

## Conference Abstracts

### **The potential for Content and Language Integrated Learning (CLIL) approaches in Japanese programs in Australian schools**

Russell Cross, Margaret Gearon, Nicholas Creed, Naomi Mori-Hanazono, Junko Nichols

Content and Language Integrated Learning (CLIL) approaches to the teaching and learning of additional languages (in Victoria, called Languages Other Than English, and in the Australian Curriculum, Languages) has recently been promoted by the Department of Education and Early Childhood Development as a key means of better engaging learners in both primary and secondary schools. This approach, which is producing successful outcomes in languages programs in European countries, especially in addressing issues of the crowded curriculum and the promotion of higher levels of achievement in foreign languages programs, is now being examined in Victorian schools. The presentation will commence with an overview of the background to CLIL approaches and their conceptual framework. It will then focus on the trial implementations of a CLIL program in a range of primary and secondary schools in Melbourne. The panel members will present the details of their involvement in this innovative approach to languages teaching and learning in Japanese in their schools. The presentation will conclude with a number of implications for the teaching and learning of languages, in particular Japanese in Victorian primary and secondary schools which elect to introduce a CLIL program.

### **Exploiting the potential of the Ultranet and eBookboxes to support effective learning in Japanese**

Madeline Jenkins, Jennifer Swanton, Jacalyn Tossol, Maree Boliiancu

The Ultranet is an initiative of the Department of Education and Early Childhood Development whereby students, parents and teachers can access information about teaching and learning on a state-wide, secure online system.

eBookboxes are a key component of the Department's commitment to provide high quality digital content and support high quality blended teaching and learning using the curriculum planning capabilities of the Ultranet. eBookboxes bring together relevant research, background information and quality digital content that can be readily adapted and modified to meet the needs of individual students. Three Japanese eBookboxes that are aligned with VELS Levels 5 and 6 are currently available on the Ultranet.

This session will introduce aspects of the Ultranet, including features of the Japanese eBookboxes. Teachers who have worked on the elaboration phase of the eBookboxes will also share their experience in creating complete learning sequences from standard eBookboxes.

### **Flipping the classroom: adventures in student-controlled learning**

Julie Devine, Eri Tomita

Eri Tomita and Julie Devine have been trialling the use of video to present grammar structures to Years 9, 11 and 12 over 2011 and 2012. The theory is based on the idea of flipping the classroom, where students study new concepts at home in their own time, and use time in class to do consolidation and practice activities. This session will present the finding of the trial: the advantages and disadvantages, the challenges of implementing the program and how they were overcome, student feedback and future directions.

### **Using ICT to effectively engage and retain students**

Noburo Hagiwara

This session will showcase how Japanese Language classes at Kolbe Catholic College have successfully transformed into 21st century learning. The college offers Italian and Japanese where compulsory status is only for Years 7 and 8. Currently, more than 40% of the entire student cohort (approximately 1000) is enrolled in Japanese and engaging in various language learning experiences with innovative and dynamic ICT-rich pedagogy based on a one-to-one device program. Participants will be provided with the core philosophy as well as practical classroom ideas and solutions. For more information, see [www.hagipod.com](http://www.hagipod.com).

### **Everyday Languages Program Years K-2: the benefits of less more often and how it was implemented with success**

Karen Gorrie

In an effort to address two recurring themes in recommendations for (Japanese) language education—reform of programs in primary schools; and the idea that successful language learning requires appropriate time, regularity and continuity—our school this year completely changed our languages program offered to primary school students.

With funding from the Asia Education Foundation, St Aidan's Anglican Girls' School has established an Everyday Languages Program for students in Years K-2. This effectively means that all students in these year levels experience language classes (at this stage in either Chinese or Japanese) for 20 minutes each day. Already we are seeing huge success with this new way of programming languages in the curriculum, and are planning to extend this to Year 3 next year.

This presentation will look at reasons behind this radical change for our school in the way we program languages, how it can be done, why it should be done, and the benefits that students gain from learning languages in this way.

### **Quality and quantity: the ACT Education and Training Directorate's multifaceted approach to providing languages pathways and increasing students learning languages**

Kristina Collins

The ACT Education and Training Directorate has developed a multifaceted approach to both developing system capacity to teach languages and increasing the number of students engaging in languages programs. A combination of policy requirements, development of languages pathways K-12, provision of teacher professional learning and student engagement activities has more than doubled the number of students learning languages in the last five years. Enrolments in Japanese programs have increased by 235% in five years. This presentation will discuss some of the strategies employed by the Directorate in developing language capacity as well as current findings relating to time on task and student retention in elective years programs.

### **Making Japanese learning engaging and personal by developing intercultural skills**

Yoshie Burrows, Yoko Nishimura-Parke

Making language learning engaging and relevant for all students has always been paramount for languages teachers. This session will explore how students' engagement can be maximised by applying intercultural pedagogy into the teaching of Japanese language in junior and middle secondary.

