

**International Symposium on Japanese Language and Culture Education
in Southeastern Europe**

**Međunarodni simpozij o poučavanju japanskoga jezika i kulture
u Jugoistočnoj Europi**

東南ヨーロッパにおける日本語・日本文化教育についての国際シンポジウム

Book of Abstracts

Knjiga sažetaka

概要集

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Preface

The International Symposium on Japanese Language and Culture Education in Southeastern Europe (Croatian: Međunarodni simpozij o poučavanju japanskoga jezika i kulture u Jugoistočnoj Europi, Japanese: 東南ヨーロッパにおける日本語・日本文化教育について国際シンポジウム) is the first symposium on Japanese studies to be held at the Juraj Dobrila University of Pula. The aim of the symposium is to mark the new undergraduate degree study program of Japanese language and culture that was established at the University under the Faculty of Humanities in the autumn of 2015 and to initiate a broader cooperation between specialists in the region. Moreover, the symposium aims to provide an opportunity for the students of the new programme to become acquainted with current research topics in Japanese studies and with existing programs and experts in Japanese language and culture in the region.

It is our great pleasure and honour to welcome many lecturers, professors and researchers from the field of Japanese studies from our neighbouring countries and partner organizations. In anticipation of the symposium, the Juraj Dobrila University of Pula signed a collaboration agreement concerning the symposium with Universities of Zagreb, Ljubljana and Belgrade. Majority of our guests come from these three institutions located in the Southeastern Europe. Some of the institutions have a decades long tradition in Japanese studies. For example, the Faculty of Philology University of Belgrade (Serbia) has recently celebrated the 40th anniversary of the Department of Japanese studies. Last year, the Faculty of Arts University of Ljubljana (Slovenia) celebrated the 20th anniversary of the Department of Japanese studies. In Croatia, although the roots of the Japanese studies go back to works and activities by Vladimir Devidé, the Japanese studies tradition is a bit younger. The Faculty of Humanities and Social Sciences of University of Zagreb has been conducting a non-degree study program in Japanese studies for around a decade, but besides that we have also

witnessed enthusiastic work by a few individuals and teachers of Japanese language throughout the country.

A few speakers at the symposium are visiting trainees from our partner Universities in Japan, namely the University of Tsukuba and Hiroshima University respectively, where the study on Japanese language education has been conducted for a long period. Upon establishing the study program, the Juraj Dobrila University of Pula signed collaboration agreement with these universities and our students have a great opportunity to learn from young trainees, native speakers of Japanese, with a very strong background in Japanese language didactic methods.

We are honoured to say that we established the first undergraduate university degree program in Japanese studies in Croatia two years ago. Besides that this is the first undergraduate degree program that offers students to study Japanese language and culture in the country, it is important to note that it is also in line with current trends and needs in the labour market. Due to a large increase in Japanese tourists' interest in Croatia, there is a lack of specialists for Japanese language and culture in tourism. Therefore, we planned the Japanese language and culture program to cover not only general Japanese language skills, human and social science subjects, but also give student the ability to choose to learn the basics of tourism industry and gain expertise in the kind of Japanese language used in tourism and business. That way they will be able to acquire the needed knowledge in order to become tourist guides for the Japanese and many other types of tourism professionals in future if they so choose.

This academic year we were very pleased with an expressed large interest in our Japanese language and culture program when fifty-one new students have enrolled in the first year of the program. We are also very proud to notice that a few great achievements have been made during this two-year period. We have signed a collaboration with three Japanese universities and made a successful long-term exchange in trainees with two of these universities. One of our students received a prestigious scholarship from the Japanese government and is now enrolled in a one-year study program at Nagoya University in Japan. The collaboration with the University of Ljubljana has been

very fruitful, since they provided us with providing us a support in the form of teachers for a number of courses, curriculum building, knowledge and literature exchange etc. We have held a number of cultural events, promoted the new study programme in the media, have been active participants and speakers at a number of conferences and foreign universities including one invited speech at a scientific conference.

We are eager to learn from our colleagues and experiences of other institutions and we hope to continue active engagements in the development of the current programme and the field of Japanese studies. Since our students want to continue their studies after graduation, our next main aim is to provide them this opportunity and create a postgraduate program in Japanese studies, but at the same time, we hope to obtain the support of The Ministry of Science and Education whereas staff is concerned for the current and future programme. We intend to initiate and build a stronger network of specialists in neighbouring countries and wider and this symposium is one of the first steps that lead us in that direction. We also aim to further foster current collaboration and actualize new relationships with various institutions in Japan and East Asia.

This book of abstracts is one of the achievements of this symposium. It consists of abstracts of the keynote speech by Prof. Dr. Andrej Bekeš about the standardisation of Japanese writing system in the context of East Asia, the special guest speech by Assist. Prof. Dr. Dražen Brščić, and eight session parts summarizing many relevant and interesting topics which are going to be presented and discussed at the symposium. The session parts are: (1) Japanese Language Learning Courses and Materials, (2) Japanese Language and Literature in Comparative Perspective, (3) Speaking and Reading Skills of Japanese Language Learners, (4) Learning Japanese Culture, (5) Japanology Before and Today, (6) Japan and Other East Asian Cultures, (7) Japanese Language and Future Career, (8) Topics on Japanese Grammar.

The organizing committee of the symposium is grateful to the Japan Foundation for the continuous support in developing the department through various programs for which we have been applying during the last two to three years. We are also grateful for their financial support for this

symposium and we do hope that it will bring new opportunities for further collaboration and enrich us with new ideas and new ways of sharing our knowledge and expertise in future.

Irena Srdanović

Pula, December 26 2016.

Predgovor

Međunarodni simpozij o poučavanju japanskoga jezika i kulture u Jugoistočnoj Europi (eng.: The International Symposium on Japanese Language and Culture Education in Southeastern Europe, jap.: 東南ヨーロッパにおける日本語・日本文化教育について国際シンポジウム) prvi je simpozij japanologije koji će se održati na Sveučilištu Jurja Dobrile u Puli. Cilj simpozija je obilježiti osnivanje preddiplomskog sveučilišnog studijskog programa Japanski jezik i kultura, koji je na Filozofskom fakultetu ovog Sveučilišta pokrenut u jesen 2015. godine, kao i inicirati širu suradnju među stručnjacima naše regije. Pored toga, simpozij ima za cilj omogućiti studentima i studenticama novog studijskog programa upoznavanje s aktualnim istraživačkim temama japanologije i s postojećim programima i stručnjacima japanskoga jezika i kulture okolnih zemalja.

Velika nam je čast i zadovoljstvo ugostiti velik broj predavača, profesora i istraživača na području japanologije iz susjednih zemalja i partnerskih organizacija. Sveučilište Jurja Dobrile u Puli potpisalo je sporazum o suradnji na simpoziju sa Sveučilištima u Zagrebu, Ljubljani i Beogradu. Većina naših gostiju dolazi iz tih triju institucija koje se nalaze u Jugoistočnoj Europi, a neke od njih imaju decenijama dugu tradiciju japanologije. Na primjer, Filološki fakultet Sveučilišta u Beogradu (Srbija) nedavno je proslavio četrdesetogodišnjicu osnivanja japanologije. Prošle godine je Filozofski fakultet Sveučilišta u Ljubljani (Slovenija) slavio dvadesetogodišnjicu osnivanja japanologije. U Hrvatskoj, mada se korijeni japanologije mogu naći u dijelima i aktivnosti Vladimira Devidéa, tradicija japanologije nešto je mlađa. Filozofski fakultet Sveučilišta u Zagrebu izvodi tzv. slobodni studij japanologije već oko deset godina, a osim toga svjedoci smo entuzijastičnog rada nekoliko pojedinaca i profesora japanskog jezika diljem zemlje.

