Confucius classrooms (Yu, 2015, p. 127). In 2008, the number of state run high school students learning Chinese in England was more than seventy thousand, in a total of 500 schools, while in Russia there were fifteen thousand students studying Chinese in more than 150 state run elementary schools and high schools in 2007 (Zhang & Qu, 2015, p. 15). These numbers undoubtedly show the increased interest in Chinese in the last decade.

As one of China's strategic partners in the Balkan region, Serbia is closely following the world-wide trend of increased interest in Chinese language and culture, the fact which can be seen from the large number of Chinese language classes opened in recent years.

2 Teaching Chinese at the pre-University Level in Serbia

Chinese language is taught in Serbia at all four levels of formal education, namely: pre-school education, elementary schools, high schools and universities. According to the “Confucius Institute in Belgrade work report” which has been published regularly since 2010 in the Confucius Institute in Belgrade’s (in further text CIB) periodical named *Confucius Institute in Belgrade Almanach*¹ (2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017), and the latest information about the preliminary situation in the fall semester of the 2017/18 school year, the number of pre-school institutions in which Chinese classes were organized jointly with the CIB increased from one kindergarten in 2013 to three kindergartens in September 2017. The number of elementary schools that as a result of close collaboration with CIB started offering Chinese language as an optional course also rose, from two in 2014 to five in the fall semester of the 2017/18 school year. Due to the increased interest in China and Chinese, high schools were among the first institutions that sought to establish cooperation with CIB in order to offer their students language classes. Starting with one Belgrade high school in 2010, the current number of high schools collaborating with CIB is six, situated in three cities – Belgrade, Niš and Smederevo. It is also very important to note that in 2012 more than 90 classes in 31 schools in eight Serbian cities and districts were taught under the *Memorandum on the promotion of Chinese language in elementary schools and high schools in Serbia* which was signed between the Chinese and the Serbian government (Zhang & Jin, 2016, p. 36, 37).

In two of the most prestigious Grammar schools in Serbia, the Philological Gymnasium in Belgrade and the Sremski Karlovci Gymnasium, Chinese language is an integral part of the curriculum approved by the Serbian Ministry of Education (Zhang & Jin, 2016, p. 37). The Philological Gymnasium in Belgrade established Chinese language classes in 1995. Teaching Chinese as a second foreign language started in the Sremci Karlovci Gymnasium in 2012 (according to Zhang & Jin, 2016, p. 37).

As for the teaching staff, elementary school and high school classes organized in collaboration with CIB are held by both local teachers and volunteer teachers from China, with the exception of kindergarten classes which are carried out only by the local Chinese teacher due to the fact that at such a young age most children do not speak any other language but their mother tongue. These local teachers are all Chinese language, literature and culture major graduates from the Faculty of Philology, University of Belgrade. Some of them have already completed Master of Teaching Chinese to Speakers of Other Languages program in China, while others are currently doing the above said MA program. For the latter, in order to successfully complete it,

¹ *Confucius Institute in Belgrade Almanach* is a periodical issued annually by CIB, dedicated to publishing translations and original papers on Chinese culture, history, philosophy, language, literature, art etc. To date eight double-issues were published, the last one being issue XV/XVI for the year 2016 (published in 2017).

half a year internship is required, which they do at those primary or secondary schools. After completion of the internship, they go back to China to defend their MA thesis. In the schools that offered Chinese language courses as part of the above mentioned *Memorandum* signed between the two governments, in 2012 language courses were held by 14 volunteer teachers from China sent by HANBAN (Zhang & Jin, 2016, p. 37). As for the teaching materials, *Chinese paradise* (汉语乐园) is used in kindergartens and elementary schools while *Happy Chinese* (快乐汉语) and *Learn Chinese with Me* (跟我学汉语) are used in high schools. Chinese language classes in elementary schools and high schools are carried out in accordance with the *Curriculum for elementary school students* and the *Curriculum for high school students* (Đin & Jovanović, 2014; Đin, 2012), which were designed by CIB staff and local Chinese teachers.

3 Teaching Chinese at the University Level in Serbia

Due to the increased interest in China and Chinese language in the university student population, more and more universities in Serbia are offering Chinese language classes either as elective or noncredit courses in recent years. Chinese language is therefore taught at three state run universities and two private universities. The absolute leader in Chinese language teaching in Serbia is by far the University of Belgrade, which is at the same time the only one where students can major in Chinese language, literature and culture, and further continue their education at the MA and PhD levels. This paper will therefore introduce the Chinese Language, Literature and Culture studies at the Faculty of Philology, University of Belgrade, which has a forty-three year long tradition in teaching Chinese and China related courses. The second university that will be introduced is Singidunum University, as it is a good example of a private university that offers Chinese language courses. As this paper does not aim to be a comprehensive study of all institutions in which Chinese language can be learned, the focus will be put on these two with which I am mostly acquainted with.

At the Faculty of Philology, University of Belgrade, Chinese language has been taught since 1974, first as an elective course, and then since 1985 as the Chinese language and literature major (BZP, 2015, p. 7; Zhang & Jin, 2016, p. 37). According to the "List of all students graduated from 1987 to June 2014" (BZP, 2015, p. 307-322) and Zhang & Jin (2016, p. 37), the number of students that successfully completed their four-year study at the Department for Oriental Languages and Literatures majoring in Chinese Language and Literature totals around 400. The number of freshmen enrolled each year is 30. This means that at any given time there are at least 120 undergraduate students, as well as a number of postgraduate students majoring in one of the three general modules (language, literature or culture studies) with a focus on China or Chinese related topics. There are seven local teachers currently employed at the Department for Oriental Languages and Literatures, Chinese Language, Literature and

Culture major: one full professor, one associate professor, two docents, two senior lecturers, one assistant and one lecturer from China. Given its forty-three year long history, the Chinese Language, Literature and Culture major has an excellent and highly comprehensive curriculum that offers students a variety of subjects. The total number of Chinese or China related subjects at the undergraduate level is 38, out of which 22 are language oriented (3 of which are dedicated to translation of Chinese texts), 6 are literature oriented while 10 are culture related (INFORMATOR, 2015, p. 171-173). Of course, given that language, literature and culture are very closely intertwined, and also closely related to history, philosophy, art and other spheres of human endeavors, the above given categories are made just for convenience, they are the product of my own rough division of subjects according to their general orientation and by no mean aim to be clear cut.

At the Faculty of Philology, according to the current undergraduate curriculum two to three language courses are assigned for each of the eight semesters. These language oriented subjects include intensive Chinese, spoken Chinese, Classical Chinese, grammar, listening and comprehension, practical Chinese reading, writing and written translation, as well as subjects belonging to the domain of linguistic culturology, such as those related to the Chinese writing system and idioms. All of these courses are aimed at jointly developing students' skills in both written and oral communication. For these purposes, and thanks to the expertise and very rich teaching experience of the Faculty's professors and lecturers, five textbooks were compiled to be used as the main textbooks for the intensive reading courses and the Classical Chinese course. The textbooks, which are published by the Faculty of Philology, are given in the table below:

Table 1: Chinese language textbooks published by the Faculty of Philology, University of Belgrade

INTENSIVE READING TEXTBOOKS

1 st year of study	Ma, Y. [马玉卞], Jin, X. [金晓蕾], & Pušić, R. [拉多萨夫·普西奇博士] (2004). <i>Kineski jezik 1: udžbenik kineskog jezika za prvu godinu studija</i> [《汉语教程 1》]. Beograd: Filološki fakultet, NR Kina: Kancelarija za učenje kineskog jezika kao stranog.
2 nd year of study	Jin, Z. [金志刚], & Pušić, R. [拉多萨夫·普西奇博士] (2004). <i>Kineski jezik 2: udžbenik kineskog jezika za drugu godinu studija</i> [《汉语教程 2》]. Beograd: Filološki fakultet, NR Kina: Kancelarija za učenje kineskog jezika kao stranog.
3 rd year of study	Gu, Q. [顾清], & Pavlović, M. [米尔娅娜·巴甫洛维奇硕士]. (2006). <i>Kineski jezik 3: udžbenik kineskog jezika za treću godinu studija</i> [《汉语教程 3》]. Beograd: Filološki fakultet, Kina: Kancelarija za učenje kineskog jezika kao stranog.
4 th year of study	Liu, W. [刘巍], Jin, X. [金晓蕾], & Skrobanović, Z. [佐兰·斯克洛邦诺维奇硕士] (2009). <i>Kineski jezik 4: udžbenik kineskog jezika za četvrtu godinu studija</i> [《汉语教程 4》]. Beograd: Filološki fakultet, Državna kancelarija za promociju kineskog jezika u svetu NR Kine.

CLASSICAL CHINESE TEXTBOOK

3rd year Zhou, J. [周嘉向] (2004). *Klasičan kineski jezik: udžbenik kineskog jezika za treću*
of study² *godinu studija* [《古汉语教程》]. Beograd: Filološki fakultet.

Apart from these, other textbooks and additional materials are specially selected by the teachers in charge of oral Chinese, listening and comprehension, applied Chinese reading, writing and written translation and other courses. Particularly worth mentioning is a thorough overview of Chinese grammar divided into four different subjects in the first and second years of study, which focus separately on the basics of Chinese phonetics, morphology, lexicology and syntax. Apart from being very informative for the beginner learners, these are also very valuable preparatory courses for those who wish to continue their studies at the postgraduate level and dedicate themselves to the research of Chinese linguistics. Three translation courses are designed for the junior and senior students. More specifically, they are taught in the sixth, seventh and eighth semesters of undergraduate studies. The aim of these subjects is to introduce the basics of written translation, and equal stress is put on the translation of both literary and non-literary texts. Classical Chinese Text is a course assigned to the senior students. Reading classical texts and translating them into contemporary Chinese allows students to understand the development of Chinese language more deeply, and it is crucial for the further improvement of their writing skills as well as their understanding of complex written language.³

As it was implied earlier, language cannot be mastered without the knowledge of culture and the understanding of civilization as a whole. That is why special attention at our Faculty is given to courses dedicated to various aspects of Chinese culture, philosophy, sinology, history, religion, film and the like. The topic of Chinese literature is divided into six different courses, focusing separately on the Classical, Modern and Contemporary era, with the most influential authors from each period selected and thoroughly introduced both theoretically and through their works.

At the offset of the postgraduate level, students can choose between three different modules: language, literature and culture, in accordance with which they further choose subjects. Currently, a number of China and Chinese related subjects are available for postgraduate students at any of the three modules: two are specially designed for students wishing to further their knowledge of Chinese linguistics, four for literature and two for culture. For example, one of the linguistic subjects at postgraduate level is dedicated to the historical development of the study and research of Chinese grammar, focusing primarily on the first grammars of Ma Jianzhong, Li Jinxi,

² Classical Chinese Text used to be taught in the 3rd year of study, but is now taught in the first semester of the 4th year.

