

KEYNOTE ADDRESSES



NATIONAL SYMPOSIUM
ON JAPANESE LANGUAGE
EDUCATION 2016

FRIDAY 4 NOVEMBER

LANGUAGES ARE VALUABLE - MAKE THEM VISIBLE

Language: English

SHEEREEN KINDLER

Glen Eira College

ABSTRACT

A school culture that supports the leaning of languages is vital to the success of any language program. Language teachers can sometimes feel isolated and struggle to get the support they need to really promote the enormous value learning a language has to their community.

At Glen Eira College we have worked diligently as a team to embed a culture that values language learning across our community.

Sheereen will speak from her point of view as a Principal as to how best language teachers can engage their principal and their community in the value of language learning for their students. She will provide practical ideas as to how teachers can make languages more visible in their school and gain the confidence of their leadership team in promoting a culture where languages are valued by students and parents.

BIOGRAPHY

Sheereen has been a Principal Class member for 12 years and the Principal at Glen Eira College since 2014. Starting her career as a high school maths teacher she has always had a passion for students being given every opportunity to continue with languages to the end of Year 12 recognising the cognitive benefits of language learning. Glen Eira College is a dynamic, co-educational school committed to the values of respect, excellence and tolerance. Enrolments have increased significantly over recent years; 407 in 2010 and 650 students in 2016. The college offers a traditional, academic approach with firm discipline in a supportive environment as well as a rich and varied extra-curricular program. In addition to our focus on academic rigour, we have also been focusing on the development of our Languages, Music and Performing Arts programs. Our innovative language programs have been designed to meet the needs of our community and also to promote the value of learning about culture, respect and tolerance.



SATURDAY 5 NOVEMBER

FROM 'I LOVE LUCY' TO 'I LOVE LANGUAGES': USING POPULAR CULTURE AND PROMOTION TO MAKE LANGUAGES VISIBLE & VALUABLE

Language: English

PROFESSOR JOHN HAJEK

The University of Melbourne

ABSTRACT

Language education in Australia and other English-speaking countries has long faced a series of perennial and often intertwined challenges. Amongst the long list of issues, which manifest themselves in schools and society more generally are the following: (a) the low value assigned to multilingualism, and thereby to language learning, (2) anxiety around adequate proficiency in English – also tied inextricably to general literacy or numeracy skills; and (3) misguided ideas about English itself as the world's lingua franca. While we have developed and engaged a long list of serious responses to address many of these concerns, experience shows they haven't been particularly effective in shifting attitudes and behaviours. I argue here that while these responses are all valid, it is time also to consider a new tack – that uses popular culture in surprising ways (even turning it on its head) to capture people's imagination or attention. In this lecture I show how classic examples of Anglo pop culture can be used unexpectedly to reduce resistance to language education and multilingualism. I also show how at a very practical level Japanese and the world it represents including popular culture lend themselves to positive and effective language promotion in our school communities.

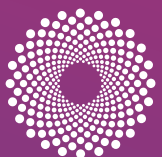
BIOGRAPHY

Prof John Hajek is Professor of Italian Studies and director of the Research Unit for Multilingualism and Cross-cultural Communication (RUMACCC) at the University of Melbourne, as well as founding President of the Languages and Cultures Network for Australian Universities (LCNAU). An experienced linguist, and teacher of European and Asian languages, he is a passionate advocate of high quality languages education and also of new ways of motivating multilingualism and language study in Australia.



SESSIONS

DAY 1



NATIONAL SYMPOSIUM
ON JAPANESE LANGUAGE
EDUCATION 2016

SCHOOL LEADER FELLOWSHIP TOUR: THE POSITIVE IMPACT OF TAKING SCHOOL LEADERS TO JAPAN

ANNE DE KRETZER

MCJLE

SHEEREEN KINDLER

Glen Eira College

ROGER PAGE

Nossal High School

MARGARET PICKBURN

Roberts McCubbin Primary School

JOHN WEBSTER

Wellers Hill State School

KAREN WEBSTER

Department of Education WA

ABSTRACT

Advocacy is an important and integral aspect of language teaching in Australia. Many organisations in Australia work at promoting Japanese language education, helping teachers and schools involved in Japanese programs and conducting professional learning to promote excellence in the teaching work force. For the most part advocacy and programs are aimed at teachers who are already passionate about Japanese language education but change often necessitates reaching the decision makers.

In February 2016 an initiative of Yutaka Nakajima, the then Manger of the Language Department of The Japan Foundation, Sydney and Deputy Manager of The Japan Foundation, Sydney, was realised with a tour to Japan escorting 19 educational leaders. The Japan Foundation School Leaders Fellowship Tour was a week-long tour to Japan with participants coming from all over Australia and from every educational sector.

The aim of the tour was introduce participants to Japan and the benefits of learning about Japanese language and culture and to showcase the culture of Japan and the ease of travel in country.

The tour was very successful and participants mainly made up of school principals found the tour interesting but also educational in regards to not only learning about Japan but learning about Japanese language education and how it can work across the curriculum.

This presentation will outline The Japan Foundation School Leaders Fellowship Tour, the aims and outcomes and includes participants speaking about their experience and how it has influenced their understanding of Japan and Japanese language education and the impact on Japanese language programs.

BIOGRAPHIES

Anne de Kretzer is the Director of the Melbourne Centre for Japanese Language Education which provides professional development services, resource development, facilitates research and offers advice and support predominately to teachers and pre-service teachers of Japanese in Victoria, South Australia and Tasmania but Australia wide more broadly. Anne has worked in curriculum development and sits on several Japanese language advisory committees. She is the co-author of the report, 'The Current State of Japanese Language Education in Australian Schools' published in 2010 and co-convenor of the bi-annual National Symposium for Japanese Language Education. Anne consulted on the Australian Curriculum: Languages – Japanese and has conducted numerous professional learning seminars related to the Australian Curriculum in most states and territories.

Sheereen Kindler has been a Principal Class member for 12 years and the Principal at Glen Eira College since 2014. Starting her career as a high school maths teacher she has always had a passion for students being given every opportunity to continue with languages to the end of Year 12 recognising the cognitive benefits of language learning. Glen Eira College is a dynamic, co-educational school committed to the values of respect, excellence and tolerance. Enrolments have increased significantly over recent years; 407 in 2010 and 650 students in 2016. The college offers a traditional, academic approach with firm discipline in a supportive environment as well as a rich and varied extra-curricular program. In addition to our focus on academic rigour, we have also been focusing on the development of our Languages, Music and Performing Arts programs. Our innovative language programs have been designed to meet the needs of our community and also to promote the value of learning about culture, respect and tolerance.

Roger Page began teaching in 1980. Working initially in the Technical School division he was heavily involved in leadership roles in wellbeing and professional development. He developed an interest and involvement in integrated curriculum and gifted education early in his career, and has been involved in the design and planning of several new schools. Roger is the foundation principal of Nossal High School, the first purpose built coeducational government selective entry school in Victoria. He was responsible for the physical design of the school buildings and teaching spaces; the appointment of all staff; and the development of an ICT rich 21st century curriculum for high performing students. While only 6 years old Nossal is one of the highest performing schools in the state and Roger is committed to ensuring that the school continues to implement innovative and creative approaches.

Marg Pickburn has been an educator for more than 40 years and has been Principal of Roberts McCubbin Primary School in Box Hill South, Melbourne for the past twelve years. Marg has always had a very strong passion in ensuring that each student is taught at their individual point of need with effective planning for and implementation of a differentiated curriculum. Roberts McCubbin PS is a multiage school where all classes including specialist classes are taught within their multiage groupings. A vision for the future of education and the future needs of the children at the school have always been an

important focus for Marg with Roberts McCubbin PS having a strong technology program, with a 1:1 BYOD iPad program and Robotics implemented throughout the school.

John Webster has been a principal with the Queensland Education Department since 1996, moving through small country schools of less than 20 students to his current school, Wellers Hill State School, located 7km from the Brisbane CBD with an enrolment of 880 students.

John is passionate about using second language learning to improve students learning outcome. To indulge his passion he implemented the first Japanese Bilingual Programme in a Queensland State School in 2014. Since 2014 the programme has grown from 76 students to a current enrolment in the programme of 261. While the programme is currently opt-in for students moving from Prep to Year 1, by 2020 the Japanese Bilingual Programme will be fully implemented across all classes in the school.

Karen Webster is the Director, Teaching and Learning Services at the Western Australian Department of Education. Karen is responsible for leading and managing the development, delivery and monitoring of services and supports to schools and networks across the state to:

- improve the quality of classroom instruction;
- develop the professional capacity of teachers and curriculum leaders; and
- implement evidence-based approaches to improving teaching and learning.

The Department's Teaching and Learning Directorate is responsible for services and supports across all learning areas and all phases of schooling. An important focus for 2016 was the development of a plan to support public schools to implement the School Curriculum and Standards Authority's Languages policy and the new Western Australian Curriculum: Languages. By 2023 all students from Year 3 to Year 8 will be learning a language commencing with Year 3 in 2018.

Karen has worked for the Department of Education since 1981 and taught in classrooms in three country and four metropolitan primary schools before being appointed to Deputy Primary and Principal positions in Level 4 and 5 primary schools. Since departing Beaconsfield Primary School in 2008, Karen has held the positions of Consultant Principal, School Leadership at Fremantle Education District Office, Consultant Principal, Primary in Central Office and Director, Primary. Karen was appointed to her current role in November 2011.



SOCIAL MEDIA TOOLS TO ENHANCE COLLABORATION WITH STUDENTS AND COLLEAGUES

SHINGO GIBSON-SUZUKI
Taylors Lakes Secondary College

ABSTRACT

Since the public introduction of Facebook in 2006 and a growing number of smartphone users, our existence in the virtual community in one way or another has become a norm in today's society. Checking our phones in the morning has also become part of everyday routine in order to keep track of what is happening to others connected, average users check their phones more than 2000 times every week.

What if we could take advantage of this habit and turn it into professional development by connecting with other educators around Australia? What if students could collaborate with other students outside of school hours to communicate with each other in Japanese under your supervision?

In this session, I will be sharing my findings on the use of social media tools to connect with your students as well as other Japanese teachers around Australia focusing on the benefits and issues. I have been utilising Facebook groups with my senior classes to provide a supportive learning environment for formative assessments and communication hub since 2012. I have also founded the Japanese Language Teachers of Australia Facebook group in 2014, where I witness highly valuable professional networking every week.

BIOGRAPHY

Shingo Gibson-Suzuki is a Japanese teacher at Taylors Lakes Secondary College, where he is also the eLearning leading teacher. Shingo has presented at JLTAV conferences, online webinars, and the 2014 National Symposium on Japanese Language Education in Sydney focusing on the benefits of using ICT in the classroom. He has also contributed to the Education Services Australia website "Language Learning Space" in the area of using ICT to enhance Japanese Language teaching. Shingo was a finalist in the 2014 and 2015 Victorian Education Excellence - Secondary Teacher of the Year Award for his use of flipped classroom and ICT to improve student outcomes. In 2014, Shingo created the Japanese Language Teachers of Australia Facebook group, where Japanese language educators are able to share their knowledge.



HIRAGANA ASOBI KARUTA - JAPANESE COMPETITIVE CARD GAME BASED ON KYOGI KARUTA

KAZUHIRO UENO
Ashburton Primary School

ABSTRACT

Hiragana Asobi Karuta is a Japanese competitive card game based on Kyogi Karuta. It is inspired by 'Chihayafuru', a Japanese anime. This version is arranged especially for non-Japanese people. It's a card game, but it is like a sport. This game is very simple and most importantly it's fun. Learners can pick up a lot of Japanese words without even noticing. It is suitable for Primary and Secondary school students to help them develop their vocabularies.

Kyogi Karuta is a Japanese traditional game. You use the poems called 'Ogura Hyakunin Isshu' that is a classical Japanese anthology of one hundred Japanese poems by one hundred poets. The oldest one was written more than 1000 years ago. Kyogi Karuta is a one-on-one game. Each player randomly selects 25 cards and places them in the game area. The rest of the cards are called 'Karahuda' that means dead cards and the players don't use them in the game. A reciter randomly picks a card and reads it aloud. The players find a matching card, then swipe or touch it as fast as they can. The player who clears his/her own territory is the winner. There are more than 1 million people playing Kyogi Karuta in Japan. Because of 'Chihayafuru' fever, more Japanese people are now interested in it.

