
NSJLE2014 SYMPOSIUM SESSION ABSTRACTS

PANEL

MORE THAN FUN AND FESTIVALS: THE WHO, HOW AND WHAT OF EXEMPLARY PRIMARY SCHOOL JAPANESE LANGUAGE PROGRAMS

FACILITATOR: ANNE DE KRETZER

PUTTING THE SPOTLIGHT ON SOLID BEGINNINGS

The Australian Curriculum: Japanese will validate what teachers of primary school programs have been contributing to Japanese language education in Australia. It will provide a pathway through the primary years with challenging expectations that all primary school students will achieve measurable language outcomes. Many teachers struggle with limited time allocations and knowing how to maximize learning in that context. The Australian Curriculum documents will help teachers with understanding the levels expected. This panel will showcase three different primary school Japanese programs through which students are achieving significant language outcomes as well as broadening their understanding of language learning, intercultural understanding and global issues.

AUTHENTICITY AND SOUND PEDAGOGY - THE BASIS OF A STRONG PROGRAM

KATHLEEN DUQUEMIN

The main goal of our primary school Japanese language program at Gardenvale PS is to cultivate a love of language learning. In addition to the weekly class, students are invited to participate in lunchtime anime and *taiko* drumming clubs, Japanese blog, talking to Japanese students via Skype and try out for Japanese speech, drawing and calligraphy competitions. In addition, we offer a Japan Tour for students in Years 5 and 6. The students are exposed to authentic culture through video and games on the IWB, and the classroom itself incorporates culture through the furniture – *zabuton*, *kotatsu*, a 3 *tatami*-mat corner and *geta-bako* – as well as through authentic toys and books. Students begin their language journey with oral/aural language and simple kanji. Hiragana is introduced from Year 2 when children have become familiar with the sounds. From Years 3 to 6, the focus shifts to whole- language, and technology such as web-tools and iPads support learning.

CONNECTING ACROSS THE CURRICULUM

SUSAN PALMER

Through the medium of Japanese language and culture the program at Balgowlah Heights PS aims to provide experiences that connect and integrate the learning across the curriculum. This requires a flexible and collaborative approach working closely with students and classrooms teachers through K~5 to ensure the learning has purpose, is relevant and fun. The ultimate goal in teaching Japanese is to develop and prepare empathetic young minds for a diverse, rapidly changing and increasingly complex global existence. The challenges in doing so are insurmountable with a 30-minute lesson once a week in an education system that does not value LOTE or recognise the positive outcomes learning a language in primary school can have.

BEING MINDFUL: HOW THE PYP APPROACH ENHANCES LEARNING JAPANESE

SHOKO MCINERNEY

Immanuel Primary School is an independent, co-educational International Baccalaureate (IB) accredited school in South Australia. The philosophy of the IB Primary Years Programme (PYP) permeates throughout the school community, including the teaching of Japanese. The Japanese program at this school promotes international-mindedness, and technology helps to assist students' learning. Some examples of her Transdisciplinary and Stand Alone Units of Inquiry that ensure language outcomes are presented.

CREATING A FLIPPED CLASSROOM AND PROVIDING FEEDBACK USING SCREEN RECORDING TOOLS

SHINGO GIBSON-SUZUKI

In today's classroom, one major challenge is ensuring each student receives sufficient explanations and feedback from their teacher. Through the use of simple screen-recording tools, teachers can differentiate to ensure advanced students are challenged while non-advanced students receive appropriate explanations and information to understand what is being taught in class. Such screen-recording tools can also be used to provide digital feedback to students in a way that is not possible through conventional written feedback. In this session, key screen-recording tools will be identified and participants will gain a better understanding of how to create a flipped classroom and provide digital feedback to students both in and out of normal class time as applicable to the LOTE domain. Participants will learn the benefits of incorporating these readily available screen-recording tools on their computer and tablet to flip their classroom and provide digital feedback to students. Practical information on the application of these tools, specifically for Japanese Language Teachers, will also be provided.

MANAGE YOUR TIME, WORK, AND EFFORT

HATSUHO WATANABE

If you are under pressure with work with overwhelming lesson plans, worksheets and meetings and feel that there's not enough time in a day, come along and discover how to streamline your workflow and manage your own time. In this workshop we will look at the importance of organising your workflow, taking control of your time and keeping track of tasks to complete. Discover how to make use of ICT tools such as Google, Chrome, iPhone and ways to organise your work. This session can help you get back the time you once thought was lost, and become a time "rich" person.

A WHOLE-OF-SCHOOL APPROACH TO PROMOTING JAPANESE INVOLVING STUDENTS, TEACHERS AND PARENTS

NATHAN LANE

One of the challenges facing a Japanese teacher is advocating to the school community the importance of learning Japanese. This chapter outlines different strategies implemented at a secondary school in Melbourne which aim to promote the importance of learning languages and encourage students to continue with their Japanese study from the compulsory years into the elective years. The strategies outlined in this report can be adapted and modified to suit different school contexts.

