# 2014/
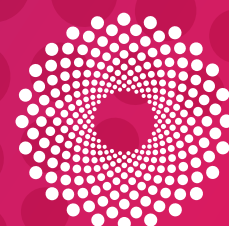# LOCAL CONNECTIONS, GLOBAL VISIONS

# NATIONAL SYMPOSIUM ON JAPANESE LANGUAGE EDUCATION PROCEEDINGS

EDITED BY
CHIHIRO KINOSHITA THOMSON

The views expressed in this publication are those of the authors, and do not necessarily coincide with those of the editors, the members of the Peer Review Committee or The Japan Foundation, Sydney.

The papers in this publication were presented at the second biennial National Symposium on Japanese Language Education, held at the University of Technology, Sydney on 10–11 July 2014. They have been peer-reviewed and each appears in these proceedings by permission of the author(s), who retains copyright. The papers may be reproduced for fair use under the *Copyright Act 1968*, its later amendments and other relevant legislation.

Japanese names are written in first name / surname order, in accordance with English-language convention.

October 2016

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# FOREWORD

YOSHIHIRO WADA

Welcome to the volume of proceedings from the National Symposium on Japanese Language Education (NSJLE) 2014.

NSJLE2014 was held 10-11 July at the University of Technology Sydney in conjunction with the International Conference on Japanese Language Education (ICJLE). It was the second biennial National Symposium on Japanese Language Education, building on the success of the inaugural symposium in 2012.

This collection of papers and abstracts presented on the day stands not only as a record of the symposium but also as testament to the innovation and dedication shown by Japanese language educators in Australia and to how they are leading the way in making connections locally while keeping the big picture firmly in view. The diversity of perspectives provided by those educators gives us all the opportunity to learn more in our quest to improve and strengthen Japanese language education in Australia.

I would like to thank the following people for their invaluable contributions to making this publication possible: Professor Chihiro Kinoshita Thomson, for her work guiding the editorial panel through the selection and editing processes; (in alphabetical order) Dr William Armour, Ms Kayoko Enomoto, Dr Belinda Kennett, Dr Leigh Kirwan, Dr Robyn Maloney, Dr Ikuko Nakane, Dr Robyn Spence-Brown for taking part in the selection and editing process; David Kelly for his thorough proofreading and editing; and Yutaka Nakajima, Matthew Todd and Ben Trumbull for their editorial assistance and administration. Finally, thank you to the contributors to the volume, without whom none of this would be possible.

To both participants in the symposium and other colleagues with an interest in their work, I hope that the papers and collection of abstracts presented in this volume spark ideas and discussions in your communities.

Yoshihiro Wada
Director
The Japan Foundation, Sydney
October 2016

# INTRODUCTION

CHIHIRO KINOSHITA THOMSON

It is my great pleasure to introduce the Second Proceedings of the National Symposium on Japanese Language Education in the year of celebrations for the 40th Anniversary of the signing of the Basic Treaty of Friendship and Co-operation between Australia and Japan. As Julie Bishop, Minister for Foreign Affairs, mentioned in her remarks at the anniversary in February this year, Australia and Japan enjoy a special friendship and strategic partnership that has exceeded the expectations of those who signed the treaty. For this she extends credit to the friendship and people-to-people links which often start from the Japanese language classrooms in Australian schools. As many of us know, Australia is currently placed fourth in the world for the number of learners of Japanese, and the overwhelming majority of them are studying Japanese in primary and secondary schools.

The Proceedings are an outcome and record of the National Symposium for teachers of Japanese in Australia. Two years after the inaugural symposium, the second National Symposium on Japanese Language Education was delivered in collaboration with the International Conference on Japanese Language Education in July 2014 in Sydney. True to the Symposium theme of *"Local Connections, Global Visions"*, the two forums brought together some 800 Australian and international participants from over twenty countries to discuss both local and global issues and to network with each other. The National Symposium featured papers under topics including National Scope: Australian Curriculum and White Paper; Leadership and Advocacy; Information and Communications Technology (ICT); Articulation; Heritage; and Sharing Best Practices. For the National Symposium, the joint delivery of the two forums meant that Australian best practices were showcased in front of an international audience, while the Australian school teachers had opportunities to mingle with a highly diverse group of teachers of Japanese, ranging from their schoolteacher counterparts in other countries to global leaders in the field.

Arising from the symposium, these Second Proceedings capture both the big picture and best practices. On the big picture of the national level, Kent Anderson, then Pro-Vice Chancellor (International) of the University of Adelaide (now Deputy Vice-Chancellor (Commerce and Engagement) of the University of Western Australia), contributes a presentation on the relevance of Japan and Japanese in Australia. Anderson, the most energetic champion of Japanese language education in Australia today, warns that the days when a focus on Japan needed no justification are over, citing examples of Japan being excluded from national agendas; and encourages us, the stakeholders, to more actively advocate and promote Japan. Another big picture is presented by Robyn Spence-Brown, who is a leading expert in Japanese language education. Her paper, originally presented as a Special Lecture at the International Conference, draws a comprehensive overview of Australian Japanese language education today, with critical reflections on its history, economic and strategic environment, language education policies, and the students and teachers. She advocates a repositioning of Japanese as a vehicle for intercultural learning and a gateway to other cultures and languages of Asia.

David Nunan, keynote speaker for both the National Symposium and the International Conference, is an influential Australian academic who leads the world in the field of foreign language education. His contribution to this volume provides a collection of global best practices which go beyond the boundary of classrooms. The examples he gives encompass extensive reading, email tandem learning, dialogue journal, intensive listening and contact assignments, all of which engage learners in out-of-classroom practices. He stresses the importance of integrating classroom-based learning with out-of-classroom learning since both support each other, and his global examples inspire us to incorporate more out-of-classroom activities into our local lessons.

The two discussions that follow report on local best practices that effectively utilise ICT. Wendy Venning introduces a technology-enriched primary school practice. Using Flashmob, her students sing, dance, join in word play, and actively engage in using Japanese. Most importantly, they have fun in learning. Kathleen Duquemin's Year 5 students employ technology to increase reading fluency. Scaffolded by Triptico Word Magnets on Interactive White Board, as well as assisted by *Tellagami* avatar, the students improve their reading of whole words and sentences.

Content and Language Integrated Learning or CLIL is what enhances the two local practices reported next. CLIL is a pedagogical approach which aims to teach both the content and the language, while the target language is used for the learning and teaching of the content. Hiroki Kurihara's junior secondary students learn Japanese history, e.g., Edo and Meiji periods, as well as the language used to discuss history, while Caitlin Lee, Maya Asano and Hiroko Koga's junior secondary Japanese lessons, which deal with the 2011 Tohoku disaster, teach geography curriculum. Although Lee's team does not use the term, we believe it is a practice in the spirit of CLIL. In spite of the benefits of application of CLIL being widely spoken about, many teachers believe that it is too difficult and do not attempt to use the approach. Mariel Howard challenges such teachers by inviting them to her mini Finnish CLIL lesson. The teachers, after experiencing the CLIL lesson first-hand, are more likely to trial CLIL in their own classrooms.

Echoing Anderson's and Spence-Brown's calls for advocacy, Nathan Lane shows the ropes of the school community-based advocacy for Japanese language education, including a language week, a Melbourne city excursion, a teddy bear exchange between his school and its sister school in Japan, a poster competition project, and other examples besides. Shoko McInerney's advocacy is for the International Baccalaureate Primary Years Programme, which encourages the students to become reflective, active lifelong learners and critical thinkers. However, we believe that her ten-year committed engagement in the IB PY Programme has worked in fact as advocacy for her Japanese program.

The last paper in these proceedings comes from the different perspective of a researcher. Rowena Ward examines the extent to which graduates of a tertiary Japanese program use Japanese in their employment, and how. It is a type of articulation study, investigating articulation from tertiary study to employment. Although on a small scale, the study finds that some graduates use Japanese in employment, and when they do, they use Japanese mostly for speaking. She concludes the paper with a call for further study of workplace use of Japanese by graduates.

The proceedings as a whole draw a particular picture of Japanese language education situated in Australia and surrounded by global influences. Internationally, Australia is one of the leaders in Japanese language education. At the national level, while Australia and Japan enjoy an excellent relationship, the rise of China, India and other countries often overshadows the relevance and importance of Japan, and the learning of Japanese. It is clear that we can no longer sit back and simply enjoy the prominence of Japanese language education in Australia, but must now proactively advocate further development of Japanese language education. Locally, we find a number of exciting best practices which are in themselves effective ways of advocating and promoting Japanese, alongside the school-wide effort of campaigning for Japanese. These best practices inevitably involve ICT in a variety of ways. This might be somewhat intimidating for some of the established teachers who may be technologically challenged. However, as the Finnish CLIL lesson has shown us, we need to have a first-hand experience before giving up on it. These best practices are also often embedded in content, whether it is a history lesson or personal experiences related to the Tohoku disaster. In this context, Japanese lessons have become a gateway to learning much more than the language and its mechanics. While Spence-Brown proposes repositioning Japanese as a gateway to other cultures and languages in Asia, it can be promoted as a gateway to many other content areas as well. We also need to consider life after school learning of Japanese. By providing more concrete evidence of connections between school learning and use of Japanese in employment, we can build a stronger case for further advocating for Japanese in schools.