Intercultural language learning (IcLL) is a pedagogy that has proved to be very successful in making language learning dynamic, personal and relevant to each student. With IcLL, students are constantly involved in a process of noticing, comparing, reflecting and interacting with the new language and culture. They play an active role in their learning, thus experiencing a much more personal engagement with the new language and culture.

Yoshie Burrows has applied Intercultural language learning into her Japanese curriculum for the past three years, noticing a significant increase in her students' engagement and motivation. She will present examples of units of work she developed around the IcLL principles, drawn from authentic materials and the recently-published Japanese series *iiTomo*. The examples will also offer ideas about how to incorporate digital resources in the Japanese classroom. Samples of students' reflections will be also presented, giving the opportunity to discuss and compare differences between IcLL and non-IcLL tasks. There will also be scope for discussion about how to track evidence of intercultural learning.

At the end of their presentation, Yoshie and Yoko will review the key benefits of this pedagogy outlining the potential that IcLL offers to make the learning more engaging and to consolidate, at the same time, the profile of Japanese language learning in Australia.

### **What can we do to encourage young Australians to embrace Japanese: strategies to extend high school students' Japanese competency and enhance student engagement in the classroom**

Sally Mizoshiri

In this presentation, I aim to share my strategies to extend high school students' Japanese competency. These activities and strategies are enhancing student engagement in my classrooms. The three strategies that I will focus on in this presentation are: critical higher-order thinking and cross-curricular learning; language to extend communicative and linguistic competence; and authentic real-world opportunities for Japanese use.

Our language classrooms must provide challenge matched with requisite support for students to succeed. Our students need to see that learning a second language is a skill that can be applied to real-life scenarios one hundred percent of the time.

We need to enable students to draw on their experiences and find ways for them to create a personal affinity with Japanese. The experience of learning a language needs to be enriching and holistic and must be designed so that articulation is seamless and that

there are clear pathways for our learners to follow. Our students must feel that Japanese learning is an advantage—something that makes them stand out from the crowd!

### **Drama in the classroom to improve language outcomes and engagement**

Yuko Fujimitsu, Melissa Luyke, Shingo Usami, Yoko Nishimura-Parke, Junko Nichols, Tomoko Shimbo, Mari Nobuoka

This panel session will demonstrate how teachers can bring a little drama into the classroom to get students speaking and responding, collaborating, and having fun, while experiencing meaningful learning.

#### *Presentation 1 (Mari Nobuoka, Melissa Luyke, Shingo Usami)*

By commencing the session on translation skills for beginners with a short skit, this presentation will demonstrate the effectiveness of drama and humour in highlighting common pitfalls in translation. Audience members will deepen their understanding of the complexities involved in translation by identifying the essential elements and comparing translation theory with their own experiences.

#### *Presentation 2 (Yoko Nishimura-Parke)*

Yoko will share a sample activity from her Heritage Japanese classroom. The activity is designed for students to express their ideas and opinions from a bilingual and bicultural perspective. In developing their understanding of the chosen artist and her lyrics, students imagine what the artist's childhood was like as *haafu*, and share their feelings about discrimination. By acting out the interview, students experience deeper empathy. The resulting interviews are vivid evidence of students' engagement, creative thinking, and intercultural understanding.

#### *Presentation 3 (Junko Nichols)*

This presentation explains how a drama technique known as “hotseat” can be applied in a language teaching context. It presents experience from a Japanese immersion class held at Central Queensland University. The lesson plan was developed by a drama lecturer and a Japanese teacher, and deliberately uses a controversial topic, whaling, to engage students and stimulate their use of grammar, vocabulary and different language registers. The technique can be applied to a range of topics and contexts.

*Presentation 4 (Melissa Luyke, Shingo Usami, Yuko Fujimitsu, Tomoko Shimbo)*

A series of innovative, drama-based Japanese Immersion Workshops in WA is having a direct impact on motivational levels resulting in increased numbers in upper school. Workshop survey responses collated from the anonymous and therefore honest voices of participating Year 6–10 students and their teachers have proven beyond a doubt that language classrooms are in desperate need of more energy, more excitement, more creativity, more interaction, more exposure to Japanese realia, and more drama!

**Pieces of the puzzle: interrelated factors that have enhanced the teaching and learning of Japanese at our secondary school**

Les Mullins, Nicholas Creed, Peter Jackson, Ayako Yasunaga

Mount Waverley Secondary College Junior Campus has recently been redeveloped, with its state-of-the-art facilities setting a new standard in school architecture and educational philosophy. The major feature of this school building is the Purposeful Learning Spaces or more colloquially “open plan spaces”. Teaching and learning at MWSC-Junior Campus is not confined within four walls. Purposeful Learning Spaces support an educational philosophy that emphasises engagement, differentiation, and collaboration in learning and the maximising of the teaching team’s combined talents.