BACK TO THE CLASSROOM: LANGUAGE EDUCATORS LEARNING A LANGUAGE

LIDIA BILBATUA
LAETITIA VEDRENNE
ROWENA WARD

This paper discusses the reflections and experiences of language teachers going back to the classroom as language learners. UOW ran a five-week Japanese language course for staff. Three of the four students were language educators with different language backgrounds (French, Mandarin, Spanish), creating a de facto community of competence. The paper explores the expectations of language teachers prior to taking this course, including prior knowledge of language learning and teaching, power dynamics in the classroom, anxieties about different teaching and learning strategies. It serves as a reminder to language educators of what it is like to learn a language. Reflections on the learning experiences of the teachers cover motivation factors, evaluating teaching strategies, issues of nomenclature and memorisation, as well as the (in)ability to let go of known frames of reference. The impacts that learning Japanese has had on the students' teaching practice range from a greater awareness of teaching and learning strategies (and classroom power dynamics on a more tangible level), to a more sympathetic / empathetic approach to teaching, a mindfulness of the impact of age on learners' strategies and abilities, and a bolstered belief in the need to use humour and self-deprecation in language learning and teaching.

VOICES OF STUDENTS: SECONDARY SCHOOL STUDENT DECISIONS ON JAPANESE LANGUAGE LEARNING IN REGIONAL VICTORIA, AUSTRALIA

MASAKO CHIKUSHI

I have been thinking about the best way to engage with students. Are there any secrets? No matter what efforts I make to create the best learning environment as an experienced teacher, there are still students who surprise (disappoint) me by coming to see me at the end of the lesson in Term 4 and saying "Sensei... I'm not going to continue Japanese next year. I am sorry." Current research for my PhD involves secondary school students who experience Japanese language studies in a regional Victorian school in Australia. The research question is: Why do students choose to study Japanese and why do they discontinue? The decline in foreign language enrolments after the compulsory period is considered a problematic issue nationwide. Victorian secondary school students are commonly expected to study a minimum of one foreign language as a compulsory subject in Years 7 to 9. Regrettably, the majority of them discontinue foreign language studies after the compulsory period. Only 1,164 students (male 482, female 682) out of 51,021 (approximately 2%) completed Year 12 Japanese Second Language study in Victoria in 2012 (Victorian Curriculum and Assessment Authority, 2012). The researcher will aim to identify the factors which may influence their choices. Without students' voices, we as educators are not able to provide best practices for filling the needs for our students.

PANEL

PLANNING, LEADING AND NETWORKING WITH NINJA - THE EDUCATIONAL PHILOSOPHY BEHIND WA'S SUCCESS STORIES

FACILITATOR: YUKO FUJIMITSU

PLANNING AND LEADING - DEVELOPING POWERFUL AND PRODUCTIVE LANGUAGES LEARNING

NATHAN HARVEY

Effective languages programs are actively valued within the school culture and focus on cumulative and continuous progression in language learning. Structured planning, teacher development and professional agency are also part of this progress. In this session, teachers will hear about key leadership practices and planning processes that can be easily implemented in schools to encourage students to continue their language study beyond the compulsory years and enhance levels of achievement. In recent years, Willetton SHS has become one of WA's most successful schools for languages teaching and learning. In the past five years there has been a 400% increase in the uptake of languages courses. The change management strategies and leadership in the school community by the languages team will be illustrated in specific examples in this session.

NINJAS DON'T WISH UPON A STAR, THEY THROW THEM

PETER MCKENZIE

Nothing motivates students more than empowerment. The language classroom is a magical space in which identities can be explored, challenged and transformed. The session will examine critical pedagogy in language education and why student liberation is essential at this current historical crossroads in educational reform. Teachers will meet their happy chemicals and learn how to capitalise on the amazing motivating power of endorphins. It is time for education to catch up with modern breakthroughs in neuroscience. We will also look at our moral responsibility as language educators to utilise concepts and analytical methods from disciplines such as cultural studies, critical theory, economics, psychology, film studies and political science, in order to educate students to become active agents for social transformation and critical citizenship. Teachers will gain direct insights from student experiences, learn some ninja fighting skills and receive their essential ninja survival kit.

"NO MAN IS AN ISLAND" - BUILDING, UTILISING, SHARING, AND NURTURING A NETWORK TO CREATE EDUCATIONAL SUCCESS

MELISSA LUYKE

English poet John Donne wrote in 1624 that "No man is an island", and this phrase is nowhere truer than in the educational context. Human beings generally do not thrive when isolated from others – so how can a teacher possibly expect to inspire, motivate, enrich, and educate without support? In today's classrooms "collaborative learning" and "cooperative learning" for students at all levels is strenuously emphasised. Yet in reality, few educators are practising those skills themselves, and many teachers are struggling alone and in silence with administrative burdens, behaviour management, parental pressures and resourcing issues. The team from Western Australia will demonstrate their successful models of collaboration with both fellow educators and the wider community; these include the ever-popular Japanese Immersion Workshops and the hilarious Hyogo Boys Manzai team.