Nekoliko predavača na ovom simpoziju su gostujuće studentice na praksi iz naših partnerskih sveučilišta u Japanu, i to Sveučilišta u Tsukubi i Sveučilišta u Hiroshimi, gdje se studiji poučavanja japanskoga jezika izvode već dugo vremena. Prilikom uspostavljanja novog studijskog programa

Sveučilište Jurja Dobrile u Puli pokrenulo je sporazum o suradnji s tim sveučilištima i naši studenti imaju izvanrednu mogućnost učiti od mladih praktikanata, izvornih govornika japanskoga jezika s veoma dobrom podlogom u metodama podučavanja japanskog jezika.

Čast nam je izvijestiti da smo na našem Sveučilištu osnovali prvi preddiplomski sveučilišni studij na području japanologije u Hrvatskoj prije dvije godine. Osim što je ovo prvi preddiplomski studij koji omogućava studentima da uče japanski jezik i kulturu u svojoj zemlji, značajno je napomenuti da je program u skladu s trenutačnim potrebama tržišta rada. S obzirom na velik porast broja japanskih turista, u Hrvatskoj nedostaju stručnjaci za japanski jezik i kulturu u turizmu. Stoga smo planirali da program Japanski jezik i kultura uključuje ne samo opće vještine japanskoga jezika, kolegije humanističkih i društvenih znanosti, već studenti povrh toga mogu odabrati učenje osnova turističke industrije i steći iskustvo u japanskom jeziku u turizmu te poslovnom japanskom jeziku. Tako im je omogućeno stjecanje dobrih temelja da u budućnosti postanu turistički vodiči za japanski jezik ili druge vrste djelatnika u turizmu.

Ove akademske godine bili smo izrazito zadovoljni iskazanim velikim zanimanjem za naš studijski program Japanski jezik i kultura budući da se je upisao pedeset i jedan novi student na prvu godinu studija. Ponosni smo i na nekoliko većih dostignuća ostvarenih tijekom ove dvije godine studija. Potpisali smo suradnju s tri japanska sveučilišta i uspješno uspostavili jednogodišnju razmjenu praktikanata s dvama od tih sveučilišta. Jedna naša studentica dobila je prestižnu stipendiju japanske vlade i trenutačno je upisana na jednogodišnji studijski program na Sveučilištu u Nagoyi u Japanu. Suradnja sa Sveučilištem u Ljubljani bila je izrazito plodonosna omogućivši nam podršku u nastavnom kadru za nekoliko kolegija, u izradi elaborata i pojedinačnih nastavnih planova, u razmjeni znanja i literature itd. Održali smo nekoliko kulturnih događanja, promovirali smo novi studijski program u medijima i bili smo aktivni sudionici i predavači na međunarodnim simpozijima i stranim sveučilištima, uključujući i jedno pozvano predavanje na znanstvenom simpoziju.

Željni smo učiti od svojih kolega i iz iskustava drugih institucija, i nadamo se nastaviti s aktivnim angažmanom u razvoju sadašnjeg programa i područja japanologije. S obzirom da naši

studenti žele nastaviti studirati i nakon što steknu diplomu prvostupnika, naš sljedeći veliki cilj je omogućiti im to i osnovati diplomski studijski program japanologije na našem Sveučilištu, a nadamo se da će nas u tome podržati Ministarstvo znanosti i obrazovanja te omogućiti zapošljavanje kadra na sadašnjem i budućem programu. Planiramo pokrenuti i izgraditi jaču znanstveno-stručnu mrežu koju bi činili stručnjaci iz susjednih zemalja i šire, a ovaj simpozij upravo je jedan od prvih koraka koji nas vode u tom smjeru. Također, cilj nam je ojačati postojeću te ostvariti nove suradnje s različitim institucijama u Japanu i Istočnoj Aziji.

Ova knjiga sažetaka jedno je od postignuća ovog simpozija. Sastoji se od sažetaka *keynote* predavanja prof. dr. Andreja Bekeša o standardizaciji japanskoga pisma u istočnoazijskom kontekstu i predavanja posebnog gosta docenta dr. Dražena Brščića o robotici u Japanu, kao i osam dijelova, odnosno sekcija sažimajući mnoge relevantne i zanimljive teme koje će biti predstavljene i diskutirane tijekom skupa. Sekcije su: (1) Programi i materijali za učenje japanskoga jezika, (2) Japanski jezik i književnost iz komparativne perspektive, (3) Vještine govorenja i čitanja učenika japanskoga jezika, (4) Učenje japanske kulture, (5) Japanologija sada i prije, (6) Japan i druge istočnoazijske kulture, (7) Japanski jezik i buduća karijera, (8) Teme iz japanske gramatike.

Organizacijski odbor simpozija zahvalan je Japanskoj fondaciji za neprekidnu suradnju u razvoju našeg odjela kroz različite programe na koje smo se prijavljivali tijekom proteklih dvije ili tri godine. Isto tako, jako smo zahvalni za njihovu financijsku podršku za pokretanje ovog simpozija i iskreno se nadamo da će pridonijeti novim mogućnostima buduće suradnje i obogatiti nas novim idejama i novim načinima razmjena znanja i iskustava.

Irena Srdanović

Pula, 26. prosinca 2016.

序文

この度初めてユライ・ドブリラ大学プーラで、近隣諸国をはじめとする日本研究分野の研究者、関係者の皆様をお迎えして「東南ヨーロッパにおける日本語・日本文化教育についての国際シンポジウム」が開催できることは大変光栄であり、厚く御礼申し上げます。本シンポジウムの目的は、2015年秋、プーラ大学人文学部に新規設立された日本語と日本文化の学部学位プログラムを記念し、この地域の研究・教育者間でより幅広い協力関係を構築すること、また新規プログラムで学習している学生のため、当該分野の既存プログラムや、日本研究における現在のテーマを知る機会を提供することです。

プーラ大学では、このシンポジウムを念頭に、ザグレブ、リュブリャナ、ベオグラード大学との本シンポジウムに関する共同協定を締結しました。今回ご参加の先生方は、南東ヨーロッパにあるこれらの3つの大学からご参加いただいております、いくつかの大学は既に日本研究で数十年の伝統を持っておられます。ベオグラード大学言語学部（セルビア）は最近、日本学科設立40周年を迎えられました。昨年、リュブリャナ大学人文学部（スロベニア）は日本学科設立20周年を迎えられました。クロアチアでは、日本の研究のルーツとしてはヴラディミール・デヴィデ(Vladimir Devidé)の研究にさかのぼりますが、その伝統はやや若い部分があります。ザグレブ大学の人文社会学部は、10年ほどの間に非学位日本学プログラムを実施してこられました。それ以外にもクロアチア中で少数ながら熱心な日本語教師などの活動が行われてきました。

本シンポジウムの二人の講演者は、日本の筑波大学と広島大学からの研修生で、両大学は日本語教育に関する長い伝統があります。プーラ大学は両大学との交流協定を締結したことにより、学生たちは、ネイティブスピーカーによる日本語学習の機会を得ることができました。