BIOGRAPHY

I was born in Japan and moved to Sydney to complete my master's education at Macquarie University in 2004. Then I came to Melbourne to get a primary teacher's qualification at La Trobe University in 2006. I am the Japanese teacher at Ashburton Primary School and have been teaching Japanese in Melbourne for almost 10 years. In 2014, I started making a learning resource called 'Hiragana Asobi Karuta' that is a Japanese competitive card game based on Kyogi Karuta. In 2016, I ran a crowdfunding campaign about this Karuta on Kickstarter and it was successfully funded. I would like to introduce this fantastic resource to teachers and learners.



DEVELOPING A BETTER UNDERSTANDING OF JAPANESE SENTENCE STRUCTURE

RICHARD WEBB
Raw Lisard

ABSTRACT

For students new to Japanese, one of the biggest challenges they face is that the fundamental grammatical structure of Japanese sentences is completely different to what they are used to. English relies on word order and prepositions, while Japanese depends almost exclusively on particles, with word order playing only a minor role. It takes most students years before they fully understand the role that particles and word order play.

When confronted with a simple sentence such as, "私は元気です", students intuitively believe that "は" means "is/am/are" because in English, word order determines meaning. It often doesn't occur to them that this might not be true. In addition, the difficult nature of "は" results in particles being explained in detail only in the context of simpler ideas, such as those expressed with "を" or "に". The result is that the true purpose of particles - to define the role of the word that precedes them - is not fully understood.

Building a solid understanding of sentence structure, and the role of particles therein, should be the first step to learning Japanese. Beyond this, each step should be thoughtfully planned to allow the student to see precisely how each new concept fits within this framework. I have applied this approach in my book, 80/20 Japanese, which has been very well received by teachers and students alike. An outline of the framework taught in this book can be found at <https://8020japanese.com/japanese-sentence-structure>.

BIOGRAPHY

Richard Webb started learning Japanese in year 7, before completing a 6-month student exchange to Osaka in year 10. He continued his Japanese studies at Monash University, and participated in a second student exchange program at Saitama University, during which the majority of his classes focused on Japanese language and linguistics. At the end of this 12-month program, he completed level one of the JLPT, scoring 93% on the reading comprehension and grammar portion of the test.

After graduating, he returned to Japan to work for a Japanese IT company, later moving to a Japanese multinational manufacturer as a full-time translator. After four years working in Tokyo, he left Japan and started creating a Japanese language program with the goal of debunking the myth that Japanese is a difficult language. The result is 80/20 Japanese, a self-published text that teaches students all of the key Japanese grammar concepts, from beginner level to advanced.



HOW TO TEACH HERITAGE LANGUAGE USING 文科省国語教科書

MASAKO NAGAYAMA

The University of Melbourne

ABSTRACT

Due to globalization a growing number of Japanese are living overseas and increasingly more children living outside Japan have a connection to the Japanese language through family. As a result of these changes, a new kind of student, within the realm of Japanese language education, now exists - the Heritage Language Learner. In this talk, I would like to share my experiences teaching Japanese as a Heritage Language to secondary school students and those attending weekend ethnic school classes, using 文科省(もんかしょう)国語(こくご)教科書(きょうかしょ). I would also like to provide an opportunity for Japanese teaching professionals to share their opinions and experiences regarding the Heritage Language style of teaching.

BIOGRAPHY

Teacher of Japanese FL since 1991. Current Principal Tutor at the University of Melbourne. Language assistant at Wesley College. VCE Japanese 1st and 2nd Assessor. 5years experience teaching year 8 and 9 Heritage classes at the Japanese Ethnic Saturday School in Melbourne.



OH THE PLACES YOU'LL GO: THE IMPORTANCE OF EDUCATION COOPERATION IN AUSTRALIA-JAPAN RELATIONS

SARAH MCFADDEN

Department of Education and Training

ABSTRACT

Education cooperation remains an integral component of Australia-Japan relations. Japanese is the most popular foreign language studied in Australian schools and universities, and Australia is the most popular destination for Japanese school study tours and sister-school agreements. An employee of the Commonwealth Department of Education and Training, Sarah McFadden gives life to the policy rhetoric surrounding people-to-people connectivity and Asian literacy. Sarah will share her Japanese language journey spanning from studying individually by correspondence in coastal NSW right through to studying at one of the top ranking universities in Tokyo. Sarah will demonstrate that there are a range of career opportunities in government for Japanese language speakers. The Department of Education and Training has a long-standing relationship with Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT) formalised through a Memorandum of Understanding. Part of this cooperation involves an annual reciprocal officer exchange program. Selected to represent the Department of Education and Training on the 20th anniversary of the MEXT officer exchange program, Sarah conducted research into Japan's vocational education and training system during a three month secondment at MEXT from April to June this year. Japan's vocational education system is undergoing significant reforms and these feed directly in to the Abenomics reform agenda. It is an exciting area of education cooperation and Sarah will share her research findings as well as highlights from her experience working in the Japanese bureaucracy.

BIOGRAPHY

Sarah is a Policy Officer in the International Skills Cooperation: North and South-East Asia team in the Australian Government Department of Education and Training. The team facilitates skills mobility internationally by working with other countries in qualifications benchmarking and occupational standards development. Sarah has worked for the Australian Government for the past eight years. Prior to moving into vocational education, she worked on an Australian Government business advice programme for small to medium sized businesses. Sarah has conversational proficiency in the Japanese language. Sarah holds a Bachelor of Asia-Pacific Studies (Japanese), a Bachelor of Laws and a Graduate Diploma of Asia-Pacific Studies (Japanese) from the Australian National University. She authored a research paper on human resources issues faced by Japan's manufacturing sector whilst on a yearlong exchange at Rikkyo University in Tokyo. She also undertook an exchange to the University of Alabama School of Law in the United States.



INSPIRING YEARS 9 AND 10

MEGAN MCLAUGHLIN

Melbourne Grammar School

ABSTRACT

Included in my 2008 teaching allotment were two Year 10 Japanese classes for which the study of Languages was compulsory, but not universally popular. For a variety of reasons the levels of confidence and achievement varied greatly within the classes. Since then I have been actively trialling and refining a range of approaches for responding to these perennial challenges:

1: How to meet the individual learning needs of each student

2: How to enable students to clear the hurdle of poor motivation

This workshop will explore the activities, planning ideas, style and manipulation of the physical classroom that I have been experimenting with in three schools over the last nine years. Each of these schools had different structures and end points for compulsory LOTE, but the challenge for the teacher is essentially the same, and the flexible approach I have developed assists me to respond to these differences. Student reactions to this research will also be considered.

BIOGRAPHY

Megan McLaughlin is an experienced teacher of Japanese who has taught students from Prep to University. She has worked as a Project Officer for the MLTAV in national and state-wide projects in Intercultural Language Teaching and Learning and Languages in the VELs. She has been involved in VCE assessment and course development since 1987. Megan is currently Head of Japanese at Melbourne Grammar School and her ongoing areas of special interest include differentiation, intercultural language teaching and learning, thinking routines and classroom organisation, especially as these relate to motivating middle secondary students in language learning.



JTAN NSW : 'JAPANESE TEACHERS ADVOCATE NIHONGO!'

SALLY MIZOSHIRI

JTAN NSW

TERUKO SHARIF

ABSTRACT

JTAN NSW : 'Japanese Teachers Advocate Ni-hongo!'

JTAN NSW – its history and advocacy activities!

Abstract:

The Japanese Teachers' Association of NSW was established on the 1st April 2005 as a non-profit, educational organisation for all teachers of Japanese in New South Wales. Its acronym is JTAN. The main aims of JTAN are to provide a place of mutual support and professional development for member teachers of Japanese in NSW.

In this presentation we wish to outline the history of JTAN, the reasons for its formation and the meaning it gives our NSW Members. We will provide illustrations of advocacy in the community and in schools and also give in depth examples of the activities and PD opportunities we provide our NSW Members and their students of Japanese.

We work hard to promote our subject and provide valuable learning opportunities for our members and their students. We work to counter the prevailing 'Monolingual Mindset' pervading sections of the community, and we come to present on our successes over the past decade in NSW.

We encourage all Secondary School Japanese teachers from across Australia to join us !

Sally Mizoshiri (Past President, JTAN NSW) and Teruko Sharif (Current President, JTAN NSW)

<http://www.jtan.org.au/>

Presentation Format:

Presentation

Illustrations of JTAN Advocacy and examples of events and PD Workshops

Q and A Session facilitated by Sally and Teruko

BIOGRAPHIES

Teruko Sharif is an experience secondary school teacher of Japanese. Teruko established Japanese Teachers Association of NSW (JTAN) Incorporated in 2005, and she was the inaugural President for the first two years and the current year. Teruko has been actively involved in the association activities since then, with her leadership. Teruko has organised teachers workshops and student workshops almost every year. Teruko is always keen to refine her teaching skills, completed Master of Applied Linguistics in UNSW Australia and presented her study results in some conferences. Her carrier in teaching field also includes a co-writer of Japanese textbook 'Hai 5/6', the chief examiner of NSW High School Certificate (HSC) examinations for Beginners, Continuers, Extension and Heritage Japanese Speaker Courses. Senior Judge Maker of HSC examinations. She also contributed her time to a few Saturday community language schools as a language advisor.

Sally Mizoshiri is a dedicated, focused and passionate high school teacher of Japanese. She commenced her teaching of Japanese in 2009 at North Sydney Girls High School and has worked consistently to obtain outstanding student outcomes in Stages 4-6 including Extension Japanese. She has served as JTAN NSW Workshops Co-ordinator and as President and is highly committed to mentoring younger teachers and her students of Japanese. She was awarded a Regional Director's Beginning Teacher Award for the NSW DEC Northern Sydney Region in November 2012. Sally has presented on Japanese Language Education at school conferences, JTAN NSW Workshops and Conferences, DoE NSW Japanese conferences, the 2012 and 2014 National Symposiums on Japanese Language Education and other Australian conferences on Japanese Language Education.

She is particularly interested in the work of Professor John Hattie (Visible Learning), goal setting/transforming student outcomes in LOTE, and supporting the specific needs of Gifted and Talented students.



MARUGOTO: A JAPANESE COURSE FOR ADULTS ADAPTED FOR THE NOSSAL HIGH SCHOOL ADULT LEARNING ENVIRONMENT

SHELLEY WARNER

Nossal High School

ABSTRACT

Students begin their studies at Nossal in Year 9 and additional foreign language study is compulsory for one year. (students at Nossal are predominantly bilingual) The retention rate has historically been approximately 30% to Year 10 dwindling to 10-15% at VCE. While these are good numbers comparatively, I wanted to see those numbers increase and set about looking for an up to date, interactive and flexible course that would cater more specifically to modern language learners.

When the Japan Foundation produced the Marugoto Course A1 and A2 supported by the online learning platform 'Marugoto Plus' <http://www.marugotoweb.jp/> for the first two stages, and an additional E-book/Web based platform, for the first 10 lessons of stage 1 'Nihongo Starter Book', I was inspired. I trialled the texts and supplementary resources along with Marugoto Plus and Nihongo Starter, and the 'Facebook lounge' and I had the beginnings of a Course that included the essential elements I sought- a wide range of formative assessments strategies, easily differentiated learning activities within an up to date and interactive course.

I integrated this course into the Nossal Learning platform and with the addition of Language Perfect (with Marugoto materials) and a supplementary script booklet, I had the makings of a new and innovative program for learners of Japanese.

Most recently, after meeting with Japan Foundation representatives, I have included the one area I felt was missing- High School life in Japan. The Japan Foundation also created 'Erin'-a learning platform about an exchange student spending half a year at a Japanese school <https://www.erin.ne.jp/jp/> and this fantastic resource has added another new and exciting dimension to the course.

In this session, I'd like to introduce you to the elements of this course and discuss its benefits for a wide range of learners of Japanese.