HAVE A RICE DAY!

MASUMI MORIMOTO

"Have a Rice Day!" is an innovative curriculum project integrating Education for Sustainability (EfS) into Year 7 Japanese language curriculum as a response to ACARA's cross-curriculum priorities. The project "Have a Rice Day" was first trialled in Term 4, 2012 with two year 7 Japanese classes. The project continued with some modifications and improvements in 2013. In 2014 the project has been developed further to incorporate language based on the ecological study of the environment. Traditional methods of language teaching were not always engaging all students, and this was a motivating factor in the development of the project. ACARA points out numbers of language learners in Australia are reducing, one of the reasons being that students do not perceive the relevance of learning a second language in their life. The rice growing aims to improve the quality of the student's classroom experience by providing an action process in a real-life setting. The process includes providing an inquiry-based learning model of environmental issues, to plant and grow rice in a specially created rice paddy at the school, to enhance Japanese language as a communication device in this authentic and real-life experience. The use of ICT is incorporated into the learning process as a device to communicate with the global audience. This presentation demonstrates how the cross-curriculum perspective of EfS can be integrated into the Japanese language program and the flow effect throughout the school and wider community.

EXPLORING THE LANGUAGE LEARNING SPACE - JAPANESE MATERIALS COMING SOON!

JILL WILSON

The Language Learning Space (www.lls.edu.au) will soon provide resources for Japanese language teachers and students in Australian primary and secondary schools (December 2014). It currently focuses on Chinese language learning and hosts materials for the professional support of all language teachers. This workshop will provide an overview of each section of the website, including the exciting graphic novel elements, learning challenges based on the Australian curriculum, opportunities for teachers to upload their own materials and construct learning pathways, access to a free tutor service, and great clips of effective teaching practice in the language classrooms of Australia. Find out how you can use the site to maximise students' learning, cater for individual differences and complement the use of textbooks. While the focus will be on the Chinese materials published on the site, the workshop will also provide information and examples of great resources that are currently under development for Japanese language and teaching practice.

LIFTING WIKIS OUT OF THE ORDINARY

DALLAS NESBITT

An Interactive Wiki creation, KK Check & Chat (KK is short for katakana) randomly pairs logged-on users for Japanese script quizzes. Individual users do not need to be in the same location. Two learners type answers in real time, then the correct answer and both responses are shown on screen; learners consider differences in their individual responses together using a chat function. Incidental data from an action research study on methodology to improve knowledge of vowel extender and geminate placement patterns in writing katakana loanwords revealed low learner familiarity with common loanwords, particularly those altered to suit the Japanese syntax. KK Check & Chat was developed as one response to this problem in the classroom. The interactive wiki increases opportunities for construction of shared understanding through social learning and for motivation through engagement in a game-like activity. Deeper processing of loanwords can take place through recall and writing as well as through exposure to the types of errors made by others and the highlighting of one's own errors in a non-threatening, non-personal setting. Qualitative data on the effectiveness of KK Check & Chat will be presented. The next step is to increase the user group through federated authentication with educational institutes in Australasia.

HOW VISIBLE LEARNING HELPS IN THE JAPANESE CLASSROOM

SUSAN TAYLOR

This session will explore the relevance of “Visible Learning” to the Japanese classroom. Teachers will gain an understanding of Visible Learning as it relates to the unique features of Japanese classrooms. This will include student-to-teacher feedback, reflection, goals and success criteria, growth mind sets and how evidence can be used to inform future teaching choices. Susan Taylor will tell the stories she has read in data from her Japanese classroom showing how this has led to teaching choices that have dramatically increased students’ Japanese skills. Practical teaching tools include a variety of differentiated games using foam cubes to build basic Japanese sentences, “I can statements” for Japanese continuum of learning, student goals, a “celebration of growth” board, techniques for reflection, student-to-teacher feedback and creative use of your own data for your own teaching context. As John Hattie has observed, “the only game in town is the impact of the choice of teaching method on all students learning”. *How will I know that what I’m doing in the classroom is the fastest way to achieve the learning purpose?* This session will help increase teachers’ dexterity in reading stories from data (including, but not exclusively, test scores), and make choices about learning purpose, content and methods in a continuous and rigorous reflective cycle. The session will scaffold an evidence-based evaluation process that teachers might apply to their own context through a case study of the Japanese program at Brighton Beach PS.

IMPROVING READING FLUENCY THROUGH ICT

KATHLEEN DUQUEMIN

This chapter outlines a pedagogical study conducted in a government primary school which aimed to increase reading fluency in Grade 5 students learning Japanese as a Second Language. The scaffolded activities and incorporation of Information and Communication Technology (ICT) throughout the program are outlined along with the various assessments – both formative and summative – that provided the structure for the study. This study proved to be highly successful in providing Grade 5 students with the tools required to improve their reading fluency in hiragana without the need for romaji support. As students’ reading skills improved, their motivation for learning Japanese increased. While the study included a broad range of activities, student feedback suggested that the Interactive White Board (IWB) Word Magnets were the most favoured and effective learning activities.