私たちは、2年前クロアチアにおいて日本語・日本文化の学部学位プログラムを設立できたことを光栄に思います。それは、日本語と日本文化を学ぶクロアチアにおける最初の学士号プログラムであるだけでなく、学生の卒業後の将来を考え、研究・教育分野に加え、産業分野にも目を向けていることです。近年日本人のクロアチアへの関心が大幅に高まり、観光分野では日本語と文化の専門家が不足しています。そのため、一般的な日本語や人文・社会科目だけでなく、クロアチアの主要産業である観光産業の基礎を学びながら日本語を学習することを考えています。このことにより、学生が将来、クロアチアの主要

産業であり、日本の成長分野である観光産業を含め、幅広い分野での就業機会を得ることができるよう期待しています。

今年度は51名の新入生が入学し、日本語と日本文化プログラムに大きな関心が示されたこと、また、この2年間にいくつかの大きな成果が得られたことも大変うれしく思っています。私たちは3つの日本の大学と協力関係を締結し、これらの大学のうち2つの大学との間では長期研修を実現することができました。また、私たちの学生の一人は日本政府から名誉ある奨学金を受け、現在名古屋大学で1年間の留学プログラムに参加しています。リュブリャナ大学とのコラボレーションでは、数多くの講義、カリキュラム構築、文献・教材情報などのため、経験のある素晴らしい先生方からご指導いただき非常に有益でした。また、私たちも数多くの文化イベントを開催し、メディアを通して新しい学習プログラムのPRに努める一方、多くの外国の大学での学会発表や、招待講演を行ってきました。

私たちは、歴史のある諸先輩方の大学から経験や知識を学びながら、現在進行中のプログラムの開発と日本の研究に積極的に取り組んでいきたいと考えています。私たちの学生は3年間の卒業後も勉強を続けたいと考えており、次の主な課題は彼らにこの機会を提供することになります。私どもは現在大学院プログラムを検討していますが、同時に、現在および将来のプログラムについて、クロアチア科学教育省によるスタッフの支援を得ることを希望しています。同時に我々は、近隣諸国の研究教育機関とより強力なネットワークを構築したいとも考えており、このシンポジウムはまさにその最初のステップの1つです。日本と東アジアの様々な機関とも連携し、現在のコラボレーションを推進・発展させ、新しいプログラムを実現することを目指しています。

この概要集も本シンポジウムの成果の一つに挙げられます。このシンポジウムは、基調講演、特別講演および8つのセッションパートから構成され、関連性が高く興味深いトピックが多数まとめられています。セッションパートは、(1) 日本語学教育学科と教材、(2) 比較観点から見た日本語・日本文学、(3) 日本語学習者の話す・書く能力、(4) 日本文化の学習、(5) 日本学の昔と今、(6) 日本と東南アジアの文化、(7) 日本語と将来の展望、(8) 日本語の文法、となっています。

末筆ながらシンポジウムの組織委員会は、本会議開催にあたり日本の国際交流基金様からご支援いただいております。私たちが過去2~3年間に在クロアチア日本大使館様をとおして申請させていただいたプログラムへのご支援を含め関係者の皆様に厚く御礼申し上げます。

す。今後も、積極的に日本並びにクロアチアを含めた当該地域の日本語教育の発展に努めてまいりますので、引き続きご支援・ご指導賜りますようお願い申し上げます。

イレーナ・スルダノヴィッチ

平成 28 年 12 月 26 日

プーラ

Keynote Speech

Standardisation of the Japanese Writing System in East Asian Perspective

Andrej Bekeš

Faculty of Arts, University of Ljubljana

Becoming a modern nation-state, Japan faced an urgent task of implementing and standardising the national language - *kokugo*, and as a part of it, its complex writing system. The goal of the writing reform was the selection of a writing system for the standard language, i.e., whether to retain the traditional system or to switch to latin alphabet. And within the traditional system, how to reduce the number of Chinese characters in use, how to standardise and simplify their form and how to standardise the *kana* syllabary spellings. Other countries from the Sinitic cultural sphere also faced the same issues, i.e., China, Korea and Vietnam, under their own specific historical circumstances. This lecture touches upon the proposed and implemented solutions in Japan in comparative perspective of China, Korea and Vietnam.

Keywords: national language, standardisation, simplification, latin alphabet, Chinese characters, *kana* syllabary

Special Guest Speech

On Robots in Japan

Dražen Brščić

University of Rijeka, Faculty of Engineering

A word which Japan is frequently associated with is “robots”. Japanese robots and the relation of Japanese people with robots often seem peculiar and sometimes quite strange to Westerners. This presentation will give an overview of the topic of robots in Japan, accompanied with the perspective of the presenter from his own long experience as a robotics researcher in Japan. Some of the historical and present-day developments of the Japanese robotics will be shown. This began with the early roots in Edo-period dolls, and later, in the manga and anime robotic characters. Japanese anime is also where the presenter as a child first encountered both Japan and robots – at that time not even suspecting the future role they will both play in his life. The experience of robots in Japan and the West will be contrasted, and some “typically Japanese” robots will be presented. This will include the very human-looking “geminoids” and related interactive robots, which have given rise to questions about our own humanity and our relation to robots as machines. Some of the work that the presenter did during his time in Japan will be given as an illustration of the issues in the interaction between robots and humans. Finally, the use of interactive human-like robots as a means for improving the human society will be mentioned, with an example of language teaching in a Japanese elementary school using a robot.

Keywords: robot history, Japanese culture, geminoids, human-robot interaction, application of robots

Session 1

Japanese Language Learning Courses and Materials

Japanese Language Teaching in Secondary Education in Central and Eastern Europe

Nagisa Moritoki

Faculty of Arts, University of Ljubljana

Japanese studies at tertiary education have started in 1995 at the University of Ljubljana in Slovenia, following what began as a language course in the 1980's. Since then, especially in the 2010's, Japanese language teaching (hereinafter called JLT) has been spread out in Slovenia at secondary education level as well, i.e. public/private language schools for the youth and language courses at high schools. This paper aims to present the current situation surrounding JLT at secondary education level in Slovenia in comparison with the one in Central and Eastern Europe, especially Hungary and Romania. In these countries, the learners at secondary educational level account for as much as 20-25% of overall learners percentage in each country, while the ones in Slovenia account for almost 0% (according to the survey carried out by the Japan Foundation in 2014). This paper will be concluded with arguments that Slovenia needs to create a relevant course design of JLT at secondary education level and to maintain a teacher training course at tertiary education. It is necessary to achieve and keep a proper and steady JLT at secondary level for the stability of Japanese studies at tertiary education.

Keywords: Japanese language teaching, secondary education level, tertiary education level, articulation, course design

From Lexical Profiler to Language Learning Tool

Irena Srdanović

Faculty of Humanities, Juraj Dobrila University of Pula

This talk aims to present new functionalities of the state-of-the-art corpus query tool Sketch Engine (SkE) with a focus on its possibilities for being used as a Japanese language learning tool. The tool was initially developed for lexicographic purposes for English language (Kilgarriff et al. 2004). Within a few years, the functionalities of the tool developed further and the tool is starting to see worldwide usage for various languages by lexicographers, linguists, language teachers, translators, programmers etc. Its major functionalities are advanced lexical profiling including collocation and terminology extraction, full-text searches in very large text collections of billions of words, corpus building and much more. The SkE also hosts Japanese language corpora (c. f. JpTenTen, JpWaC) and Japanese sketch grammar (c.f. Srdanović et al. 2008, 2013), which was developed to provide a lexicogrammatical profile of words and their collocations summarizing their usage. The SkE also applies the latest GDEX technology and methods (Good Dictionary EXamples) for Japanese language with the aim to facilitate the identification and extraction of good example candidates from corpora (Srdanović and Kosem 2016). A language-learner oriented approach is also explored for good example extraction by taking into account different difficulty levels of lexemes based on the Japanese Language Proficiency Test list of words and levels. The talk will highlight benefits gained by these approaches and their relation to Japanese language education, but also reveals where further work and improvement of the results is needed for application in Japanese language learning in comparison to SkELL (Sketch Engine for Language Learning) functionality currently available for English language.