³ Information about specific subjects is obtained either through personal experience or conversations with the teachers in charge.

Lü Shuxiang, Wang Li, Zhao Yuanren and other influential grammarians and linguists from the late 19th century onward, while the second one puts its focus on morphemes, word formation, simple words, composition and derivation of words, phrases, types of phrases and idioms etc. These classes, for which students are required to read literature solely in Chinese, can provide postgraduates with the good basis for further individual research necessary for the successful completion of their MA thesis.

Those students who decide to dedicate themselves to the further research of language, literature or culture, can do that at the PhD level of study, where they can, among other courses, also chose one of four specific Chinese or China related subjects. For example, the linguistic course is aimed at introducing students to the theory of conceptual metaphors and its practical use in the research of Chinese lexicology or grammar related problems.

As was mentioned earlier, I will also shortly introduce one private university in Belgrade, Singidunum University that was the first private university to offer students the possibility of learning Chinese as a second foreign language. Chinese language classes are offered to students of different Faculties (for example Faculty of Business, Faculty of Tourism and Hospitality Management, Faculty of Informatics and Computing, Faculty of Technical Sciences etc.) as a second foreign language, to be studied for two or four years depending on the major.⁴ *Contemporary Chinese 1* and *2* (textbook, workbook and character book) are used as the main teaching materials, with some additional resources (such as dictionaries, internet sources) used as auxiliary.⁵ Based on my professional opinion, with the amount of three classes per week, Singidunum University students can acquire a solid basis of spoken Chinese which can be very useful in their further professional careers and could also be further developed if they wished to undertake more advanced studies of language in the future. Currently there is only one docent teaching Chinese language at this university.

4 Examples of Teaching Methodologies

In this section I will describe two methods I am using in teaching of Intensive Chinese courses at the 3rd and 4th year of studies, which are based on my pedagogical experience and my research in the field of linguistics. The first example is related to the acquisition of new vocabulary. As students who have already grasped the most important grammar points in their 1st and 2nd year, the juniors' and seniors' main task is to expand their vocabulary, not only by simply memorizing new words, but also by

⁴ Data is acquired from the Singidunum University official web site: <https://singidunum.ac.rs/admission/> (last visit: October 21st, 2017), separately for each Faculty.

⁵ Data is acquired from the Singidunum University official web site: <http://predmet.singidunum.ac.rs/mod/page/view.php?id=3103> (last visit: October 21st, 2017).

correlating those they already know with the newly acquired ones. In this sense, and as one type of exercise, instead of the students' mother tongue Chinese is used to explain a certain number of selected new words, because in that way the students are not only reminded of the words they already know, but also of the fact that the known words can be used to explain new ones. During the revision I encourage students to use the same strategy, that is, use the words they already know to try to explain the meaning of a certain new word. Students are however not required to learn by heart the Chinese explanations that they have been given, but instead to try to explain the meaning of a word using their own phrasing, or offering some hints in Chinese that would explain what this word is used for or when it is used. I believe that this practice can be beneficial for connecting the words they have already learned with the new ones in a vocabulary network in which the stimulus brought forth can motivate a number of related words. This method, however, is fully used only with the senior students, while its usage with juniors cannot be that extensive.

Another exercise I use is closely related to the very thorough explanations of words and phrases given in our textbooks. As can be seen from Table 1 above, our textbooks are written in both Serbian and Chinese, which means that we can use the benefits of both anywhere in the book. In other words, students are encouraged to read the Chinese explanations given in the textbooks (instead of just reading the Serbian ones, as they would naturally be inclined to do). The aim of this exercise is twofold: firstly, they gradually acquire a specific linguistics vocabulary that will enable them to use more Chinese resources (grammars, language learning manuals etc.) instead of just those written in English or any other language that they speak; secondly, it is a way of practicing reading explanatory texts which differ from the texts they are accustomed to. According to the feedback I have received so far, at the beginning students are not happy with the idea, but gradually, as they get over the initial difficulties, they say that it is actually not that hard. By the second semester, most of them are able to read these explanations without difficulties.

5 Possibilities for Further Developments

Teaching Chinese is rapidly becoming an integral part of formal education at all levels worldwide, so the need for Chinese language teachers is becoming greater than ever. In order to satisfy those needs, a new master program was established at Chinese universities in 2008, i.e. Master of Teaching Chinese to Speakers of Other Languages (汉语国际教育硕士) (ZCRY, 2016, p. 34). One idea for possible further developments is establishing similar MA programs in foreign countries, which would be solely dedicated to educating local Chinese language graduates wishing to work as Chinese language teachers in the future. That way the number of local teachers could be significantly increased, as those who for some reason are not able to go to China for

MA studies (financial, personal reasons or others) would get the chance to specialize in this field. In addition, due to the specific nature of Chinese language itself, especially regarding its phonetics (pronunciation of certain consonants and vowels, tonal system), my firm belief is that the best results in teaching would be achieved if native Chinese teachers could – at all levels of education – work together with local teachers, which is a model that is still not widely applied. Given the shortage in Chinese language teachers worldwide, an exercise class with a native Chinese speaker once in two weeks could be considered as a solution for the initial phase. Finally, new developments in theoretical research should be more widely used in practice. The application of current research on the topic of conceptual metaphors, for example, could be used to facilitate the acquisition of new vocabulary at the higher levels of Chinese studies.⁶

6 Concluding Remarks

In light of the increasing popularity of Chinese language at all levels of education worldwide, Chinese language teachers from China and abroad should continue working together, exchanging ideas and sharing experiences and teaching practices that have been effective and useful – teaching each other and learning from each other, all at the same time – which is precisely the aim of this paper. By sharing the experiences and practices that represent the fruitful results of decades of hard work of devoted teachers, it invites colleagues from other institutions and universities worldwide to share their valuable insights and expertise. I believe that only through communication both with each other and with our students, we can adequately respond to the growing demands for Chinese language teachers and people very well versed in Chinese language.

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CURRENT STATE OF JAPANESE LANGUAGE EDUCATION IN SERBIA AND PROPOSAL FOR FUTURE SOLUTIONS

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Abstract

The purpose of this paper is to address the state of the education system in Serbia in relation to Japanese language studies, with a particular focus on primary and secondary educational institutions. To start off, I will introduce the institutions where the Japanese language is being taught in Serbia, before turning my attention to the teaching programs (i.e. course guidelines as an accredited national guideline). Following that, I will present our Japanese language textbook writing projects. Finally, I will shed light on the problems we have faced and propose a number of potential solutions.

Keywords: national course guidelines; Japanese language textbooks; Serbian students; speaking fluency; contrastive analysis

Povzetek

Glavni namen tega članka je obravnavati srbski izobraževalni sistem in znotraj tega poučevanje japonskega jezika, s poudarkom na osnovnošolskem in srednješolskem izobraževanju. Najprej bom predstavila ustanove, v katerih poteka poučevanje japonskega jezika, nato se bom posvetila njihovim programom (tj. smernicam programov znotraj splošnih nacionalnih smernic). Nadalje bom predstavila projekte, ki se posvečajo pisanju učbenikov japonskega jezika. Pri pisanju učbenikov smo naleteli na več problemov, ki jih bom predstavila in ponudila rešitve zanje.

Ključne besede: smernice nacionalnega programa; učbeniki japonskega jezika; srbski študenti; tekoči govor; primerjalna analiza



1 Serbian educational institutions participating in Japanese language studies

To begin with, I will try and present the educational institutions in Serbia taking part in Japanese language studies, as well as give a brief overview of their history. I will mention all of the institutions, starting at the university level and making my way down to the elementary school level. I have attempted to include every institution I am familiar with that offers certain continuity in respect to Japanese language studies. It is worth noting that, only after my research on this topic had begun, did I become aware these circumstances merit further investigation, especially when it comes to smaller towns. This, however, is a task to be undertaken at another time.

To my knowledge, an organized research into Japanese language studies in Serbia has never been attempted, and I was therefore unable to find any reports on this topic. My endeavour at researching this is, in a way, a pioneering one, and has been made possible by valuable and congenial relations between Japanologists - members of the Faculty of Philology at the University of Belgrade, as well as thanks to the kindness of Mr. Nenad Bosić, head of the Centre for Foreign Languages at the Kolarac People's University, members of the Association of Japanologists of Serbia, and the Embassy of Japan in the Republic of Serbia.

A crucial institution in regards to Japanese language studies in Serbia is the Section for Japanese Language, Literature and Culture, a part of the Department of Oriental Studies at the Faculty of Philology, University of Belgrade. The Section has been an integral part of the Department for 40 years and has been continuously educating professors of Japanese Studies, who are teaching not only in Serbia, but in a broader region as well. To be precise, it was on 11 November 1976 that Prof. Ljiljana Marković, PhD, held the first Japanese language lecture at the Faculty of Philology in Belgrade, as part of an elective subject. In 1985, the Faculty introduced the 4-year-long educational course for Japanologists, the first of its kind in the entire Balkan region at the time. The course is still available to students. Japanese language studies are now conducted under the module entitled *Japanese Language, Literature, and Culture*, with most of the lectures being held by employees of the Section for Japanese Language, Literature and Culture, along with a constantly changing number of teaching assistants and PhD students included in the teaching process. The Department currently employs two full professors, one of whom is a native speaker, four associate professors, and three assistant professors. Two foreign lecturers are employed owing to cooperation with the Tokyo University of Foreign Studies and alternate every two to four years. One native speaker employed as a teaching assistant has been aiding the lecturing process since its earliest days. The Faculty of Philology staff, therefore, boasts four native speakers - two of whom are permanent employees, while the remaining two are employed temporarily. The remaining staff are native speakers of Serbian.

Studies at the Faculty of Philology encompass a broad spectrum of Japanese studies, starting with language and linguistics, and continuing with literature, civilization, culture, history and art history studies. While I will not get into the specifics, it is important to note that Japanese studies, as an elective subject, were removed with the introduction of Japanese studies as a major, but were once again introduced in 2000 (under the name *Japanese language as an elective subject*, known today as *Contemporary Japanese language P1-4*), which enabled students from other Departments to study Japanese language. The program of this elective course is in many ways similar to secondary school programs in Serbia.