MAKING MORE RAPID PROGRESS IN JAPANESE WITH HIGH FREQUENCY EXPRESSIONS

PETER FRISBY

Think of core vocabulary and grammar as the trunk of a bonsai tree and the thematic topics that we cover from the syllabus as being the branches. Teaching concisely these core high frequency expressions with a roadmap is important so that our students feel like their study of Japanese is worthwhile and they are making rapid progress in it. To this end, in English and Japanese what are the most common parts of speech and the words within each of them? Statistically derived word lists provide this information. The talk will review the provenance and use in the classroom of statistically derived high frequency word lists from Australia, the United Kingdom and Japan. The talk will look at how they can be used together to feed into a roadmap and templates for teaching Japanese more concisely to our students.

PANEL LEADING THE WAY

FACILITATOR: ANNE DE KRETZER

Every state and territory of Australia has a Japanese Language Teachers' Association providing support to teachers of Japanese in a variety of ways. These associations are predominantly dynamic and active associations focusing on professional learning and student motivation. However, these associations are at present working in isolation, often duplicating activities and processes. This panel presentation will explore the effective work of JLTAs around Australia and highlight the different ways in which these volunteer organisations are able to provide professional development, support and networking opportunities to teachers of Japanese. It will explore the possibility of the creation of a national body for teachers of Japanese. What that might consist of? How would it be organised, and what programs would be the most efficient and valuable for state and territory JLTAs? With the aim of assisting and enhancing these associations and their committees, this presentation will consider modes of information and processes sharing as well as the importance of establishing a national profile.

NATHAN LANE

The Japanese Language Teachers' Association of Victoria Inc. (JLTAV) is the Single Language Association supporting Japanese teachers in primary, secondary and tertiary institutions in Victoria. It is under the umbrella of the Modern Language Teachers' Association of Victoria (MLTAV). The JLTAV is instrumental in supporting teachers of Japanese as they deliver quality language programs and inspire their students to continue with their language studies. The Association receives a yearly grant from the Department of Education and Early Childhood Development (DEECD) and also receives support from the MLTAV, the Melbourne Centre for Japanese Language Education (MCJLE) and the Japan Foundation Sydney. The JLTAV employs an Administration Officer who oversees the financial side of the Association. The committee is made up of volunteer teachers from schools in Victoria who work together to plan a range of events for both students and teachers throughout the year.

CINDY PITKIN

The JLTASA has thirteen teachers currently serving voluntarily on our Committee, comprising primary and secondary teachers from government, independent and Catholic schools. Meetings take place twice a term to touch base about upcoming events. We run six events a year, catering for all year levels from Year 4 through to Year 12. To spread the load across the Committee, these events are managed by sub-committees that meet more frequently. In addition to student events, we hold a Professional Development session once a term and a day-long Annual Conference for Japanese teachers, followed by a networking dinner. Over the past year or so, we have made some changes to how we communicate with members and manage events, and we are already seeing the benefits of these improvements, both for us as a Committee and for our members.

KATHRYN TOMINAGA

Modern Language Teachers' Association of Queensland (MLTAQ) Japanese Network is a Japanese Network that operates as an entity within the MLTAQ and has approximately 300 members spread throughout Queensland. Always striving to cater to all members, the Japanese Network offers access to professional development and networking meetings virtually, via online conferencing platforms and through the use of online document sharing and collaboration. Furthermore, by accessing grants supporting language teacher education, the Japanese Network brings regional members to Brisbane and funds costs of travel by leading teachers to provide PD in regional centres.

DIFFERENTIATION AND BEST PRACTICE – STORIES FROM WA

SHARON AINSWORTH

A model of differentiated curriculum in second language teaching is presented. Teachers may differentiate classroom elements of “content”, “process”, “product” and “learning environment” and design curriculum in response to student needs, addressing learner characteristics of “readiness”, “interest”, “learning profile” and “affect”. Teachers in Western Australia designed differentiated curriculum to cater for the diverse range of learners entering Year 8. Teachers described strategies they employed as they responded to students with different ranges of prior primary language experience, abilities, learning styles and motivations to learn. They catered to students in terms of their level of readiness with language proficiency and experience; their interests and motivation to learn a second language; their learning profile by gender, culture and intelligence preference; and affective attributes of student pride, satisfaction, and attitudes and expectations about language continuity and cumulation. Teachers differentiated content through the adaptation of text, provided different ways for students to access and process content, and offered a variety of open-ended product task work. Teachers illustrated how these differentiation elements were employed in a language learning environment that has physical, social and emotional needs. They further illustrated problems in implementation of classroom elements given the realities of their teaching situation and school context, and how their capabilities were often contingent on a level of school administrative support. How teachers catered to a myriad range of student population considering their individual teaching context and the strategies they employed in the classroom, helped to form a model for differentiated curriculum in second language teaching.