BIOGRAPHY

Shelley Warner is a teacher of Japanese and Humanities at Nossal High School, one of 4 select entry schools in Victoria. She is also the Languages Domain Leader and Sister Schools Coordinator. Shelley began her teaching career in the mid 90's teaching both the International Baccalaureate and the Victorian Certificate of Education. Returning to teaching after completing a Master of Law (JD) and working as a legal practitioner, Shelley wondered if students were truly prepared for the future of work: global-innovative-creative-adaptable and multilingual. She returned to teaching with a new approach and high expectations. Shelley has since participated in the inaugural Aichi Victoria Teacher Exchange program, is about to set off on her second tour to Japan – this time to sign a Sister School agreement, takes weekly classes though video conferencing with students from Nossal and the Sister School and models a passion for learning to her students.



NOT JUST 'TOKEN TECHNOLOGY' - WEB TOOLS THAT REALLY WORK

KATHLEEN DUQUEMIN
Gardenvale Primary School

ABSTRACT

Technology is changing the way that students learn – this is an indisputable fact. In order to keep up with learners, we, as teachers, also need to hop on the bandwagon and change the way that we teach.

In this workshop, participants will be introduced to a series of web-tools that are being used in a Primary second language classroom not only to engage students, but also to enrich the teaching and learning of Japanese and increase literacy. Through the use of tools such as Triptico, Powerpoint and Postposit, they will learn how to create engaging and effective learning environment that target specific skills such as reading and listening.

BIOGRAPHY

Kathleen holds an MA in Applied Linguistics, and Graduate Degrees in both Japanese Language and Primary Education. She has been involved in curriculum development for second language education, and as a writer and curator in the development of digital resources for Japanese language learning. Within her teaching, she has focused on utilising technology as a tool for teaching as well as learning.



JAPANESE POPULAR CULTURE ENTHUSIASTS IN JAPANESE LANGUAGE COURSES

TAEKO IMURA
Griffith University

ABSTRACT

As revealed in the Japan Foundation reports, teachers of Japanese language are convinced that many students study Japanese because they have an interest in Japanese Pop Culture (hereafter referred to as JPC) such as anime, manga, drama, video games and J-pop. This paper is based on the qualitative study which examined the characteristics of JPC enthusiasts who take a Japanese course at a multi-campus university. The analysis is based on 38 students who are self-claimed JPC fans that participated in semi-structured small group interviews. They were constantly comparing JPC with Western counterparts claiming that JPC is different and unique. It appears that JPC is very engaging not only for continuation of Japanese study, but also for personal development. They were fascinated by story lines, artistic appeal and cognitive challenge associated with cultural differences. It was evident that JPC has been weaved into their life and is occasionally used to relax and escape from a busy life as well as providing a drive to hold one's head up to when things get tough. The participants were aware that JPC benefits for learning casual conversation, listening to natural speed and observing everyday cultural. This paper has an implication for future Japanese language education and for development of a pedagogically sound curriculum using JPC.

BIOGRAPHY

Taeko Imura is a Lecturer in the School of Humanities, Languages and Social Sciences at Griffith University, where she teaches Japanese language. She received her PhD in Applied Linguistics and Post Graduate Diploma in CALL from the University of Queensland. She has extensive experience in teaching Japanese for over more than two decades at primary, secondary and tertiary levels in Australia. She has been involved in international research projects and other projects based in Queensland and at Griffith University. She has a long-standing interest in second language acquisition, oral proficiency, language testing, motivation and anxiety in foreign language learning. Her recent work focuses on Japanese popular culture, mobile learning and blended learning and teaching.



GRAMMAR IN THE SENIOR SECONDARY CLASSROOM: FLIPPING ALL OVER THE PLACE

JULIE DEVINE
Star of the Sea College

ABSTRACT

Julie Devine will look at some tools and strategies to deal with the age old problem of how to cater for the varying levels of achievement and motivation in senior grammar classes. How do we make time in our lessons for reinforcement and extension activities? How do we support our weaker students? How do we move beyond the presentation and lecture mode and get our students actively involved in their own learning? This session will look at an enquiry based approach to grammar introduction and a three tier system using videos and online support material to allow for differentiation and personalised learning in the classroom. The aim is to create space for motivated students to do some higher order activities using the target pattern to solve problems and create scenarios. Less motivated students have time to complete basic exercises and struggling students have some time with the teacher in smaller groups.

BIOGRAPHY

Julie Devine has Masters of Applied Linguistics and the First Level of the Japanese Proficiency Test. She also has a BA in French and Japanese. She has been teaching Japanese to high school students for over 20 years.



JAPANESE LANGUAGE AS A TOOL FOR LEARNING IN HUMANITIES AND SOCIAL SCIENCE (HASS) CLASSROOMS: POSITIONING STUDENTS' KNOWLEDGE OF JAPANESE AS A RESOURCE

MARIANNE TURNER

Monash University

ABSTRACT

In the Australian Curriculum two of the general capabilities to be addressed in all subject areas are: 'intercultural understanding' and 'critical and creative thinking' (ACARA, 2016), but there is limited guidance for Humanities and Social Science (HASS) teachers on how to address the general capabilities. In this presentation I propose that the limited guidance provides an opportunity to advocate for Japanese language by embedding it across the curriculum in creative ways. Japanese language teachers can help HASS teachers draw on what the students are learning in their Japanese language classroom in order to help all students learn in the HASS subject area. This in turn can serve as motivational for the students' language learning. I will draw on data from a small scale study in which a Japanese language teacher collaborated with a monolingual (in English) History teacher to bring advanced Japanese language students' knowledge of Japanese into a Year 8 History classroom. It was found that students were very engaged in this initiative. In the presentation, ways to link students' engagement to the development of intercultural understanding and critical and creative thinking in HASS subject areas will be explored.

REFERENCE

Australian Curriculum Assessment and Reporting Authority (ACARA). (2016). Cross curriculum priorities. Retrieved January 27, 2016, from http://www.acara.edu.au/curriculum/cross_curriculum_priorities.html.

BIOGRAPHY

Marianne Turner has many years of experience teaching languages. This experience includes teaching English in secondary schools in Australia and Japan, in language academies in Spain and the UK, and on English programs and support classes for migrants and refugees at TAFE and Murdoch University. She has also taught Japanese in a district high school in rural Western Australia. As a former teacher, she approaches research as a way to enhance everyday teaching and learning. Marianne is currently engaged in research on the integration of content and language, both in the context of learning English as an additional language and foreign language learning. The research includes looking at classroom language use and collaboration.



STUDENTS LEARNING FROM OTHER STUDENTS

SUE METCALFE

Kardinia International College

ABSTRACT

My presentation is based on my personal goal to broaden my teaching and student learning using the Kath Murdoch inquiry indicators, looking at different ways to encourage and engage my students to practice and remember their hiragana (Japanese) characters. With Kath Murdoch's indicators as a check list, I looked at ways I could get students using the classroom spaces better, in small group activities and rotations. I decided to get my Year 6 students to teach each other their hiragana characters, drawing upon their individual character strengths to develop the activities they were going to use. This short program was very successful as evidenced by my pre and post test results. I then asked my year 6 students to teach the Year 3 students their hiragana characters- the aim was to develop and improve the way Year 3 students remembered the characters. I contacted the year 3 teachers, booked in times for Year 3 classes to visit year 6. My year 6 students developed all their own activities and needed to be mindful of the key areas they were focusing on, listening, writing or reading in the mini-program they designed. The feedback from both Year 3 and Year 6 students was quite positive. I feel this process has resulted in a better relationship with my students and I am more confident in letting go of the teaching and letting the students have more responsibility for their learning.

BIOGRAPHY

Sue Metcalfe

I started teaching as a secondary Art and Japanese teacher, then moved to Primary teaching as a Japanese teacher. I have been teaching at Kardinia International College for the past 15 years. In the Junior School we run the IB Primary Years Program based on Inquiry based teaching and learning. As a result my teaching has changed and modified to incorporate more student centered learning than teacher directed learning.



STORIES INSPIRE LANGUAGE LEARNING

JULIE CAMPBELL

KAE RAFFAELE

TRUDI SAMPSON

Cornish College

LOIS BOOTH

ABSTRACT

Students bored of language textbooks? This presentation titled "Stories Inspire Language Learning" demonstrates how to engage students, both primary and secondary students, through literature. Fiction and non-fiction books are used to develop innovative units of work to motivate and extend students' learning and creativity. Speaking, listening, reading and writing language skills are developed through these literacy units.

SECONDARY RESOURCE: "Hana's Suitcase"

"Hana's suitcase" is a non-fictional children's book by Karen Levine based on the story of Hana Brady, a Czech girl who died in the Holocaust. The story of Hana Brady first became public when Fumiko Ishioka, a Japanese educator and director of the Japanese Tokyo Holocaust Education Resource Centre, exhibited Hana's suitcase in 2000 as a relic of the concentration camp.

This presentation will show you how to design an engaging unit of work for year 9/10 students using the text and an interactive online educational resource. Relevant language includes self-introductions, nationalities, families, daily routines and locations. Higher-level thinking skills are developed.

This innovative unit was developed as an inquiry-based unit titled 'Language, culture and life experiences shape identity' and was integrated with the English and Humanities Year 9 curriculum. It is a suitable non-fiction text for CLIL methodology.

PRIMARY RESOURCE: "Yoshi's Feast"

"Yoshi's Feast" is a fictional book written by Kimiko Kajikawa which centres around the lives of two neighbours. The setting for the story is in the Japanese city of Yedo, and through the illustrations intercultural understanding is developed with glimpses of kimonos, villages, fan dances and many other aspects of Japanese culture and life.

This presentation will show you how to design a unit of work with language developed through numeracy, literacy, dance, music, physical education activities and games. The unit incorporates the opportunity to develop a Japanese Day around the story with another "neighbouring" school.

BIOGRAPHIES

Julie Campbell, Kae Raffaele and Trudi Sampson are all experienced Japanese teachers currently working at Cornish College, Victoria. Julie Campbell has been a past Secretary and General Committee member of the JLTAV and has presented at the JLTAV Conference and PYP workshops. Trudi Sampson has been a JLTAV Committee member and was the co-author of the Hai! and Hai, Ima! Japanese course book series. Kae Raffaele is an experienced VCE teacher and has been a VCE oral examiner for 10 years.

Lois Booth has been a past President and Vice-President of JLTAV and well respected for her creative approach with primary students. She has presented at JLTAV Annual Conferences and coordinated several PYP workshops over her extensive Japanese teaching career.



ADVENTURES WITH SISTER SCHOOL RELATIONSHIPS

ANDREW MITCHELL

St Mary MacKillop College Canberra

ABSTRACT

Four years ago, the language faculty at St Mary MacKillop College was in a bad place. The profile of languages in the school was low. It was decided to raise the profile of languages in the school by creating sister school relationships and bringing Japanese and students from other countries into the school. The exchange program running at the school has been a contributing factor to increased enrolments in languages and having a visual presence from languages in the school community. This session will look at the development of MacKillop's relationship with the remote community of the Oki Islands in Shimane Prefecture, a UNESCO Global Geopark. Particular ideas that will be shared are how the relationship has enhanced our study tours to Japan, the use of technology to engage with the Oki community and other Japanese schools while in Australia, ways of engaging with the community through the school curriculum and how this has enabled students to make real world connections with their learning. Participants will be encouraged to share their own experiences and ideas to enable all to benefit the most from these types of relationships.

BIOGRAPHY

Andrew has been a teacher of Japanese for 11 years having worked in Tasmania, Victoria and the ACT. He currently works as the Project Officer - International Programs at St Mary MacKillop College in Canberra. Andrew studied a Bachelor of Science at the University of Tasmania before moving to Japan for 2 years. On his return to Australia, he undertook a Master of Asian Studies degree at Monash University before deciding to pursue a career as a high school Japanese teacher. Japan and Japanese are his life passions and he takes every opportunity to return to visit.



WHAT ARE CREATIVE AND IMAGINATIVE TEXTS AND WHAT DO THEY HAVE TO DO WITH TEACHING JAPANESE?