The school teachers represented in this volume are at the forefront of advocating for Australian Japanese language education. By practising innovations and by presenting them in the symposium and then in the proceedings, their best practices will have a sizable impact on the future of Australian Japanese language education. In the following volumes to come, I would like to see many more inspiring best practices that will energise all of us who are involved.

This volume comes out two years after the symposium took place. I note here that some of the contributors have moved on from the positions they held at the time, and that the affiliations given in the text are the ones at the time of the presentation in 2014. Current affiliations can be found in their biographical data on pages 169 to 171.

In closing, I would like to express my appreciation to the Japan Foundation, Sydney, for providing Australian teachers of Japanese with opportunities to present their practices and for giving them prominence. I would also like to thank all those who were involved in the making of this volume, especially Yutaka Nakajima who first envisioned this project, and David Kelly whose eye for detail compares to no other. I note lastly that my editorship ends here with this volume, and I hand it over into Robyn Spence-Brown's capable hands.

PART 1

# THE
# BIG
# PICTURE
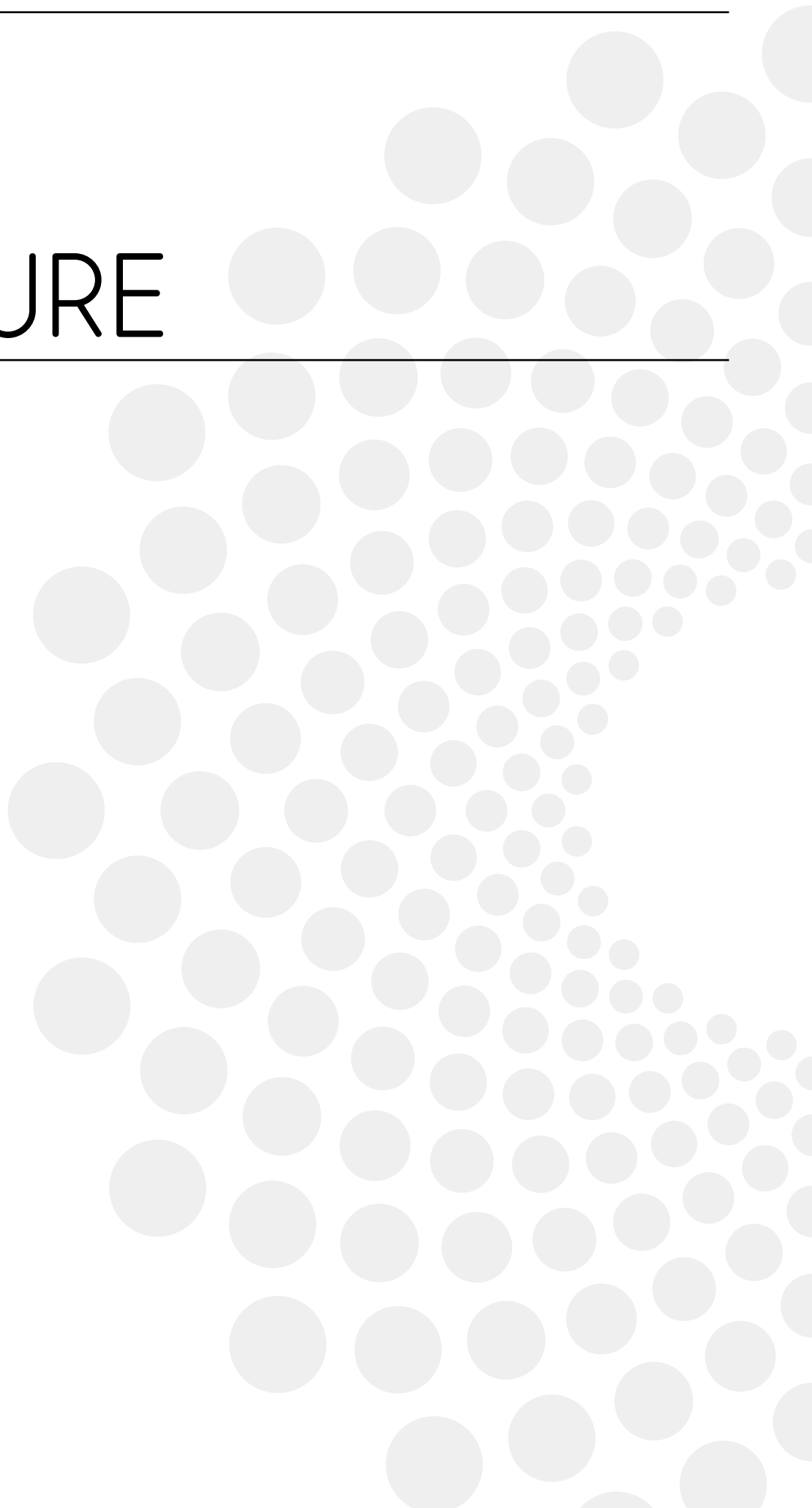
# ~~DOES~~ MAKING JAPAN STILL MATTER: TEACHERS, STUDY-ABROAD AND RELEVANCE

KENT ANDERSON

Pro-Vice Chancellor (International), University of Adelaide

## ABSTRACT

With the rise of China and the maturation of the Australia–Japan relationship, the past decade—particularly within the generalist community—has increasingly heard the call: "Does Japan Still Matter?" The analogy repeatedly used to describe the bilateral relationship has been of a stable but unexciting old marriage. With this talk I argue that it is time to shift the discourse from why Japan still matters, or from encouraging acceptance of the new status quo, to a discourse about how we affirmatively make Japan relevant and exciting for the Australian community. It is time to shift towards selling Japan rather than defending its position. With this new approach, the focus is more on our youth—that is, students—than the established business, government and community leaders. To capture youth's interest, it is critical to build a renewed emphasis on supporting our teaching infrastructure, increasing our study abroad to Japan through mechanisms such as the New Colombo Plan, and making Japan relevant to the interests and aspirations of a new generation.

Editor's note:
The following paper is an edited transcript of Professor Anderson's keynote address on day 1 of NSJLE.

Thank you very much for the overly kind introduction and the very funny Japanese. My apologies for not having PowerPoints. I'm going old-school with this and actually talking to you rather than to my PowerPoints, but my apologies for that beforehand. What better honour than to stand before you, the Japanese teachers who have contributed so much to this country, but to my own personal development too. And what better honour than to have that introduction by a former student. It really is a neat link of your contribution to us and those who speak Japanese within Australian society, flowing through in our roles as teacher to wonderful students such as Matt.

So, Your Excellency, Mr Endo from The Japan Foundation, Sydney, other distinguished guests, thank you for coming today. Also, thank you very much to my friends and colleagues, Chihiro, Robyn and the others, for extending the invitation for me to be here. In good Japanese fashion I think I was here thirty minutes early. I know there is a smattering of people here from the international conference; but with that, I also extend an apology to you, because I won't be talking about Japanese language pedagogy today. I'm going to try to take a slightly broader view and talk about Japanese language education within Australian society.

I was very glad Matt mentioned in his introduction that I have been a Japanese language teacher. I don't know if Matt took my course, but I used to teach Reading Japanese Law for lawyers and I had the privilege of supervising students as they did some competitions in Japan. But that is not my background and I am nowhere near the expert that any of you in the room are, and so it would be very presumptuous of me to explore that. Instead I'll stay on what is slightly easier territory for me, which is to talk about the language policy debate in Australia and particularly the role of Australian–Japanese relations.

How I want to start today is to talk a little bit about myself; I want to give you my Japanese story. One of my closest colleagues is Carol Hayes. Carol is not able to be with us today, but many of you will have heard her talk in the past about an exercise she's been doing for the last five years in her intermediate Japanese course centred around my Japan story. I'm going to use that as inspiration to start with. And I'll have three themes that will then run through the second half of my talk, where I'll talk about three pillars of the Australia–Japan relationship, very similar to what His Excellency gave us in his introduction. Then I'll shift into the last bit, which is to have a call to action to all in the room to come up with ideas about how we can enhance Australia–Japan relations, particularly cognizant of Prime Minister Abe's recent visit.