In 1971 the first Japanese language lessons available to the public were held at the Kolarac People's University. They were definitely the first in Serbia, and quite possibly in a broader region. Those very first lessons were held by the late Prof. Dejan Razić, PhD, founder of the Department of Chinese Language at the Faculty of Philology. Lessons at the *Kolarac*, as the University is popularly known, were held until 1984. Since 1990, when the program was reinstated, lessons have been held regularly, with a brief pause in 1999, during the period of the NATO bombing of Serbia, most likely due to a drop in the number of course attendees. For some time (the precise period, as of the writing of this paper, the author was unable to determine), the Japanese language course at the *Kolarac* has been successfully headed by Višnja Janošević, a Japanologist and graduate of the Faculty of Philology. This institution offers different course levels, which are mostly aimed at beginners, with the highest proficiency level being approximately under the A2 level.

For a number of years, a Japanese language course was available at the former Megatrend University (today known as University *John Naisbitt*), part of the Faculty of Geoeconomics, the only private university in Serbia to offer such a course, to our knowledge. Its primary goals, however, were to familiarize economics students with the sociolinguistic characteristics of the language which might be required for other endeavours, as well as to teach them basic-level conversation skills.

At the state University of Novi Sad, elective Japanese language courses are on offer to the public, regardless of studies. The course was introduced at the Faculty of Philosophy at the University of Novi Sad in 2015, with a similar course being offered at the University's Faculty of Technical Science a short time before that. Course proficiency levels largely remain under the A2 level.

In 1992, a Japanese language student group was introduced at the Philological Gymnasium (Second Belgrade Gymnasium) in Belgrade. A class at the Philological Gymnasium consist of 24 students, which are then divided into two groups of 12, based on their primary language subjects. Initially, only half of the 24 students in the class were taught Japanese, with the other 12 students being taught Spanish. Soon, however, entire groups of 24 students were enrolling as primary Japanese language students. This method of enrollment lasted for a number of years, before the previous

system was reinstated in the second half of the 90's. Today, half of the students in the group study Japanese, while the other half studies Chinese.

At the Philological Gymnasium, five 45-minute lessons a week are dedicated to studying the student's primary language. Three lessons per week are devoted to the secondary language (English). These lessons are attended in groups of 12 students. Two lessons a week are reserved for the student's native language, while three lessons a week are dedicated to literature - students attend these lessons in full, 24-member groups. Additional, specific subjects also exist, such as general or computer linguistics, whose goal is providing a more in-depth study of language.

The late Snežana Đokanović was the first lecturer of Japanese language at the Philological Gymnasium. During this challenging time, she not only managed to procure donations of books and other study materials sorely needed by the school, but also organize a student trip to Japan in 1996, when leaving the country was difficult and the monetary situation was dire, as the country was under heavy economic sanctions. It is to her that many students, including the author of these lines, owe their love of Japanese language and culture. Alongside her professor, Prof. Ljiljana Marković, PhD, she authored the first Japanese language secondary school teaching program in Serbia. Today, Japanese language studies have a firm foothold at the Gymnasium, with the competition during the enrollment process being as tough as in the very beginning. Lecturers Ivona Vasić and Margareta Samoran are exceptional teachers, who nurture in their students the love of Japanese culture, and familiarize them with the legacy of Japan's civilization, something that the teaching program specifies.

Since 2013, the Eighth Belgrade High School (Gymnasium) has been offering Japanese language as an elective subject. The first lecturer was Marko Božović, followed by Mina Marković, who, in turn, was followed by Mina Svirčev and so forth - all of them exceptional graduates of Belgrade's Faculty of Philology, who used this valuable experience as a means to further build their careers. The High School has expressed wishes to increase the duration of the course to four years, from the current two, but has yet to implement these changes. The writing of the new program guidelines is currently underway.

In 2014, the Embassy of Japan in the Republic of Serbia, along with the Belgrade branch of the Mitsubishi Corporation, the Association of Japanologists of Serbia and the Faculty of Philology started the *Project for Japanese language advancement in primary and secondary schools*. The project employs young graduates, many of whom have returned from their studies abroad in Japan, and whose careers can greatly benefit from this kind of experience.

The following tables illustrate the number of primary and secondary schools which included Japanese language courses in recent years.

Table 1: Project for Japanese language advancement in primary schools 2014-2017

School year	Primary schools	No. of students
2014/2015	Primary school <i>Filip Kljajić Fića</i> (Belgrade) Grades V-VIII	< 200
	Primary school <i>Vuk Karadžić</i> (Belgrade)	23
	Total: 2	< 223
2015/2016	Primary school <i>Filip Kljajić Fića</i> (Belgrade)	10
	Primary school <i>Vuk Karadžić</i> (Belgrade)	58, 48 (I grade-38, II grade-10)
	Primary school <i>Kralj Petar Prvi</i> (Belgrade)	40-50
	Total: 3	98 + α
2016/2017	Primary school <i>Filip Kljajić Fića</i> (Belgrade)	15
	Primary school <i>Vuk Karadžić</i> (Belgrade)	Unavailable
	Primary school <i>Kralj Petar Prvi</i> (Belgrade)	13
	Total: 3	28 + α
2017/2018	Primary school <i>Filip Kljajić Fića</i> (Belgrade)	Unavailable
	Primary school <i>Vuk Karadžić</i> (Belgrade)	Unavailable
	Primary school <i>Kralj Petar Prvi</i> (Belgrade)	Unavailable
	Primary school <i>Ujedinjene nacije</i> (Belgrade)	Unavailable
	Primary school <i>Danilo Kiš</i> (Belgrade)	Unavailable
	Primary school <i>Ratko Mitrović</i> (Belgrade)	Unavailable
	Primary school <i>Dušan Jerković</i> (Ruma)	Unavailable
	First Primary School in Obrenovac (Obrenovac)	Unavailable
	Primary school <i>Sestre Ilić</i> (Valjevo)	Unavailable
Total: 9 (3 outside of Belgrade)	Unavailable	

Table 2: Project for Japanese language advancement in secondary schools 2014-2017

School year	High schools (Gymnasium)	No. of students
2014/2015	Zemun Gymnasium (Belgrade) 4 student groups (one group per grade)	112 (60-80)
	Gymnasium <i>Jovan Jovanović Zmaj</i> (Novi Sad)	40
	Total: 2 (1 outside of Belgrade)	152
2015/2016	Zemun Gymnasium (Belgrade)	20
	Eighth Belgrade High School (Belgrade)	I grade: 38 II grade: 6
	Third Belgrade High School (Belgrade)	11
	Gymnasium <i>Jovan Jovanović Zmaj</i> (Novi Sad)	70
	Šabac Gymnasium (Šabac)	80
	Čačak High School (Čačak)	100

School year	High schools (Gymnasium)	No. of students
	Gymnasium of Užice (Užice)	60
	First Niš High School <i>Stevan Sremac</i> (Niš)	12
	Total: 8 (5 outside of Belgrade)	397
2016/2017	Zemun Gymnasium (Belgrade)	30
	Eighth Belgrade High School (Belgrade)	I grade: 28, II grade: 19
	Third Belgrade High School (Belgrade)	Unavailable
	Gymnasium <i>Jovan Jovanović Zmaj</i> (Novi Sad)	I grade: 20 II grade: 10
	Šabac Gymnasium (Šabac)	30
	Čačak High School (Čačak)	Unavailable
	Gymnasium of Užice (Užice)	Unavailable
	First Niš High School <i>Stevan Sremac</i> (Niš)	Unavailable
	Total: 8 (5 outside of Belgrade)	137 + α
2017/2018	Zemun Gymnasium (Belgrade)	Unavailable
	Eighth Belgrade High School (Belgrade)	Unavailable
	First Niš High School <i>Stevan Sremac</i> (Niš)	Unavailable
	Gymnasium <i>Uroš Predić</i> (Pančevo)	Unavailable
	Gymnasium <i>Jovan Jovanović Zmaj</i> (Novi Sad)	Unavailable
	Čačak High School (Čačak)	Unavailable
	Šabac Gymnasium (Šabac)	Unavailable
	Gymnasium <i>Borislav Petrov Braca</i> (Vršac)	Unavailable
	Total: 8 (6 outside of Belgrade)	Unavailable

The tables were based on course reports available at the start of each year, and therefore do not present some information with complete accuracy (for example, the number of course members at the start of a year differed from the number of students who actually completed the course). With that in mind, they still paint a precise enough of a picture of the scope of Japanese language studies in Serbia, both on a primary and secondary level.

As the tables show, while the number of secondary schools who adopt and maintain this teaching program is mostly stable, the number of primary schools that do so, especially outside of Belgrade, is on the rise. One can also note a constant increase in the number of students - despite data being unavailable for the most recent year, we can assume that the number is consistently rising as evident from the growing number of schools that offer courses. Still, the fact remains that the number of interested students is greatest in the first year of studies, after which there is a

significant decline. These courses cover the basics of literacy and fundamental forms of Japanese language communication.

Apart from the aforementioned educational institutions, private foreign language schools also offer Japanese language lessons. Courses, often brief, are privately organized by certain institutions in Belgrade, but are also available in other cities in Serbia, such as Novi Sad, Kruševac or Niš. Such courses are often beginner-oriented and persist in no small part due to the personal efforts of enthusiastic teachers. I was unable to gather further details on these courses.

2 Teaching programs for Japanese language lessons in secondary and primary schools

As far as the teaching program for Japanese language courses is concerned, two official versions are available. The first one was published in *The Official Gazette of the Republic of Serbia - Education Gazette (Službeni glasnik Republike Srbije - Prosvetni glasnik)*, year LXVI, issue 1, 10 January 2017 (Belgrade), with the pages relevant to Japanese language being 108-122.

This program concerns the courses at the Philological Gymnasium. The guideline regarding elective Japanese language courses in other gymnasiums was published in *the Official Gazette of the Republic of Serbia - Education Gazette (Službeni glasnik Republike Srbije - Prosvetni glasnik)*, year LXIV, issue 18, 11 September 2015 (Belgrade). Both teaching programs were made official by the act of publishing.

The teaching program for the Philological Gymnasium covers all four years of secondary education, while the program for other education institutions of this level encompasses only two years. Even though the plan dictates a drastic difference in the number of lectures (5 classes per week for the Philological Gymnasium, in contrast to the 2 classes per week for other schools), the difference in subject matter during the first two years is negligible, which can be explained by the difference in the depth of approach to the matter. In both cases, the grammatical and lexical contents of these two course years remain at the A1 level of proficiency.

These programs first and foremost include a general part which is more or less common for all foreign languages offered in Serbia; this general part, as the programs note, concerns *Operational tasks at the language skill level*. Even though the names of these language skills are somewhat different, they encompass the following (listed according to program chapter names): 1. *Speech comprehension (or Listening)*; 2. *Reading comprehension (or Reading)*; 3. *Verbal expression (or Speaking)*; 4. *Interaction*; 5. *Written expression (or Writing)*, and 6. *Knowledge of language*.