NATALIE PEARCE

Swan Christian Education Association

ABSTRACT

Some teachers have been a bit puzzled by the Creating Strand of the Australian Curriculum. This practical workshop explores ideas and examples of the successful use of creative and imaginative texts in Japanese classes. It shows ways for students to engage with texts such as cartoons, poems, stories and plays to enhance their Japanese learning. There are also examples and suggestions for students to create their own imaginative texts. This workshop is suited to both primary and secondary teachers.

BIOGRAPHY

Natalie Pearce is a passionate Japanese language teacher. For over a decade she has taught Japanese to both primary and secondary students. She has also worked as a Curriculum Consultant for Languages in Western Australia and lectures in Language teaching methodology at Curtin University.



"JF JAPANESE E-LEARNING MINATO" - MORE OPTIONS AND MORE OPPORTUNITIES FOR JAPANESE LANGUAGE LEARNING

MARI NOBUOKA

The Japan Foundation Japanese-Language Institute, Kansai

ABSTRACT

The Japan Foundation Japanese-Language Institute, Kansai has developed a Japanese integrated learning platform site, 'JF Japanese e-Learning Minato' (hereinafter referred to as Minato).

Minato places importance on encouraging learners to actively find and expand their own lifelong pursuits, and to satisfy their interests and curiosities. In order to realize this, Minato has two main concepts, it is a place 'to learn Japanese with more options' and 'to meet other like-minded people'.

In terms of 'to learn Japanese with more options', Minato provides a variety of choices for learners to select courses based on their interests, such as comprehensive learning, sub-culture, character etc., or the course type such as the level, study style (self-study or tutor support), study category, study period, language of explanation etc.

With reference to the concept 'to meet other like-minded people', Minato has an international feature, which enables learners to communicate with Japanese language students all over the world on various topics. It helps learners to deepen their understanding and knowledge of Japan, Japanese people, and the Japanese language. Connecting with people also helps learners to reduce the sense of isolation in online coursework.

Needless to say, because of e-Learning people are able to access Japanese language study and connect with a worldwide community, anytime anywhere.

In this session participants will familiarize themselves with the concept and the content of Minato, and then discuss future prospects of this exciting new e-learning program.

The Japan Foundation Japanese-Language Institute, Kansai's intention is for Minato to give learners more options and more opportunities depending on their individual circumstances and the needs of each country and area. In order to realize this, we look forward to opportunities to cooperate with Japanese language teachers at The Japan Foundation all over the world.

BIOGRAPHY

Currently a Language Education Specialist at The Japan Foundation Japanese-Language Institute, Kansai, in Japan. Mari has been developing teaching materials, especially e-Learning and script writing for skits. Her previous experience both in Japan and overseas includes teaching at language schools, providing teacher training courses, a government run program for Japanese post-war returnees, and lecturing at China's Qinghua University. From 2011-2013 Mari was a Researcher at the University of Tsukuba, and from 2008-2011 worked as a Language Consultant at The Japan Foundation, Sydney.



JAPANESE PERFORMING ARTS - RAKUGO, KAMISHIBAI & KYOGEN

JARROD HOARE

Jarrold Hoare

ABSTRACT

Sit back, relax, and let's have a laugh together with some Rakugo, Kamishibai and Kyogen.

After all, 『笑う門には福来る』 "Good fortune and happiness come to those who smile and laugh!"

Through his entertaining and interactive storytelling, Jarrod will take you on a journey to re-discover your own passion for Japanese language and culture. Be inspired by innovative ways to continue spreading knowledge, culture and joy in your own schools and communities!

Teachers will benefit from:

- Innovative ideas to incorporate Japanese language and culture in classrooms
 - Exciting new ways to link to the Australian Curriculum (Intercultural Understanding, Critical and creative thinking, Drama, the Arts, Japanese language and culture)
 - Learning ways to foster students' creativity whilst enhancing their Japanese language and culture skills
 - Networking with a passionate performer who can tailor workshops to your school needs
 - Discovering free online teaching resources for Japanese language and culture
 - Opportunity to personally enquire, request and suggest learning collaborations
 - Experience various traditional Japanese Performing Arts LIVE!
 - Inspiration to re-kindle your own passion for Japanese language and culture
 - Visit Jarrod at his Stall for more info and laughs!
- Students will benefit from:
- First-hand inspiration for their own Japanese language and cultural studies
 - Exciting examples of the endless possibilities that Japanese language can offer
 - Opportunity to personally meet and ask questions directly
 - Exploring ways to blend their creativity together with Japanese language and culture
 - Discovering free online learning resources for Japanese language and culture
 - Experience various traditional Japanese Performing Arts LIVE!
 - Visit Jarrod at his Stall for more info and laughs!

BIOGRAPHY

Jarrold is left-handed, LOVES Onsen, and speaks Kansai-Ben like a hyperactive Hanshin Tigers player!

Jarrold is a multi-lingual entertainer and cultural ambassador from Adelaide. His passion for Japanese language and culture has taken him on many wonderful adventures. From Tokyo's FUJI TV studios, to beautiful sunset dinners at Uluru, Jarrold loves his work as an actor, language/drama teacher and adventure tour guide.

Recipient of the Bank Of Tokyo-Mitsubishi UFJ Japan travel fund grant (thanks to Arts South Australia), Jarrold has recently returned from Japan. He studied traditional Japanese performance arts, Kyogen (Traditional Japanese Comic Theatre), Rakugo (Traditional Japanese Comic Storytelling) and Kamishibai (Traditional Japanese Storytelling), under such masters as Mr Senzaburo Shigeyama, Mr Katsura Asakichi and Mr Katsura Kaishi.

Jarrold regularly performs for festivals, schools, universities and community groups. Always excited to share his skills and passions, he loves building bridges of cultural and artistic exchange between Australia and Japan.

www.jarroldhoare.com



RETAINING AND MOTIVATING STUDENTS OF JAPANESE TO THE POST-COMPULSORY YEARS AND BEYOND

ROBYN SPENCE-BROWN

Monash University

ABSTRACT

This session explores the reasons why students do, or do not continue with their language studies into the Senior Secondary years. How important is liking/being interested in a subject, and what role do perceptions of future 'usefulness' or of 'level of difficulty' play? How do different school and educational structures influence the decisions of students? Drawing on a major survey of year 11 students of Japanese which I conducted nationally in 2014, as well as on the latest research internationally on what motivates study of a second language, and what determines student subject choices I will address these and other questions, and set the scene for a discussion of what teachers can do to encourage students to continue their Japanese studies.

BIOGRAPHY

Robyn Spence-Brown is a Senior Lecturer in the School of Languages, Cultures and Linguistics at Monash University and Coordinator of the Linguistics and Applied Linguistics Graduate Program. She teaches Japanese language and postgraduate units in applied linguistics. Her research interests include language education policy and practice, language assessment, and motivation for language learning.



'FRONT LOADING' THROUGH FILM

JENN BROWN-OMICHI

Catholic Education Melbourne

ABSTRACT

Language teachers often tell me how difficult they find it to create a student-centered learning environment in a languages learning and teaching context. Differentiation is a targeted process that involves forward planning, programming and instruction. Addressing issues associated with differentiation can be very challenging in any learning area but Languages is perhaps more challenging than some other learning areas.

Several years ago I started creating films for and with students and I continue to see opportunities and benefits for students to effectively and more independently learn and apply their acquired knowledge of language through film. I refer to the process of creating a unique teacher resource to support a unit of work as 'front loading'. As I continue to work in a CLIL space I am convinced of the value of using film as a stimulus to enable self-paced, independent learning in languages. To view recently created films using functional classroom language please click on this link <https://goo.gl/LHG8PV> or <https://youtu.be/3Gi3jHvXDw>

BIOGRAPHY

Jennifer joined Catholic Education Melbourne in 2009 to work on the National Asian Languages and Studies in Schools Program (NALSSP). In 2012, she was appointed to the role of Senior Education Officer: Languages, a role encompassing all Victorian dioceses. In this role, Jennifer negotiates, manages and monitors the projects in the Languages – Finding Your Voice Strategy. Jennifer has specific expertise in pedagogy, curriculum development and planning, resource material development and teaching language through the use of film and gestures. Early in her career, over a period of ten years, Jennifer lived and worked in Japan, teaching in the primary, secondary and tertiary education sectors.

Jennifer has a strong belief in the benefits of a Content and Language Integrated Learning (CLIL) approach to Languages education. To deepen her understanding of CLIL, she recently completed the Graduate Certificate in Languages Education, CLIL at University of Melbourne.



TARGETED DIFFERENTIATION - HOW TO SPEND MORE TIME WITH YOUR STUDENTS, AND LESS IN FRONT OF THEM.

LIBERTY CAMPBELL

St Paul's College, Manly

ABSTRACT

The theme for this year's symposium "visible and valuable" strikes a cord for me, as it underpins the action research project I have been working on with junior classes in Japanese. The program is based on ensuring my students, are "visible and valuable", as well as their learning in Japanese classes. It is inspired predominantly by the research of Sarah Pavy and Carol Ann Tomlinson.

Pavy noted that one of the deterrents to language uptake was the lack of progress indicators in many classrooms. Students simply couldn't see the progress they were making, and many failed to see the relevance of the learning beyond the classroom. Their learning was neither "visible nor valuable".

Tomlinson, an inspiration in differentiation strategies, has produced some excellent research on the learning profiles of students. She emphasized the importance of not teaching, merely in the learning profile that suited you as a student. The more I read the more I struggled to perceive how I as teacher would be able to make the best differentiation choices every lesson for every student on any given day. My research has thankfully revealed to me a technique that doesn't require me to.

Instead the choices are made by students as part of our targets program. Content is mapped to lessons activities with students choosing to demonstrate their learning of each topic from a range of listening, speaking, reading, writing and intercultural understanding tasks. Teacher feedback is individualised and a code word hidden in the feedback to encourage student reading of the feedback, and demonstration of personal improvement in subsequent tasks.

BIOGRAPHY

Liberty is the Catholic Education Commission's representative on the Languages advisory Panel, the project officer for Languages in the Broken Bay diocese and a current teacher of Japanese at a Catholic boy's high school in Sydney.

Her particular area of interest is in supporting teachers to meet the various demands on them to embed numeracy, literacy, differentiation, cross-curricular content and intercultural competencies in more coherent and considered ways. She is also the author of the Jblog textbook series and a closet Crayon-Shinchan fan.



WHAT MAKES A PROGRAM 'VISIBLE AND VALUABLE?'

JAN CHALMER

Gippsland Grammar

ABSTRACT

Many Primary teachers of Japanese face the challenge of providing a language program within very tight time constraints. How can their programs be 'visible and valuable' in perhaps only one hour (or less) per week?

This presentation will highlight a number of tactics and ideas to address this issue. Some of the 'tactics' which will be addressed are

CLASSROOM MANAGEMENT TECHNIQUES. Classroom routines which help maximise learning time. A speaking strategy learned from Whole Brain Teaching will be demonstrated, together with the implications of a 'No hands up to answer' rule.

LEARNING INTENTIONS AND SUCCESS CRITERIA. The work of John Hattie and Dylan Williams has shown their importance. Help teachers focus on lesson aim! Helps student gain a sense of progress.

USING FORMATIVE ASSESSMENT. Online tools now abound (eg. Kahoot, Socrative and Quizalize) for creating multiple choice quizzes presented in engaging ways. Great for student review and consolidation. Teachers can use data to gauge effectiveness of teaching and for planning next step.

PROVIDING A PURPOSE FOR LEARNING. Purpose may be as simple as presenting a role play or creating a video, but important for students to know at the outset: a goal to work towards.

ENGAGING ACTIVITIES. Whether using paper flashcards or online tools, a variety of 'games' will be showcased.

EVENTS. Cultural Festival. Visit from Sister School. Incursion. School Trip. Involving parents and local media.

BIOGRAPHY

Jan Chalmer is an experienced and passionate teacher of Japanese. Her endeavours have been recognised through the award of 'Life Member of the Japanese Association of Victoria, Australia.' and the 'Australian College of Educator's Award' for contribution to the teaching of Languages Other Than English. She is a keen user of ICT to enhance teaching and learning outcomes, and enjoys developing high quality curriculum materials. Jan has presented at numerous state conferences and PD sessions in Victoria. She constantly strives to improve!