JAPANESE BEYOND THE CLASSROOM: USING THE TOHOKU DISASTER TO CONNECT STUDENTS WITH THE REAL WORLD AND CREATE PURPOSEFUL JAPANESE LEARNING

CAITLIN LEE
MAYA ASANO
HIROKO KOGA

It is important for Japanese learning to be a meaningful part of students' school studies. This can be achieved by designing lessons that make Japanese learning more purposeful, intercultural and engaging, connecting students with real people, real Japanese society, and the real world. This chapter discusses two different projects that are associated with the context of the 2011 disaster to engage and motivate students in their Japanese studies by providing opportunities for them to see the purpose of their language learning and interact with the real world. The Koala Project engaged students with the real-life stories of the people linked with the Tohoku earthquake and developed students' intercultural capabilities as they communicated with students from Fukushima. The cross curricular lessons motivated students by highlighting the relevance of Japanese language by connecting it to the Geography curriculum.

FUNK UP YOUR JAPANESE WITH A FLASHMOB!

WENDY VENNING

This chapter discusses the use of a Flashmob in a Junior Primary Japanese program. The Junior Primary years of language learning are the first opportunity for teachers to instil the enthusiasm, confidence, and basic skills upon which all future language learning is based. A Flashmob fosters ideal conditions for language learning for young learners. The basics of the technology required for a Flashmob are discussed, focussing on wireless speakers with Bluetooth connectivity. The chapter concludes that a Flashmob is more than a teaching and learning tool, but also has broader appeal in the school community and is a highly successful medium for advocacy of the Japanese program.

PRIMARY JAPANESE: CREATING COMMUNITY WITH PARENTS THROUGH TECHNOLOGY

ALISON VON DIETZE

Designing websites can empower parents to share in their child's language learning experience. Primary aged students who are not in an Immersion program but who are able to access a website have an opportunity to naturally acquire, consolidate and extend their second language learning by logging onto age-appropriate material that reflects what is being taught in the classroom. An essential component for the success of a language learning website is to actively involve parents. Previously, second languages have been taught in isolation from parents, who are often left out because of their inability to speak the target language. The creation of a website, which attracts parents and can actively involve them in their child's second language learning journey, can transform a child's experience of Language learning. With this in mind, especially for primary school learners, there is a shift from a limited amount of language taught in a constricted time frame to a more open-ended and expansive opportunity to experience authentic language through a website. Teachers designing websites, however, need to understand the integral role that parents play to ensure success. This session will outline how teachers can create a website with parents in mind, looking to include practical elements which draw the parents (and children) in. Participants will learn how to educate parents so that they appreciate this approach, and will be shown examples of how to adjust teaching practice to maximise a website's effectiveness.

THE AUSTRALIAN CURRICULUM: JAPANESE - DESIGN, INTENTIONS AND IMPLICATIONS

SUZANNE BRADSHAW

This presentation will provide an update on the development of the Australian Curriculum: Japanese. It will provide an overview of the major design features of the Australian Curriculum: Japanese and consider how the underpinning design may begin to be realised in teachers' practice and in students' learning.

THE AUSTRALIAN CURRICULUM: JAPANESE

ANNE DE KRETZER

This presentation will demonstrate how the Australian Curriculum: Japanese may look in practice and how the design of the documents will assist teachers in planning and understanding. It will look at the elements of the curriculum design and how they can overlap to lead to the development of a comprehensive program. Examples from the Australian Curriculum: Japanese will be used to illustrate design features.

THE EMPLOYMENT OF GRADUATES WITH JAPANESE LANGUAGE SKILLS

ROWENA WARD

An underlying assumption behind the former Australian Federal Labor Government's 2012 *Asian Century White Paper* was that language skills were not only important for Australia's future engagement with its regional neighbours but would also lead to employment opportunities. Yet, little research has been undertaken into the employment of graduates with majors in languages, irrespective of the language. This paper discusses the results of an online survey on the use of their Japanese language in employment by graduates who undertook a major or a minor in Japanese language between 2008 and 2012. The results discussed here focus on the questions which addressed graduates' use of their speaking, reading and writing skills as well as the regularity and level of skills used. The results show that spoken skills are the most commonly used, followed by reading and writing skills.

CLIL ART LESSON IN FINNISH

MARIEL HOWARD

Since February 2013, Year 6 students at Kalamunda Christian School have been taught art in Japanese using the Content and Language Integrated Learning (CLIL) pedagogy. A survey of students who have gone through the course showed their appreciation of and confidence in the approach. As the CLIL pedagogy is perceived to be too difficult by many teachers, I have started to promote CLIL by getting teachers to experience it firsthand by taking part in an art class in Finnish. I preface the lesson with a PowerPoint introduction to CLIL. In order to track the effectiveness of this approach, I ask the participants to note down their attitudes towards CLIL before the PowerPoint presentation, immediately after it, and finally after the example lesson. The results of this survey show that the teachers are more likely to trial CLIL if they get to experience it themselves as a learner. This practical report includes key recommendations for successful implementation of the CLIL pedagogy.

