

A study of society-connected language classes:
What did Japanese/Chinese/Korean language teachers' practices
attempt?

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The purpose of this article is to examine the attempts of teachers who designed society-connected language teaching practices in Japanese, Chinese and Korean language education. In this research we 1. collected data from the MEYASU website and analysed the tendency of the practices, and 2. interviewed three teachers to understand the intentions of the practices. The interview data showed that the three teachers attempted to create a mutual collaborative society through language classes, making the most of every resource such as human resources, material resources, and social resources.