The timetable supports this educational philosophy by blocking the Year 7 and 8 Japanese classes into groups of three classes, which are timetabled together into Purposeful Learning Spaces.

MWSC is also part of an Innovative Language Provision In Clusters (ILPIC) program operating with the support of government funding in a cluster of local primary and secondary schools. This program aims to improve the quality of language teaching and learning through the provision of funds to purchase state of the art software and hardware with communication capabilities, and the trial of Content Language Integrated Learning (CLIL).

This funding has allowed the college to purchase 27 iPads, and a starting set of apps. Regional funding has also supplied us with a Polycom electroboard. This HTML-compatible TV monitor allows us to video conference student expositions with other schools within the cluster. A further technological initiative is the use of Apple TV. Through use of this facility, teaching material and student work produced on the iPads may be displayed to groups of various sizes, also opening a range of possibilities for interactive learning with the technology available on-line.

In the teaching of Japanese at MWSC we have been convinced of the value of making intercultural understanding an integral and significant part language teaching and learning. From Year 7 to Year 10, intercultural understanding is written into the Japanese language teaching syllabi.

### ***The State of Asian Languages in Tasmania***

John Kertesz

*The State of Asian Languages in Tasmania* is a NALSSP-sponsored research report on the views of Asian language teachers and continuing pre-tertiary college students. It provides a unique profile of teacher demography, career stages and intentions, as well as classroom and external professional factors influencing student Asian responses to language learning and their retention, particularly in the significant high school years. Convergence of student motivation factors with teacher perceptions of school appreciation and support for their efforts provide warnings for teachers as well as schools for the future success of this learning area. Concurrently, variations in student motivations and future aspirations, as well as continuing perceptions of Asian language difficulty, provide critical focus areas for both retention and recruitment.

We can consider neither the future of language learning, nor LOTE as part of the national curriculum, without understanding and responding to the most significant cause of variations in student performance, the teacher. Amidst federal LOTE promotion programs, statements about language relevance, and public references to the importance of teacher quality, the reality in Tasmania is that expenditure on professional development has failed to even maintain student numbers, suggesting that teacher practices may be contributing to the decline, or at the very least failing to acknowledge and respond to real causes of student withdrawal. It is imperative that policymakers, learning leaders and Japanese teachers themselves facilitate professional behaviours that overcome isolation, yield genuine ongoing improvements in pedagogy, overcome a cargo-cult mentality in professional development, establish connections with Japanese communities locally and in Japan, and, above all else, engage with students to understand and maintain their motivation to learn Japanese.

## **A window into the views and perceptions of teachers and secondary students of languages**

May Kwan

The findings of two reports undertaken by Independent Schools Queensland (ISQ): *National Asian Languages and Studies in Schools Program (NALSSP): Languages in Independent Schools in Queensland* (2009); and *Secondary students views and perceptions on languages other than English in Independent Schools Queensland* (2011), provided perspectives from the curriculum managers and teachers and students.

*National Asian Languages and Studies in Schools Program (NALSSP): Languages in Independent Schools in Queensland Report* looked at the characteristics of the workforce, identification of issues surrounding retention of staff, qualification to teach the NALSSP languages, issues surrounding transition from primary to secondary and reasons schools are not offering a NALSSP language.

*Secondary students views and perceptions on languages other than English in Independent Schools Queensland (2011)* was an endeavour to find out from secondary students what they think of their language learning experiences and which of these experiences would they like more or less of. The findings provided essential information for teachers in assisting them to reflect, plan and improve practice but more importantly to engage students in learning languages beyond the compulsory years in secondary schools.

The above projects were funded through the Australian Government under the National Asian Languages and Studies in Schools Program (NALSSP) and School Languages Program (SLP).

## **Making links, making progress in the primary school**

Therese Sakamoto

Over the past 30 years, the citizens of Frankston, Victoria and Susono, Japan have shared a close friendship through their sister city relationship. Based on this strong link, Derinya Primary School in Frankston commenced a connection with Susono Nishi Primary in 2010 to promote friendship between children through the Language Discovery (Palaygo) email exchange program. This program has proven to be a most satisfying and successful venture for students, schools and local communities.

Through Language Discovery, students are able to communicate in meaningful exchanges of information, ask questions and gain an understanding of grammar structure with the Phrase Palette tool which enables prompt creation and exchange of email messages, stories and quizzes in the receiver's language. Through regular implementation of the Language Discovery program in Years 4–6 Japanese classes, students have also gained intercultural understanding in addition to new language learning and their motivation has increased. Students have also enjoyed using the program at home and during computer time in their classrooms to interact on a more frequent basis than solely in Japanese lesson time.