THE ORIGINS OF JAPANESE LANGUAGE EDUCATION IN VICTORIA

CATHERINE BRYANT

ABSTRACT

This paper is a historical exploration of the origins of Japanese language education in Victoria. The first Japanese language classes for school children in Victoria began on Saturday mornings at MacRobertson's Girls High School in Melbourne in 1935. The Saturday classes were set up by Victorian Education Department officials as a 'special experiment', teaching just two languages, Japanese and Italian. These classes continued and more than thirty years later, they became known as the Saturday School of Modern Languages. In 1988 the school became known by its current name, the Victorian School of Languages (VSL). With a history now spanning eighty years, the VSL continues to offer Japanese programs to Victorian school children today. The particularity of the school is in the complementary role it plays in supporting mainstream schools in delivery of language programs on a parallel basis. This paper draws on archival documents as well as interviews as a means for historical analysis of the origins of the Japanese language program at the school. The establishment of the Japanese classes in 1935 took place during the interwar period, against the backdrop of a hostile period of "aggressive" monolingualism in Australian history. This paper looks at the original personnel who taught the VSL's early Japanese classes and who pioneered the Japanese language curriculum at the school. It also presents insights into the early pedagogical practices in the Japanese language program at this particular school and it presents original data on the student enrolments in Japanese. By presenting historical perspectives of Japanese language education in Victoria, this research aims to shed light on the challenges that face Japanese language education today. This paper is based on a PhD study which was supported by the Victorian School of Languages PhD Scholarship in memory of Professor Michael Clyne.

BIOGRAPHY

Catherine Bryant was the recipient of the Victorian School of Languages PhD Scholarship in memory of Professor Michael Clyne. Catherine completed her PhD in 2016 in the Department of Education and Social Sciences at Swinburne University of Technology. Catherine is an experienced secondary school teacher of Japanese and history. Catherine is also an experienced assessor of both the oral and written Japanese examinations for the Victorian Certificate of Education. Prior to her career in education, Catherine completed a BA (Hons) and MA (Thesis) at the University of Melbourne with research interests in the areas of Japanese and history.



SESSIONS

DAY 2



NATIONAL SYMPOSIUM
ON JAPANESE LANGUAGE
EDUCATION 2016

MAKING JAPANESE LANGUAGE FILMS TO SUPPORT LANGUAGE LEARNING

GREG BROWN

Ruskin Park Primary School/Kalinda Primary School

ABSTRACT

Making Japanese language films is a great way to motivate students to use their Japanese in meaningful and fun ways. It is also an excellent way to introduce technology into your classrooms.

Filmmaking used to be a difficult task which required a lot of specialised knowledge and equipment but with the advances in computers and mobile devices, especially iPads, anyone can now easily make their own film.

I would like to share my experiences of filmmaking with my students and our journey to make Japanese language films for the Video Matsuri competition.

While I'm not an expert, some of the skills and experiences I have picked up along the way may encourage other teachers to try making a film with their students. I will demonstrate how to use iMovie, Green Screen and other special effect apps to make any film look special.

I hope to inspire other teachers to make video resources which can be used by all teachers to support Japanese language programs and help motivate students with their language learning.

BIOGRAPHY

Greg Brown started his teaching career as a Physical Education teacher. After a life long interest in all things asian he travelled to Japan in 1989 and while teaching English started to study Aikido. Greg remained in Japan for seven and a half years and earned his second degree black belt in Aikido.

After returning to Australia he did some further study at Monash University and began teaching Japanese at Ruskin Park Primary School in Croydon. Greg has been teaching Japanese now for 18 years. He enjoys exchanging ideas with other teachers and has been a Japanese network leader in the outer eastern suburbs of Melbourne for the past 14 years. Greg values the use of technology in language learning and used a NALSSP grant in 2009 to introduce iPods for language learning. He and his students have entered the Video Matsuri competition for the past three years, winning a prize for their efforts each year.



CONNECTING JAPANESE WITH THE COMMUNITY

STEPHEN GRANT

St. Philips Christian College - Port Stephens Campus

ABSTRACT

Mr. Stephen Grant JP. BA. Dip Ed. Dip TESOL – Head of Japanese

St Philips Christian College – Port Stephens Campus

Japanese is often labelled a subject for female, introverted and/or socially awkward students. It is also seen as an irrelevant, useless, and token subject. For Japanese to survive and prosper, it must be seen as a relevant and attractive subject for all students. Japanese needs to be positively marketed to all students, parents and staff. We need to authentically communicate our personal connection with the language passionately, confidently and creatively as we educate them with relevant facts and figures.

Since I started promoting Japanese in NSW schools (my labour of love), two former students have become Japanese teachers with others planning to follow. Despite initial opposition, Japanese is now embraced by a wide range of students and parents at my present school.

Connections established with Japanese at SPCC:

- PDHPE: Establishing the martial arts-based Japanese Cultural Society (JCS).
- SPORT: Establishing Japanese symbols as sporting house emblems on sashimono and headbands
- ART: Origami and shodō
- MATHEMATICS: Kanji numbers
- SOCIAL SCIENCES: JCS training and study
- ENGLISH: Comparison of sentence structures and use of metalanguage
- LOCAL COUNCIL: Establishing a Student International Committee for monitoring interregional exchange between the two countries, reporting to council, assisting Japanese department and promoting language at school
- STAFF: Promoting other KLAs in the Japanese classroom
- PARENTS: Schoolwide recognition of student achievement, inclusion, empowerment, promotion of Japanese-related work and study opportunities and evening Japanese classes for parents.

Promotion of Japanese requires teacher passion, persistence, patience, energy investment, solid rationale for teaching Japanese, and a willingness to constantly market the language. This presentation is designed to show examples of ways to establish and nurture Japanese as a visible and valuable language in our communities.

BIOGRAPHY

Born April 7, 1970 in Newcastle NSW.

Married to Mika with two children: Amy-Kaye (21) and Alexander (17)

Training:

*Graduated from the Australian Catholic University, University of New England, and University of Technology, Sydney.

*Black belts awarded in Japan in the arts of Karate and Iaidō.

*Level One coaching accreditation with the Martial Arts Industry Association

*Studied and worked in Japan for about 10 years where both children were born.

EFL/ESL Teaching experience:

*University of Newcastle

*Japanese government and private schools

*EFL Coordinator: Tōkō Gakuen High School (1996 to 2002)

Japanese Teaching experience/recent promotions of Japanese:

*NSWMLTA Committee Member

*Recipient of 2016 MLTA NSW Award for Outstanding Languages Educator

*Presenter on differentiation at AIS (June 2016)

*Work featured in May 2016 edition of Newsmonth (IEU)

*NSWDET and private schools (Stages 3-6)

*WEA and TAFE

Interests:

Family

Languages and culture

Martial arts

Shodō

Art and design

Food



KANJI LEARNING ATTITUDES AND KANJI LEARNING STRATEGY USE: RELATIONSHIPS TO JAPANESE LEARNERS' ORTHOGRAPHIC BACKGROUND

AMELIA HAWKINS

Footscray City College (research was undertaken at Monash University: Honours 2014)

ABSTRACT

This study explores kanji learning attitudes and strategy use in learners from alphabetic and character orthographic backgrounds. Classroom composition is changing, with learners who have existing knowledge of Chinese characters and those who do not learning Japanese in the same class, addressing different tasks in learning kanji. This emphasises the need to understand kanji learning in multilingual classrooms.

An online questionnaire was completed by 40 learners from an upper-intermediate Japanese class at an Australian university, supplemented by semi-structured interviews with 7 learners. Data analysis revealed that learners of both backgrounds used repeated writing strategies and strategies associated with the kinaesthetic sensation of writing with high frequency.

Descriptive statistics indicated some significant differences in strategy adoption of learners of the two orthographic backgrounds, with association with first language knowledge used by character background learners, and mnemonic strategies used by alphabetic background learners. Correlational analysis revealed statistically significant relationships between attitudes and strategy use for character background learners.

The findings highlight the complex relationships between orthographic background, kanji attitudes and learning strategy use. Understanding the different attitudes and strategy use within the two learner groups is important for educators, in order to provide tailored support in kanji learning in a way that is not biased by preconceived notions related to learners' orthographic background.

* It is intended that this presentation would conclude with group discussion of differentiation strategies and sharing ideas to support kanji learning for students of different orthographic backgrounds, as this was not within the scope of my research.

BIOGRAPHY

Amelia began her language-learning journey later than many, first studying Japanese at the age of 27 during a working holiday in Osaka. Upon returning to Australia, she left a career in finance to study Japanese at Monash University. She returned to Osaka to undertake study abroad at Osaka University, researching trends in native speakers' kanji writing skills and the impacts of technology, age, and education on recall and production of kanji. Upon her return to Australia, she completed her Honours thesis on the topic of kanji learning strategies and attitudes.

Amelia currently teaches Japanese from year 7 to VCE and is Head of Languages at Footscray City College in Melbourne. She has a keen interest in the application of the SAMR model to using technology for kanji learning.



PERSONAL ENCOUNTERS WITH PALAYGO

CHRIS GRAHAM

Kelmscott SHS

ABSTRACT

Making language learning relevant and engaging for students, whether they are starting at a primary, secondary or tertiary level, is a basic mission statement for all second language teachers.

Research conducted by the Asia Education Foundation in 2012 suggested that 'persuasive personal encounters' is one of the key ingredients for building student demand in the language classroom. Creating opportunities for our students to have 'personal encounters' is now an integral part of developing a clear purpose for learning another language and continuing it, beyond the initial compulsory years.

The interactive platform of Palaygo provides students with exceptional opportunities to communicate with other students in the target language Japanese. It uses a unique palette system which clearly delineates Japanese word order and complements the growth of productive language skills.

The Palaygo community also encourages students to build friendships through regular communication facilitated by networking technology, both in the classroom and at home. The links to The Australian Curriculum Languages document will be immediately obvious to anyone who has been involved in its development.

This session will showcase practical applications of Palaygo and give participants time to utilise the Palaygo palette on mobile devices and workshop practical examples that will ultimately inspire our students to become second language advocates in their own right.

BIOGRAPHY

Chris Graham is the Teacher in Charge of Languages at Kelmscott SHS and has been a passionate advocate of Japanese language teaching in Western Australia for 20 years. He is a past President of the Japanese Language Teachers' Association of WA and has a special interest in language acquisition. Currently, he is the Chair of the Course Advisory Committee for Japanese: Second Language.



USING PICTURE STORY BOOKS TO ENACT THE AUSTRALIAN CURRICULUM LANGUAGES

DR ANDREA TRUCKENBRODT

Melbourne Graduate School of Education

ABSTRACT

This presentation explores the potential of picture story books to deliver quality outcomes for language learners through the lens of the Australian Curriculum Languages (ACL). I argue that picture story books have a particular status and currency within primary school context which Languages teachers can readily exploit, particularly with reference to L1 literacy practices. I demonstrate how picture story books support learners' language and literacy development using authentic Japanese, translated and English materials. I then discuss the picture story book as an intercultural experience. Referencing Scarino and Liddicoat's (2009) model of intercultural learning, I show how learners have the opportunity to notice, compare, reflect and interact with Japanese, Australian and other relevant languages and cultures through picture story books.

BIOGRAPHY

Andrea lectures at the Melbourne Graduate School of Education within the area of Language and Literacy education. Her goal is to support educators to improve pedagogy, programs and participation in Languages learning and she does this in a number of ways: through her involvement in teacher training, provision of professional development activities; dissemination of curriculum materials in a variety of languages, and research. Andrea's current areas of interest are the interrelationship of L1 and L2 literacy, differentiation and CLIL.



SEDUCED BY SUMO

KATRINA WATTS

Australian Sumo Federation

ABSTRACT

A mild mannered high school teacher set off for Japan to develop her Japanese language

skills and wound up as a television sports commentator. She went to learn more Japanese

and to teach English, but ended up studying Russian and Spanish as well, and travelling the world as an interpreter. All because of sumo.

Like many who go to live abroad, the culture of the host nation is intriguing and the outsider

often ends up becoming a specialist in some aspect that the locals take for granted. So it was with sumo.