I always begin for an Australian audience with explaining my "North of Queensland" accent. There are one or two people who can pick my accent, which is indeed North of Queensland. I grew up in Alaska, in a small town – didn't have a passport, had never been overseas, was really interested in sports. And because of sports, ended up going to a university on the east coast of the United States six time zones away, really knowing nothing of the world. But as I went to this place, a place called Middlebury, I thought, "Well, I'm probably not going to be a professional skier", which is what I wanted to do, "so I'd better do something on the edge". And on the edge I thought, "Well, I'm at this place called Middlebury" – some of you might know it, it has a good reputation in languages – "so while I'm studying economics and politics I might as well pick up a language". And I couldn't enrol in the Russian class because it was the middle of the Cold War, and in the Cold War you couldn't study politics, economics and Russian. You had to either study literature in Russian or you had to do something else. And so, literally on the first day of class my supervisor said, "Well, what are you gonna do?" And I said, "I don't know. What do you have?" And he said, "Well, we teach twenty-three languages," and I said, "I don't know. Pick a hard one." And so, not having a passport, not having any background in Japan, I went with Japanese.

My first teacher – many of you might know – was Professor Miyaji, a very famous person on the American scene. My second professor was Professor Makino-sensei, who I know has come here many times. And my third professor was Professor Endo at University of Michigan, who I know many of you will also know. Those were my first three teachers. And as I was studying politics and economics and only occasionally doing a little bit of Japanese homework… I remember the first year of Japanese there were fifty students in the class and I finished forty-ninth. So, I persevered and the next year there was only thirty students, so I was definitely going to do better. And I finished about twentieth in the class. And then during the summer I did the Middlebury language program and indeed that's where Makino-sensei was my instructor. And it finally clicked, it finally made some sense to me, and from there I went on and studied at Nanzan University in the Ryugakusei [overseas students] Program and then came back, graduated from university and moved back to Alaska where I worked for an airline doing joint ventures, at that time mostly with ANA. From there I went to graduate school and as part of graduate school spent two years in Kobe. And one of the wonderful things about spending two years in Kobe is I was able to meet my now wife. From there, I was a commercial lawyer and then went back to university in England and ended up going back to Japan and teaching in Hokkaido University.

The second part of my story begins in 2001, when I moved to Australia to take up a position at the Australian National University in the Law School and in Asian Studies. At that time it was very easy. There was a position advertised for someone to teach Japanese Law. It wasn't Asian Law, it was Japanese Law. And it was very easy coming to this country as someone with a Japan background. I remember being a bit shocked in my second week in Australia being invited to the Japanese ambassador's house for dinner. That never would've happened in my wildest imagination – a kid growing up in Alaska without a passport, having dinner with the ambassador in his residence in my second week off the airplane. The point of that story is that in 2001, in Canberra... Japan – you didn't need to explain it, it was obvious. Everyone understood what was going on with Japan. Subsequently, in about 2006 I became head of the Japan Centre at ANU, and that was the time when Australia was just shifting into the period of the Asian Century conversation. And indeed Japan was still quite easy to explain to people, though there was a little bit of explaining to be done. The beginning of 2012, I moved from Canberra to Adelaide, where I am now the University of Adelaide's Pro-Vice Chancellor (International), and in that role I have had the opportunity to chair the Group of Eight International Strategy Committee and the Universities' Australia–Japan Strategy Committee.

Along with these transitions, my own role as advocate has changed too – from just having people know Japan without my explanation, to needing to saying a little bit about Japan, and most recently, in the last two years, to having to argue for Japan. In kind of clichéd terms I see these three periods in my life being understood in terms of the stages "Japan as Number One", "the Asian Century" and "the China Century". And that's one of the themes I want to bring out through my talk today. The other two themes – and I'll come back to these – are the importance of you, my teachers, in my own personal life, and the importance of getting in the country, feeling the land. I began my talk today by recognizing the connection between the indigenous people and this land, and I think that kind of land connection is an important one for all of us. I'll talk about that as part of my second theme. So, that's my story, but transitioning now into Australia–Japan relations.

When I wrote this address a couple of weeks ago, I was actually referencing back to 2010 when Foreign Minister Okada talked about shifting the Australia–Japan relationship from a complementary one to become a strategic partnership. But with Prime Minister Abe in Australia the last two days, I really think I need to use that as the next point for the conversation. If you heard or read the speech, I think you'll understand why I say we will look back in a number of years and see 2014 as the shift in the relationship. We've had our prime minister call Prime Minister Abe our closest friend in Asia; since then we've had "close partnership", "friendship partnership". We're changing the terminology, but everyone gets what we're on about, that there is an extremely close relationship between the two countries. That relationship has now moved beyond the traditional economic ties. And a lot of what the two prime ministers have been talking about most recently is what I would call the second pillar, the strategic ties between the countries. Underlining both of those are the people-to-people ties.

So, the three pillars of the relationship we normally talk about are the economic relationship, the strategic relationship and the human relationship. Let me review those three pillars before we make that shift into the future. The first one of course is the economic. In 1957, the Australia–Japan Commerce Agreement was signed, probably one of the most forward-thinking things that has happened, if you think about the time and how challenging that would have been. But it's on that foundation that Japan from the late 1960s all the way until 2009 was Australia's number one trading partner, our number one export market, during the era of Japan as Number One. We gained enormous penetration into that area. The Aussie beef brand had higher name recognition than Coca-Cola in Japan, and still does. So, enormous cooperation, ongoing. But the relationship, the economic one, while not decreasing – indeed it's still increasing – has been surpassed by the China relationship for Australia. In 2010, Japan fell from number two world economy to number three world economy. It was passed as Australia's first; it was passed by China becoming our number one trade partner. Subsequently, it was passed as China became our number one export market. And all of those things began a shift, which we can see played out in the newspapers quite clearly, to talking a lot more about China as our economic future.

The economic relationship with Japan is not static though, it's constantly moving, and there are two important newer developments. Everyone will be familiar with the EPA (Economic Partnership Agreement) signed in 2014 in April, when Prime Minister Abbott visited Japan. And we will see the impact of that going forward, but symbolically it was a very important moment. Perhaps what you're not as aware of, but that is more important I would say, is that foreign direct investment from Japan into Australia is increasing at a significant rate – such that in 2013 $63 billion was invested by Japan into the Australian economy. That makes Japan the third largest foreign investor into Australia, but at a five year rate of fifteen percent increase. If we go on increasing even close to that going forward, Japan in the next three to five years will surpass the United Kingdom to be the second largest investor in Australia. There are some very significant investments as part of that – and again, I think a lot of this has been flying below the radar. Kirin bought Lion Nathan and

then subsequently National Foods, Asahi bought Schweppes, Suntory bought Frucor; Mitsui has invested significantly in the uranium mines and the wind farms; Mitsubishi, significant investments in coal and uranium. And indeed, that's why Prime Minister Abe didn't come to Sydney, but instead got on the plane to go to the Pilbara, way out in Western Australia. It's because Australia's largest foreign investment going through there is Japanese. So, the first pillar may indeed be trade related and is, of course, about overall economy size, but it's also about these foreign direct investments, which are deeper ties that have taken us from just trading things to actually being bound together.

The second pillar of the relationship is the one that's getting all of the press right now, and that is the strategic relationship. And for me, symbolically, this is the shift from the Japan as Number One era to the Asian Century era. Of course it predates that – it goes back to the 1990s – but most of the agreements around this period have been in the 2000s. So in 2007, we have the Joint Declaration on Security, making, for both Australia and Japan, our closest security ties with each other, after the United States. Also, slightly before that we have the Two-Plus-Two meetings. The Two-Plus-Two meetings are the Foreign Ministers and Defence Ministers of the two countries meeting on an annual basis. Again, something on a level only seen with the United States, in both of those countries. You would have seen in the newspapers yesterday that this was enhanced yet again with the signing of the Military Intelligence Swap of Information. So we now have enormous bilateral ties, but as part of this triangle relationship with the United States.

Beyond the bilateral, though, it also goes to regional. Within the regional context, an important part has been peacekeeping. That's a story that begins in Cambodia in the early 1990s, where Australia and Japan were two of the five countries that were part of the peace settlement process, working very closely together. That advanced into East Timor, where peacekeeping was led by Australia, but Japan was one of the three countries that made a significant commitment. The Consul General here today could tell us a lot more about the Iraq cooperation than I, but very, very closely were Australia and Japan co-located in Iraq, and it's gone on to areas such as South Sudan and so forth. In other words, at a regional level when Australia deploys on these peacekeeping missions, oftentimes it's hand in hand with Japan.

This relationship goes beyond the bilateral and the regional also to the global level. The most famous example, of course, is APEC, the Asia Pacific Economic Community. People won't need reminding about the APEC story, but it was only because Australia and Japan aligned to push that through that it came about. Had it not been for Australia, had it not been for Japan, it wouldn't have happened. The APEC story is currently moving, I would say, on to the next story, which is the TPP, the Trans-Pacific Partnership. Still very controversial in Japan, but again with Australia and Japan as part of that, moving into this strategic relationship and cooperation at the global level as well. So, that second pillar of strategic partnership, as both the prime ministers said, will only get stronger as we go forward.