The success of this program has led to reciprocal visits between student and staff representatives from each school and enabled students, school families and whole staff to directly experience intercultural exchange through school visits and homestays. In 2011, a delegation from Derinya Primary visited Susono to mark the 30th anniversary of the sister city relationship and to establish a sister school arrangement with Susono Nishi Primary. It is most exciting that our link through Language Discovery has blossomed into a formal connection between our school communities. Other schools in Frankston and Susono are also joining Language Discovery to provide their students and school communities with real, fast and meaningful connections to expand their language programs and to investigate potential sister school ties.

### **Wiki wonderland: a tool for learning and advocacy**

Wendy Venning

The Junior Primary sector (4–8 year olds) is under-represented in the LOTE literature. This age group has particular needs: the students are often pre-literate, are still developing fine motor skills and social skills, have a high need for routine and repetition, high teacher dependence, and an interactive play-based learning style that thrives on hands-on activities. These learning parameters are largely ignored in LOTE research. Yet *creating the future* starts here: this is the time when foundations can be laid for sound language learning skills, and above all, the time when a love of language learning can be instilled.

This paper will discuss the use of a wiki in a Junior Primary Japanese program. The wiki was originally designed as a communication tool for parents and the wider school community, to showcase the Junior Primary language learning in an outer metropolitan school. This use of technology then became a tool of advocacy for language learning. Parents who could clearly see how the above learning parameters translate to the

Japanese classroom, and who could then clearly see the benefits of learning Japanese at Junior Primary level, then became advocates themselves, sharing the wiki with friends and relatives all over Australia and indeed all over the world.

In addition to showcasing student learning and becoming a tool for advocacy, the wiki also became a learning tool in itself. Pages on the wiki could be re-used time and again to review targeted language, using the interactive whiteboard to pinpoint or extend the linguistic focus. Furthermore, students became so keen to feature on the wiki that they put extra effort into producing fantastic work that would be showcased.

Discussion may include large-screen presentation of numerous pages from the wiki. The paper will finish with hands-on advice and tips for setting up a wiki.

### **Constructing transnational spaces and identities: exploring the potentials of a Japanese language course for ‘background speakers’**

Kenta Koshiba

With an increase in the number of so-called “heritage learners” or “background speakers” enrolling in language classes, the potentials and effectiveness of ‘heritage language courses’ have become a widely debated issue both nationally and internationally. However, empirical studies that examine such courses, especially those at the senior secondary and tertiary level, are only beginning to emerge. Thus, this case study aims to contribute to this field by examining the language learning experiences and identity construction of Year 12 and tertiary level background speakers who were enrolled in a special “Japanese for background speakers” course that was offered by an Australian university. The data utilised in this study is derived from a series of semi-structured interviews conducted with eight students who were enrolled in this course, as well as from audio-recordings of naturally occurring classroom interactions. These data sets will be analysed in depth using the notion of “theory of practice” (Bourdieu 1977) and in light of recent theoretical developments in the area of sociolinguistics and globalisation (Blommaert 2010). This paper will argue that the Japanese background speakers’ course may have provided a space in which the students could discursively and collaboratively construct transnational identities that challenged what it means to be “Japanese” or “Australian”. At the same time, this study will also highlight how power, legitimacy and essentialist identity categories may exert powerful influences on how the students position themselves and how they are positioned by others within the classroom.

### **Japanese heritage language learners and the NSW high school curriculum: eligibility and other hurdles**

Noriko Shimada, Paul Moore

This paper explores issues related to the development and implementation of “heritage Japanese” courses in the NSW high school curriculum. We first provide a definition of the ‘heritage language learner’ and a historical overview of the development of the NSW courses. We then draw on local research into heritage learners (Oriyama 2001) and recent case study research (Oguro and Moloney 2010) to highlight issues and challenges in providing appropriate educational choices to such a diverse group of learners. Major issues relate to the implementation of so-called “eligibility criteria” for entry into the various Japanese courses, and limited opportunities (both in schools and in the community) for heritage Japanese learners to explore and develop their unique linguistic and cultural skills, awareness and identities. We conclude by discussing how different states have addressed similar issues, and implications for a national curriculum.

### **Australian Curriculum Languages: design, development and opportunities for engagement**

Suzanne Bradshaw

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is an independent authority responsible for the development of an Australian curriculum that supports 21st century learning for all Australian students.

ACARA’s work is carried out in collaboration with a wide range of stakeholders, including teachers, principals, students, academics, governments, State and Territory education authorities, professional education associations, community groups and the general public.

This presentation will introduce the major design features of the Australian Curriculum and provide an update of the curriculum development process at ACARA in relation to the Languages learning area and discuss opportunities for engagement.