This is a personal tale of how a knowledge of the Japanese language and thirst for learning

led to an interesting and rewarding life, far beyond expectations. In addition the seductive power of sumo will be explored.

This very visible spectator sport is a valuable part of Japanese culture and a window for the world to Japan.

BIOGRAPHY

Taught English and foreign languages, including Japanese, at junior and senior high school in Sydney for 5 years, followed by 25 years teaching English at Kobe Shoin Women's University.

While in Japan took an interest in sumo, which led to working as a sumo commentator for NHK TV and as an interpreter and stadium announcer for the Japan Sumo Association and International Sumo Federation.

On returning to Australia in 2005 became president of the Australian Sumo Federation stepping down in 2016 to vice-president.



RETHINKING ASSESSMENT IN JAPANESE

NATHAN LANE

St Columba's College

ABSTRACT

Research in the area of formative assessment by Hattie (2012), Hattie and Timperley (2007) and Black and Wiliam (1998) highlights the importance of students receiving ongoing personal and whole class feedback as they learn in order to maximise their potential and to assist in making progress. This presentation will focus on the implementation of an assessment model in a secondary Japanese languages program that is underpinned by formative assessment practices.

The presentation will focus on five areas:

what formative assessment looks like in the Japanese classroom

the role of ICT in formative assessment

how assessment practices were changed to focus on formative assessment and the constant monitoring and measuring of each students' knowledge and understanding, both during the lesson and at the end of the lesson, and responding to their individual needs

listening to the voices of the students explaining the impact of these strategies in their learning

teacher reflections on the success and improved student learning outcomes as a result of implementing a range of formative assessment strategies in the Japanese program

BIOGRAPHY

Nathan Lane has been teaching Japanese in Victorian Government and Catholic secondary schools for the past sixteen years. Currently he is the Languages Domain Leader and Japanese teacher at St Columba's College. Nathan has presented at state, national and international language conferences and has been involved in resource development and external assessment for students studying Japanese at secondary level. He is the current President of the Japanese Language Teachers' Association of Victoria Inc. (JLTAV).



A LESSON A DAY: INCREASING INTENSIVITY IN PRIMARY LANGUAGE CLASSES

CINDY PITKIN

St Peter's Girls' School

ABSTRACT

The Research Project

From 2013 to 2015, St Peter's Girls' School participated in a research project conducted by Professor Angela Scarino and her team at the Research Centre for Languages and Cultures at the University of South Australia. The project spanned three years and piloted some program models that were designed to strengthen language learning in schools. The project was entitled: "Maximising intensivity and continuity in learning languages – developing, implementing and evaluating models of provision". St Peter's Girls' School adopted the model of a lesson a day with a primary school Japanese class (Year 4 in 2013).

The Results

We were expecting that increased time on task would result in greater language acquisition, which was indeed the case. What we had not considered was the students' greater understanding of Japanese culture and the way the language works. The more frequent lessons meant that we were able to spend time exploring the language to a greater depth with the students, thus engaging the girls' critical thinking skills and giving them a wider view of the world, improved logic and analytical skills and greater levels of cognitive skills and creativity.

The Presentation

This presentation will address the reasons for participating in the project, the process (including the challenges faced by staff, students and the school in establishing the model), the benefits reaped from the experience and the changes that were implemented in our school at the conclusion of the project as a result.

BIOGRAPHY

Cindy Pitkin is a Japanese teacher and Head of Languages at St Peter's Girls' School in Adelaide. She has taught Japanese in all different settings – government, Catholic and Independent schools, in both Queensland and South Australia from early learning to Year 12. She currently teaches across all four sectors at St Peter's Girls – the ELC, Junior, Middle and Senior Schools, including the International Baccalaureate Primary Years Programme and Diploma Programme.

From 1998-2000, Cindy was a Coordinator of International Relations on the JET Programme in Ichinomiya, Aichi Prefecture. The role involved visiting primary schools to teach the students about Australia, helping to run International Association events for foreigners and Japanese in the city such as cooking classes, sporting days and children's activities and writing and appearing in a monthly cable television programme introducing Australia and the International Association events.



MAKING CONCEPTUAL LEARNING VISIBLE AND VALUABLE FOR STUDENTS LEARNING THE AUSTRALIAN CURRICULUM: JAPANESE

AMANDA PENTTI

Queensland Department of Education and Training

ABSTRACT

Concepts are the big ideas that students work with. The use of the word 'concept' rather than 'topic' in the Australian Curriculum: Languages is deliberate. It marks a shift from description to conceptualisation. The Australian Curriculum for Japanese invites students not only to describe facts or features of phenomena, situations and events from the Japanese language and culture, but also to consider how facts and features relate to concepts. For example, a description of a house can lead to a consideration of the concept of 'home' or 'space' in both Japan and Australia. This shift is necessary because it is concepts that lend themselves most fruitfully to intercultural comparison and engage learners in personal reflection and more substantive learning.

In this workshop, participants will explore the concepts in the Australian Curriculum for Japanese, and how they can be used as curriculum organisers to plan for, teach and assess the Japanese language program. The Japanese language and culture being learned offer the opportunity for learning new concepts and new ways of understanding the world. Concepts, combined with knowledge and skills, develop intellectual depth and deeper understandings.

BIOGRAPHY

Amanda Pentti is a Principal Project Officer on the Global Schools and Languages team within Curriculum, Teaching and Learning, State Schools – Performance, Department of Education and Training, Queensland. She has worked as a Prep-Year 10 Japanese educator across state, Catholic and independent schools since 1992. Amanda has contributed to the writing of languages curriculum materials for Queensland schools in the late 1990's and again in the mid 2000's. She currently serves as Information Officer for the Australian Federation of Modern Language Teachers Associations (AFMLTA), a role that she has held for four years. Amanda also serves as the Secretary of the Modern Language Teachers' Association of Queensland (MLTAQ) and has held roles on the Executive Committee since 2000.



45 MINUTES PER WEEK – HOW THE AUSTRALIAN CURRICULUM IS WORKING IN A PRIMARY SCHOOL

KATHLEEN DUQUEMIN

Gardenvale Primary School

ABSTRACT

The Australian Curriculum: Japanese is a comprehensive outline of how Japanese language education should look in Australia. However, since the launch of the document, the reality of adopting it within the primary classroom has been a hot item of discussion.

In this presentation, participants will be shown a model of how the Australian Curriculum: Japanese is working – quite effectively – in a government primary school where class time is approximately 45 minutes per week. The effectiveness of this program is partly due to a strong oral/aural and kanji focus in the first two years (F – 1) and delaying introduction of hiragana until Year 2, when students have built up their phonemic awareness and are ready to – very quickly – learn hiragana and apply it to their steadily growing second language lexicon.

In this session, participants will be invited to discuss the whole school overview, individual year level break downs, and the need to increase student expectations to meet achievement standards.

BIOGRAPHY

Kathleen holds an MA in Applied Linguistics, and Graduate Degrees in both Japanese Language and Primary Education. She has been involved in curriculum development for second language education, and as a writer and curator in the development of digital resources for Japanese language learning.



EXPLORING ACTIVITIES TO DEVELOP GENERAL CAPABILITIES USING REAL VOICES FROM CONTEMPORARY JAPAN THROUGH THE CLICK NIPPON WEBSITE

YOKO NISHIMURA-PARKE

JUNKO NICHOLS

The Japan Forum

ABSTRACT

As the globalisation of society progresses, the lives of young generations will increasingly unfold with the world as their stage. They will need to be able to converse with people – engage in debate and discussion. They will need the capacity to empathise with others. They will need to be able to cooperate and collaborate with people who speak other languages and come from other cultures. They will need the ability to create things anew.

Dedicated to fostering such abilities, and also in line with the Australian Curriculum, *The Japan Forum actively provides support for language education overseas. One such activity is hosting the Click Nippon website, which provides content related to current Japan, stimulating students' thinking by 'Meeting Others and Self in Depth' and by appreciating values and beliefs of others.

This session will explore ways of developing students' language skills through activities using real voices from contemporary Japan. We will focus on the article from the Click Nippon website about the Japanese artist who turns 'rubbish' into art.

We first will walk through the Click Nippon website. Then we will introduce the article in focus and take note of the beliefs or values of the artist - the essence of the article. We will also share the practical ideas for student activities which provide opportunities to develop Critical and Creative Thinking and Intercultural Understanding. The topic of the article in focus, Art using 'rubbish', connects well with Sustainability as a cross curriculum priority.

Teachers are also encouraged to share and discuss activity ideas using materials from the Click Nippon website.

*The Japan Forum - a public-interest incorporated foundation based in Tokyo

BIOGRAPHY

Yoko Nishimura-Parke: As a senior education officer at the NSW Department of Education, Yoko Nishimura-Parke developed numerous language learning resources for school language education during 1998-2015. Yoko also co-authored the Japanese textbook series, Mirai and iTomo series, published by Pearson Education Australia. As an appointed writer with the Japan Forum, Tokyo, Yoko is now creating ideas for classroom activities using articles from the Click Nippon website, which is distributed to subscribers in many countries as Click Nippon News.

Junko Nichols: Junko Nichols has taught Japanese and English as a Foreign Language at pre-primary, primary, secondary and tertiary levels in Japan, China, England and Australia over the past 20 years. She has taught at a Japanese immersion program at Central Queensland University and has been involved in language teaching and language teacher training at a variety of schools, using a range of methodologies and approaches.



MAKING KEIGO MORE VISIBLE WITHIN THE CLASSROOM

DR LULU VITALI

Lowther Hall Anglican Grammar School

ABSTRACT

In contemporary society the politeness system (particularly the use of honorifics) is undergoing complex changes which challenge the practices and expectations of both native and non-native Japanese speakers. This presentation will draw upon elements of my research to demonstrate how keigo is one feature of the language that both native and non-native speakers engage with keigo in a similar way – that they are both conscious of their status as learners. It will discuss the ways in which 'ideologies' of Japanese speakers are constructed and the variable ways in which speakers engage with keigo.

The presentation will discuss the role that Japanese teachers play in shaping the ideologies of students and the ways in which their own ideologies as language educators can influence the ways in which students view the use of keigo. It will suggest ways in which teachers can make keigo can become more visible within the classroom and to generate discussion around the extent to which keigo is still relevant and valuable in contemporary society, and the extent to which it is still relevant and valuable to learn. Particular focus will be given to the Australian Curriculum in this presentation, however, tertiary level educators will also find it relevant.

BIOGRAPHY

LuLu Vitali has been teaching Japanese in Victorian Secondary schools for the past fifteen years. Currently she is Head of Languages at Lowther Hall AGS. In 2015, LuLu completed her Doctorate at The University of Melbourne exploring the use of Japanese honorifics by both native and non-native speakers of Japanese.



DIFFERENTIATING THE LEARNING OF HIRAGANA - WITH NO ROMAJI IN SIGHT!

MARIEL HOWARD

Swan Christian Education Association/ Catholic Education WA/ Kalamunda Christian School

ABSTRACT

The key objectives of the Australian Curriculum should be the same for all students, but the program as implemented must offer alternative pathways to students with special educational needs. (ACARA, 2012). One of the challenges of Japanese education is ensuring that all students, regardless of ability and previous experience with the language, can start from the level they are at in their hiragana acquisition and still keep up with the common curriculum for the year group.

The answer is not scaffolding weak or new students with romaji. Use of romaji often leads to poor pronunciation as well as delay in mastering hiragana. Furthermore, having to learn the pronunciation of the phonetic romaji that is so different from English will result in an increased rather than reduced cognitive load as intended.

This session shows several ways to differentiate the learning of hiragana, as well as clever ways to practice and assess hiragana without the use of romaji. It is based on the notion that Japanese reading ability is a process that, just like the students' first language, often takes years to master, especially in primary school level. The characters must be learnt in the context of words rather than in isolation, and each new word offers another natural opportunity to revise the characters that form that word. Teaching the hiragana chart once at the start of the program and then assuming that students can read and write does not work, neither does it cater for newcomers. Students move from individual character recognition level to being able to read word and sentences at different rates. It is therefore essential that all reading and writing activities, including assessment, are differentiated to cater for all ability levels.