But for me, the most interesting bit is the bit you all participate in, myself as well, and that's the people-to-people connection – the human connections that are behind the economic utilitarianism or the security interest, but at the human level of engagement. The first of these is just the normal cultural exchanges. The Consul General mentioned the sister city relationships – at my last count there were 107 of these. Australia has nowhere near that number of sister city relationships with any other country in the world. And indeed, I haven't checked, but I'm pretty sure that would be number one in Japan as well for sister city relationships. Every single town from large to small in Australia you go to, you'll find an Australia–Japan society. Indeed, in my own Adelaide, I think we have three of them. (Lots of interesting reasons why you would have three. Sorry; that's a reference for any South Australians in the room.) But also, you'll be very familiar with things such as the Cowra cherry blossom festival or indeed the film festivals. You see this throughout Australia. Those people-to-people links are hugely important.

They're enhanced by the tourism links, and the inbound tourism to Australia that's happening now is not the kind that happened in the late 1980s and early 1990s, which was two-day trips to the Gold Coast. The tourism we're seeing now is much deeper, and therefore real bonds are developing off that. So, you have Japanese coming to do eco-tourism, cultural tourism. The demographic is older and so there are longer stays, enjoying the culture of Melbourne, enjoying the beauty of Kakadu. And you're also getting Australians going to Japan as tourists. The most famous of course is where I used to live, Hokkaido, and going out to Niseko, which is basically Australia-mura, but they're in many other places. I know my neighbour, a retired school teacher who had never been to Asia, decided to do autumn foliage viewing in Kyoto this year. That level of Australians, regular everyday Australians, going to Japan and seeing it as a regular normal place. In a different speech I could talk a lot about "normal", what is normal, but we'll save that for another day. The tourism bonds are in one way superficial, but we're moving beyond the transactional into these deeper kinds of relationships.

The third bit of the grassroots or people-to-people connection is the one you're involved with on a day-to-day basis, and that is education. As others said earlier, Japanese remains the most commonly taught language at the primary, secondary and tertiary level in Australia. On a per capita basis we stand ahead of everyone, except for Korea, for the number of people studying Japanese. And that's on the back of a massive investment by the Australian community, society and government over an extended period. We can date it to a number of points, but let's start back in 1983 when the NALSAS program came in. Between 1983 and 2003, for twenty years the Australian government invested significant funds into the Japanese language teaching infrastructure. Of course, that program was suspended for a more general program. We had the subsequent program in 2008–2011, NAALSP, coming in shorter-term but again going back to the fundamental idea. And I think Anne [de Kretser] this morning also mentioned the national curriculum, where not only do we have Asia as a co-curricular priority across all areas, we have the language curriculum coming in, and we have the enhancement of Japanese within that. What that says of general Australian society is a willingness to invest in you. That investment over now thirty years has left this country with the best Japanese language teaching infrastructure – and I use that word, *infrastructure* – in place. The only other country, I would argue, that could get even close to us would be South Korea, in terms of the infrastructure in place. My call to my Australian community is this: The investment has now been made; do not squander that investment.

So, it all looks pretty good. We've got this economic pillar, we've got a strategic pillar, we've got human pillars – and yet it all feels a bit quiet. Some have used now what I would almost say is a cliché to describe the relationship as that of an old married couple. Stable, but boring. As someone who's in an old married couple relationship myself, I rather like stable but boring. But perhaps it's time for us to think differently about that. Let me just use this morning's newspaper as one example of what I'm talking about. The prime minister of Japan, of the place our prime minister has called our closest friend in Asia, has been in the country for the last two days, and that has made it into the papers. I was in Perth yesterday and the cover of the *West Australian* read "Premier of Perth: A Grumpy Guy". Japan made page 7. If you looked at yesterday's *Australian*, indeed Japan was there, as a small column on the side. Clive Palmer made the top headlines. But here is this morning's *Australian* [...]. I don't know if anyone picked up the tabloids, there was nothing international on the front. I think the Blues won in some rugby league match overnight, I think they got the front cover – but let's use *The Australian*. Indonesia, China... that's the cover of this newspaper today, and we could go through... and I think you have to get to page 22 before you come to the fact that the prime minister of Japan was still in the country yesterday.

So, while it's stable and maybe not so exciting, I actually argue we're shifting into a phase which is a bit troubling. We've gone past the Japan as Number One, we've gone past the Asian Century, and we're now in what some people are calling the China Century. And that puts pressure on us to shift our thinking. Where once the people in this room could take it for granted that the students would show up in our classes, that the principal would come down the hall and say "Can you teach an extra load of Japanese?" and the parents would say "I really want Japanese in my school" – now the situation is more akin to what our other languages have seen for many, many years, which is that we have to promote, indeed spruik our language. To give you a few other example of that shift that I'm seeing, we've mentioned the New Colombo Plan; I have the privilege of being on that advisory committee for the government. Japan ended up being a part of it, but it was by no means a certainty. Earlier I was at the ADC (Australian Davos Connection) Forum Summit, and Japan was not mentioned once. I've already mentioned that, as part of the Group of Eight International Strategy Committee, many of us had to work extremely hard to have Japan even mentioned in the documents. And so forth.

So, we're shifting into a phase where I think we need to be more proactive and affirmative in ensuring that Japan remains on the agenda. We do that because we have those personal ties of our own, and because we personally believe in it. But I would suggest even more importantly we do it because it's in the national interest. It's in this country's interest to maintain that relationship, that cooperation with Japan, but also to reap the rewards of a thirty-year investment – indeed, of the fifty-year investment – that has been made. As we shift into this affirmative or proactive period, though, I think the target of our effort needs to move. Up until now the targets has been the business community and the government, and they are more or less on board. Businesses will make a decision based on their economic interests, and we've already gone through why the foreign direct investment and why being the third largest trading partner will do it. The government will make decisions based on its strategic interest, and we've already seen that. So, those efforts have already succeeded, but we now need to shift our efforts, and I would suggest the next target is youth.

In targeting our youth there are two controllable things that we know can have impact. And believe me, I have a 16-year-old son, there's very little I think that I do that can have any impact. Indeed, it seems he spends more time doing the exact opposite of whatever I tell him. But the research is absolutely clear. There are two things we can do that will have impact

on kids. One is teachers, and the second is study abroad. Quality of teachers and access to going overseas are two things that the research proves you can transform youth with. So, let's take a look at that. First is, of course, the schools' and the teachers' infrastructure. And we've already talked a bit about how in Australia the investment goes all the way back to the 1960s and Alfonso-sensei. It's the investment by Alfonso and the Australian government in those teaching materials that we see the legacy of today. Earlier in this second phase of the Asian Century, I was making the argument that we can take an approach much like our French language colleagues do. You can argue that the cultural value speaks for itself – pate, sushi, croissants… okonomiyaki – that we can treat it as the French do and simply stand with confidence in our product. But I believe that, unlike France, we now with the rise of China need to do more toward promoting our efforts. Japan is still active; it is still a safe, democratic, clean, predictable society. We need to make all of these things clear so that we remain an alternative to the other options, whether they be Indonesian, French or Chinese. We need to reap the benefit of this historical investment that we've made, and we need to invest in the youth of our future through training.

Going to training, and thinking indeed of Matt, my former student, and the kind of introduction he gave, how do we produce more of those in the future? In 2008 I was part of the Australia 2020 Summit, and one of the three primary things to come out of that was recognition that we should invest in the study of a number of our key partners: US, China, India, Indonesia and Japan. In 2008, I didn't have to make much of a case; Japan was there. And one of the specific things was – well, let's set up research centres to train the next generation of teachers, the next generation of experts. Prime Minister Howard had already given $25 million to the University of Sydney to set up the US Studies Centre in 2006. In 2009, Prime Minister Rudd gave $53 million to the ANU to set up the Australian Centre on China in the World; and later that year he also gave $8 million to the University of Melbourne to set up the Australia–India Institute. In 2013, Prime Minister Abbott gave $15 million to Monash to set up the Australia–Indonesia Centre.

Now, I've already confessed that I grew up in America, but does anyone know the old American television show *Sesame Street?* They had one segment on it which was, "One of these things is not like the other, one of these things…" We had five countries, five key partners that needed investment, and we've had four investments made over an eight-year period covering both sides of politics. Obviously there is one missing – and I call specifically for an Australia–Japan Centre to fill this space, to educate the next experts and to train the next great teaching cohort. I would do it differently, because this is a more mature relationship than we have with the other four. Those have had Australian government funding to support them. My argument, based on where our relationship with Japan is at, is that it could be a collaborative and a mutual investment in this centre. And because of that I will have dual nodes – one in Tokyo and one in an unnamed Australian city (though Adelaide is a very nice place… or anywhere else.) Collaboration is a reflection of the maturity of the relationship. The dual nodes would make it distinctive. Regardless, though, for Japan to be absent from the list is significant symbolically, and is something we should be aware of.