The program for general studies in secondary schools also mentions *Thematic units*, and notes the following:

“Thematic units are intertwined and are shared throughout all four years of secondary school. Textbook authors and teachers manage them in accordance with student expertise, student interest and current world events”.

The program goes on to mention *Themes and situations by domain of language use* which substantially, if not completely, match those listed in the *Common European Framework of References for Languages* (CEFR).

The same note as the one on *Thematic units* is included in the chapter on *Communication functions*. *Communication functions* are listed as the following: 1. *Introducing oneself and others*; 2. *Greetings*; 3. *Identification and naming persons, objects, parts of the body, animals, colors, numbers and so forth* (in relation to Themes); 4. *Understanding and issuing simple direction and commands*; 5. *Asking and answering questions*; 6. *Requests and expressions of gratitude* and so on.

The chapter *Program contents* (or *Grammar content*, as the chapter is named in the program for the Philological Gymnasium), reads the following:

“All grammar content is introduced with as few grammar explanations as possible, unless the students insist on an explanation. The knowledge of grammar rules is evaluated and graded based on their use in a specific communication context, without insistence on explicit knowledge of grammar rules”.

These instructions clearly indicate a change in the dominant theoretical principle in an attempt to distance language education from the traditional forms of teaching which are almost completely reliant on grammar patterns and thus neglectful of students’ communication skills. The chapter *Methods of realizing the program* specifies how to achieve this and structure a lecture in relation to the subject matter so as to allow for greater student participation in class, as well as stimulate students to set study goals independently.

The chapter *Mediation* is included in the program for fourth-year students, and encompasses written and spoken translation, as well as retelling and restating a message. Mediation is certainly present in some form in class from the very first lecture, but in the fourth year of studies it becomes unambiguous and included in the program.

Grammatical and lexical content included in the third and fourth year of the Philological Gymnasium, according to the program, enables a student to achieve a level A2 language proficiency.

As far as the primary school program is concerned, work on it is still ongoing, but it would only be natural for it to mirror the secondary school program, with necessary adjustments made to accommodate for younger students. Still, a specific program used by the *Project for Japanese language advancement in primary and secondary schools* is written mostly by lecturers at the Faculty of Philology and is based on the *Marugoto*

and *Genki* textbooks. The lecturers have demonstrated great care and devotion in this task that they've taken up as volunteer work, and have been working on program quality control, as well. In this respect, Azusa Takami, MA, has proven invaluable in the past. Her responsibilities have been taken over by Miyu Masaki, MA, who generously provided a great deal of information concerning the program for this paper.

3 Japanese language textbook writing projects

In 2009, like many of their faculty colleagues before them, Professor Marković and the author embarked jointly on a number of projects with the goal of modernizing language studies, centered around David Little's idea of the autonomous learner (Little, 2007). Extensive teaching experience and the use of contrastive analysis (Tričković, 2010, 2015; Jovanović & Tričković 2012, 2015) were instrumental to the success of these projects. The initial project included writing papers as a means of motivating students to further explore language and culture (Marković & Tričković, 2013, 2013a, 2013b, 2014). The second project was the creation of the Japanese script textbook "Kanji" (Marković et al, 2013, 2014; Marković & Tričković, 2016, 2017a). The third project, realized as the textbook set, entitled "*Korak po korak/Step by step*" (Marković & Tričković 2015, 2016, 2017), is the most relevant to this paper.

The aforementioned textbook set "*Korak po korak/Step by step*" was conceived as a means of covering the basics of Faculty lessons, specifically when it comes to Japanese as an elective subject, and also as a way of fulfilling the need for introducing Japanese language as an elective subject into the secondary education curriculum. The way that the textbooks deal with their subject matter has, therefore, been made appropriate for secondary school students, as well. The authors of the textbooks have received positive feedback from the Philological Gymnasium, as well as Eighth Belgrade High School, while clear data is lacking for other schools. As part of the *Project for Japanese language advancement in primary and secondary schools*, the Faculty of Philology annually demonstrates and donates these textbook sets to new teachers - some of whom embrace them because they feel that presenting the subject matter to students in their native language is beneficial, while others, owing to some non-standard choices made in the textbooks (such as introducing katakana before hiragana), elect not to use them, or use them only partially. Still, this textbook set is not only the sole textbook set available in Serbian, but is the only set of textbooks accredited as being suitable for use in secondary education, so we believe that its importance in teaching is yet to be recognized. On the other hand, the almost record-breaking sales numbers speak volume of the market's need for such a textbook.

4 Problems and potential solutions

As far as problems are concerned, I will start with primary schools and move up to higher levels of education, concluding with a suggestion which I believe could benefit others in a broader region.

When it comes to courses organized in primary and secondary schools, with the exception of Eighth Belgrade High School, which introduced the course before the start of the *Project for Japanese language advancement in primary and secondary schools*, their success is utterly reliant on the backers of this project, which include the Mitsubishi Corporation, the Embassy of Japan in the Republic of Serbia, the Association of Japanologists of Serbia, and the Faculty of Philology. Moreover, should the already humble financial support given to teachers run out, the courses run the risk of being cancelled. The solution to this problem would be a political involvement by the state, which would support the employment of these new teachers. However, judging by the current monetary circumstances in the country, that solution is not likely to come to fruition in any foreseeable future, so all that remains is the hope that the generosity of the sponsors will not reach its limits anytime soon. Furthermore, I have already mentioned that the programs for these courses are currently being written solely by our gracious foreign lecturers; it would be beneficial if, in the future, the burden of this challenging task they have so selflessly undertaken were lessened by the aid of Serbian Japanologists.

As far as the Philological Gymnasium is concerned, a key issue is the fact that its students, should they choose to enroll in the Faculty of Philology, are forced to start their Japanese language education from the ground up, even though Japanese language courses have been part of the Gymnasium for multiple decades, and students are given the chance to prove their knowledge by taking the enrollment test in Japanese. It would prove valuable if, during a future accreditation process, these students would be given a chance to tailor the learning process to their needs, using the already existing system of elective subjects at the Faculty.

Still, the most important and seemingly insurmountable problem of Japanese language students in Serbia on all levels of study, including the highest ones, is that even some of the best students are not capable of active conversation in Japanese, even after graduating from the Faculty. It was this exact problem that motivated the aforementioned projects, as well as the creation of new courses at the Faculty. The textbook authors are of the opinion that the root of this problem is a lack of opportunity to express one's own language needs in Japanese, as the available textbooks and their accompanying programs are often based on the assumption that the Japanese language student will travel to and spend time in Japan, which, as has been concluded based on recent research, simply is not true in the majority of cases (Marković & Tričković, 2016, 2017, 2017a).

The number of Japanese language students in Europe, including Serbia, is on the rise (Bučar et al, 2014). And although the current number might be relatively small, their needs should not be overlooked. Our research indicated that a great number of students attend courses primarily due to a personal affinity and love of Japanese culture, whether it be traditional or modern, without a clear intent of travelling to Japan or staying there for an extended period of time (Marković & Tričković, 2017). If that is the case, chances are they will use Japanese in their own country, within the territory of their native language, rather than in Japan. It is for that reason that we feel it necessary to tailor the learning process to local needs, something that contrastive analysis and the application of its results plays a key role in. This could serve as a foundation of a new methodology which is yet to be built, but one we have already started representing in our new textbooks (*Kanji, Step by step*). We are also of the opinion that the ability of expressing one's own language needs, which are often motivated by local culture and native language, would boost the motivation for learning a new language which would, in turn, allow at least some courses to surpass the A1 or A2 proficiency levels. These speakers of Japanese language as a foreign language (L2 speakers) would also form a vital link in the economy. Finally, although the languages of the region are different, they can all offer some insight into characteristics of Japanese language which might be imperceptible from the perspective of the Japanese language itself. Thus, by forming a network of good practices, we could help reduce the time needed for reaching fluency in Japanese – something the author of this paper believes is the goal of teachers across the globe.

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TEACHING JAPANESE LANGUAGE IN TERTIARY AND SECONDARY EDUCATION: STATE AND PRIVATE INSTITUTIONS IN ROMANIA

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Abstract

In Romania, Japanese language, literature and culture are taught at university level in two private universities and two state universities. Japanese departments are part of either a Faculty of Letters or a Faculty of Languages and Literatures. Students have to choose another language to study, in addition to Japanese. This gives them a dual major / dual specialization. A large number of graduates decide on pursuing a teaching career in one of their specializations. My paper looks at the way in which university provides an educational background for teachers at lower and upper education. It also looks into the way it shapes secondary education through its curriculum. This refers to compulsory education in an integrated national system of education. But, in the last ten years, this perspective has broadened. Language schools, which are not part of this integrated system, have appeared. Some of them teach exclusively Japanese language and Japanese culture classes. In the beginning, the students were mainly adults, age 18+ but in the last several years, more children have started to be interested in attending classes in these language schools. My paper also discusses this new perspective. A questionnaire and its results will also be presented on this topic. It will show not only the increasing number of young learners but also, their very young age, which goes as far as primary school. This tendency, in studying Japanese as a foreign language, could provide a preview into its development at the secondary level.

Keywords: tertiary education; secondary education; language schools; younger learners

Povzetek

V Romuniji se na terciarni ravni japonski jezik, literatura in kultura poučujejo na dveh privatnih in dveh državnih univerzah. Oddelki za japonologijo so bodisi del Fakultete za humanistiko bodisi del Fakultete za jezike in literaturo. Poleg japonščine se morajo študenti odločiti še za en tuji jezik. To posledično pomeni, da je njihov študij sestavljen iz dveh smeri oziroma specializacij. Številni diplomanti se odločajo za učiteljski poklic na enem od izbranih področij. Pričujoči prispevek predstavi, kako univerza zagotavlja določeno raven pedagoške izobrazbe za učitelje na nižji in višji sekundarni stopnji. Prispevek prav tako osvetli, kako univerzitetni študijski programi krojijo stroj sekundarnega izobraževanja, kar se nanaša na obvezno izobraževanje v integriranem nacionalnem sistemu izobraževanja. A v zadnjem desetletju se situacija spreminja. Pojavile so se jezikovne šole,

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ki niso del integriranega sistema. Nekatere od njih poučujejo izključno japonski jezik in kulturo. Sprva so bili udeleženci teh šol predvsem odrasli, starejši od 18 let. Članek posveti nekaj pozornosti tudi novostim na tem področju. Opaziti je namreč mogoče, da v zadnjih nekaj letih narašča zanimanje za tovrstne jezikovne šole tudi med otroki. Prispevek predstavi vprašalnik in rezultate ankete v zvezi s tem. Izsledki raziskave kažejo, da ne narašča le število mladih, ki se zanimajo za japonski jezik in kulturo, temveč se je tudi starostna meja učencev znižala, ki sega celo pred primarno, osnovnošolsko raven. Te tendence nam lahko nudijo vpogled v bodoči razvoj japonščine kot tujega jezika na sekundarni ravni.