## **Using inking technology in the teaching of Japanese**

Sarah Pasfield-Neofitou, Mari Morofushi, Masae Uekusa

An established body of research on tablet PCs (a laptop with screen that can be written on, called “inking”) has demonstrated that the use of inking can be highly beneficial in a wide range of educational situations; however, research on the ways in which language teaching may be enhanced via the use of tablet PCs is still emerging. The teaching of Japanese in particular, and other languages which employ a non-alphabet writing system, has a huge potential to benefit from the ability of teachers to demonstrate the live and authentic use of the written language. Teaching the many different characters required for active use and recognition in Japanese has long been a challenge, and in this paper, we explore innovative uses of inking on tablet PCs as one solution. Drawing on surveys with students and teacher journals, we describe the benefits for teaching *hiragana*, *katakana* and *kanji* characters, as well as quizzing, modelling reading and handwritten genres, responding to student questions, facilitating revision between classes and for specific purposes such as examinations, providing answers to class activities, teaching vocabulary and grammar, in particular, abstract vocabulary items that are difficult to represent through flashcards, annotating difficult content and challenging students by reducing L1 content, and constructing knowledge collaboratively with students. The presentation will conclude with a discussion of students’ reactions to these innovations, the potential drawbacks associated with both the physical and virtual environment, and a vision for future applications of technology.

## **Expressing oneself through digital storytelling: ANU student-centred Japanese learning project**

Carol Hayes, Yuki Itani-Adams

Digital stories that combine image, narrative and sound, provide a powerful way of developing student communicative skills. The process of creating a digital story addresses the goals of 21st century student-centered learning expectations, by focusing on creative thinking, risk-taking and effective communication with the added advantage of developing effective technical literacy.

Is it possible to include “impact” within an assessment rubric for intermediate language-learners’ oral production? By presenting the results of the *Digital Story Telling Project* that has been running as part of the ANU second-year Intermediate Japanese language course for the past three years, this paper will demonstrate that the answer to this

question is yes. The project aimed to assess the value of using digital stories in Japanese language teaching as an alternative to the individual oral presentations or tests, and secondly to examine methods of encouraging students to become more proactive and to better express their own personal emotions, beliefs and ideas—beyond a superficial “it was fun” level.

This paper will firstly introduce our project focusing on the teaching delivery methods we have developed over the course of the project, including analysis of student evaluations. Secondly, by presenting a detailed linguistic analysis of a number of digital stories, it will demonstrate how students tried to express their emotions, beliefs and thoughts.

### **Should foreign languages be taught at university?**

Yuko Kinoshita, Yanyin Zhang

The most obvious reason for taking a language course is to gain language skills. We know that younger children learn foreign languages more efficiently, so some say that allocating resources to schools, not universities, will yield maximum return. Perhaps the TAFE sector is a more suitable place for language training for adult than universities, given its focus on vocational and skill-based training. And an intensive delivery with immersion is known to be efficient for acquiring linguistic competency, but is difficult within the current university system.

Anecdotal evidence about public opinion—perhaps now categorised as market opinion—is not encouraging for us. Small enrolments in many language courses seem to indicate that few students or their parents value them. And university administrations are pressuring language courses to reduce assessment standards and contact hours. So why teach foreign languages in this relatively expensive educational setting, the university?

We argue that language studies at university level should not be considered as just professional, vocational or technical skill training. Rather, it is a liberal art, contributing to the intellectual and cultural development—and employability—of the student beyond simple language facility. This does not mean that we replace linguistic curriculum with cultural studies or cultural exposure. On the contrary, the framework of language learning achieves these results through implicit learning, more effectively than explicit studies. This is what makes it unique and valuable.

## **Immersion versus non-immersion: what the data tells us**

Noriko Iwashita, Robyn Spence-Brown

The paper reports on the findings of a study which attempts to identify characteristics of performance of learners in two different programs (immersion vs. non-immersion). A number of immersion programs have been mounted in Australia, and in most cases, where the principles of this approach are adhered to, the outcomes for language learning are positive both in attitudes to the target language and culture and in language gains. Although the proportion of the school curriculum allocated to the target language may vary, such an approach has been shown to have significant advantages over the traditional language classroom setting in terms of the levels of fluency acquired in the target language. This is due in part to the fact that the language is used for meaningful purposes rather than simply being studied for its own sake, and also to the richer and more intensive exposure to the target language that such an approach affords. However, as Elder points out, there are currently no norms or benchmarks available indicating the nature or extent of language proficiency that can be achieved under such conditions, a lacuna that this study will attempt to address at least to some extent by profiling characteristics of performance under typical and more time-intensive learning conditions. The paper provides further insights into the complex issues of learner background, and suggests implications for pedagogy and assessment.