The second way we know we can have impact on youth, of course, is by giving them those passports, and having them taste that Kansai okonomiyaki for the first time. Study abroad can have the greatest impact in transforming our young people's lives. In Australia we're showing increases in that, and that is very positive. Unfortunately though, in Japan, the same trend is not there – indeed, a 38% decline over the last decade in the number of Japanese studying abroad. Both the Australian government and the Japanese government know the importance of study abroad in developing human capital and global competency, and in developing a knowledge economy. And because of that they've both set up programs to promote it: in Australia, the New Colombo Plan; and in Japan, Tobitate. One of the challenges, though, is that both of those are one-way – sending "our" students "there". And my argument on this – on study abroad – is we could do so much more if we align those programs and we leverage them off each other.

Let me use just one example of where that may be possible, coming from my own University of Adelaide's New Colombo Plan experience. In the first round of New Colombo Plan, University of Adelaide put Japan as our first choice and we received a large sum of funding. Two of my colleagues, Shoko Yoneyama and Purnendra Jain, incorporated Japan experience within the two courses they were teaching – one in sociology and one in political science – and as a mid-semester excursion they went to Tottori. I love that they went to Tottori rather than Tokyo or Osaka, because coming from South Australia that is the place that has synergies to build on. And what they were looking at was renewable energy. In light of Fukushima, in light of the fact that thirty percent of South Australian energy is derived from wind farms, what better idea than to take fifty students from Adelaide to Tottori. Wonderful. How much better would that have been if we could then bring the Tobitate students from Tottori to South Australia? Hopefully that will happen, but it will only happen in an ad hoc way. There is no coordination of those two projects. So, that's one example about how two separate domestic policies could be aligned internationally to have more impact.

A second example would be the JET Program. We already have the gap year of JET, and many of you probably have participated in that or experienced it. Earlier, a few years ago, there was a suggestion of a reverse JET, bringing young Japanese in to Australia to help teach. That proved very problematic with the teachers' unions here in Australia and so it went off the boil. But there is an opportunity to align the JET Program with something that's going on in Australia right now, and that's the Teach for Australia Program. Teach for Australia Program has been around for about six or seven years, no one's heard much about it, but recently Education Minister Pine declared that forty percent of those places should be dedicated to language study, language teachers. Now certainly that program is really talking about how we get Australians into the Australian classroom. But why not marry that with the incredibly successful working holiday program to get – like the JET Program – a reverse JET coming the other way? And again we could do that independently, we can adjust the law in Australia, but how much more powerful would it be if we could leverage the JET program with the Teach for Australia Program?

My third and final suggestion in this new affirmative phase is that we shift the message. My first ones were let's talk about teaching and here's a specific way of doing it, and let's talk about study abroad and here's a specific way to do it. My third message is much more messy. What I'm on about is mainstreaming Japanese culture. How do we connect to as many youth as possible? We know we can connect to some of our students by talking about geisha, by talking about samurai, by talking about ninja, by talking about anime, by talking about cosplay. But I can tell you that's not going to connect to all of our students. That exotic spinning of Japan only goes so far. So what I'm suggesting is we need to extend our message to mainstream Japanese culture as well as the exotic Japanese culture.

Let me provide just three examples in this area. The first is around music. And if you look at music, K-pop – Korean popular music – has had enormous worldwide success, such that if you turn on Triple J or *Rage* on ABC TV or if you turn on SBS, there are whole programs dedicated to K-pop. Japan of course has J-pop, but it has not received that mainstream exposure in the way K-pop has. I would suggest pop music is one entree into mainstream culture.

A second entree into mainstream culture is sports. And here I'm not talking about sumo. I love sumo. Indeed I'm probably the only one in the room who wrote a Master's thesis on ninth century sumo, and at one point in time I was the world's expert on ninth and tenth century sumo. But I'm not talking about sumo or karate or judo. Here what I'm talking about are mainstream sports in Australia like soccer and rugby. We're in the middle of the FIFA World Cup. Japan and Australia have both been there; but just as the Bledisloe Cup in rugby celebrates the Australia–New Zealand relationship, there should be the annual Australia–Japan soccer match that celebrates that relationship. Transitioning into rugby, Super Rugby is going from fifteen teams to eighteen teams. The last place has not been decided, but they say that it's going to go to an Asian country and it's down to Singapore versus Japan. If Japan were to succeed in getting a team, think about how exciting that would be for making Japanese relevant to a sixteen-year-old like mine who plays rugby and couldn't care less about anything else. You all of a sudden have an extra link to bring them in. Skiing and snowboarding of course are other examples.

And my third example is around fashion. Here I'm not talking about cosplay; no matter how much I like to dress up with orange hair and swords and in very short tights, that is fringe and exotic. Rather what I'm talking about is more mainstream. UNIQLO recently opened in Melbourne and there were hour-long lines outside to get into the store. Not to mention places like Muji or other street fashion. Here is yet another way to link with people who might not be interested in exotic Japan, and to extend our message to them. I don't have a specific proposal around this mainstreaming argument, but what I'm asking is for you as advocates, for you as activists in this area, to think about how you in your class can extend beyond those obvious exotic facets of culture to these additional ones.

In conclusion, I'm arguing for a shift in our attitude towards Japan in Australia. A move away from *acceptance* of its importance, or even *defence* of its importance, to a position where we affirmatively advocate and promote Japan as an important foreign priority among many strong alternatives such as the United States, the Anglo-world, China, France, Korea, Indonesia. Secondly, I'm advocating for a renewed message, not to be focused on business and government, but rather on youth. As we do that, there are specific things that we can do. One would be to fund a cooperative centre in Australia in Japan Studies, to train the next generation of experts and teachers. Another would be to leverage domestic schemes such as the New Colombo Plan and Tobitate or JET and Teach for Australia. But all of these rely on you; the most valuable Japanese resource in Australia are the people in this room today. You, the teachers who make the infrastructure that will train the future Matts of Australia. And for that, my most important message is to say thank you. Thank you very much.

# JAPANESE LANGUAGE EDUCATION IN AUSTRALIA TODAY: AN OVERVIEW[1]

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## ABSTRACT

In the first decade of the twenty-first century Japanese was the most widely taught language in Australia and Australia had the third highest number of students of Japanese in the world. In recent years, however, the position of Japanese has become less certain. The economic and instrumental reasons for studying Japanese have become less compelling, although cultural motivations are still strong, particularly among senior secondary and tertiary students. At the same time, the educational environment and policies in Australia have also been evolving, with both positive and negative impacts on language education. In an era of globalisation, many of the factors affecting the study of Japanese in other parts of the world also affect Australia, but the way in which they come together here is unique.

This paper examines the changing forces that have shaped JLE in Australia, provides a snapshot of the current situation, and explores implications for the future.

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1   This paper is loosely based on an address given in Japanese at the ICJLE conference in Sydney in 2014.

# STUDENT NUMBERS

At the beginning of the twenty-first century about 426,000 students (around 10% of all Australian school students) were studying Japanese (de Kretser & Spence-Brown 2010). This was the culmination of a huge expansion in student numbers over the last two decades of the twentieth century which can largely be attributed to the growing economic and strategic importance of Japan, and to policy initiatives at the federal and state levels, building on the National Policy on Languages (Lo Bianco 1987) and underpinned by the NALSAS (National Asian Languages and Studies in Australian Schools) strategy which provided large amounts of financial support for this expansion over the years 1994–2002.

Since then, however, enrolments have been gradually declining overall, although there have been considerable fluctuations within particular jurisdictions, particularly at the primary level. As the most commonly taught language in Australia, Japanese and its fortunes reflect the fortunes of languages in general, the study of which appears to have been declining overall, at least at the senior secondary level, although this pattern is interrupted by sudden surges whenever new funding is provided or governments change the policy settings. Between 2000 and 2008, numbers of school students of Japanese fell by 16%, with the steepest decrease being at primary level. A large factor appears to have been the end of the NALSAS funding program, but the depressed state of Japan's economy and its overshadowing by China as a trading partner for Australia were probably also significant factors (de Kretser & Spence-Brown 2010).

The following figures are for numbers of students in primary and secondary schools, based on figures provided by state education authorities. The latest comprehensive national figures covering all sectors which we have been able to collect are for 2008 (de Kretser & Spence-Brown, 2010), but the analysis also draws on more recent figures, particularly for government schools.
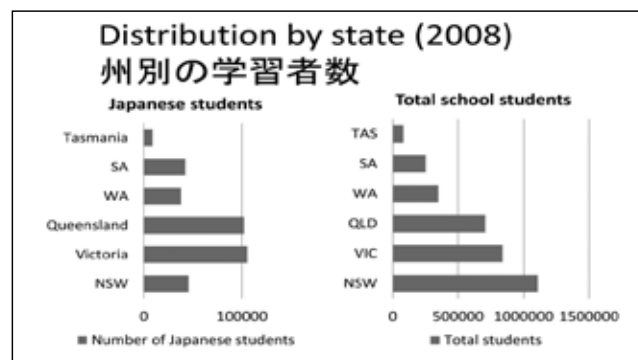


Figure 1: Distribution of students by state (2008)

As you can see from Figure 1, Victoria and Queensland have the highest number of students of Japanese in Australia. In Queensland, Japanese is by far the most widely taught language, with around half of school language students enrolled in it. In Victoria, it is not the strongest language at either primary or secondary level, with enrolments spread across a number of Asian and European languages; the high numbers there instead reflect the much greater strength of language enrolments in Victoria than in other states. New South Wales is the largest state in terms of school population, but it has a relatively small number of language students, including students of Japanese. This is partly because, in contrast with other states, language teaching at the primary level is still not the norm in NSW. Even in secondary school, language is only mandated to be taught for 100 hours, in either year 7 or year 8, and perhaps as a result enrolments post the compulsory period are also relatively weak compared to other states.