RENEWAL!! THE JAPAN FOUNDATION SYDNEY "CLASSROOM RESOURCES" WEBSITE

HARUKA OCHI
CATHY JONAK
HYOGYUNG KIM

The Japan Foundation Sydney has been producing classroom resources and teaching ideas, and disseminating the latest information about Japanese language education by newsletter since 1992. The past teaching materials and resources are found on the current homepage of Japan Foundation Sydney, but it is not easy to search due to the large number of items. In order to solve this problem, we created a new website, "Classroom resources", which includes a search facility. The materials on this site include items from the newsletter "Dear Sensei" and "Omusubi" which were published from 1992 to 2010, and "Activity Resources" and Flash Cards which were published separately. Currently, there are 116 resource items on this site, and users can search for materials via "levels (Primary, Junior Secondary, Senior Secondary)", "tags (topic, skills, activities etc.)", and "keywords". Users can also download each resource in a word and PDF file. In this presentation, we would like to introduce the contents of this website and how to use it. Participants explore the new website hands-on and discuss the contents and the usability of the site.

ETHICAL AND LEGAL ISSUES IN STUDENT ACCESS OF ONLINE JAPANESE LANGUAGE MATERIALS

MARK MCLELLAND

Interest in Japanese popular culture, particularly young people's engagement with manga and animation, is widely acknowledged to be a driving factor in recruitment to undergraduate Japanese language and studies courses at universities around the world. Contemporary students live in a convergent media culture where they often occupy multiple roles as fans, students and "producers" of Japanese cultural content. Students' easy access to and manipulation of Japanese cultural content through sites that offer "scanlation" and "fansubbing" services as well as sites that enable the production and dissemination of *dōjin* works raise a number of ethical and legal issues, not least infringement of copyright. However, equally important are issues to do with the transnational consumption and production of Japanese cultural materials that are subject to different ratings systems and censorship. The sexualised content of some Japanese media, particularly in regard to representations of characters who may "appear to be" minors, has become the site of increased concern in some countries, notably Canada and Australia where fictional depictions of child characters have been included in the definition of "child-abuse publications". In this presentation I ask what role, if any, do we as educators have in alerting students to the problematic nature of accessing, studying, consuming, and disseminating potentially problematic Japanese genres such as BL, hentai and rori in the classroom? How do we support students who wish to pursue their interest in these genres, balancing the need for academic freedom against requirements to live by the ethical and legal frameworks set by local authorities?

DEVELOPING INTERACTIONAL BEHAVIOUR IN THE TELLING OF PERSONAL NARRATIVES IN JAPANESE

BELINDA KENNETT
TODD ALLEN

The telling of personal anecdotes and stories about one's own significant experiences, narratives about funny or exciting incidents that have happened to friends and family, or even recounting the plot of a TV program, make up a large proportion of daily conversation. Such stories are important in revealing information about ourselves and our world view, and in facilitating familiarity and intimacy between people. Creating and communicating such stories is an important and achievable goal for Japanese learners, even those who have a very basic grasp of the language. The interactional behaviours that enable the telling of a narrative in Japanese have some specific characteristics that can be fostered in the classroom. The use of *aizuchi* ("listener responses" – linguistic devices used by the listener to send verbal and non-verbal cues to the speaker) and various other accompanying linguistic and paralinguistic behaviours are crucial in creating interest, mutual comprehensibility and relationship building between speakers and listeners. The presenters of this session will first outline the form, functions and frequencies of a range of *aizuchi*, and associated behaviours. They will then discuss the development of a pedagogy used with post-secondary learners at The University of Queensland aimed at raising consciousness about such behaviours and at developing learners' uses of them in the context of spoken narratives.

USING FILM FOR INTERCULTURAL LANGUAGE STUDY IN JAPANESE

SALLY SHIMADA

The NSW Department of Education and Communities promotes the study of various text types to focus on intercultural language study and issues in the Extension courses for students studying languages at the Higher School Certificate examination. In Japanese the two most recent texts prescribed by the NSW Board of Studies and Teaching Standards (BOSTES) are films: *Spirited Away*, which was studied from 2009 to 2013, and the new text, the film *Departures (Okuribito)*, which will be examined for the first time in 2014, and studied until 2018. The BOSTES prescribes three issues which have been identified in the film, and four extracts from the film for intensive language study. Students study the language, themes and relationships in the film, and express opinions in Japanese and English related to these and the prescribed issues. To support this study, the Secondary Education Directorate has developed support materials covering language, cultural issues and film techniques employed by the director, in addition to materials to support the prescribed issues. Sally Shimada will discuss this approach to using film as a medium for language study, and the benefits in student motivation and increased knowledge of Japanese language and culture.

PANEL

HERITAGE JAPANESE SPEAKERS - WHO ARE THEY?