Ključne besede: terciarno izobraževanje; sekundarno izobraževanje; jezikovne šole; mlajši učenci

1 Introduction

In Romania, Japanese language, literature and culture are taught at the university level in two state universities and two private universities: University of Bucharest, from 1975 and Babes-Bolyai University, from 2008, in Cluj-Napoca and “Dimitrie Cantemir” Christian University, from 1999 and “Hyperion” University, from 1995, both in Bucharest.

Japanese departments from these universities are part of the Faculty of Languages and Literatures in the case of University of Bucharest and “Dimitrie Cantemir” Christian University. Babes-Bolyai University has included Japanese as part of the Department of Asian Languages and Literatures from the Faculty of Letters. In “Hyperion” University, Japanese is part of the Department of Letters and Foreign Languages of the Faculty of Social and Humanistic Sciences.

Students who study at these faculties have to choose one more language in addition to Japanese. There are various combinations but the most attractive one is Japanese and English. Such double-major course opens numerous opportunities and rises the students’ chances to find work. Japanese can be studied as a major at the University of Bucharest and Babes-Bolyai University, and as a minor at the “Dimitrie Cantemir” Christian University and “Hyperion” University.

According to the Bologna treaty on higher education, undergraduate studies take 3 years. Romania started implementing the system during the 2005-2006 academic year. The full course is thus divided into 6 semesters, with 14 weeks per each semester. Undergraduate studies can be followed by a 2-year master’s program. Three of the universities have masters programs that include Japanese studies. At the University of Bucharest, there is an East-Asian Studies Masters, at “Dimitrie Cantemir” Christian University, a Translation and Communication under Intercultural Context Masters and at “Hyperion” University an Intercultural Communication and Professional Translation Masters.

2 Teacher training system

In Romania, students who graduate from the Faculty of Foreign Languages and Literatures and the Faculty of Letters usually decide to pursue a teaching career as one of their majors though their number has dropped due to economic reasons. Besides teaching, those who choose to study languages consider jobs such as that of an interpreter or translator, or publishing house jobs.

In order to become a teacher in a primary or secondary school, as well at university level, students have to take a number of courses that are integrated in 2 modules. The first one gives the graduate student the right to teach in kindergartens, primary, secondary schools and high-schools. The second module allows teaching in high-schools, post high-school education and university.

At each university, these courses are managed by the teacher Training Department, a special department that is constantly under the supervision of the Faculty of Educational Science from each university. The curricula includes: pedagogy, teaching and evaluation methodology, didactics, class management and a certain number of hours of teaching in schools. In the case of English, French or German, it is easy to assign schools where students can do their training but in the case of Japanese, this has proven to be more difficult. Each school where training takes place is supposed to have a mentor who guides and observes the students. The ministry has not yet approved a mentor for Japanese for primary school level to high-school level. Therefore, for example at “Dimitrie Cantemir” Christian University we, the teachers of Japanese, supervise the training process.

3 Courses and textbooks

Regarding the subjects taught in the Japanese departments, there are three main areas: Japanese literature and culture, Japanese linguistics and Japanese language.

Next, I will discuss the case of the Japanese department in “Dimitrie Cantemir” Christian University. The course in Japanese literature and culture is taught for 6 semesters. The first semester is focused on Japanese culture as first year students need to get familiar with Japan’s civilization and especially historical periods. The next five semesters follow the history of Japanese literature in chronological order. The goal of this subject is for students to get a comprehensive image of Japanese literature and important writers. It also helps build a solid Japanese culture background.

Japanese linguistics is taught for 6 semesters following the linguistic structure of the language.

Japanese language as a language course is also taught for 6 semesters. It focuses on teaching grammar and on practicing Japanese. During the 6 semesters, we focus on

teaching grammatical structures, oral and written communication, listening and translations. A certain number of classes are spent on teaching Japanese writing, cf. *kanji*. The textbook that we have been using for the last 7 years is *Genki. An Integrated Course in Elementary Japanese*, volumes 1 and 2. It takes around 3 semesters to finish both volumes. After *Genki. An Integrated Course in Elementary Japanese*, we use several different textbooks depending on the level of each group, for example: *Chūkyū he ikō 中級へ行こう* by Hirai, Etsuko & Miwa, Sachiko, published by Suriē nettowāku in 2004, *Nyū apurōchi. Chūkyū nihongo ニュウアプローチ中級日本語* by Noboru Oyanagi published by Gobun kenkyūsha or *Nihongo nama chūkei 日本語生中継* by Sugimoto Fusako and published by Kuroshio. With students reaching their third year of studies, we have also used raw teaching materials such as news articles from News Web Easy (*NHK News Web*, n.d.) or presentations in Japanese of their own graduation paper. Our goal is to cover not only grammatical structures and kanji characters but also to put them in practice through listening, reading or writing. This intends to help students become independent learners who can work effectively in broadening their studies.

Japanese studies in "Hyperion" University are also assigned 6 semesters to teach Japanese linguistics and Japanese history of literature. In the first year of studies, one or two semesters are dedicated to Japanese culture and civilization. In the second year of studies, a practical course of Japanese is taught for 2 semesters.

The Faculty of Letters from Babeş-Bolyai University offers 5 semesters of Japanese language that start with intrasentence patterns, then intersentence patterns and followed by an integrated course. Another subject offered for 5 semesters is called Intensive reading, writing and lexicon that starts at a beginner level and goes as high as a preintermediate level. A course on Japanese literature is also included for 6 semesters. As it can be observed from their curriculum several optional courses are available, as well (*Babeş-Bolyai University Cluj-Napoca, Faculty of Letters*, 2016).

At the University of Bucharest, Japanese language structure and Japanese language practice are 2 subjects that are taught for 6 semesters. Japanese civilization is offered for 2 semesters, throughout the first year of studies. It is followed by a Japanese literature and culture course which is taught for 4 semesters.

Studying Japanese at higher education level provides the students with a comprehensive view of Japanese language, literature and culture. The acquired knowledge complements academic level and helps them in their future careers. Some of the students follow careers linked to Japan, and some of them pursue further academic careers, such as master or PhD programmes.

4 Japanese language teaching institutions

In the next part of my paper, I will focus on institutions that teach Japanese at the secondary level. The Association of Japanese Language Teachers ルーマニア日本語教師会 has noticed that in the last 5 or 6 years the number of young learners of Japanese language has increased. An overview of this situation was needed as several new schools or centers appeared.

My survey includes state and private institutions as well. Such division seems to be the most visible difference among them at this moment. Both state and private institutions address primary school and secondary school pupils, described usually as young learners. Nevertheless, as it can be seen in the discussion following that private institutions are by far larger in number. Private initiative has been quicker in supplying a demand regarding Japanese language and culture felt in Romanian society. On the other hand, however, it is more difficult for state schools to introduce new subjects since the curriculum need to have Ministry approval.

4.1 Questionnaire and results

I designed a 12 question questionnaire, as it follows, for examining the current situation:

- 1) The name of the institution/school/center
- 2) The year Japanese courses for children started
- 3) Age range
- 4) Number of teachers non-native/native
- 5) Number of classes/week
- 6) Number of children/year
- 7) Level according to Japanese Language Proficiency Test
- 8) Textbooks, educational materials used in these institutions
- 9) Library, database
- 10) Events to promote Japanese language and culture
- 11) Workshops held in these institutions/schools/centers
- 12) Reasons for choosing to study Japanese

The questionnaire was sent to 13 institutions, out of which 9 of them answered it. Among them, 8 are located in Bucharest and the other 5 are in other cities. The first 2 institutions are state-owned while others are private ones. Here is the list of the institutions:

- 1) “Ion Creanga” High-School (Bucharest)
- 2) “Emil Racovita” Elementary School (Bucharest)
- 3) BSmart Center (Bucharest)
- 4) Romanian-Japanese Studies Center (Bucharest)

- 5) "Akino" Japanese Center (Bucharest)
- 6) Nihongo Mirai Center (Bucharest)
- 7) International House (Bucharest)
- 8) "Sakura" Japanese School (Bucharest)
- 9) Active Volunteering Association (Baia-Mare)
- 10) Himawari Romanian-Japanese Association (Iasi)
- 11) "Sakuranbo" Association (Constanta)
- 12) Musashino Center (Brasov)
- 13) Simone Educational Center (Craiova)

"Ion Creanga" High-School represents a different case in studying Japanese¹ because it is taught as a compulsory subject, having the same status as other languages, such as English, French or German. As such, it can be one of the compulsory subjects in the Romanian Bacalaureate. Even though "Emil Racovita" Elementary School is a state owned institution, like "Ion Creanga" High-School, it only has an optional course, cf. 1 hour per week. The course started to be offered in the year 2000 and is held upon request from parents and pupils. There is a non-native teacher who is in charge of the course, within which *ikebana*, calligraphy and *karaoke* workshops are conducted during the "Scoala Altfel" week². The pupils who can take this class are aged 9 to 14 and correspond to 3rd to 8th graders.

Most of the private centers have started developing after the year 2000. They are what is generally considered a language school, but only 3 of them: BSmart, International House and Simone Educational Center teach other languages besides Japanese, for example English. There is one other exception; the Romanian-Japanese Studies Center offers other courses, as well, but only on Asian languages such as Korean and Chinese.

Romanian-Japanese Studies Center has been active since 2005 and it offers classes for students and children. It has built connections with the Romanian-American University and Japanese there can be studied as an optional language, among other European languages, by students attending the university. The age of the children enrolled in Romanian-Japanese Studies Center starts at 14, and their number is around 50. There are 2 classes per week, 2 altogether. They are taught by one native and one non-native teacher. The level of Japanese according to the Japanese Language Proficiency Test ranges from N5 to N1. Several workshops such as *taiko*, *kendo*, *ikebana* or *origami* are organized. For the promotion of Japanese culture, each year the center organizes Japanese Culture Days at the Romanian-American University.

¹ This case is presented in detail by Lungu (2018, pp. 101-112).

² "Scoala Altfel" week represents a week of alternative learning, outside the school. It is held every year, during spring.

“Sakuranbo” Association from Constanta was established in 2010 and it offers Japanese classes for children as young as 9 years old. It has 2 non-native teachers. It organizes the *Aki Matsuri* festival every year. It also holds workshops in schools and other institutions in order to promote Japanese culture and language. *Origami*, *shodo* and *ikebana* are also taught in the Japanese classes. The levels of Japanese according to the Japanese Language Proficiency Test are N5 to N4.