BIOGRAPHY

Mariel Howard is a K-12 Languages consultant for Catholic Education WA and Swan Christian Education Association. She has 14 years of experience in K-12 Languages education in Australian and Japan. Mariel has presented extensively in Australia and New Zealand, including NSJLE 2012 and 2014 and AFMLTA National Conference 2013 and 2015. She has published two articles in NSJLE official proceedings journals, one on primary level speech contests and the other on changing teacher attitudes towards CLIL. As well as consulting in Languages education, Mariel teaches Yr 6 Art in Japanese using the CLIL pedagogy and is studying towards Master of Educational Leadership. She is the winner of JLTAWA Japanese Teacher Award 2012 and was nominated for the MLTAWA Hilde Dixon Languages Award in 2015. Originally from Finland, Mariel's passion for Languages has prompted her to learn her sixth language.



JAPANESE BILINGUAL EDUCATION: AN ALTERNATE METHOD OF LEARNING

**JOHN WEBSTER
TAKU HASHIMOTO**

Wellers Hill State School

ABSTRACT

Wellers Hill State School is dedicated to maximising learning opportunities for all students. As a result of exploring alternate evidence-based models of learning, WHSS launched its Japanese Bilingual Programme in 2014. Research relating to the benefits of bilingual language learning indicates that children who learn in a bilingual environment have significant changes to the neuro plasticity of their brain. Brain changes in neuro plasticity increases a student's ability to switch between tasks and improves their ability to maintain attention. To maximise these benefits, children should be engaged in language learning from an early age, with the WHSS programme commencing in Year One.

At Wellers Hill State School students spend 50% of their school week studying the Australian Curriculum in English with the remaining 50% spent studying the Australian Curriculum in Japanese as well as studying a Japanese Literacy and Numeracy component.

All Japanese teachers at Wellers Hill State School are Japanese Nationals who hold Australian teaching qualifications. Wellers Hill State School uses an authentic CLIL (Content and Language Integrated Learning) approach in the bilingual programme. The Wellers Hill State School Japanese Literacy and Numeracy programme is unique to Wellers Hill and is developed as a spiralling curriculum building on and reinforcing the previous year's content.

The objectives of the Wellers Hill State School Japanese Bilingual Programme are:

To improve student learning and outcomes through the development of additional neural pathways.

To provide a Japanese bilingual and global education.

To enable students from all cultural backgrounds to discover and integrate Japanese linguistic and cultural experiences into their life.

To support the learning of students by teaching Japanese vocabulary linked to the Australian Curriculum as well as other subject areas in order to enhance students' use of spoken and written Japanese.

To use real texts, concepts and functional communication in order to promote the application of language in the real world.

To assess students' progress using a variety of assessment formats including oral, written and culturally appropriate assessment.

To ensure students are able to communicate effectively in all four skills of listening, speaking, reading and writing, in both English and Japanese.

To aim for students to be conversationally fluent by the end of Semester Two Year 3 and technically fluent by the completion of Year Six in both spoken and written Japanese.

BIOGRAPHY

John Webster has been a teacher for 31 years with 29 of those years as a Principal. John commenced his principalship in small schools in Western Queensland, moving through medium sized school to his current school which is Wellers Hill State School in central Brisbane. John is married to Sue and they have two children, James and Laura.

Taku Hashimoto has joined Wellers Hill State School since the start of the Japanese Bilingual programme, after spending five years of LOTE teaching in several schools in Queensland remote areas. Taku is passionate to designed and created units of work, resources and assessments for Japanese Literacy concepts and organising sequencing of cultural events and experiences for both bilingual students and non-bilingual students, such as Demon visiting in classrooms in Setsubun, nagashi somen, kakigori, ehoumaki etc. Taku has initiated the use of soroban in the bi-lingual programs to enhance neural plasticity in cognitive functioning. It is a concrete visualization tool and has helped students to understand the basic fundamentals of mathematics. Taku also has filmmaking background when he was in Tokyo, he creates a lot of videos for students teaching and learning, and video marketing purposes for school. Taku recently bought a house to live with his wife; Taku is very excited with his commitment in both work and his life.



TRAINING STUDENTS FOR WORK 'READINESS' - JAPANESE WORK-INTEGRATED LEARNING (WIL)

DR KUMIKO KATAYAMA

Griffith University

ABSTRACT

Griffith University in Queensland recommends that students in all its degree programs and courses have work-integrated learning (WIL) experiences. The research shows there are significant benefits to which WIL curricula provides students including professional/disciplinary skill and knowledge development in the context of application/employment (Abeysekera, 2006; Coll & Zegwaard, 2006; Noble, Macfarlane, & Cartmel, 2005; Crebert, Bates, Bell, Patrick, & Cragnolini, 2004) and work 'readiness' (Crebert et al., 2004; Forbes, 2004; Gibson et al., 2002). As the demand for graduates to possess employability skills (Holt et al., 2004) or graduate competencies (Coll & Zegwaard, 2006), increases, there is an obvious benefit and advantage for students engaged in WIL curricula because of the increased likelihood that they will develop in these areas as a consequence of that engagement.

Based on this principle, I have been offering a Japanese WIL program at the Gold Coast campus of Griffith University. This program is offered as a component of a third year Japanese course. The WIL component involves 20 supervised hours in a workplace and the goal of this experience is to offer students the opportunity to experience a workplace where Japanese is used and prepare for their entry to a career. Prior to the WIL, students are trained within the classroom to use the formal and vocational language used in various contexts. They are also introduced to Japanese business manners. WIL gives students the opportunity to use this classroom learned language, develop confidence in their language ability, prepare for entry to a career and be evaluated on their ability in an authentic context.

This program has been successful as feedback from students and our industry partners (IPs) are both positive and some students are offered a job or internship after the completion of the WIL component.

BIOGRAPHY

Kumiko Katayama is a lecturer in the School of Humanities, Languages and Social Science, Griffith University Gold Coast Campus. After completing her major in Japanese language teaching as a foreign language at University of Tsukuba, Japan, she has been teaching Japanese to different levels of learners for many years. She published two CD-ROM materials for elementary and advance Japanese learners, which have been distributed nation wide and internationally. She also teaches Japanese society and pop culture course, which is quite popular and has a good reputation. Her research interests include teaching methodology in Japanese language and the application of the Sociocultural Approach in second language teaching and learning. In her PhD study, she investigated students' dialogues during collaborative group work to identify what roles English as a medium of communication play in their second language learning. She is currently a coordinator of the Japanese program at Gold Coast campus.



COLLABORATING FOR ADVOCACY

MAYUMI MITSUYA

CATHY JONAK

The Japan Foundation, Sydney

ABSTRACT

Australia has the fourth largest number of learners of Japanese in the world (Survey report on Japanese-Language education abroad 2012), and Japanese is the most learned language in primary and secondary schools. However, in many regional areas there are very limited opportunities to connect with Japanese language and culture, and this can lead to Japanese language learners feeling disengaged from their learning.

Recently Japan has been losing its economic power and as China's presence has been expanding, stakeholders' interest in Asian languages has been shifting from Japanese to Chinese. Faced with this situation and the decline in languages in schools in general, the Japan Foundation, Sydney (JFSYD) has come to recognise that advocacy for Japanese language education is critical, and has implemented two programs, Nihongo Roadshow and the School Leader Fellowship Program.

The Nihongo Roadshow provides games and activities to encourage and inspire learners of Japanese, professional development opportunities for teachers and includes a focus on advocacy. The School Leader Fellowship Program provides an opportunity to school principals and administrators to explore Japan and gain an understanding of the benefits of Japanese language learning to their students.

In this presentation we will outline the Roadshow and Fellowship programs, and report on the outcomes of the programs based on feedback from participants. We will then consider how the JFSYD, classroom teachers and other stakeholders can combine our strengths to advocate Japanese in schools.

BIOGRAPHY

Mayumi Mitsuya is currently Language Consultant at the Japan Foundation, Sydney. Mayumi taught Japanese in language schools and universities in various countries before joining the Japan Foundation, where she has been involved in teacher professional development around Australia and New Zealand, and resources development.

Cathy Jonak is currently Language Consultant at the Japan Foundation, Sydney. Cathy taught Japanese in high schools in Sydney before joining the Japan Foundation, where her work includes teacher professional development around Australia and New Zealand, and resources development.



DIFFERENTIATION AND DEEP LEARNING

NOBURO HAGIWARA

Kolbe Catholic College

ABSTRACT

Carol Tomlinson suggests that "in a healthy classroom, what is taught and learned is relevant to students, personal, familiar, and connected to the world they know." Stop a moment and have a look at our own language classes.

Are my students enjoying learning Japanese language?

Are my students engaged in learning?

Are my students engaged in deep learning?

Are my students given the process and method to demonstrate their understanding, knowledge and skills?

Are my students obtaining necessary skills for their future?

In this session, participants will be challenged with these questions in order to build a differentiated class and to provide students with a sense of satisfaction in learning not curriculum coverage.

BIOGRAPHY

Director of Innovation at Kolbe Catholic College in WA and an Apple Distinguished Educator. Author of "HAGIPOD" podcast series in iTunes Store, Japanese courses in iTunes U (e.g. "Japanese Step 1", "Japanese Stage 2" and "Japanese Stage 3") and "Have Sum Fun" numeracy series in iBooks Store.



USING THE LANGUAGE LEARNING SPACE RESOURCES TO SUPPORT IMPLEMENTATION OF THE AUSTRALIAN CURRICULUM: JAPANESE

KYLIE FARMER

Languages Education Consultant

ABSTRACT

This session will introduce teachers to the wealth of free resources available on the Language Learning Space (lls.edu.au) for Japanese including:

Demonstration of a range of game-based student challenges in rich graphic novel format with strong cultural connections for students in years 5-9

Information and demonstration of some of the 1000+ teaching resources, and how these can be stored, shared and used to create learning pathways for classes and individual students

Indication of how resources are aligned with the Australian Curriculum: Japanese

Introduction to and exploration of the range of professional learning resources that will appeal to teachers of all year levels

BIOGRAPHY

Since 2006, Kylie has worked as a Languages Education Consultant and in this role has managed and worked on a wide range of projects relating to Languages Education at a local, state and national level. In 2015-2016, Kylie managed the AFMLTA Australian Curriculum: Languages Professional Learning program which was delivered to over 1500 teachers of Languages in all Australian states and territories. She also manages a number of other Professional Learning Action Research Projects including the Bastow Leading Languages Program with Melbourne Graduate School of Education, the MLTAV Mentoring for Beginning Teachers and the MLTAV Bilingual Schools Network. She is currently providing Professional Learning and Consultancy services in Languages through Independent Schools Victoria and the Catholic Education Commission of Victoria. Through her AFMLTA role, Kylie is regularly involved in Advisory Groups relating to Languages at a National Level, including the ACARA Australian Curriculum: Languages National Panel Meetings. Kylie is acutely aware of current issues and policies affecting Languages Education and is committed to supporting Languages teachers across Australia.

Kylie was also the co-ordinator of the Japanese Bilingual Program at Huntingdale Primary Bilingual School for over 10 years. She has shared her knowledge and passion for Japanese and bilingual education at a range of conferences including the Teaching Japanese as a Second Language Conference in Tokyo.



TARGETED INTERVENTIONS FOR READING COMPREHENSION IN JUNIOR JAPANESE

NATHAN WILLIAMS

Bundaberg North State High School

ABSTRACT

Bundaberg North State High School has successfully partially implemented ACARA (Languages) before the development of Queensland C2C resources. This presentation will present the school as a case study to Japanese teachers from different states and territories, providing insights into how a rural school has overcome the negative stereotype of language learning and is slowly building a more rigorous and successful Year 7-9 Japanese program. In Semester 1, 96% of students in an accelerated Year 7 Japanese cohort receiving an "A", and the other 4% receiving a "B"; and 97% of students in our mainstream cohorts received >"C" (22%=B, 75%=C). In Semester 1, 85% of students in mainstream Year 8 Japanese cohorts received a "C", and 22% a "B". This presentation will begin by showcasing our 7-9 Scope and Sequence, Assessment Items, Marking Rubrics, and Japanese Reading Comprehension activities. Explicit Instruction, QAR, Literacy Warm-Ups, and 6 Steps to Reading Comprehension will all be quickly modelled to demonstrate how to use the strategies as a means for intervention to target students at risk of achieving a "D" or "E" to create the potential for them to achieve a "B" or "C", as well as 7 Steps to Writing Strategies to develop written ability within a short amount of time. The presentation will continually visually illustrate how I am using Japanese to teach English concepts and visa versa by teaching the same cohort of Year 8 English students for Japanese, and how this improves the confidence in students at being able to become bilingual. The presentation will be engaging and encourage the interaction of the audience to demonstrate strategies, and resource kits will be handed around the room for teachers to take home strategies to trial.