## RECENT TRENDS

The Japan Foundation conducts regular surveys at both school and post-school levels, which help identify changing trends internationally. Their report on student numbers for 2012 (Japan Foundation 2013) shows increases since 2009 of 13.3% at primary level, 1.4% at secondary level and 1.3% at tertiary level, although their statistics rely on self-reporting by schools and may be affected by fluctuations in response rates. It should also be kept in mind that these are increases in absolute numbers, not in terms of percentage of the school population as a whole (which has increased over that period). No Australian authority collects or publishes national statistics for language teaching, but information we have obtained from the various education authorities suggests that it is difficult to identify universal national trends. Increases in some states and sectors balance decreases in others, although the statistics confirm the Japan Foundation figures in showing a significant increase in primary numbers overall, marking a recovery from the steep falls in the previous decade. After an initial decline in enrolments in Japanese after the close of the NALSAS funding program, a new round of funding (NALSSP National Asian Languages and Studies in Schools Program) was introduced for the 2006–2012 period by the Australian government, and this appears to have helped recovery and even led to expansion in some sectors. There were changes in some states to policies such as school entry age and to the location of year 7 (from primary school to secondary school) which also affected numbers. In addition, some states have recently expanded primary language provision in preparation for introduction of the Australian curriculum, which assumes 350 hours of learning undertaken across Foundation to Year 6 (ACARA 2014). These general changes in policy, rather than any specific factors relating to Japanese in particular, appear to have been the primary driver for the recovery in numbers, particularly at the primary level.

## YEAR 12 STUDENT NUMBERS

Language study in secondary school is generally only compulsory for 1-3 years, and many students then discontinue their studies, with further dropout in subsequent years. While lack of data means that definitive calculations are not possible, and the rate of continuation differs from jurisdiction to jurisdiction, it appears that up to 90% of students discontinue their language study before year 11. The numbers of students studying Japanese at year 12 are perhaps the best indicator of the health of school languages education in Japanese. This is because these students are choosing to study the language, often in the face of pervasive forces acting against language study. Reliable and consistent statistics for completion of year 12 units are also available nationally.
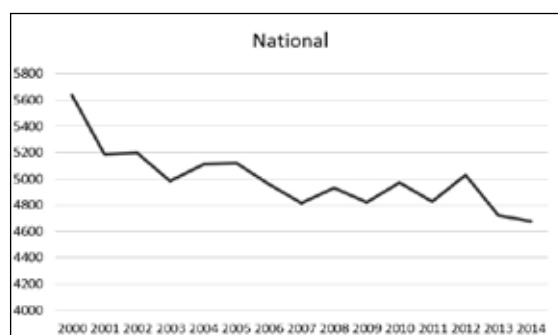


Figure 2: Year 12 completions 2000–2014 (based on data published by state/territory authorities)

Year 12 enrolments have remained remarkably steady, compared to those at lower levels, at around 5000 students nationally. However, recent figures suggest that year 12 enrolments are now starting to erode, with worrying implications for the rest of the system.

All states and territories offer a course for Japanese "Continuers", who have typically completed 3–4 years of study prior to year 11. In the Australian Capital Territory, NSW, South Australia, Northern Territory and Western Australia, "Beginners" courses are available to students who wish to commence Japanese in year 11; in NSW and the ACT these make up around half of the year 12 enrolments. In most jurisdictions separate courses exist for speakers who have some home background in Japanese, and for those who have completed their schooling in Japan, but the rules for the type of background that disqualifies students from studying in the "Continuers" units vary considerably. The biggest drop in year 12 enrolments has been in South Australia, where a change in the structure of the year 12 certificate and calculation of university entrance scores has encouraged students to study fewer subjects, with consequent drops in enrolments for subjects that are considered to be less "core", such as language study. Despite creative responses in many schools, the year 12 numbers there are now at a critically low level, which threatens the viability of the language at lower levels.

TERTIARY STUDENT NUMBERS

Numbers of students in university Japanese courses are collected by the Asian Studies Association of Australia (McLaren 2011). The latest figures published are for 2009, when there were 27 universities offering Japanese, including all the major institutions. While national comparative data are not available, anecdotal evidence suggests that Japanese is still the language of highest enrolment nationally. On the basis of the ASAA survey, and other data which I have been able to access, there were probably between 7000 and 8000 university students of Japanese in 2009. The Japan Foundation survey, which included a wider range of post-secondary institutions, found there were 8,520 students in 35 institutions in 2009, increasing to 9,682 in 2012 (Japan Foundation 2013). Since 2009 two popular programs have closed, and others have been restricted, but several large institutions have changed educational structures in ways which have led to increased language enrolments across the board (see Nettelbeck 2009). Accordingly, it is difficult to discern an overall trend. Many students do not continue beyond one year, primarily because students from across the university enrol in Japanese as an elective, and do not continue to major level. This steep "attrition" has been noted as a problem more generally in language education in Australian universities (Nettelbeck, 2009) but, depending on one's perspective, it can be viewed as positive that so many students decide to take Japanese, even if only for a semester.

# FACTORS AFFECTING JAPANESE LANGUAGE EDUCATION ENVIRONMENT
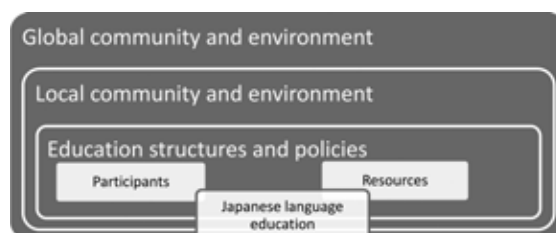


**Figure 3: Factors affecting Japanese Language Education**

Figure 3 depicts some of the major factors which impact on Japanese language education. Each level impacts factors at lower levels, and all influence the goals, capacities and actions of participants in language education: students and teachers, as well as other stakeholders such as parents. Global factors include the relative decline in the economic importance of Japan, but also cultural factors, such as interest in Japanese culture more generally, and the continuing popularity of Japanese popular culture in particular. They also include advances in information communication technologies (ICT) which have created new communities in which students can participate, new tools to make communication and language learning easier, and new motivations for language learning. These on-line possibilities intersect with and amplify the greater "real world" opportunities for interaction provided by easier and cheaper travel and globalised markets. In general, Australian schools and universities have been quick to embrace these possibilities, at least in part, but they also pose challenges, which teachers are still coming to terms with.

Local factors include what Michael Clyne has characterised as Australia's "monolingual mindset" (Clyne 2005) and the ambivalent attitude to foreign language learning of English-speaking Australians in the age of "Global English". There is no space to explore these factors in detail here, so I will concentrate instead on educational policy and structures.

# THE RECENT POLICY ENVIRONMENT

The decline in the numbers of students of Japanese broadly coincided with the decade of John Howard's conservative Coalition government (March 1996–December 2007), during which time the NALSAS program came to an end. In 2007, the incoming Labor Prime Minister Kevin Rudd was a fluent speaker of Mandarin and the author of an important report on language teaching (Rudd 1994); under his leadership a new funding program, the NALSSP program (A$64 million over 3 years), was established, giving Asian language teaching new impetus. This program finished in 2012 and was not replaced. The Rudd/Gillard government also commissioned a White Paper, *Australia in the Asian Century*, which set out policies for Australia's engagement with the growing Asian region for the period until 2025 (Australian Government 2012). The Australia–Japan relationship was acknowledged as important, multi-dimensional and strong, but arguably the main emphasis had shifted to China and India. Policies on language education in the White Paper emphasised the importance of Asian language competence and of Asia literacy more generally. Japanese was reaffirmed as one of four (later five) Asian languages to be taught in schools. The Paper also stated that all students should have the opportunity to study language sequentially (across their primary, secondary and tertiary education), and that universities should be assisted to promote the study of Asian languages and related specialised skills. In terms of concrete ideas about how these goals were to be achieved, the paper strongly emphasised the role of technology (in particular the under-construction National Broadband Network) and opportunities for interaction through sister school programs with Asian schools.

The other significant national policy development during the Rudd/Gillard government was the creation of the Australian Curriculum Assessment and Reporting Authority, ACARA, and the initiation of the development of an Australian curriculum. The confirmation of "Languages" as a key curriculum area, and the building of the curriculum around the assumption of continuous teaching of language from R to 10 sent strong signals about the teaching of languages which had previously been lacking, particularly in some states where provision had been less strong.