In 2012, the Active Volunteering Association began in Baia-Mare. Their courses are held at the local library by a non-native teacher once a week for 90 minutes. *Origami*, *shodo* and *haiku* workshops are part of the association’s activities to promote Japanese culture. The levels of Japanese according to the Japanese Language Proficiency Test are N5 to N4.

In the same year, International House in Bucharest that specializes in English classes, started a course on teaching Japanese to children. The children’s age is 8 and above. A 2-hour course is taught once a week. There are 2 non-native teachers and the level of Japanese is beginner up to N5, Japanese Language Proficiency Test. At the end of each school year and on Christmas, it holds a *matsuri* to promote Japanese culture and language.

The “Akino” Japanese Center first started its activities in 2014. It has one native and 1 non-native teacher. The youngest learners are 7 years old. The level of Japanese taught is from beginner to N2 level, according to Japanese Language Proficiency Test. *Origami*, *kamishibai* and Japanese games are all part the center’s workshops and promotion of Japanese culture.

One of the most recent centers that have Japanese courses is BSmart. It is a center for foreign languages and Japanese is one of them. They have a non-native teacher and the courses include Japanese for children as young as 7 years old. The level of Japanese is level N5 to level N4.

4.2 Teachers and textbooks

Most of the teachers that are employed in these institutions are Romanian, in other words, non-native speakers. 90% of them graduated from a Faculty of Foreign Languages or a Faculty of Letter. Therefore, their educational background is that of the foreign language learning and teaching.

One of the questions concerned are the textbooks used. *Genki. An Integrated Course in Elementary Japanese* and *Minna no Nihongo* series are among the textbooks that are mostly used in these institutions. Two of the institutions mention using *Marugoto*, as well. Some centers use textbooks to prepare the students for the Japanese Language Proficiency Test. One of the schools mentions that pupils do not have a specific textbook but a kit that is put together by the teacher in order to suit

their needs. Textbooks like *Genki. An Integrated Course in Elementary Japanese* and *Minna no Nihongo* have not been designed for young learners. Therefore, it is rather difficult to use them for this age category.

As mentioned before, many of these schools have workshops on *origami*, *shodo*, *ikebana*, or even organize *matsuri* as their students are very interested in Japanese culture. This represents one of the ways to attract new students.

Anime, *manga* and *cosplay* have been a source of inspiration for most of the students who want to study Japanese language. These represent one of the main reasons for choosing to study Japanese. They are also the reason why the number of very young learners has increased in recent years.

This takes us to discussing the goal of these institutions. Most of their students/pupils do not seek to follow a career that involves Japan and Japanese culture. They want to get acquainted with Japanese culture in general, and Japanese proves to be more like a hobby to them. Consequently, the focus of teaching is on cultural aspects rather than on the language itself.

5 Conclusion

From the point of view of their goals, both universities and secondary level schools and language centers have different objectives they try to meet. On one hand, Japanese departments at a high education level give special attention to Japanese language and its indepth understanding, acquisition and fluency. On the other hand, private schools and language centers need to provide a larger context to meet the needs of their students. Nevertheless, in Romania, the rising number of students at both levels, secondary and tertiary, show a trend in studying Japanese. The relatively young age of these new Japanese learners has raised the awareness of a new generation of learners who have a different background and education as the previous ones. As teachers of Japanese, one should address the issue of new textbooks or materials that are more age appropriate and that could attract more students eager to study Japanese, in the future. Moreover, a close collaboration between universities and schools, language centers could provide a wider working framework and shape the future learning of Japanese.

This conference has, also, given us the chance to take a survey on Japanese language teaching in Romania at all levels, which has not been done in the last 10 years and to evaluate the current situation. The survey has to continue in order to include all institutions in Romania, and to give a general view on Japanese language and culture education.

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OVERVIEW OF JAPANESE LANGUAGE IN UPPER SECONDARY EDUCATION AND SCHOOL CURRICULUM IN ROMANIA

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Abstract

In this paper, I focus my attention on the problem of teaching Japanese as part of compulsory subjects in an upper secondary education to pupils aged between 15 to 19. This article starts out with a brief overview of the Romanian education system and the current state of Japanese teaching in the upper secondary education. As compared to other educational curricula, the Romanian education system focuses on competency-based curriculum emphasizing the applicability of knowledge and the development of competences in an integrated and inter-disciplinary approach. The Japanese Language is part of that curricular area named as Language and Communication. In the Romanian educational system, the process of teaching the Japanese language starts from lower secondary school and continues to upper secondary and then to university level. In the lower secondary school, pupils study the Japanese Language as an elective subject, while in the upper secondary school, they learn Japanese as a mandatory subject of the core curriculum and as an elective one of school-based curriculum. Next, attention is paid to outline the current situation of teaching Japanese in the upper-secondary education system, providing details of our curricula, types of subjects, and specific features of Japanese classes. Forms of Japanese language education vary greatly, as well as their target students and objectives. However, the focus of all is a balanced education in the four language skills: reading, writing, listening and speaking. In addition to the Japanese language study, Japanese syllabi provide cultural and general education to learn the properties in Japanese Society and about contemporary culture.

Keywords: upper secondary education; curriculum structure; competence; language and communication

Povzetek

Prispevek se osredotoča na poučevanje japonščine kot obveznega predmeta na višji sekundarni ravni (15-19 let). Članek najprej na kratko predstavi izobraževalni sistem v Romuniji in poda oris trenutnega stanja poučevanja japonščine na tej ravni. Romunski izobraževalni sistem zagovarja učne načrte, ki temeljijo na pridobivanju veščin. S celovitim in interdisciplinarnim pristopom poudarja uporabno vrednost znanja in razvoj kompetenc. Japonščina tako sodi na širše področje *jezik in komunikacija*. Proces poučevanja japonščine se prične na nižji sekundarni ravni (12-14 let) in se preko višje sekundarne oziroma srednješolske ravni nadaljuje do univerzitetne ravni. Na nižji sekundarni ravni lahko učenci izberejo japonščino kot izbirni predmet, na višji sekundarni ravni pa postane japonščina obvezni predmet osnovnega učnega načrta ali izbirni predmet posameznega

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šolskega programa. V nadaljevanju članek predstavi trenutno stanje poučevanja japonščine na višji sekundarni ravni, pri čemer podrobno opiše učne načrte, vrste predmetov in izpostavi posebne značilnosti pouka japonščine. Poučevanje japonščine se pojavlja v zelo raznovrstnih oblikah, saj so tudi ciljne skupine učencev in osnovne opredelitve predmeta različne. A ne glede na raznolikost je fokus vedno na uravnoteženem razmerju štirih jezikovnih spretnosti: bralnega razumevanja, slušnega razumevanja, pisnega izražanja in govornega sporočanja. Učni načrti za japonski jezik poleg omenjenih vsebin zajemajo tudi splošne in kulturološke vsebine, ki se navezujejo na značilnosti japonske družbe in sodobne kulture.

Ključne besede: srednješolsko izobraževanje; struktura učnega načrta; kompetence; jezik in komunikacija

1 Educational system and national teaching guideline in Romania

The Romanian school education system has a 4-4-4 structure. That is, students have 4 years of primary education in elementary school, 4 years of lower secondary education in junior high school, and 4 years of upper secondary education in senior high school, for a total of 12 years of school education. After completing their primary and secondary education, students may continue on to an institution of higher education.

Early childhood (0-6 years) is formed in the ante (0-3 years) and preschool (3-6 years), comprising a small group, middle group and high group. Primary school includes I - IV and the preparatory class is the first class in the primary. Secondary education is part of compulsory education. It includes lower secondary or secondary education classes V - VIII. High school IX-XII includes the following departments and profiles: theoretic type, profiles humanities, and sciences; technological route with technical profiles, services, natural resources and environmental protection; vocational branch, military profiles, theological, sports, arts, and teaching.

All schools in Romania have foreign language programs. Students must acquire at least one foreign language at an advanced level and the second one at a more basic level. In other cases there are more than two foreign languages available to study and the student can choose from several. Many schools also offer bilingual courses.

In terms of language skills in a foreign language, Romania is one of the EU countries where compulsory curriculum provides learning two foreign languages. For upper secondary education, Romania is among the countries with the highest average number of foreign languages learned in school. However, it is difficult to assess in a comparative perspective the language skills of students in Romania, because our country did not participate in the European survey on language competences, launched by the European Commission in 2008 (Ministerul Educatiei Nationale, 2014).

Students in secondary education can be transferred from one school level to another, from one class to another, from one profile to another and from one pathway

to another, as determined by the methodology developed by the Ministry of Education. Educational pluralism is one of the attributes of Romanian school education.

In Romania, public or private schools offer the alternative educational system (Step by Step, Waldorf, Freinet, Montessori etc.) that complement the main education system, opening new perspectives of teaching and pedagogical approach to learning. Education for pupils in secondary education is predominantly in the official language, cf. Romanian, but also in the language of students belonging to national minorities where ethnic communities are large, or in international languages (usually in the case of private schools by type international). During enrollment in secondary education, children are beneficiaries of state allowance for children under the law (Ministerul Educatiei Nationale, n.d.).

Higher education in Romania is provided by both public and private higher education institutions. These include universities, academies, and colleges organized into specialized departments. The first stage of university-level studies provides a short-term (three-year) or a long-term (four- to six-year, according to the field of study) diploma, which is awarded as a Diploma de Licenta. The second stage of university-level education is the master's level, in which students can earn a Diplomă de Studii Aprofundate after conducting one to two years of research. The third stage of university-level studies is the doctoral level (only one form exists: doctor of science), which can last for three to six years. Candidates who have passed the examination for a doctoral degree (a doctorate) are awarded the Diploma de Doctor în Stiințe. Public higher education institutions are coordinated by the Ministry of Education and Research under the principle of university autonomy. Private higher education is an alternative to public education and is subject to an accreditation process (Population Europe Resource Finder & Archive (PERFAR), n.d.).

2 Teacher training and curriculum

Teachers must pass several examinations to advance in their careers called Uniform training for teachers. Preschool and primary school teachers are required to attend a pedagogical lyceum, while secondary school teachers for lower secondary education need a degree from short-term higher education, and secondary-school teachers for upper secondary a degree from long-term higher Education. All the above-mentioned categories of teachers must have completed the pedagogical module (during university courses or at least 5 year after graduation) and the special training programmes corresponding to each qualification. A teacher's professional development consists of three stages, namely the on-the-job certification (*Definitivat*) after three years of teaching, the didactic grade II, and the didactic grade I (the highest form).