FACILITATOR: KYOKO KAWASAKI

YOKO NISHIMURA-PARKE

MAYA ASANO

SAKURA KAWAKAMI

As the number of families with Japanese cultural background grows, the enrolment of *hōshūko* is growing across Australia. Under this circumstance, the heritage Japanese course has started in NSW. WA is introducing the course in 2015. Other states have other systems to cater for "heritage Japanese speakers". These courses and programs provide opportunities for heritage Japanese speakers to learn beyond the mainstream language courses at school, but teaching these courses to students with diverse backgrounds and skill levels is a big challenge to the teachers. The small number of students who are actually enrolled also poses a problem. It is vital for the teachers involved to collaborate in order to create an effective learning environment. This panel will examine the diversity to know the learners and the systems that support the students. The first part will focus on the children who were born in Australia in families of Japanese background to show the diversity of the learners' background. The second part will focus on diversity in skills of students who were actually enrolled in the heritage course in NSW. The final part will look at the differences of practice in each state and compare the course structure, numbers, and the supporting systems. The aim of this panel is to share the information and start discussions among all parties involved, including families and teachers, so that we can develop ways to collaborate.

"I WAS ABLE TO TELL MY STORY": GIFTED LANGUAGE LEARNERS
AND A LEARNING TASK IN SENIOR SECONDARY JAPANESE STUDY

ROBYN MOLONEY

SALLY MIZOSHIRI

There is limited research on the cognitive development afforded by senior secondary language learning, at which level many students can be considered gifted. Best practice for gifted learners starts with the quality learning that all students benefit from, but proceeds from there in differentiated strategies that extend the learner cognitively and affectively. This paper presents a case study of one such strategy, investigating the outcomes of a speech writing task in a Year 11 Japanese class. Students chose their favourite J-POP song, and explained their choice and why the song was important to them. Data were collected in a Sydney secondary school over five months; this included students' written perceptions mid-task, their speech texts, and student focus groups post-task. The task involved the development of an individual text, peer sharing, performance, sociocultural and emotional competence. Both the speeches and the student feedback highlighted the role of personalized learning where Japanese language construction was to express connections with family, idealism, friendship, culture and identity, often connected with visual literacy through anime. The study found that development of speaking skills and critical thinking are maximised when done together. The study analyses the developmental process, and the catalysts which impact learning. The paper offers insight into best practice pedagogy for gifted Japanese learners and will be of interest to secondary and tertiary Japanese teachers and curriculum designers.

WORKSHOP

ENCOURAGING LAUGHTER IN THE CLASSROOM - BRING YOUR JAPANESE ALIVE THROUGH DRAMA ACTIVITIES

FACILITATORS: YUKO FUJIMITSU, SHINGO USAMI, MELISSA LUYKE, HIROKO KOGA

Is your classroom lacking something? Does it feel a little flat? It's time to add some drama to your life! In this session, we will demonstrate and share the design and resources of a series of "hands-on" drama activities as tools of participatory intercultural language learning in the Japanese language classroom. The activities aim to cultivate students' personal and social capability skills, and promote their creative thinking and intercultural understanding. Teachers will participate in interactive, collaborative learning of language and cultural knowledge through inclusive drama activities. Laugh out loud with the WA drama workshop team and gain ideas to implement immediately in your own classroom with students of any age or language ability.

PANEL

CLIL AND IMMERSION PROGRAMS ACROSS STATES AND LEVELS

CONVENOR: ROBYN SPENCE-BROWN

SELLINA MCCLUSKEY
HIROKI KURIHARA
MAYUMI TAKEI
YUNA KUBOTA

This panel comprises presentations about three innovative programs which use content-based approaches to Japanese language education, including a CLIL program and an Immersion program in high schools in Victoria and Queensland, and a Primary school program in NSW which uses an Immersion approach for five hours per week. The presenters will talk about the features of their programs, the philosophies behind them, the positive outcomes and the challenges which they have faced. The audience will be able to compare a range of approaches to integrating language and content across different contexts, and different year levels.

MURRAY FARM PUBLIC SCHOOL BILINGUAL PROGRAM

MAYUMI TAKEI
YUNA KUBOTA

This presentation will outline how a Bilingual immersion program is run for non-Japanese background students at Murray Farm Public School. Murray Farm Public School is a government co-educational school with approximately 850 students enrolled. The school began the Japanese Bilingual Program in 2010 as part of the New South Wales Department of Education and Communities initiative to promote priority Asian languages. It is currently the only public primary school that offers a Japanese Bilingual Program in NSW. One of the goals of the program is to create an authentic language learning environment while sustaining a balanced primary education program. Currently, students from Kindergarten to year 5 are involved in this program for five hours a week. These students are almost exclusively from non-Japanese speaking backgrounds and are taught through immersion by a team of four native Japanese language teachers who team teach with their respective classroom teachers. The lessons are delivered as a content-based approach in a variety of curriculum areas including Science, HSIE, Visual Arts, Computer Studies, Mathematics, Drama, Music, Physical Education and Japanese literacy. In this presentation, we will discuss how the program operates within the school and share practical examples of content-based activities that are used in the program.