## **Japanese immersion program in secondary school: the Robina High School experience**

Sellina McClusky

Robina High School has always been a vibrant language learning environment. When many state schools were phasing out compulsory Year 8 language learning, Robina High School was one of the few state secondary schools in south-east Queensland to maintain a compulsory one-year language program. In 2007, when Robina High discussed increasing its academic excellence curriculum, Japanese immersion became an obvious option. The school had motivated students, supportive parents and capable curriculum managers, so in 2008 the Robina State High School Japanese Immersion Program (RSHSJIP) was born. The Japanese Immersion Program at Robina High School is the only secondary Japanese immersion program in Australia.

The JIP is a three year course which runs from Year 8 to Year 10. Students study maths, science and business in Japanese. The maths and science course is based on the Extension Maths and Extension Science curriculum. The business course covers general computer applications in Years 8 and 9, and becomes Asian Business Studies in Year 10.

In 2011 our graduates achieved amazing successes and our school community is already delighted with the positive outcomes of the program. Each year we improve our practices and attract a wider enrolment area as the news of our program spreads throughout our community. We are happy to share our trials and successes with other interested language teachers and community members.

### **Language immersion camps: engaging the hearts and minds of secondary school students**

Kaori Okano, Teresa Castelvetera, Jennifer Swanton, Andrea Sampson

Language Immersion Camps are an application of classroom language learning in a (more) real life context and present a number of benefits for students (e.g. fluency, listening comprehension skills, spontaneity of speech, expansion of vocabulary, heightened motivation, and enhancement of cultural knowledge). The relative value of different aspects depends on the ages and proficiency levels of learners, as well as the social context where language learning occurs. In Victoria, one such context is that the majority of students cease studying languages by the time they start Year 11 (only one in ten VCE students study languages); this number is even smaller in the regions. These students are a select specialist group in their own schools. Against this backdrop, this panel discusses what sense high school students make of their Japanese language immersion camp experiences, and how best we can enhance the benefits of immersion camp for Year 9 and 10 students before the camp, during the camp and once they return to their schools by building a community of practice with an interest in language learning. The panel presenters have been involved in designing, implementing and evaluating Japanese language immersion camps for secondary school students. Successful language immersion camps activate affective as well as the cognitive areas of student engagement and this can revitalise or even spur student interest in the language and culture.

### **Successful models for learning Japanese via distance education**

Hilary Hughes, Jean Laffan, Darren Ball, Justine Daly, Anne Becker

This panel will present several successful models of students learning Japanese via distance education. Schools are using online learning management systems, connected classrooms with video-conferencing and shared desktop as well as using Adobe Connect and traditional paper based models. Presenters will share their successful stories and invite discussion of the issues for schools using these methods.

### **Moving away from traditional languages methodology to literacy based language teaching: finding best practice**

Monica Scully, Kate Spithill, Naomi Mori-Hanazono

The teaching and learning of Japanese language and literacy is underpinned by our vision of how we inspire our students to be able to use Japanese language as adults and for our students to authentically learn in two languages and through two cultures. With the introduction of the Early Years Strategy in Victorian schools in the 1990s, there was a distinct move from the teaching of English to the teaching of literacy, the teaching of mathematics to the teaching of numeracy. This significant pedagogical shift was underpinned by research into how adults ultimately used English and mathematics in their daily lives and workplaces. Similarly, in our move away from traditional LOTE methodology to literacy-based language teaching, we aspire for our students as adults to be able to move effortlessly in and out of Japanese and English as the situation arises. Over the past five years, the staff at Huntingdale have engaged in a number of projects and grants to research best practice in this area both here and overseas and synthesis this research into our pedagogy.

### **A multilingual literacy: linking literacy across languages (Japanese)**

Kate Chandler

In this session I will highlight the research behind a multilingual literacy approach to primary languages education and the inquiry process used to implement this approach across South Australian government primary schools. I will make significant reference to the literacy general capability in the Australia Curriculum and I will share literacy and language teaching strategies suitable for Japanese language teaching and learning.

The Multilingual Literacy approach, based on research, theory and practice, engages primary languages teachers together with classroom teachers in reflective practice and the sharing of effective literacy strategies across languages. Initially the Multilingual Literacy approach focussed on second language programs (L2) from Reception to Year 2. However, the approach is now spreading across the primary years (3–7) and across complementary languages programs (such as first language programs and English as an additional language or dialect) with some schools including the approach in their whole-school literacy program.

School based evidence demonstrates improved learning outcomes for students, increased interest and engagement in language learning activities and a renewed focus for language learning.

### **Supporting student demand**

Anne Fisher

The ongoing, though gradual, decline in the number of students undertaking Japanese language study in schools poses ongoing concerns about the future of Japanese language study in Australia. Anne Fisher draws on the work she undertook at the Asia Education Foundation on building demand for Asian languages in Australian schools, by taking a “student’s eye view” to look at where solutions might or might not be found to address this decline. In this brief session, she will:

- run through the factors that impact on the ability of students to continue with their study of Japanese language throughout their school life
- examine reasonable expectations and measures of success for students, teachers, programs and systems
- contextualise the role of curriculum and teacher quality in the student language learning experience
- stimulate discussion on areas for action and responsibility.