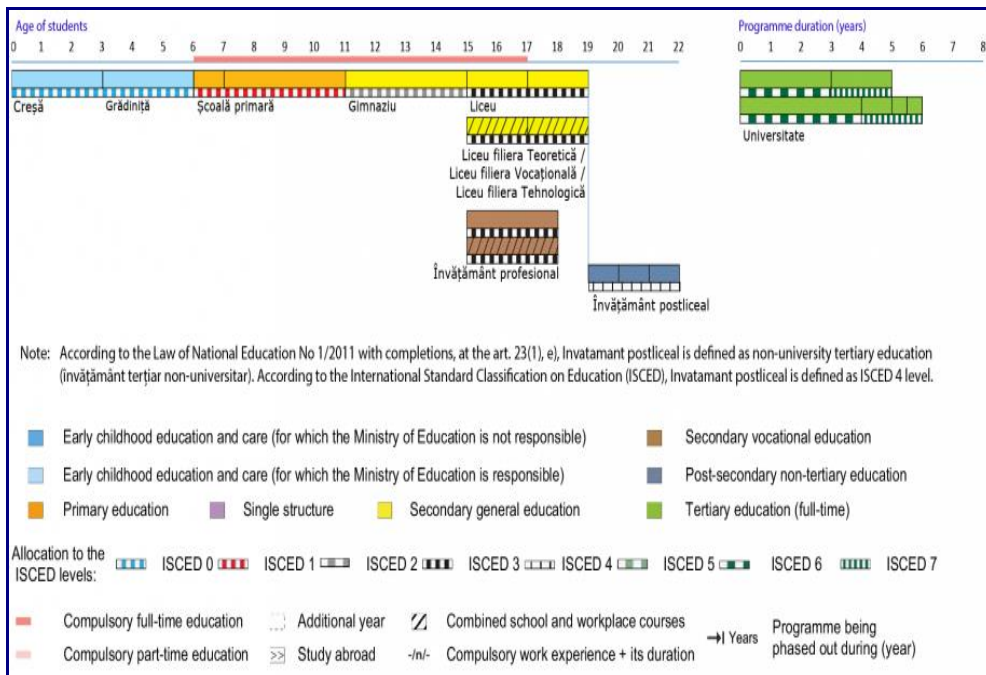


Figure 1: Romanian educational system.
(Source: Eurydice, 2016)

The national curriculum, established by the Ministry of Education, consists of seven curricular areas: language and communication, mathematics and natural science, people and society, the arts, physical education, technologies, and counseling and guidance. This core curriculum represents 75% of all of the courses offered, while the rest of the courses follow school-based curricula (based on specialization) (PERFAR, n.d.).

The curriculum includes the contents of primary and secondary education, having a common core for all schools of the same type and elements that depend on the decision of each school or high school. Framework plans, that include compulsory, elective and optional subjects, as well as the minimal and maximal number of classes and the school curricula are devised by national special commissions and are endorsed by the National Council for the Curriculum and sanctioned by the Ministry. At the level of primary and secondary education, alternative textbooks are used, and teachers have the right to choose and recommend the textbook to their pupils (Romania Ministry of Education and Research, 2001).

The Romanian curriculum is built upon a principle system, cf. curriculum as a *system*. As such it is designed according to:

- the educational ideal of the Romanian school;
- the psychological learning rules; the students' age and individual characteristics;

- the students' potential (discovered, stimulated and brought to value by teachers): divergent and critical thinking, imagination, creativity, etc.;
- the social and cultural dynamics of the community;

Curriculum as *learning activities*:

- different styles, techniques and teaching procedures for different learning rhythms;
- learning activities are based upon intellectual effort and self discipline;
- individual and group work;
- the final target is developing skills, capacities, competences, knowledge, attitudes, and conduct;
- the students' educational interests are the gist of efficiency in order to be actively integrated in the social life of community;

Curriculum as *teaching principles*:

- diverse and efficient learning situations, in accordance to the educational objectives;
- stimulating and sustaining the students' motivation for permanent learning;
- discovering and developing the students' skills in accordance to their educational needs and interests;
- teaching as a forming process (not only teaching or informing, but mainly developing competences, skills, conducts);
- inter/intra – disciplinary transfers;
- connection between educational activities and communitarian life.

Like any other curricular program, the Romanian system is seen as a sum of agents (educators and educated), objectives, educational contents, educational strategies, time, space and material resources, and finally evaluation strategies (Nadrag & Soare, 2013).

3 Organisation of school year and week system in upper-secondary education

Organisation of the school year for upper secondary education is decided yearly by the Ministry of Education, Research, Youth and Sports. The structure of the school year takes several aspects into consideration. Those are a balanced distribution of the school-days and holidays, the specificity of the climate in Romania, and the respect for the religious beliefs of the population. The National Curriculum is established by the Ministry of Education, Research, Youth and Sports and specifies for each pre-university education level and grade: the total minimum and maximum number of classes per week; the minimum and maximum number of classes per week for each subject within the common core curriculum; the minimum and maximum number of classes per week

dedicated to optional subjects/activities. Within the framework set by the structure of the school year and the National Curriculum, each pre-university education institution has the full responsibility to establish the weekly and daily timetables for each grade.

The school year in Romania for upper secondary education comprises two semesters, three periods of holidays during the school year, and a summer holiday. The exact calendar of the school year is established each year through Order of the Minister of Education. According to the Ministerial Order and as provided by the in-force legislation, schools can request County School Inspectorates amendments of the school year calendar due to objective reasons: special weather conditions, specificity of the area (agricultural activities), natural calamities, schools with the majority of the pupils of other beliefs than the Orthodox one, etc. The County School Inspectorates can approve such requests subject to the condition that all pupils attend the total number of school-weeks and corresponding school-days as established by the Ministerial Order.

The weekly (5-day week system) and daily timetables for upper secondary education are established by the administration council of the schools subsequent consultations with the teachers and the parents/the pupils and based on the following criteria: the number of classes per week and subject within the range established by the Frame Plans for each grade, and the minimum and maximum number of classes per week established by the Frame Plans for each grade. According to the provisions of the in-force Frame Plans, the total number of classes per week and grade for day-schooling upper secondary education depends on the education level, branch of study, profile, and specialization/vocational qualification.

Upper-secondary education is usually organized 5-day week system. Lessons are 50 minutes long and are followed by 10 minutes breaks. In schools functioning in double shifts due to insufficient schooling capacity, certain classes start their programme from 12, 1 or 2 pm. Due to the fact that a given class studies either in the morning or in the afternoon, usually there is no lunch break specifically set in the daily timetables of the schools. The only exception to this situation is where schools organize at their own initiative after-school programmes for the pupils (Eurydice, n.d.).

4 *Ion Creanga* National College

Ion Creanga National College was founded in 1926 and includes the following departments: Romanian Language, Mathematics, People and Society, English-Japanese, French-German, Science, Informatics, Religion-Arts-Physical Education, Careers Counselling and guidance, Examination Center: Cambridge English Language Assessment-Authorized Center; European Computer Driving License.

4.1 Japanese language

Japanese is studied in our institution either as a main or a second language, together with other languages like English, French or German. More than 250 pupils study Japanese in our college. This year a new class of Science added Japanese to its program. Responding to the needs of our pupils, we have established a wide range of elective subjects, such as Japanese Culture, *Kanji*, *Kaiwa* and Japanese Testing. The core subjects are those of Japanese Language and the elective courses are changeable every year. The local curricular offer, found in *the school-based curriculum*, is set based on a consultation with parents, pupils and other educational partners, with the condition that they are approved by the inspectorate and the administration council of each school.

4.1.1 A core subject

Japanese language

Objectives: developing competences based on the pupils' direct voluntary action (exercises, practical work, etc.) and interactive methods (didactic games, learning through dramatization, etc.).

As teaching materials, the following textbooks are used for classes: *Minna no Nihongo shokyū I*, *Minna no Nihongo shokyū II*, *Genki II – An Integrated Course in Elementary Japanese*.

Evaluation: pupils are evaluated through a variety of assessments: chapter tests, semestrial test (*teza*), portfolio (grammar cards, kanji cards, individual worksheets, vocabulary on semantic fields).

4.1.2 Elective subjects

Japanese culture

Objectives: brief description for periods of Japanese history, annual festivals and events, cultural concepts, rites of life, school and education, daily life, family, food, home and community, work and career, leisure, hobbies, etc.

As teaching materials, the following textbooks are used for classes: *Moons, Months and Seasons-Pre-Intermediate Japanese Reader*, *The Kodansha Bilingual Encyclopedia of Japan*.

Evaluation: pupils are evaluated through a variety of assessments: short quizzes, chapter tests, projects, power-point presentations.

Kanji

Objectives: to develop an integrated knowledge of kanji so that they can read and comprehend authentic and semi-authentic materials effectively on their own by using

cognitive memory strategies, mnemonic devices and illustrated context, association between the past knowledge of kanji characters and new kanji.

As teaching materials, the following textbooks are used for classes: *Basic Kanji Book I & II*.

Evaluation: pupils are evaluated through a variety of assessments: chapter tests, portfolio (kanji cards, individual worksheets).

Kaiwa (Conversation)

Objectives: initiate or respond to short everyday conversations, request information and respond to requests on a variety of topics, ask and give preferences, offer and respond to suggestions, requests, or invitation, get the gist and understand the details of a text on a concrete topic.

As teaching materials, the following textbooks are used for classes: *Minna no Nihongo shokyū I*, *Minna no Nihongo shokyū II*, *Genki II – An Integrated Course in Elementary Japanese*.

Evaluation: pupils are evaluated through a variety of assessments such as role-play, mini-speech, and dramatization.

Japanese testing

Objectives: to provide support for pupils wanting to take Japanese Language Proficiency Test (JLPT); to enable pupils to develop and master the key skills required for the *Nihongo Nōryoku Shiken* (JLPT). A very important aspect which stimulated us to initiate this elective course is the advantage for the graduate exam; JLPT N3 is recognized by the minister of education and equivalent Language Competence for Baccalaureate.

As teaching materials, the following textbooks are used for classes: *Gōkaku Dekiru 4-5*, *Nihongo So-Matome JLPT N3*, *JLPT N5*, *N4 Japanese Language Proficiency Test Official Book Trial Examination*, *Nihongo Challenge N4 Grammar Reading JLPT*.

Evaluation: pupils are evaluated through a variety of assessments such as chapter tests, portfolio (grammar cards for each level, kanji cards for each level, individual worksheets).

5 Evaluation and quality in education

To the traditional evaluation methods – the oral evaluation, the written tests, the practical tests – the alternative (complementary) evaluation methods have been added – the project, the file, the report, the investigation, the systematic observation of the pupils' behavior. In order to enhance the objectivity level of the evaluation tests, particular attention was paid to the evaluation tests based on objective items –

multiple choice items, double choice items, pair type items – semi-objective items and open answer items. The reform of the evaluation system has taken into account as main evaluation instruments, depending on the age of the pupils and the specific of each discipline, the written tests at the end of the semester, practical activities in sciences, interviews, the files containing the work of the pupils over the entire semester.