However, the educational policy landscape shifted yet again in 2013, when a new (conservative) Coalition government took office. While the White Paper appeared to have been shelved, there is little immediate change in overt policies on language education. There continues to be a degree of positive rhetoric, including the declaration of a wildly ambitious goal for 40% of year 12 students to be studying a foreign language "within a decade" (a number which had not been achieved since the 1960s). However, there is little funding, and few concrete policies for how such a major increase (from current levels of about 11%) could be achieved. There is a continued focus on Asia literacy, study abroad, and technology, and this is reflected in the only funding initiatives to have been announced. One is funding for study abroad in the form of the $100 million "New Colombo Plan", which provides scholarships and mobility grants to undergraduate students for study and internships or mentorships in the Asia-Pacific region. The second is a $9.8 million provision for a one-year trial of computer-based foreign language learning for children in forty-one "early learning services" (preschool programs), the Early Learning Languages Australia (ELLA) program. Recent reports suggest that the trial is to be expanded, although it is not clear why the extension of language learning down to preschool level has been prioritised in this way, while implementation at primary level is still underdeveloped in many states. Transition issues that restrict students' ability to follow through on language learning across education levels have been highlighted as an ongoing problem and are only likely to be further exacerbated by this extension down into preschool. There has also been some focus within wider programs (such as the teacher training review, and "Teach for Australia" program) on teacher supply, but arguably not enough to address the increased needs in the primary sector and the effects of a rapidly ageing workforce.

There was more significant change in the government's attitude to and support for the Australian Curriculum, which underwent review and change in several areas, while at the same time there was increasing diversity in state and territory policies regarding its implementation.

State policies continue to be of prime importance in shaping language education. In response to the impending implementation of the Australian Curriculum, some powerful new policies were initiated in several states, some with negative and some with positive impacts on language teaching. For example, in the ACT, the teaching of languages was mandated from primary school to year 10, with an immediate impact on student numbers. In Victoria, historically the strongest state for school language teaching, the Coalition government initiated a comprehensive policy review, and also announced that language teaching would be mandated across P–10, sparking a flurry of activity. However, the Labor government which succeeded it took a quiet step back from this policy in 2015, perhaps acknowledging the significant extra resources that would be necessary to implement it properly.

# STRUCTURAL FACTORS

There is a long history of reports in Australia pointing out basic problems with language education across the country, as Lo Bianco and others have noted (Lo Bianco, 2009). The following include some of the main structural factors which commentators and teachers suggest affect Japanese language education (and in most cases, other languages as well).

## STRUCTURAL FACTORS IN THE PRIMARY SECTOR

Compared with secondary schooling, the place in the curriculum, time allocation, and funding for language education are less well defined at primary level, with policies for provision varying widely both within and across the jurisdictions, and largely dependent on the policies of individual schools. Major shifts in government policy have taken place at regular intervals, causing schools to increase language provisions when policies dictate they must do so, or when extra funding is made available, only to discontinue the new programs as soon as the policy wind (almost inevitably) shifts again. One reason for these shifts is that large expansions are almost never adequately resourced, leading to financial and staffing problems, which in turn trigger contraction. I have argued elsewhere that there is a fundamental issue which leads to these problems, and that is that the structures of primary education, largely unchanged since the nineteenth century, do not adapt easily to the inclusion of new curriculum areas requiring specialised teaching (Spence-Brown 2014).

In addition, curriculum guidelines for languages have been broadly worded and subject to very flexible interpretation. Combined with a culture in which each teacher produces their own curriculum and materials, this results in widely differing content and levels of proficiency from school to school. As a result, it is quite commonplace to find that teachers do not know what students have been taught in previous years, and do not have clear targets for what students will achieve by the end of their primary schooling. In fact, it is not unusual to find an over-worked teacher delivering basically the same lesson to every grade — reflecting the fact that there is little attention to cumulative building of grammatical and lexical skills in many programs. Curriculum is topic based, and the language introduced under one topic is often forgotten once students move to the next topic. Guidelines for teaching time, on which official curricula are based, are routinely ignored, forcing teachers to be "creative" in their interpretations of what the guidelines require.

Most teachers are dedicated and resourceful. However, faced with very adverse conditions, teachers typically do not have high expectations of what can be achieved by their students, and often focus on "fun" activities and on interesting but unsystematic snippets of "cultural" content, rather than the systematic development of communication skills and intercultural competence.

## STRUCTURAL FACTORS: TRANSITION ISSUES

The issue of lack of continuity of language study between primary and secondary school in Australia is well known (Liddicoat 2007; Lo Bianco 2009). While authorities in some areas have worked hard to coordinate language provision across primary and secondary schools in a district, they have done much less to tackle the problem of high schools working to a "beginners" curriculum that minimises the benefits of prior learning even where it is continuous. Although the National Curriculum has tried to change this situation by instituting both an R–10 and a 7–10 curriculum, in practice there are many barriers to high schools offering separate classes for students with prior learning and for beginners. Unfortunately, by the end of year 7, any advantage of prior study is typically lost.

While efforts to allow students to continue the language they began in primary school are laudable, with the diversity in pathways into high school, and the variety of languages taught, it is unlikely that the issue of mixed classes of beginning and continuing students at high school will go away. However, if the outcomes of primary school language programs have as much to do with generic language learning skills, general language awareness and cross cultural skills as language-specific skills, then all students can potentially benefit from primary school language learning, whether they continue with the same language in high school or pick up a different one, as long as the early years of high school enable them to build on their primary school learning. Perhaps it would be more profitable for authorities to focus less on achieving the unachievable goal of continuity for all students and more on what goes on in the transition years of junior high school, to ensure that both continuing and beginning students find the learning enriching and challenging, instead of the current situation in which both groups are "disadvantaged" in some way.

STRUCTURAL FACTORS IN THE SECONDARY SECTOR

The main structural issues in secondary schools are associated with the number of years during which language learning is compulsory, and with the treatment of Japanese once it becomes elective. There is wide variation across the country with regard to the years when language is compulsory, although two years or less appears to be the most widespread situation. Once Japanese becomes an elective subject, many teachers complain that it is timetabled against other very attractive options which discourage students from continuing.

The high drop-out rate when Japanese becomes an elective, particularly in schools where this occurs after only one year of study, also has a negative effect on the viability of the subject itself, and thus threatens the opportunity to continue for those students who wish to do so. Schools are often unwilling or unable to support small classes, and anecdotally there is an increasing trend to combine small classes at years 11 and 12, and even lower down the school. This situation is very difficult for both teachers and students, and tends to result in even more students choosing not to continue. This can lead in turn to the demise of Japanese as a senior secondary subject in the school. In some states and territories the numbers at senior secondary level are now at a critical low, and this impacts on teachers and their mutual support, on community perceptions of the place and viability of language learning and on student choices.

YEAR 12 ISSUES

Debates about increasing the numbers of students who continue with language studies in senior secondary levels often ignore or sidestep the fundamental fact that subject choices are finite – so choosing Japanese will entail either overloading, or not choosing something else. In comparison to many other countries, the number of subjects studied at year 12 in Australia is quite low: five or six is the norm in Queensland and Victoria, but this falls to four or five in South Australia and Northern Territory, where recent changes served to make it more common for students to decide not to include a fifth subject. This led to an immediate drop in year 12 Japanese enrolments, which, in systems with already very low year 12 enrolments despite healthy numbers in lower secondary school, has serious implications for viability of courses at lower levels as well. Anecdotally, Japanese is the fifth or sixth subject in terms of priorities for many students, so they will take it if the system encourages them to take six subjects, but will drop it if they believe that taking only four or five subjects will optimise their chances of success.

There is much talk about the desirability of language study, but much less about the need to make room for and incentivise language study for more students. In Victoria, for example, there is an incentive to take six subjects, although five is sufficient for completion of year 12 and university entrance, because students gain points towards university entrance for all subjects taken (limited to 10% of the score for the fifth and sixth subject), whereas in other states points gained are limited to the 4 or 5 top subjects completed. My research shows that in Victoria and Queensland, year 12 students of Japanese are much more likely to be taking six subjects than is the norm, although this does not apply in NSW, where the existence of "extension" units incentivises depth of study in a narrower range of subjects rather than breadth. The impact of these different systems on language learning deserves more widespread recognition and discussion.

At year 12, increasingly competitive university entrance, at least for popular courses, leads to subject choices dominated by the need to maximise marks. Teachers report that there is a perception amongst students that Japanese is difficult and requires more work than other subjects to obtain a good mark, and this perception is probably justified. As marks are based on normal curves within the subject, only partly modified by statistical manipulations based on calculations of the relative difficulty of subjects, there is also a problem that if there are numbers of students with some extra background in a language above what is acquired through schooling, then these students will have an advantage and occupy the higher mark ranges, making them inaccessible to students without such background. While there are relatively low numbers of students in Australia with a home background in Japanese, there are increasing numbers of students spending time in Japan and large numbers of students who are literate in Chinese who have an advantage in the learning of kanji. Whether it is justified or not, many students without such advantages feel that they are not on a level playing field, and are therefore discouraged from continuing with their studies.