CREATING CLIL UNITS IN JAPANESE – EXPLORING THE POTENTIAL OF CLIL TO ENERGISE A JAPANESE CLASS

HIROKI KURIHARA

This report presents and discusses the new Content and Language Integrated Learning (CLIL) “History in Japanese” program at Elwood College. Planning for this program began at the beginning of 2014 and it was implemented in Term 4 of the same year. There have been many positive outcomes as well as challenges in the planning and implementation of the new initiative. In this report, the following questions will be explored to analyse and evaluate the program.

- Aims of the program: What are the aims of the CLIL program at Elwood College?
- CLIL as a method: What is CLIL? Why CLIL?
- Features of the program: How was CLIL realised at Elwood College?
- Outcome of implementation: Were the aims of the CLIL program achieved?

SECONDARY JAPANESE IMMERSION @ ROBINA HIGH SCHOOL: CLIL AND BILINGUAL EDUCATION AS ACADEMIC EXCELLENCE

SELLINA MCCLUSKEY

Robina High School has always been a vibrant language learning environment. 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 was born. Since its inception, graduates have 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. 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 & 9 and becomes Asian Business Studies in Year 10. As interest in CLIL and Bilingual Education gathers momentum, the Japanese Immersion program can offer insights and ideas about how a Language Program CAN be timetabled effectively in a secondary environment and support wider school initiatives.

THE KEYS TO INTERCULTURAL UNDERSTANDING LIE WITHIN THE TARGET LANGUAGE

LESLIE MULLINS

The premise on which this paper is based, and the message we as teachers of language and intercultural competence should be focused on, is that using a different language is NOT just another way of expressing the same thought concerning some situation; it is in fact often a way of expressing a DIFFERENT thought about the same situation. This is especially the case when working with languages across cultural chasms. This paper is primarily a literature review that supports the premise above and the maxim below. Gaining intercultural competence, along with linguistic ability, comes from being aware of the following maxim when teaching for these abilities. It is that *the keys to cultural understanding are to be found within the language, its vocabulary and grammar, itself*. While not denying the importance of “activity culture” – food, festivals, crafts and sports especially – for their value as “attention grabbers”, it is from within the language itself that some of the more profound “keys” to intercultural understanding will be gathered. The paper is the result of many years of teaching Japanese and undertaking a dedicated reading regime concerning Japanese culture and language. The intent is to cast a spotlight onto the fifth element of foreign language teaching, Intercultural Understanding, in the hope that teachers of Japanese, both native and non-native, will approach the teaching of this element with a renewed interest and mindfulness as to where to find the really significant evidences of “difference”.

USING FOUR SOURCES OF MOTIVATION FOR HIGHER ENGAGEMENT

KAREN NISHIMURA

Language teachers have used textbooks to simulate real-life contexts and increase intrinsic motivation for many years. Strategies utilizing four identifiable sources of engagement will be trialled and recorded in the Japanese language classroom to supplement a textbook-based course. The sources are derived from the laws of learning in Game Design and are proven to increase engagement and motivation, and to improve learning outcomes when used in computer-based games. Each source will be implemented into a range of strategies. The strategies will then be trialled and teacher and students in the Japanese classroom at Cavendish Road State High (Brisbane) will reflect on which elements of the game-based strategy they found most effective. There will be time during the session for participants to discuss whether or not they would find any of the strategies challenging or difficult and how they may already implement any or all the four sources when devising new strategies in their own classroom.

WORKSHOP

OJAD (ONLINE JAPANESE ACCENT DICTIONARY) AND ITS USE FOR TEACHING/ LEARNING JAPANESE PROSODY

NOBUAKI MINEMATSU

In this seminar, we introduce the OJAD, which was developed by deep collaboration of Japanese teachers and speech engineers, financially supported by NINJAL (Kokugo-ken). The OJAD provides four functions: 1) search for accent patterns of twelve fundamental conjugation forms of input words, 2) search for accent patterns of input verbal phrases covering more than 300 post-verbal expressions, 3) illustration of accent patterns of verbs and adjectives automatically extracted from input texts, and 4) illustration of accent nucleus positions and intonation patterns of input sentences. In this seminar, at first, the presenter provides fundamental knowledge of accent and intonation in Japanese and explains how they function in spoken Japanese communication. Then, he introduces the four functions of the OJAD so that the audience can access it by using their laptop or tablet PC and experience its usefulness. The presenter expects the audience to bring their laptop or tablet PC. Finally, if time allows, he shows several examples of effective use of the OJAD in real classrooms. Here, teaching word accent and public speaking is focused on. This seminar is a shorter version of the 4-hour OJAD tutorial, which has so far been given to teachers and learners in more than 30 cities all over the world. The OJAD development team received an Encouragement Award from the Phonetic Society of Japan (PSJ) in 2014. The OJAD and the presentation slides of this seminar are available at the following links: OJAD: <http://www.gavo.t.u-tokyo.ac.jp/ojad/> Presentation slides: <http://goo.gl/f2aRl8> History of the full OJAD tutorial: <http://goo.gl/rd9qEn>