Quality in education is assured through several processes such as planning and concrete realization of results, monitoring results, internal assessment, external assessment, and ongoing improvement of results. In order to undertake external assessment, two agencies are established: The Romanian Agency for Quality Assurance in Higher Education, ARACIS, and The Romanian Agency for Quality Assurance in Pre-University Education, ARACIP. ARACIP is an independent public institution, of national interest, which possesses juridical personality and its own budget, and functioning rules and regulation are established by the Government.

6 Future perspective

Challenges remain related to guarantee the cultivation of whole pupils' key competencies. It is also required to increase the variety of methods when teaching Japanese, and also to create opportunities for pupils to discover Japanese culture by themselves. Last but not least, it is also necessary for a teacher to be responsive to learners' needs in order to make them reach their full potential.

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RESEARCH ARTICLES (PROJECT REPORTS)

TEACHING OF THE JAPANESE AND CHINESE LANGUAGE IN EXTRACURRICULAR COURSES FOR CHILDREN, ADOLESCENTS AND ADULTS

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Abstract

The presentation includes a brief history of Japanese and Chinese teaching and learning at Pionirski dom and the current trends. On the one hand, it explores the reasons why so many youngsters decide to learn Japanese or Chinese, what is their main interest and what is they want to achieve. On the other hand, it tackles the points of view of teachers of the Japanese and Chinese language towards language teaching and the issues raised while teaching. Pionirski dom is probably the only institution in Slovenia with so many young learners and teenagers enrolled in Japanese courses and with a decade of experience in the area. Much attention is, therefore, put on quality programmes and the choice of suitable teachers.

Keywords: extracurricular courses; young learners; language in use; everyday communication

Povzetek

Predstavitev vključuje kratek zgodovinski pregled poučevanja japonskega in kitajskega jezika v Pionirskem domu in trenutnih smernic. Na eni strani razišče razloge, zaradi katerih se tolikšno število najstnikov odloča za učenje japonskega ali kitajskega jezika, kaj jih pri učenju najbolj zanima in katere cilje želijo doseči. Na drugi strani pa se dotakne pogleda učiteljev na poučevanje japonskega in kitajskega jezika ter vprašanj, ki se pojavljajo v procesu poučevanja. Pionirski dom je verjetno edini zavod za obšolske dejavnosti v Sloveniji s tako velikim številom vpisanih otrok in najstnikov v tečaje japonščine in z desetletnimi izkušnjami na tem področju. Velika pozornost se tako posveča izvajanju kakovostnih programov in pravilni izbiri ustreznih učiteljev.

Ključne besede: izvenšolski tečaji/dejavnosti; mlajši učenci; uporabni jezik; vsakdanja komunikacija



1 General introduction

Pionirski dom is a public institution and one of the leading institutions in the field of extracurricular activities for children and youth in Slovenia. We offer cultural-artistic programmes as well as foreign language programmes. Our experiences in foreign language teaching go as far as sixty (60) and more years in the past when Pionirski dom had a considerable influence on foreign language teaching also in the mainstream schools.

We offer courses to very young learners from the age of four (4) onwards, children, youth, students, and lately also to adults in English, German, Italian, Spanish, French, Russian, Latin, Chinese and, the last but not the least, Japanese.

We have a lot of experience in preparing students for various international exams such as the Cambridge exams in the English language, the Goethe exams in the German language, DELE exams in the Spanish language, DELF-DALF exams in the French language and CILS in the Italian language. Four years ago we also became a licensed examination centre for the Spanish international exams through the Spanish Instituto Cervantes. We started preparing our students for the international exams in English twenty-five (25) years ago and for the exams in German about twenty (20) years ago. Our aim all along has been to conduct language courses that would prepare the students to reach a certain level A1-C2 at a certain age and which could be compared to the Common European Framework of Reference for Languages (CEFR). Therefore, we tailored our programmes and included the preparation for the exams in the general courses themselves. The preparation primarily covers the introduction of the strategies of writing of such exams and the development of language skills – reading, listening, writing and speaking.

2 Chinese and Japanese courses at Pionirski dom

Chinese was firstly offered at Pionirski dom in 1989 and 1990 when we had a group of 10 and a group of 7 students. After that, Chinese was not taught for several years. In 2007/08 we offered a Chinese and a Japanese course and managed to form a group of students that started learning Japanese. The interest for learning Chinese was present all the time, but there were too few interested to form a whole group. However, suddenly, we noticed a growing interest in learning Japanese.

We came to the conclusion that the demand for such courses at the time must have been triggered off by the growing tourism, establishing new commerce paths and an easier access to the Chinese and Japanese culture through the internet and various media, as well as, by the growing interest of the general public to look for things beyond the European borders.

Our main aim was to offer a **new** and **interesting** language programme, which was **not common** and would bring **added value to the institution**. At first, we thought Chinese would appeal more, however, the number of students enrolled in Japanese courses has increased over the years to surprising numbers while the number of students of Chinese has always been relatively low, just enough to keep the programme running. This being probably due to the fact that Chinese is also included in the curriculum of mainstream schools, as part of the elective programme, as well as by foreign institutions, such as the Confucius Institute. Japanese, on the other hand, is still on the way there and Pionirski dom is probably the main institution in Slovenia which at the moment offers courses of the Japanese language to all ages.

Table 1: The statistics of Chinese and Japanese learners at Pionirski dom

Year	Chinese	Japanese
1989/90	10	-
1990/91	7	-
2007/08	-	5
2008/09	-	9
2009/10	-	8
2010/11	-	9
2011/12	2	5
2012/13	3	6
2013/14	4	9
2014/15	-	17
2015/16	4	20
2016/17	5	19
2017/18	3	24

The age of students varies, but the majority of students are teenagers. Officially, courses of Chinese and Japanese are offered to children and youth from the age of eight (8) onwards, although, we have also had younger students, especially in the case of Chinese. These 6-7 year-olds who start learning at Pionirski dom usually have some connection with China. Either their family lived there for some time or they travel a lot and have more frequent contacts with the Chinese culture.

So far, there have also been some adults taking individual lessons, but most of our students are either children or high school students.

From this we conclude that in comparison with other European languages taught at Pionirski dom there is **a growing tendency and interest** for other languages too, in particular the Asian languages - Chinese and Japanese.

3 Course programmes and teachers

The beginning of the Chinese and Japanese language teaching was tough and challenging. There were three important things that had to be kept in mind:

Firstly, to find suitable teachers who would be:

- well-equipped with the knowledge of the language and the culture
- highly motivated to teach various levels, ages and mixed groups
- highly motivated to work on and develop suitable programmes (we had nothing, we started from scratch)
- dedicated
- flexible to adapt to the needs of the students

Secondly, to prepare suitable programmes:

- there were almost no materials, practically nothing useful for children in the bookshops
- no suitable course books
- teachers sometimes adapted materials they have or had used during their studies
- teachers needed to prepare their own materials and realia including, crafts, games and similar
- we had to find suitable books and materials abroad, mostly through the Internet

Thirdly, do all this in order to successfully boost the motivation of students to stay with us and proceed to higher levels – we wanted to keep the numbers of students growing.

At first, we looked for native speakers who would be teaching those courses, but soon we realised that a combination would probably work best. Our experiences with the teachers so far have proved to be fruitful both with the native speakers as well as with the excellent students and graduates. They have all put enormous efforts into preparing the materials, finding the course books and other realia that we needed. Consequently, the number of students in our courses is growing. Materials as such are constantly adapted and improved. It is an on-going project and much work will still have to be done in the future.

The teachers themselves find their work at Pionirski dom rewarding as well. All of them agree that it is a place where they get a lot of valuable experiences. As they have all pointed out there is not much opportunity for teaching Japanese and Chinese in Slovenia (most graduates end up doing other kinds of work). They also welcome the endeavours at the university studies level to include more practical teaching methodology which is obviously different to the teaching methodology of any of the European languages. Currently, they gain additional valuable practical experiences in

teaching here at Pionirski dom. After all, the courses are paid-for and therefore the expectations are fairly high too. The teachers do not have an easy task to do. They have to find suitable ways of passing the language (which is unlike any other European language the students have been learning so far), keeping the interest of the students going, teaching them practical everyday language and various cultural aspects and at the same time to follow the students' own wishes and objectives.

4 Students' *great* expectations

To be able to offer the best in our courses we need to consider the wishes of our students and the current tendencies. By conducting a survey among the students we particularly wanted to learn why they have decided to enrol in the course, what previous contacts with the Chinese or Japanese language they have already had and what they want to achieve.

The following are the results of the latest survey.

Question 1: WHY?

- I watch anime and therefore I am interested in the language and the culture
- I read mangas and therefore I am interested in the language and the culture
- I practice judo and I became interested in the Japanese culture and language
- I wanted to learn a non-European language which has a different way of writing
- I wanted to try something new
- I am interested in the Japanese culture and language
- I find Japanese a beautiful language » that sounds cute«
- I learned about Japan and Japanese through media, film, the internet and I want to know more
- I watch films, listen to the Japanese music
- I am interested in the cultural differences and similarities
- I am interested in the Japanese literature
- There are a lot of good schools of design in Japan

Question 2: WHAT previous contacts have you already had?

- none
- anime
- mangas
- the Internet, media, films, art
- judo

- I visited Japan
- I have friends that already know some Japanese or have visited Japan
- my grandfather worked on a ship trading with Japan and my grandmother has some articles at home (a vase and other) that come from Japan
- food
- Wikipedia

Question 3: MY AIMS – What do you want to learn in the course?

- everyday language
- spoken language
- practical phrases for communication
- enough Japanese to be able to communicate with tourists here or when in Japan
- communication on a higher level
- level B2 (CEFR)/N3 (JLPT)
- I want to become fluent enough to be able to watch anime without the subtitles
- to get to know some basic language
- enough to understand word games
- to get to know the culture, the nature of Japan and the country
- to learn about grammar and history
- I want to study Japanese at the university and I want to prepare beforehand

The majority of the students is interested in taking the international exam in the Japanese language JLPT eventually.

5 Conclusion

To conclude, in comparison to other European languages taught at Pionirski dom, there is **a growing tendency and interest** for other languages in particular Asian languages such as Chinese and Japanese. Therefore, we will continue our work in this field by adapting and developing our programmes and we will support the spreading of the Chinese and Japanese language learning by boosting the (already high) motivation of our students to continue learning these two languages also in the future. Motivation, we find, is the main key to success.

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