

Action research of an academic Japanese program based on the principles of “sustainable Japanese education”

Through a re-reflection on the author’s personal attitude construct analysis

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Abstract

This paper shows the reflection on the author’s personal attitude construct (hereafter referred to as PAC) analysis after running an academic Japanese program based on the philosophy of “sustainable Japanese education”. It further shows the re-reflection on the analysis carried out about one year later. Through this process the author explores the significance of this practice. The first reflection on the PAC analysis showed that there was some confusion regarding both the system in which the practice was embedded, and the classroom activities in the program; indeed the author raised some issues surrounding the implementation of sustainable Japanese education. On the other hand, after the re-reflection on the PAC analysis, the author found herself showing many identities during the course of this educational practice, which further enabled her to gain deeper and wider insight into her identity.

Keywords

Content-based language teaching, Academic literacy, Research proposal,
Teacher development, Autolysis

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