## **Using the Japanese-specific annotations of the *Professional Standards for Accomplished Teaching of Languages and Culture* to address the AITSL standards**

Kylie Farmer

Professional Standards help us reflect on and plan for improvements in our teaching practice. This session will support teachers in addressing the AITSL Standards through the use of the Japanese-specific annotations of the *Professional Standards for Accomplished Teaching of Languages & Cultures* (AFMLTA), and through viewing some short film clips to demonstrate these in action in Japanese classrooms.

## **Japanese education in the global era: process and case-based approach for business communication**

Aya Kondoh, Hyogyung Kim

What is the role of language teaching in the global era? In this panel session, we discuss business communication in Japanese language learning, together with the results of our research and Japanese teaching materials we have developed.

Firstly, we show qualitative research which indicated that current Japanese business language education in Japan, India, and China does not cater for learners' needs and competencies effectively. To improve this situation, further qualitative and quantitative research investigated the problems in Japan-India and Japan-China business interactions. Based on the nature of the problems identified, language resources necessary for effective business communication were developed.

We then introduce resources comprising a syllabus, educational resource lists, "Can-do Statements," and two textbooks, a "business process" type and a "case method" type. In the business process type textbook SWOT analysis, a tool used in the MBA and marketing domain, is effective for developing competencies. The case method type textbook is remarkably useful for solving problems and conflicts. Moreover, according to learners' self-assessment and interviews, it makes it easier to work in heterogeneous groups.

Finally, we discuss Japanese language teaching focusing on the learners' inner growth and their practical language skills. Although our data doesn't include Australian communication, we suggest these resources as tools for fostering "flexible and analytical thinking, a capacity to work with others and an ability to move across subject disciplines to develop new expertise".

## **JF Standards for Japanese Language Education 2010: a tool for planning of learning, teaching and assessment**

Cathy Jonak

The development of intercultural communicative competence has become increasingly important in our global society, and both intercultural and language skills/understandings are essential in order to develop this competence. In recognition of this, The Japan Foundation has developed *The JF Standard for Japanese Language Education 2010*, which focuses on “Japanese language for mutual understanding”. The JF Standard is based on can-do statements, and is a useful tool for the planning of learning, teaching and assessment. In this session three major aspects of the JF Standard will be highlighted: 1) The JF Can-do Statements are based on CEFR (Common European Framework of Reference for Languages), but have been reframed to be applicable to a Japanese language setting; 2) There is a useful “Minna no can-do” website where teachers can search for can-do statements and make their own statements tailored to their learners’ needs; and 3) The portfolio is recommended as an evaluation tool for use with the JF Standard, and samples of portfolios are showcased on the JF Standard website.

Participants in this session will familiarise themselves with the JF Standard, and consider ways in which it can be a useful tool for Japanese teachers in Australia.

## **Changing teacher practice: the impact of ICT on languages education**

Naoko Araki-Metcalf, Carol Egan, Melissa Hughes, Glenn Voss

The use of ICT in everyday life is a necessity, and this is no different in languages education. The choice of whether or not a teacher incorporates ICT in the classroom is no longer available. Web 2.0 technologies, on-line language resources, interactive digital resources, applications and software programs are available for teaching and learning Japanese language. The choices are wide but are language teachers fully utilising the range of ICT tools available to them? Are they feeling limited by the specific programs they choose with a move back towards drill and practice and away from more creative ICT?

This panel discussion session provides an opportunity to discuss the effective use of ICT in Japanese language classrooms by presenting examples from both primary and secondary school teachers. Japanese teachers will present their action research based project, using their own digi-stories from the NALSSP ICT Professional Learning Project. This project aimed to increase the proficiency of teachers in using Web 2.0

technologies in the targeted Asian languages classes and ultimately expand the use of these technologies as a teaching and learning tool within languages education. The panel discussion will focus on the following points: the characteristics of action research cycle in language education, the journey of individual teachers incorporating ICT into their languages education programs, the outcomes of their journey from their perspectives and their students' responses, and where to go from here.

### **Global articulation, local articulation**

Yasu-Hiko Tohsaku, Chihiro Thomson, Robyn Spence-Brown

This panel introduces the Japanese Global Articulation Project (J-GAP). This project was launched in 2010 by the Japanese Language Education Global Network, which is affiliated with Nihongo Kyoiku Gakkai (Society for Teaching Japanese as a Foreign Language). The word articulation is used within language education to indicate coherent linkages among programs or courses in terms of course content and educational structures, and the degree to which learners at one level can make a smooth transition to the next. J-GAP aims to achieve articulation in Japanese language education worldwide, both within and across countries.