Keywords: corpus-query tools, Sketch Engine, SkELL, dictionary examples, language learning, Japanese language

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What Have We Learned from One Year of Implementing E-Learning in Japanese Classroom in Croatia?

Sara Librenjak

Department of Information and Communication Sciences, University of Zagreb

This talk will report students' feedback and their test results after a year-long implementation of e-learning and m-learning materials in the Japanese classroom. During the MemAzija project, which was funded by European Union Social Funds, we have developed various Croatian-Japanese materials for use in the classrooms. The project consisted of few phases.

Firstly, we surveyed the students of Japanese language around Croatia to find out which are the exact needs and problems of a modern learner. Secondly, we started to develop the materials: (a) Vocabulary learning materials for levels A1-B1 on the Memrise platform, (b) Grammar in context on the Memrise platform, (c) Kana and kanji mnemonics and flashcards in Croatian for Anki platform and (d) Grammar drilling Java app developed specifically for this project. The third part of the project was usage in classrooms during two semesters of studying, while simultaneously testing the students every three months. The final part of the project was a post-usage survey.

This talk will present the results of the students' tests, and discuss the possible influence of e-learning on their improvement. We have found students who have used MemAzija to have higher scores on standardised tests. Also, we will present the results of the post-usage survey. Generally, materials were graded positively, and users said they were very likely to recommend them to other students.

The talk will also focus on potential problems in implementation and the areas we have found to be the most in need of improvement in other iterations of the materials, in hope to provide referential material which could benefit other Japanese teachers.

Keywords: e-learning, m-learning, Japanese language teaching, student survey, attitudes towards e-learning

Creation of a Japanese Language Textbook in a Local Language: Theoretical and Practical Challenges

Divna Tričković

Faculty of Philology, University of Belgrade, Japanese Language and Literature Department

The work, as evident from the title, will present the theoretical and practical challenges we have faced during our attempt to create Japanese language textbooks in a local language and for local students. Firstly, it was necessary to familiarize ourselves with the needs of our students and our future students, i.e. students in primary and secondary education, as well as determine the methods to fulfil those needs. Secondly, we tried to identify the difficulties students faced in the process of acquiring Japanese language as L2 or L3, as is usually the case in Serbia; following this, we attempted to determine how to best ease those difficulties, by relying on the results of research done in the field of contrastive linguistics. Thirdly, we addressed the vital question of student motivation and the means of cultivating it, seeing how the process of learning Japanese, except in the case of experts and those wishing to become experts, reaches a critical point after approximately a year of learning and therefore stops before it actually begins.

Keywords: Japanese language, Serbian language, local, students, contrastive linguistics, needs, motivation

Session 2

Japanese Language and Literature in Comparative Perspective

An Encounter of Japanese and Chinese 杜子春 *Du Zichun*

Mojca Pretnar

University of Ljubljana

The father of the Japanese short story 芥川龍之介 Akutagawa Ryūnosuke, famous for borrowing existing works from different cultures and periods and rewriting the story to become suitable for modern people, borrowed the story of 杜子春 *Toshishun* (1920) from medieval China. Tang dynasty legend 杜子春 *Du Zichun* offers rich philosophical content still relevant today for people on their paths of self-realization, but the story is still leaving readers perplexed. Most of the interpretations approached the legend from the point of view of Buddhist and Taoist elements and concluded that Du Zichun faced his tragic end due to his inability to discard a loving heart. Akutagawa's story, on the other hand, while keeping many elements from Chinese culture, leaves *Toshishun* in a satisfactory state of mind, creating a sense of a happy end. This study approaches the comparison from the angle of repetitions in the structure of both stories using tools of cognitive poetics and investigates the PATH and CYCLE image schemas underlying the stories. The analysis reveals that implications of the outcome are encoded in the structure. The image scheme of a CYCLE reveals culturally related numeric symbolism of the real and virtual tests that the protagonist faces. The image scheme of a PATH and the arrangement of emotion on the path builds up towards a comforting end in Akutagawa's story.

Keywords: Tang dynasty legend *Du Zichun*, Akutagawa's *Toshishun*, image schema, PATH, CYCLE

The Translation of Modality from English into Japanese: Verbs *can* and *must*

Petra Jaklin

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Department of Asian studies, Department of English (MA student)

The following submission deals with the issue of translating modality, precisely modal auxiliary verbs *must* and *can* from English into Japanese. The aim of this presentation is to introduce and compare the grammatical category of modality in both English and Japanese, and to present the most common ways of translating the modal auxiliaries *can* and *must* with regard to the type of modality they express in specific sentences. The example sentences are taken from Carlos Ruiz Zafon's *The Shadow of the Wind* (2006) and its Japanese translation 「風の影」(2006), as well as Agatha Christie's *Murder on the Orient Express* (2006) and its Japanese translation 「オリエント急行殺人事件」(2006).

Modality is one of, if not the most researched, grammatical categories in the Japanese language in the last twenty years or more. While it is an established, well-researched and precisely defined field in English, in Japanese the term "modality" first appeared in 1980. Because the structure of both languages is completely different both grammatically and semantically, modality is a field that has been gaining popularity in recent years in the field of Japanese linguistics. In addition to this, comparative research of modality in both English and Japanese is important because of the difference in these languages, facilitating a more accurate translation and understanding of this grammatical category in Japanese.

Keywords: modality, translation, modal verbs, Japanese, English

Japanese Tradition in Serbian Language

Danijela Vasić

Faculty of Philology, University of Belgrade

The aim of this talk is to present some translations and research works regarding Japanese tradition, that have been targeted at a wider audience in Serbian language. The first important achievement in translating traditional Japanese literary works into Serbian was the translation of *Kojiki*, the oldest extant work of Japanese literature, which was translated by professors at the Department of Japanese Language and Literature at Belgrade (*Kođiki*, 2008). The translation work was followed by research about Japanese myths, focusing on international themes and motives in ancient Japanese literature (Vasic, 2008).

Furthermore, research was conducted regarding connections the *monogatari* genre has with oral literature. It resulted in the translation of the *Taketori monogatari* (*Priča o sekaču bambusa*, 2010), as well as in a scientific monograph – the *Moon Princess: Oral and Written in Ancient Japanese Literature* (Vasić, 2013).

A book published in 2016, *Japanese folk tales – Nihon no mukashibanashi* (Vasić, 2016), consists of a study on Japanese oral literature and Japanese folklore researchers, as well as a collection of 41 orally transmitted *mukashibanashi* (translation and notes), selected from the collection *Nihon mukashi banashi hyakusen* (Inada and Inada, 2010).

It is important to bring closer the inexhaustible treasure of ancient, classical and oral Japanese literature to readers and to researches in this region, pointing out the international themes and motives that connect different nations. Maybe it is even more important to emphasise distinctive features and peculiar characteristics, which make each tradition unique and valuable.