BIOGRAPHY

Nathan Williams JP began his career in the Department of Education, Employment and Workplace Relations (DEEWR), in Canberra, while studying his Bachelor of Education (Japanese), before becoming a predominantly English teacher in a small country school with high behavioural issues and low literacy students in North Queensland. He then worked with accelerated and high literacy students with multiple IEPs in Central Queensland, while completing his Masters of Education (ESL). Finally, he returned to his hometown in Bundaberg where he has been working in a typical mainstream regional Queensland town teaching students with average literacy levels. By teaching the same cohorts for English and Japanese, he has had the ability to view the teaching of Japanese from a very unique perspective by using a range of first literacy techniques from English to target students at risk of not passing and move them to higher ability bands. Nathan is currently the Year 7, 8, 9 Japanese Coordinator and Year 8 English Coordinator, and is studying a Masters in International Relations. He hopes that within his first 2-3 years at the school, he can grow a Year 7-10 Japanese program with 95% of students receiving either an A, B or C.



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

MASAKO CHIKUSHI

Ballarat Clarendon College

ABSTRACT

Over the past decade, there has been a growing awareness of the declining number of students in second language education in secondary schools in Australia. When looking at the current state of Japanese Language Education knowledge around the challenge of engaging students in second language learning is important for understanding students' perceptions about their learning. The individual stories of their learning experiences and choices involved in learning a second language is fundamental. My research aims to identify student voice in order to understand students' meaningful participation in Japanese language learning in relation to the students' academic, social and community life. If students are alienated rather than engaged in learning, then it is likely that they are similarly alienated in developing and understanding the importance of learning a second language. Through individual interviews and observations, I have analysed students' real-life experiences in Japanese language learning. Students who are currently taking Japanese classes have been interviewed as well as students who discontinued learning Japanese. In this way, I have reached an understanding of some of the various factors that influence the decision making process to study or not to study Japanese. The analysis, from the stories of the students along with observations and immersion in a school culture, will add to the nuanced understanding of the secondary school students. This research will enhance student language and cultural understandings leading to them becoming more self-aware and productive citizens in a global world. The benefit of the research centers on gains for individual students and their language learning. This makes student-centered learning visible. It also adds value to Japanese teacher education. It is essential to provide advocacy for all students and educators so the focus on regional students is beneficial for both the local community, state, national and international levels.

BIOGRAPHY

Masako Chikushi graduated as a Primary and Kindergarten teacher in Japan. She has taught at Catholic, Private and Government Primary and Secondary Schools in Australia and at the British International School, Bangkok for 17 years. Masako currently teaches Years 5 to 12 Japanese language at Ballarat Clarendon College in Victoria; where she is the Head of Japanese. She coordinates the Japanese Language Teachers' network in the Ballarat region. Masako is a Clinical Specialist at the Bastow Institute of Educational Leadership in the Leading Language Course. She has been employed by Federation University since 2010. Masako has developed the Language Curriculum Methodology course for Pre-Service Teachers. She is currently undertaking her PhD study in the area of Japanese Language Learning focusing on student retention. She has considerable experience in leading educational tour groups to Japan. Masako has established a business consultancy for overseas trips, business, relocations and language education – www.masakointernational.com.au



TAKING ASSESSMENT ONLINE WITH EDUCATION PERFECT AND LANGUAGES IN ACTION

TRUDI WIGG

Education Perfect

ABSTRACT

Are you maximising the motivation of online learning and assessment with your students? Education Perfect is here to help! This is a demonstration of Languages in Action, a course for Japanese Beginner, Intermediate and Advanced students covering vocabulary, grammar, and culture with listening, reading and writing activities all neatly bundled in Education Perfect Smart Lessons. The demonstration will also provide an introduction to Education Perfect's hiragana writing component, as well as online assessment features, including Proficiency Testing, and what we can offer teachers to support reporting and differentiated curriculum.

BIOGRAPHY

Trudi Wigg, Implementation Expert

Trudi has joined the team as an Implementation Expert after working as a Japanese teacher at Bayfield High School in Dunedin, and Mission Heights Junior College in Auckland - who are the 2015 LP World Champions! Formally an executive on the NZAJLT Committee, she successfully implemented Education Perfect in her classroom for a number of years, and is excited about helping teachers and students in other schools to make the most out of their subscriptions. She is also working on our Education Perfect World Series and Northern Hemisphere Language Championships teams.



MEDIA STUDIES - A NEW APPROACH TO SECONDARY JAPANESE

KELLY HARRISON

San Sisto College

ABSTRACT

Japanese Media Studies is a Year 10 Content and Language Integrated Learning (CLIL) program introduced in 2016, which involves the teaching of content (Media Arts) and language (Japanese) simultaneously. This approach requires the explicit teaching of language, as and when it is needed to support the students in their content learning. The course covers the topics of Japanese cooking shows, animation, advertising and representations of women in the Japanese media.

The course is opt-in and still covers the essential grammar and vocab from the standard Year 10 Japanese. The class covers more than double the amount of content of the standard course within the same time frame. The efficiency and effectiveness of the CLIL approach allows this. Teacher observation and student results suggest that student proficiency and motivation have improved dramatically. The course is also being analysed for effect size according to Visible Learning principles. Student feedback has been extremely positive and the students are reporting significant improvements in their Japanese confidence. Teacher motivation has also increased – seeing the students flourish due to the engaging nature of CLIL has been very encouraging. The class is full of laughter and a sense of accomplishment.

The short term successes of the CLIL approach at San Sisto means that there are plans to extend the use of this methodology next year.

BIOGRAPHY

Kelly has been teaching Japanese in Queensland for six years and has been researching and using the CLIL pedagogy for the last two years. In addition to developing the new subject of Japanese Media Studies at her school in Brisbane, Kelly and her colleagues at San Sisto College run a unique and innovative immersion-style Japan trip in Kumamoto prefecture. Kelly studied Japanese at the University of Queensland and completed a one year exchange at the Kitakyushu City University. Her teaching interests include bilingual education programs and curriculum development. She has presented on the topic of CLIL numerous times in the past two years, including at the 2015 AFMLTA Conference.



CODE SWITCHING FOR STUDENT CONTROL OF L2 COMMUNICATION

SUSAN TAYLOR

Brighton Beach PS, St Mark's Dingley PS

ABSTRACT

Code switching for student control of L2 communication

This paper explores the idea that code switching enables functional communication with full student control from the beginning of language learning. Furthermore students quickly begin to identify as L2 speakers. Student response has been stunning.

Focussing on high frequency words, my aim has been to de-construct the language classroom walls and build a culture in our school community where Japanese becomes a normal, comfortable, expected and easy communication option everywhere all the time.

I propose stepping stones between English and Japanese. Each step being neither fully English nor fully Japanese is a powerfully creative zone engaging high flexibility of mind. Teacher anxiety to have 'correct' language must therefore be put aside to create the environment for creative experimentation.

This session will outline the stepping stones, share the teaching approaches and student/teacher/community responses, and lead robust discussion about the possibilities in this idea.

BIOGRAPHY

Susan Taylor has been pushing Japanese teaching towards the best possible learning experience for students for the past 12 years. Susan's primary teaching classes have always been 30-40 minutes once per week. Meeting the challenge of curriculum expectations within this framework, Susan has explored visible learning, invented tools such as foam blocks to construct sentences, applied student voice, differentiation and growth mindset to her Japanese teaching context and is currently using a CLIL approach. Susan has been active in professional learning communities including leading a Multi Lingual Learning Community with the Catholic sector in 2015. She has a 'let's talk' approach where sharing practice and inviting dialogue is warmly welcomed.



MY JOURNEY; CREATING VALUABLE LEARNING EXPERIENCES THROUGH INTEGRATING IPADS INTO THE LEARNING WORKFLOW

BRIANNA WINSOR

Brisbane State High School

ABSTRACT

Do your students currently have iPads (or tablets) for learning? Is your school considering it? Does it all feel a bit overwhelming? It did for me too! But don't worry. I would like to share my story of how in under 1 year I managed to transform the way my students and I use iPads in the Japanese classroom to enhance learning.

I will discuss how I continue to integrate the use of iPads into my lesson workflow and the effects it has had on my pedagogy and my students' learning including improved student engagement and outcomes, extending learning beyond the classroom, freeing up more time for interacting and supporting students in class, and even reducing my own workload and stress!

Students at Brisbane SHS participate in a BYOD iPad program. For almost two years I simply used the iPads as a "tack on" to my regular program, which included the standard things like paper notebooks, textbooks, worksheets, MP3s etc. The iPad was basically a tool for playing script game apps, vocab quizzes, internet research and word processing. I basically used it as a "reward" after the "real classwork" had been completed.

It wasn't until the start of this year that I started to realise the endless potential these devices offer and started utilizing them as an integral part of the learning process. Come along as I share my transformational practice that includes activities for:

- * sharing resources and differentiating learning
- * regular formative assessment and data collection
- * giving students timely, detailed and meaningful feedback
- * facilitating collaborative group work and online peer-feedback
- * creating online learning communities
- * flipping the classroom
- * improving pronunciation
- * practising speaking, listening and digital note taking
- * building meaningful relationships with students
- * practising language and creating digital content in an authentic context

BIOGRAPHY

Brianna started learning Japanese at primary school and her family regularly welcomed exchange students. A school trip to Japan in year 11 inspired her to then go on a 1 year high school exchange gap year. Her qualifications include a Bachelor Degree in Language and Applied Linguistics from Griffith University, and a Graduate Diploma in Education through the University of New England. In 2010-11 she taught English in Japan as an ALT at junior high school and kindergarten. In her 7 years teaching Brianna has gained experience teaching Japanese to primary and high school students, as well as adults. Brianna currently teaches grades 7-12 at Brisbane State High School QLD. This year Brianna is participating in "Towards Transformation", a professional learning program in which educators strive to achieve best practice by trialing, testing and reflecting on various digital innovations to enhance and evolve the way students learn.



DISCOVER JAPAN AS THE IDEAL SCHOOL TOUR DESTINATION

MARIKO TATSUMI

Japan National Tourism Organisation

ABSTRACT

Would you like to discover Japan with your students?

The aim of our presentation is to encourage Japanese language teachers to organise school tours to Japan. We provide the latest updates in regards to travelling in our country. These updates will help not only teachers who have never organised school trips to Japan before, but also well-experienced teachers for organising their next trip.

The Japanese Government holds school tours to Japan in high regard and this attitude is clearly demonstrated in the draft "Action Programme towards the Realization of a Tourism Oriented Country 2015" which highlights all the practical policies. As Japan National Tourism Organization, we recognise that school trips are significant to overall tourism as students have the opportunity to gain a deeper understanding of Japan which helps build good relationships between other countries and Japan. Moreover, school trips have the potential to influence young travellers to visit multiple times through their continued interest.

An extraordinary time is awaiting you and your students in Japan!

BIOGRAPHY

Mariko Tatsumi is the Executive Director of the Japan National Tourism Organization (JNTO) Sydney office, which promotes Japan as a wonderful travel destination in the Australian and New Zealand markets. One of their most important target markets is school tours for students who are studying Japanese language. She was Executive Director of JNTO Frankfurt from 2004 to 2008, and was Special Officer for the MICE (Meetings, Incentives, Conventions and Events) division at Japan Tourism Agency from 2012 to 2014. She has been at JNTO Sydney since June 2015. She has a wealth of knowledge and will provide you trustworthy advice on what to see and do in Japan.

