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Abstract

“PISA Suitcase” is a teaching material unit for Grundschule in Berlin, in the Republic of Germany to develop children’s reading literacy.

The PISA2003 showed that the reading literacy level of Japanese schoolchildren leaves much to be desired. I think it will be of great use to solve the problem if we develop the Japanese version of “PISA Suitcase”. So I have investigated into the practical use of “PISA Suitcase” in the Berliner Grundschule, and I have clarified the contents of “Praxisbox Lesen”, the name of “PISA Suitcase” on the market.

Through this research, I found out that “PISA Suitcase” gives a broader meaning to the definition of “reading literacy” than the traditional one. For example, it contains the ability to read books of their own choosing, to shape their ideas about them, to express or exchange opinions in addition to the ability to interpret. I also found out that “PISA Suitcase” shows reading literacy as visible tools.

“PISA Suitcase” was developed as a counter measure against the decline of reading literacy among children known as “PISA-Shock” in PISA2000 and is still helping to improve German language classes in Berlin. To this day, it is developed at Landesinstitut für Schule und Medien Berlin-Brandenburg and is used by every Grundschule in Berlin City.

“PISA Suitcase” and the Course of Study for the Japanese language education in Japan have a lot in common. Both of them aim at raising schoolchildren’s reading literacy level through a variety of language activities. They place a special emphasis on the process of learning when they read books of their own choosing, shape their ideas, express their opinions or exchange them for the improvement of schoolchildren’s reading literacy.

I believe these are the key points in developing the Japanese version of “PISA Suitcase.” I find it necessary to compile guidebooks for teachers, to develop materials and to make model lesson plans.