Keywords: Japanese tradition, *Kojiki*, *Taketori monogatari*, *Nihon no mukashibanashi*, international themes and motifs, translation into Serbian

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Session 3

Speaking and Reading Skills of Japanese Language Learners

Prosodic Unit in Japanese: Different Views on the Relevance of a Moraic Unit

Nina Golob

University of Ljubljana

Japanese, as any other language, has its basic prosodic unit recognized as *onsetsu*. Translations of this linguistic term, however, reveal that this unit does not perfectly fit neither into the concept of a syllable nor of a moraic unit. This presentation starts with the definitions of a syllable and a Japanese *onsetsu*, and their linguistic notions. It discusses different imports of the latter into general linguistics, their consequences (among which is a moraic unit) and the status quo. It concludes with diachronic structural evolution of the Japanese *onsetsu* according to a syllable, and addresses several issues concerning language change, such as the influence of writing on language change, sound changes at segmental and prosodic level, etc.

With this presentation, the author aims at different audiences: (1) didactically, at learners of Japanese to deepen their awareness of specifics in Japanese prosody; (2) linguistically, at researchers to discuss the historical formation (diachronic background) and its present status, and (3) from the point of view of translation, at the general public to discuss translation of specific linguistic terms.

Keywords: moraic unit, syllable, prosodic qualifications, Japanese

Japanese Speaking Exercise and Language Anxiety – A Case Study of Student Participation in Interview Activities

Kamelija Kauzlaric

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The following represents a summary of the speaker's research conducted in 2016 at the University of Zagreb Japanese Studies Course as part of a Master's Program jointly organized by the National Graduate Institute for Policy Studies (Japan) and the Japan Foundation Japanese-Language Institute, Urawa. The research focused on Japanese language students' speaking anxiety and the usefulness of interactive activities as a means of alleviating said anxiety. In the first stage of the research, questionnaire results showed that a large number of Japanese Studies Course students felt insecure about their level of Japanese knowledge and rated their speaking proficiency as fairly low. In the second stage of the research, four 90-minute classes were implemented with nine participants in total. Each class comprised an interview task in Japanese and a short self-reflective essay in Croatian about the participants' performance and feelings during the tasks. Audio data of the interview tasks and the self-reflective essays were qualitatively analyzed together with additional data gathered from individual follow-up interviews in Croatian with the participants after each class. The analysis focused on two highly anxious participants' attitudes towards linguistic accuracy and the perceived difference in proficiency between them and their partners. The results indicated that participation in the interview tasks and post-task self-reflection helped these participants change their perception of their own speaking proficiency and negative attitudes towards making mistakes in Japanese.

Keywords: conversation class, interaction, self-reflection, proficiency gap, fear of mistakes

Link to the master thesis (full text, Japanese only):

http://www3.grips.ac.jp/~jlc/jlc/ronshu/2016/4kauzlarick_amelija.pdf

Extensive Reading Practice in Japanese Language Class: A Case Study of Pula University

Riho Morishige

Hiroshima University / Juraj Dobrila University of Pula

The purpose of this report is to describe the extensive reading programs for the upper-elementary to the advanced level students in the Japanese language education courses at Pula University. According to previous research, effective methods and strategies for reading can be obtained through extensive reading, although, there are several practical issues as well; how to encourage students to read Japanese books and get used to reading in Japanese and difficulty of obtaining Japanese books in Croatia. In this report, the pros and cons of doing extensive reading in class are discussed based upon students' feedback and our reflection on the program.

Keywords: extensive learning, practice, Japanese language class

プーラ大学における多読授業の実施

森重 里保

広島大学、ユライドブリラ大学プーラ

近年、一字一句をきちんと把握しながら読み進めていく「精読」に対し、「多読 (extensive reading)」が注目されている。日本語教育では、いまだはっきりとした多読の定義が定められてはいないが、栗野ほか (2004) では、「『多読』とは、学習者が自分の能力に応じて、やさしい読みものから難しいものへ段階的に辞書を使わずに楽しみながらたくさん読んで語学力をつけていく語学学習法」と述べられている。熊田・鈴木 (2015) は日本国内の大学で日本語を学ぶ留学生に対して多読の授業を行った。その結果、学生は自分に合った読みの方法を確立し、読んでいる間に生じる問題についても自身で解決するストラテジーを身につけることができるようになったという。このように、多読の実施により、速読力や単語の知識がついたり (二宮, 2013)、漢字語彙に対する認識力が増加したり (熊田, 2011) 等の効果が報告されている。しかし多読を実施すると言っても、教材の手配や学生への多読ルールの説明など、すぐ授業の中に多読を組み込むことができるわけではない。

筆者は 2016 年の秋からプーラ大学の学生を対象に何度か多読を実施してきた。本発表では、実際の授業の雰囲気や、受講した学生の反応をもとに、多読を授業に取り入れることによる効果や改善点について述べる。

キーワード：多読、実践、日本語授業

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Session 4

Learning Japanese Culture

How 'Japanese Culture' Could be 'Taught'

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It goes without saying that the intended aim of education in Japanese studies programmes in higher educational institutions is introducing learners to the fundamental knowledge and essential theories of Japanese language and Japanese culture so that they thereafter become able to examine Japanese language and culture by themselves. Regarding teaching methods of Japanese language, thanks to the devotion of professionals and researchers, more effective teaching and learning methods have been developed. However, as for the means of 'teaching' culture, it is questionable whether this issue has been sufficiently debated. In the first place, what can be referred to as 'Japanese culture'? Some discourses claim that 'Japanese original culture is superior to others', or assert the existence of 'Japan's unique culture' or that it exists as an entity, overlooking continuity/discontinuity in history, the region's diversity, differences between the social classes and so forth. When asked if there are archetypes or patterns which we may notice more often in Japanese ways of thinking and expressing and behavioural characteristics, admittedly, there can be common uniting aspects with which we may describe such characteristics. However, it must still be noted that there are possibilities of finding the same things in varying degrees of people from other cultural backgrounds. When culture is thought about and explored, particularity tends to attract one's attention more than universality. Yet, the things which can be called qualities universal to humankind should not be neglected. It may be safe to say that this is a crucial perspective especially in this era when conflicts and terrorist attacks are occurring frequently in the world as a result of emphasis on particularities of some cultures. In this presentation, based on awareness of these issues, I would like to discuss how 'Japanese culture' can be examined and thought of in Japanese studies courses.

