

**An Analytical Study of the Japanese Language
Education System in Sri Lanka: Strategies for
Designing Courses and Training Teachers**

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Abstract

During the past decade the numbers learning Japanese language had been progressively increasing in Colombo and outstations. However, teacher-training programs are hardly undertaken in Sri Lanka though 37 government funded institutions and 24 private institutes conduct Japanese language classes. A multi-paradigmatic approach was adopted in this study. Accordingly, 4 questionnaires were administered in addition to collecting data through participant observation in 3 districts covering 266 learners, 134 students *who had not chosen Japanese as an optional subject*, and 24 teachers (both Sri Lankan and the Japanese) answered questionnaires. Consequently, 6 major elements were identified for training programs. Finally, the author designed 3 types of course modules pertinent to the present situation of Sri Lankan teachers, incorporating different goals, objectives, syllabi and curricula based on beliefs of learners and teachers of Japanese.