The project is led by Professor Yasu-Hiko Tohsaku, who will introduce some of the international projects taking place under this banner, many of which will be of interest to Australian educators. Professor Chihiro Thomson will discuss the activities of the Australian arm of the project. Professor Thomson and Dr Robyn Spence-Brown will present on the topic of *Encouraging learners to continue their studies to higher levels within and across levels of education: the role of motivation and educational structures*. There will be ample time for audience discussion of the major issues in articulation in Australia, and the ways in which they can be addressed.

## **Australian Curriculum, current curriculum**

Anne Fisher

As Australian Curriculum Strategy Manager at the AEF 2010–2012, Anne Fisher worked with ACARA to provide input into the development of the learning areas, general capabilities and cross-curriculum priorities in the Australian Curriculum. In this session she will draw on the insights gained through this work and relate them to Japanese language learning in the Australian context. She will do this by providing a brief overview of:

- the Australian Curriculum in development
- highlights and issues with the Australian Curriculum as a whole
- the particular role of intercultural understanding in the Australian Curriculum
- comparisons with current practice in States and Territories, time permitting.

The session aims to equip Japanese language teachers with knowledge and understanding of the Australian Curriculum, including languages curriculum, to enable them to participate confidently in discussions in their schools or jurisdictions as the Australian Curriculum develops.

## **Factors influencing languages teacher retention**

Shannon Mason

In 2001, 19 Central Queensland University students graduated from the Bachelor of Education (LOTE) program, an immersion degree designed specifically to train teachers of Japanese. The following year, 17 of the students were engaged in Japanese education in Queensland. Eight years later, it was found that only five graduates continued to teach Japanese, and of those, two had taken extended periods of leave to pursue other interests.

In order for languages to become an integrated, respected and accepted part of the educational experience of students in Australia, there must be sufficient numbers of qualified, quality teachers. Evidence suggests that appropriately staffing Language programs is a challenge for many sectors and states, and a review of the literature reveals that this can be attributed to a large extent to teacher attrition.

Research currently underway by the author seeks to find what factors influence Queensland Languages teachers' decisions to continue or leave the profession. Drawing on the themes that emerged from the literature review, the study aims to determine what impact demographics, motivations, education background, employment background, language experience and proficiency, teaching efficacy, school environment, support and professional development, and the promotion of languages have on teacher attrition. It is hoped that the study will give stakeholders further vital information on how to prepare for and support teachers' long and satisfying careers in Languages education. This paper will give insights into both the existing research, and the preliminary findings of the author's PhD study.

### **Using the notion of Gross National Cool to engage students**

Chris Graham

Japanese popular culture has developed a universal appeal in recent years and Japan has emerged as a genuine cultural superpower in the twenty-first century. It has been suggested that Japan's influence as a cultural superpower is greater than as an economic superpower in the 1980s. It has been exactly a decade since an American journalist, Douglas McGray, coined the phrase Japan's Gross National Cool. It is useful for Japanese language teaching professionals to harness this appeal in school-based curriculum development. The pervasive influence of Japanese culture in Australia makes Japanese second language acquisition more relevant than many other regional second language choices.

In the classroom, there are abundant opportunities where unique aspects of Japanese culture, fashion, music, entertainment, design, sport and of course, food can be the springboard for engaging teaching and learning opportunities.

Using the GNC idea, this paper will suggest that Japanese language teachers reflect on their programming and actively incorporate and focus on "cool" elements of Japanese culture in their lessons. In particular, viewing texts provide interesting learning opportunities to engage students and highlight the appeal of Japanese culture. This approach is designed to maintain and reinforce the intrinsic motivation students enjoy when studying a distinctive language and culture.

## **Is using manga and anime to engage students ethical?**

William Armour

Using my attendance at the annual SMASH! (Sydney Manga and Anime Show) as a springboard, this presentation begins to reflect on the ethical implications of using Japanese mass culture products such as “manga” and anime in the Japanese language and studies classrooms. I problematise how uncritical Japanese language educators have been in using Japanese popular culture as a kind of neo-Orientalist “hook” to lure potential students into learning Japanese language and culture. Drawing on my own experiences of using “manga” and anime and other ostensibly commercial products in my Japanese language and cultural studies classes, I argue that as a Japanese language/studies teacher I am in a significant way assisting a range of companies to advertise their products under the guise of using “authentic materials” to facilitate learning. I attempt to account for the ethical dilemma I am now faced with. In this presentation I ask three questions—How ethical was it of me as a university academic to ostensibly advertise to students the SMASH event, which could be construed as an event with overt commercial purposes? To what extent am I condoning events that, while they have relevance to my teaching, are nevertheless sites of commercial transaction? Have I become a pimp for big business that mass produces Japanese soft power and, perhaps more pointedly, Japan Inc. itself?