Keywords: ethnology, theories of Japanese cultural or racial uniqueness, historical materials, diversity, culture

日本文化の教え方

森葉月

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日本学学科・研究科の教育目標のボトムラインは、そこで学ぶ者が、日本語と日本文化に関する基本的な知識とそれらについて研究するための方法論を身に着け、それに基づいて主体的に日本語・日本文化について研究できるようになるようにすることである、ということは今さら言うまでもあるまい。日本語教育・日本語研究に関しては、多くの先賢の努力と、それを受け継ぐ現代の専門家・研究者たちの尽力によって、より効果的な教育方法が開発され続けている。しかしながら、日本文化についての「教育」方法については、未だに十分な議論がされ尽くされていない状況ではないだろうか。そもそも「日本文化」とは何だろうか。「日本文化」についての言説の中には、歴史的な連続性・非連続性や地域的な多様性、階級性などを無視し、「日本に独自の（他より優れた）」文化が実体として「ある」ものとする言説に陥っているものが少なくない。

ただし、日本人のものの考え方やその表し方、行動のしかたの中に、より頻繁に見られる「形」、パターンを抽出することが全く不可能かと問われれば、それらを描写することができるようなものがあるとも言えよう。しかしそれについても、実は、人間であればどの文化圏に属するひとであっても多かれ少なかれ持ち合わせている可能性を見逃してはならないのである。文化について考察する際には、その「特殊性」ばかりが注目されがちだが、「普遍性」という視点を忘れてはならない。特に互いの「差異」ばかりがクローズアップされ、その結果争いやテロリズムが頻発している現代においては、これは重要な視座である。

本発表では、こうした問題意識から、どのように「日本文化」を考え、講座の中で教えていくことができるか、基本的な考え方から具体的な方法論まで、改めて議論したいと考えている。

キーワード：民俗学、日本人論、史料、多様性、文化

Critical Analysis of the Representation of Japanese Culture and Society in Intermediate Level Japanese as a Foreign Language Textbooks

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The traditional and dominant portrayal of Japanese culture emphasizes monoculturalism – depicting Japan as being populated by one ethnicity (the Japanese) who all share one culture and speak one language. This view, which is in disaccord with the Japanese reality, has started to change towards diversity and multiculturalism, but it *is* still prevalent. In the context of foreign language education, despite it becoming easier to gain access to authentic materials, textbooks are still at the centre of instruction and exert influence on the learner because their content is deemed as required, objective and neutral. Textbooks are also influential because learners are not in direct and constant contact with the target culture and society so the textbook becomes the (sometimes only) source of representation. My research focuses on the critical analysis of the representation of Japanese culture and society in intermediate level “Japanese as a foreign language” textbooks. I focused on the culture represented, how it is depicted in terms of diversity - are minorities mentioned or included, do stereotypes prevail, is only the standard language included or are dialects also taken into consideration? And finally - is the general picture about Japanese culture and society that the learner gains from the textbooks the traditional, monocultural or the more realistic, multicultural one?

Keywords: Japanese culture and society, Japanese language education, textbooks, critical analysis

A Report on Classes Focusing on Japanese Culture in the University of Pula

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In Japanese language education, teaching Japanese culture as well as the language is necessary. The result of a survey conducted among students enrolled in the Japanese Language and Culture programme at the University of Pula showed that more than 80% of the students wanted more classes on Japanese culture. The Japanese Language and Culture programme at the University of Pula is the only department in Croatia upon finishing which students can receive a degree in Japanese language, and every student has to write research papers related to Japan prior to graduation. Thus, there is a pressing need for enriching classes of Japanese culture in order to meet the needs of the students who study about Japan.

Since this September, University of Pula has been holding an additional number of classes on Japanese culture, using the time of “Izvannastavna aktivnost” (Extracurricular Activity). This presentation reports the practice of teaching and examines a better way of teaching Japanese culture at the University of Pula.

Keywords: Japanese culture, teaching culture, Japanese education, teaching report

プーラ大学における日本文化授業実践の報告

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日本語教育において、日本語の指導だけでなく、日本文化に関する授業は必要不可欠の科目である。今年度のプーラ大学日本語・日本文化学科への新入学生へ実施したアンケートでも、日本語コースへの入学理由として、日本文化への関心を挙げた学生が過半数を占めた。プーラ大学の日本語コースは、日本語・日本文化学科の名を冠する、クロアチア唯一の日本語専修学科であり、学生たちは3年のコースの修了時には、日本に関する研究論文を執筆する。日本研究を行うことのできる学生を育成するために、日本文化に関する授業を充実させていくことは急務の一つである。

今年度9月より、プーラ大学では『課外授業』の時間を利用し、日本語文化紹介のクラスを定期的に行っている。本発表では、これまでの授業実践の活動報告をするとともに、コメントシートで寄せられた学生たちの感想等をもとに、プーラ大学でのよりよい日本文化授業の在り方について考察する。

キーワード：日本文化、文化教授法、日本語教育、実践報告

Session 5

Japanology Then and Now

Croatian Japanologist Vladimir Devidé

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Croatian Japanology owes a lot to the Academician professor Vladimir Devidé. Although he was a mathematician by profession, his name in Croatia is inevitably associated to Japan and Japanese culture. Devidé was tireless in his promotion of Japan in Croatia, holding more than 200 public lectures on Japan and its culture. He also wrote some of the first books on Japanology in Croatian, such as the first and, for now, the only anthology of Japanese literature (*From Japanese Literature*, 1985). The choice of literature works listed in his anthology reflects the mainstream in diachronic representations of the most important authors in Japanese cultural and literature history. But, it also reflects the kind of interest in Japan which was rather popular in the “western” world of the sixties and the seventies of the past century. In this sense, Devidé is the witness of his time, he writes and describes Japan in a way similar to some of the most influential Japanologists of the time. My goal is to deconstruct his legacy and to point out some good and some fallible in his writing.

Keywords: Japanese culture, Devidé, Croatian Japanology

Hrvatski japanolog Vladimir Devidé

Iva Lakić Parać
Sveučilište u Zagrebu

Hrvatska japanologija duguje neizmjereno puno akademiku profesoru Vladimiru Devidéu. Iako je po struci bio matematičar, njegovo se ime u Hrvatskoj neizostavno vezuje uz Japan i japansku kulturu. Devidé je bio neumorni promicatelj Japana održavši preko 200 japanoloških predavanja i napisavši dvadesetak knjiga (javnosti su najpoznatije one japanološke, dok je manje poznato da je pisao i književna djela). Ostavio nam je prvu, za sada i jedinu, antologiju japanske književnosti na hrvatskom jeziku i od hrvatskog autora („Iz japanske književnosti“, 1985). Njegov izbor tekstova uvrštenih u antologiju odražava *mainstream* u dijakronijskim prikazima najvažnijih autora pojedinih perioda japanske kulturne i književne povijesti. No, on je ujedno i odraz onakvog zanimanja za Japan kakav je prednjačio u „zapadnom“ svijetu šezdesetih, sedamdesetih i početkom osamdesetih godina prošlog stoljeća. Devidé je svjedok svoga vremena, on piše i opisuje Japan onako kako su to činili neki od vodećih svjetskih japanologa spomenutog razdoblja. Moj cilj je dekonstruirati Devidéovo nasljeđe i ukazati na one dobre, ali i manje dobre, karakteristike njegova pisanja.

Ključne riječi: Japanska kultura, Devidé, hrvatska japanologija

Serbian Japanology in Transition: Some Personal Views Based on an Encounter with Natsume Soseki's Experiences

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The current socio-historical and geographical context makes me feel unsafe with regard to having relations with Japan and being involved with Japanology. It is more than purely my subjective impression when I state that Japanology as it used to be is not extant anymore: it ceded its place to the various specialist disciplines, such as sociology, anthropology, economy, etc. It has already been noticed that, in Germany for example, the name of Japanology was in fact abandoned a few decades ago, with the name of “Japanese Studies” being used instead of it. So calling myself a Japanologist now necessarily means to be ill with a kind of professional identity crisis, which in the recent past compelled me to think, although belatedly, about a new methodological and philosophical paradigm. This paradigm doesn't expect any knowledge of Japanese language as a condition to pursue researches on Japan, but a good command of contemporary discourses is a prerequisite. While writing my book on Natsume Soseki and Zen Buddhism four years ago, I just took Zen at face value, and let it be what it traditionally claims to be. The same with Soseki: I tried to let Soseki himself and his biographers speak – I didn't want to be a suspicious postmodern author, rather an honest listener. At the time I did not think about the meaning of discussing Soseki *today* with regard to what Western scholars want to hear about Japan and its representative writer. All I wanted was to get to know Soseki and I believed it would be feasible. I applied all my modest knowledge of the Japanese language and even scarcer knowledge of classical Chinese to hobble through Soseki's opus, in my belief that would be a proper way to *understand* him. However, by the time I set out to write another book on old Japanese literature and Buddhism, I had already reached a point at which my old confidence in being a full-fledged Japanology scholar by merely reading books in Japanese had been shaken severely. Today I find myself submerged into a thorny question of what it means to be engaged in the field of Japanology, living in a small marginal country which does indeed painfully and tragically stand at the crossroads of world's history, but not necessarily at the crossroads of the world's Japanese Studies.

Keywords: Japanology, Natsume Soseki, Zen Buddhism, literature, religion

東欧の小国における日本学の在り方：セルビアの場合

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今まで世に問うた本、『夏目漱石と禅』、『日本宗教史』（訳注・解説）と『仏教と日本古典文学 言葉と成仏の間』の三つが、これまでの研究の課題と成果をまとめた結果であるのならば、今回の発表は執筆時の問題意識と反省を大いに含み、反映させているものです。今にして思えば、どれも会心の作とは言えず、改善すべく、手を加える余地はあるのですが、その作業が25年以上の長きに亘って従事してきた自分の日本学、セルビアの日本学の行方に思いを馳せ、反省に耽る契機をもたらしたのも、事実です。全体的に捉える「日本学」が瓦解して、専門性の高い研究分野とその方法論が日本研究の主流となって既に久しいところです。一方、人類学、社会学、経済学などではなく、いまだに「日本語」、「日本文学」、「文明論」といった伝統的な概念にそった教育が行われている我が国のやり方が、現在においてもその機能性を保ち続けるには、どうすればよいかを考えざるを得ない時期に来ていると思われまます。そして、納得できる視点を模索する中、夏目漱石とその職業意識やアイデンティティ探求も、個人的には無視することのできないものであるのに気が付きました。世界の日本研究は、初期の知的好奇心と熱意からいつの間にか遠ざかってしまい、日本をめぐるディスコースを大量に産出するものになってしまったといえるでしょう。もっとも、その研究対象が、変化しつつある巨大な、並々ならぬ引力を持った文化であるから、それを論じる言説の多様性も当然のことです。しかし、そうしたディスコースの産出に参加はできませんが、だからこそ自らの権威付けと存続のためにそれらを一方的に吸収し、模倣しなければならない小国の日本学もあります。研究者としてはネット状に世界を駆け巡る、「世界の日本研究」という大きい流れに身を投ずるのも有意義で、かつ必要なことです。しかしながら、この場合、研究対象が、たとえば地球上のどの地点からも同じように離れている宇宙空間ではなくて、発信力を持った文化センターであるとみれば、研究ネットワークといっても、本当はその中心から放射状に流出し続ける情報及び言説の大河に、傍流としてどのように流入するか、そればかりを考えさせられるのです。それはそれで仕方ありませんが、本来は存在しない、日本学の社会的な需要を作らなければならない小国では、地域ごとにより強く結束して、日ごろの「研究」を生かす必要があるのではないのでしょうか。

キーワード：日本学、夏目漱石、禅、文学、アイデンティティ、自己本位

Session 6

Japan and Other East Asian Cultures

Japanese and East Asian Postcard Collections in Slovenia

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In the framework of our on-going project “Materials and Resources from East Asia in the Republic of Slovenia”, we have recently located some collections of picture postcards from Japan in several institutions, i.e. National and University Library, Slovenian Academy of Sciences and Arts, Museo del Mare Piran, Regional Museum in Celje.

These collections present a general picture of public interest for Japan in Slovenia at the very end of the 19th and in the first decades of the 20th century. This was the time when the Slovenian nation underwent some social and political changes (Austria until 1918, then Kingdom of Serbs, Croats and Slovenes/Kingdom of Yugoslavia until 1941). Only a limited number of individuals could visit the Far East, and these postcards were probably a precious source of information to satisfy people's curiosity.

The background of some of the collectors, characteristics and socio-historical analyses of these postcards are described in a recent publication in Japan:

Chikako Shigemori Bučar (2016) Surovenia kyôwakoku hokan no ehagaki korekushon (‘Postcard collections archived in the Republic of Slovenia’), In: (eds. PARK Mijeoung and HASEGAWA Rei) *Nihon teikoku no hyôshô* (“*Expressions of the Japanese Empire*”), Enishi shobô, Tokyo, pp. 219 – 244 (In Japanese: 重盛千香子 「スロヴェニア共和国保管の絵葉書コレクション」 『日本帝国の表象』 朴・長谷川編、えにし書房 2016、219～244 ページ)

Keywords: Japanese postcards, Meiji and Taishô periods, the role of postcards in history, Slovenia, Austria-Hungary, Kingdom of Serbs, Croats, and Slovenes, Yugoslavia

Ethnic or Multicultural Festival? Higashi-Kujo Madang in Kyoto

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In recent years increased number of immigrants, together with a stronger pressure on the state from outside and inside to recognize the diversity of its society, shifted attention from the idea of an ethnically homogenous nation to the concept of “multicultural Japan”. This paper explores the emergence of the idea of a “multicultural coexistence”, and focuses on the integration of foreigners in Japan. In the foreground of this endeavour has long been the Korean minority and their struggle for inclusion into Japanese society. The presentation then focuses on some of the ways Koreans try to integrate on the one side, and try to preserve their identity on the other side. One of such cases is a Korean festival, called the Madang festival, and the presentation reveals the organisation behind the preparations and reveals multiple meanings of this festival, and shows how different groups of people work mutually together to make their society a mutual and globalized community.

Keywords: multiculturalism, multicultural coexistence, Korean, Japanese, Madang festival

Session 7

Japanese Language and Future Career

Medical Interpreter in Tourism of Japan and Croatia

Naoyuki Matsuno

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There are about ten official license-holding guides who can speak Japanese in Croatia. As 150 thousand Japanese tourists visit each year, there are many services which cannot meet their needs, and medical interpreters are one of the most necessary. In case of a medical emergency, it is difficult to arrange a proper response in many cases. Therefore, the tourist must go to a hospital himself, explain the symptoms, deal with them, and also change their itinerary on their own.

When considering communication between a patient and a doctor, it is possible to respond to the patient's complaint and medical history with a multilingual correspondence questionnaire etc, but it is difficult to obtain patient understanding/agreement on treatment and prescription.

Japan faces the same issue, medical support is cited tasks in order to accommodate 40 million foreign tourists expected at the Tokyo Olympic Games in 2020. According to the results of a survey conducted by the Ministry of Health, Labor and Welfare regarding the system for admitting foreign tourists into a medical institution, training medical interpreters is cited as the most popular request. Because the conditions for taking courses for training medical interpreters are not defined yet, it is supposed to be the foreign language level CEFR B2 or higher.

The University of Pula has targeted the CEFR B2 level at the time of graduation of undergraduate students after 3 years. Results of the questionnaire at the time of admission show that interpreter/translator are the most frequently desired professions in the future. Consequently, medical interpreters would also become a profession of great demand. Because of the complexity of the topic of translation in the medical field, I would like to propose the medical interpreter study program as one target of the master courses. Students with completed master's course of the level CEFR C1-2, and acquired guide experience, will be able to acquire qualification as a medical interpreter in Japan. I would like to propose the above mentioned needs and demands to be considered for the future master course at the Juraj Dobrila University of Pula.

Keywords: tourism, intercultural communication, interpreter, medical tourism, education management, Japanese language

日本とクロアチアのツーリズムにおける医療通訳

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クロアチアにおいて日本語対応ができる公式ライセンス保有ガイドは 10 名程度である。年間 15 万人の日本人が訪れるなかで、ニーズに対応できていない部分も多く、必要性が高いものの一つに医療通訳があげられる。この場合通常緊急対応となり、手配できない場合も多く、旅行者としては自ら病院に行き、症状を説明、対処しなければならず、また旅程の変更も余儀なくされる。

患者と医師のコミュニケーションを考える場合、患者の主訴、病歴については多言語対応の問診票等での対応が可能であるが、治療、処方に対しての患者の理解・同意を得ることは難しい。

日本においても、2020 年の東京オリンピックに向け外国人観光客 4 千万人実現のための課題として、医療サポートがあげられている。厚生労働省が実施した医療機関における外国人受け入れ体制の調査結果では、要望として医療通訳の養成が一番に挙げられている。整備されつつある医療通訳の育成コースの受講条件としては、外国語レベル CEFR B2 以上とされている。

プーラ大学では 3 年間の学部卒業時点で CEFR B2 レベルを目標としており、入学時のアンケートでは将来の職業として通訳翻訳者が最多となっている。これらのことから卒業後の修士課程の一つのターゲットとして医療通訳もあげられるのではないかと考えている。現場の経験を経ながら学部課程修了後 CEFR C1-2 レベルになれば日本での医療通訳としての資格取得も可能になるため、修士課程の設置を含め講座構成を検討していきたい。

キーワード：観光、異文化コミュニケーション、医療通訳、メディカルツーリズム、観光人材育成、日本語教育

An Analysis of Textbooks for “Business Japanese,, Course and Consideration of Supplementary Teaching Materials

Yoko Toyofuku

Juraj Dobrila University of Pula

In the upcoming course “ Business Japanese “ which will be available from the next academic year for new 3rd grade students who major Japanese language and culture, the target is set as a realization of business communication competency with Japanese companies or clients, especially in the field of tourism, since our course curriculum is designed to develop tourism experts. We also plan to implement intern training at tourist or travel agencies.

On the other hand, we have to respond to the demand for interpreter/ translator specializations or getting jobs in Japan after finishing this course, which showed in our regular questionnaires.

I analysed textbooks which are intended for use with “Business Japanese”, and also considered how we should utilize efficiently to meet the concept of the lesson. Additionally, I am going to suggest how we should prepare supplementary teaching materials in order to satisfy students’ needs.

Keywords: Business Japanese, course design, analysis of textbooks, intermediate to advanced level

「ビジネス日本語」の授業で利用予定の教科書分析 及び授業内容に合わせた補助教材のあり方について

豊福葉子

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来学年から日本語コース3年生が受講する「ビジネス日本語」の授業では、クロアチア企業、主に観光・旅行会社での実習を想定していることもあり、これまでの「観光日本語」の流れを汲み、特にクロアチアからの日本企業及び日本人顧客とのビジネスコミュニケーションの実現を目標としている。一方で先日実施した卒業後の進路について希望の多かった通訳・翻訳者や日本での就職のための対応も求められている。

使用予定の教科書を分析し、当「ビジネス日本語」の授業コンセプトに合わせ、どのように活用していくかを考察する。加えて、学生のニーズに合わせた補助教材のあり方についての提案も行う。

キーワード：ビジネス日本語、コースデザイン、教科書分析、中上級日本語

Session 8

Topics on Japanese Grammar

Japanese Passive Sentences in Textbooks for Foreign Students

Divna Glumac

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In Japanese language teaching, passive sentences have been introduced in textbooks for the beginner level. The textbooks *Nihongo Shoho* and *Shokyuu Nihongo*, which have long been used in many countries including ours, contain sentence structures of several types of passive sentences, also providing an explanation for their meaning. They put an emphasis on the relationship between the subject and the object arguments of the correlative passive and active sentence. The conclusion is that the same situation can be expressed by using both the active or passive structure. The textbooks do not point out the reason for this seeming language non-economy. The consequence of this is a lack of understanding and no use or at least no adequate use of passive sentence at higher levels of language competence. For students of Japanese language whose mother tongue contains the passive sentence form but its use is reduced or not widely spread, such being the case with Serbian, this explanation is not enough. Choosing between the two options, it is easier to choose the active sentence. Hence, there is a need to take these structures and their use and explain them within the context of a higher category, the category of verb voice.

The aim of this research is to take into consideration the passive structures and their meanings presented by textbooks for the beginner level, and to define them within the category of voice, which in Japanese is interpreted as “changing the point of view”, trying to give sufficient explanation for the reasons of their use.

Keywords: voice, passive sentence, direct passive, indirect passive, agent demotion, hierarchy, perspective, discourse.

On Various Semantic and Grammatical Relations Formed among Combinations of *-wo* Nouns and Verbs in Japanese

Sanja Joka

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Combinations of *-wo* nouns with verbs (*ki wo* kiru- to cut *a tree*, *kurumi wo* waru- to break a nut) have been often seen in the light of the syntactic function of direct complement of a verb in the teaching of Japanese language. Therefore, it is commonly considered that the typical grammatical meaning expressed by *-wo* nouns is [object] upon which influence of an active [subject] is exerted. However, when analyzed in detail, combinations of *-wo* nouns and verbs demonstrate a variety of semantic and grammatical relations, which are often closely related to the nature of other elements that appear in a sentence as well. Accordingly, different levels of influence exerted upon objects or different kinds of influences can be seen among them, as well as cases when no such influence can be recognized.

For example, *ki wo* kiru, *kurumi wo* waru etc. express a physical influence on concrete objects and their physical change. In comparison to that, *tamagoyaki wo* tsukuru- to make *an omelette* expresses creation of an [object], while *tamagoyaki wo* gomi ni suteru- to throw away *an omelette* in the garbage does not imply a change of the [object] itself but a change of its location and thus a different kind of influence is exerted. From the last two examples we can also see that the same nouns when combined with different kinds of elements in a sentence demonstrate different semantic relations. Moreover, cases like (hitono) *koufun wo* shizumeru- to calm *the excitement* (of a person), (enjin no) *kaiten wo* hayameru- to accelerate engine *rotation* express a change of state or movement, represented by abstract nouns, but in fact this change cannot be done by exerting influence on [object] itself but by a direct or indirect influence on a person or a concrete object who/which is the holder of the state/movement. On the other hand, in the cases like *hashi wo* wataru- cross *a bridge*, *ie wo* tooru- pass by a house, *sora wo* tobu- fly *in the sky*, *-wo* nouns with spatial meaning are combined with motion verbs, they express a passage through a route and thus cannot be seen as [objects] upon which a physical influence is exerted.

In this presentation we are going to discuss different levels of influence and different kinds of influences on [objects] shown in combinations of *-wo* nouns with verbs in order to give a closer look on various semantic and grammatical relations that they form.

Keywords: *-wo* nouns, verbs, grammatical meaning, influence on [objects], elements of a sentence, semantic relations

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