STRUCTURAL FACTORS IN THE TERTIARY SECTOR

As mentioned above, anecdotal evidence suggests that student numbers in Japanese have grown in some universities, and decreased in others, making it very difficult to discern national trends. On the one hand, in an increasingly austere funding environment, most universities have rationalised the number of disciplines and subjects offered, and this has led to a decrease in Japanese subjects offered in many institutions, and the dropping of the language entirely in a few cases. On the other hand, structural changes such as the introduction of "breadth" units at Melbourne University have supported language teaching. Another structural initiative has been the use of a separate Diploma in Language to allow students who do not have room in their main degree to add on a language major. In 2013 the Australian government increased funding of places in these Diplomas for some institutions, which has enhanced its attractiveness and availability (Lane 2013). However, it must be said that in institutions where numbers have grown substantially, anecdotally most of the growth appears to be in enrolments in elective units, not in students majoring in Japanese.

In summary, it is clear that many of the changes in student numbers at each level are related to policy and institutional factors. Some of these are the result of state/territory and federal government policies on language teaching, or on Asian languages in particular, but many are associated with more general educational policies, usually implemented without much consideration of their impact on language learning. In an environment of competing priorities within a "crowded curriculum", language teaching often struggles for attention and resources. If governments are serious about increasing the number of Australians who are competent in Japanese, more serious attention to language education must be given in all areas of educational policy development, and not just restricted to the planning of language-specific initiatives.

# CURRICULUM AND TEACHING APPROACHES

In 2009 the Australian Curriculum, Assessment and Reporting Authority (ACARA) was established and began work on a national curriculum. For Japanese, a "scope and sequence" (curriculum) for years F–10 was released in 2015 (ACARA 2015) and will start to be implemented in some states in 2016. However, decisions about how and when to implement the Australian curriculum remain in the hands of the state authorities, and there is considerable variation in how that is occurring.

In addition, schools and individual teachers have considerable autonomy with regard to specific content and teaching approach. As has been mentioned, in primary schools in particular, curriculum and standards vary widely.

A feature of Australian primary education in general is that cross-disciplinary theme-based learning is encouraged. While traditionally, school cross-curriculum planning has often excluded languages, this feature provides fertile ground in some schools for content-based approaches to language teaching, such as Immersion and, more recently, CLIL (Content and Language Integrated Learning; see, for example, chapters by Howard and Kurihara in this volume). Some state authorities have actively funded and encouraged such developments, and they have been influential in informing the practices of teachers in regular programs as well. Recent developments include the introduction of CLIL initiatives in a range of Victorian primary schools, to complement the 3 "bi-lingual" programs established in the late 1990s, the introduction of primary immersion in NSW and Queensland schools and the first high school immersion program, at Robina High School in Queensland.

In secondary schools, commonly used textbooks and the demands of preparing students for year 12 assessment have led to more standardised and more structured approaches to curriculum design than in primary schools. However, there is still considerable variation in both quality and content, affected by the different needs and backgrounds of both teachers and students, and different policy settings in terms of time allocation and duration of compulsory study. In addition, innovations in ICT are increasingly influential, and allow teachers and students access to a rich range of resources and technologies not previously available. Unfortunately, curriculum design, particularly at the senior level, has not always kept pace with developing technologies and resources, and it is common to hear that while teachers use technology creatively and extensively up until year 10, in years 11 and 12 they go back to more traditional approaches, to prepare students for pen and paper exams.

## CHANGING AIMS AND OBJECTIVES

In recent years, there has been a growing focus on cross cultural and intercultural knowledge and skills, in particular the kinds of intercultural skills that are transferrable across languages. As both Australia and the rest of the world become more multi-lingual and multi-cultural there is a recognition that, even where English is used as a lingua franca, intercultural competence is a key to success, and there is an expectation that learning Japanese will provide students not just with the competence to interact in Japanese, but to interact more competently in English with others from different cultural backgrounds. In addition, there is a recognition that learning Japanese can promote language awareness and literacy (including online literacy), and also contribute to general educational skills and personal development. Policy makers and curriculum planners have increasingly focused on these "additional benefits" of language learning, partly because they recognise and believe in them and partly, perhaps, because they are a way of "selling" language to Australian parents, students and policy makers who may not believe the capacity to interact in Japanese is of much use or relevance.
While teachers are generally open to these ideas, in practical terms, despite some exemplary innovations, it is not clear that teaching across the board has yet adapted adequately to reflect the changing goals. Many teachers still find it challenging to add new social and cultural dimensions while still covering the linguistic skills traditionally focused on.

# STUDENTS

The diversity in student backgrounds and interests has continued to grow in recent years. For example, in a year 7 Japanese class, there will usually be a combination of students who have studied Japanese at primary school and those who have not. In addition, a few students will have already travelled to Japan, and students who are already multilingual will study alongside students who are monolingual in English. Finally, there will be students who are regularly consuming Japanese popular culture outside the classroom and those who are not, and there may even be a smattering of background speakers. Such diversity provides both challenges and opportunities, and while Australian teachers are generally creative and flexible, they often find it difficult to develop programs which are suitable for a varied student population.

## STUDENT MOTIVATION

Despite the emphasis on economic imperatives in official support for Japanese language teaching, this is not always the most important factor in the choices of students themselves. In Australian society, where knowledge of another language is often not viewed as a core competency, affective factors seem to be more important than instrumental factors such as future career use in motivating students to commence or continue the study of Japanese. Recent research which I (not yet published) and others (Northwood & Thomson 2012) have conducted shows that liking Japanese, interest in Japanese culture, and desire to travel to Japan are the most important motivations for the study of Japanese at all levels. Usefulness for employment or tertiary study is a less important, although still significant, factor at school level, and becomes more important at higher levels of university study. It seems to be rare for strong instrumental motivations to be expressed by students in the absence of intrinsic motivations and cultural interest, and this suggests that it is interest in Japanese which is the primary motivator. Students who wish to continue their studies then look around to see if they can make use of them, and at that point they start to consider uses of Japanese in future careers, and build these into their visions of their "L2 future selves" (Dörnyei & Ryan 2015).

# TEACHERS

Teacher supply is most often mentioned as a problem in remote and regional areas, or in primary education where new policies have led to surges in demand and conditions for Japanese teachers in some schools are extremely unattractive. In general, teacher skills and qualifications have risen, both in terms of the language competence of non-native speaking teachers (many of whom have spent time in Japan) and the English skills and familiarity with the Australian education system of teachers who were born in Japan. While the majority of teachers are still non-native speakers, the proportion of native/non-native speaker teachers differs from area to area. Language assistants are also commonly employed, either on a paid basis or as unpaid volunteers. Teachers in other languages often comment on the harmonious way in which Japanese teachers from different backgrounds work together in schools and teachers associations, complementing each other's strengths and weaknesses.

Teachers' associations exist in each jurisdiction, either as independent associations or sub-groups of the Modern Language Teachers Association. While activity levels vary, in general they play a very important role, in some states being one of the major providers of professional development to Japanese teachers, as well as hosting lively websites and newsletters and running activities for students. Email lists and social networking sites are also very active. In recent years there has been more recognition of the need for associations around Australia to work together, and The Japan Foundation, assisted by the MCJLE, have hosted meetings to facilitate networking and joint activities.

# CHALLENGES FOR POLICY AND PRACTICE

In conclusion, I would like to highlight some of the main challenges that Japanese language education faces and suggest some of the responses which will be necessary to ensure that Japanese remains one of the strongest languages in Australian schools and universities. Some of these challenges are shared with other languages, and require action at the highest policy levels to make the education system more "languages-friendly". Other changes must take place in individual schools, and will require action by individual teachers as well as the support of school management and the broader school community. In either case, it is unlikely that change will occur without the various stakeholders joining forces and working to influence the broader agendas in Australia.

## REFORMING STRUCTURAL PROBLEMS

At the most fundamental level, we need to convince our schools and universities to set aside adequate space in the curriculum and resources for language teaching. One way of doing this is to demonstrate the wider cross-curricular benefits which students can gain from studying a language such as Japanese. We also need to look for creative solutions to the old conundrums of how to find extra time for language, and provide better conditions for language teachers in ways that minimise the extra costs imposed. New ways of structuring primary school staffing, as well as content-based approaches and cross-curricular partnerships are all promising avenues to explore in this regard. Creative solutions to transition issues are also of prime importance, acknowledging that R–12 continuity of language learning will likely remain the exception, not the norm. At senior secondary level we urgently need to find ways of addressing perceived and real fairness issues, as well as to incentivise language study.

## REPOSITIONING JAPANESE (GOALS AND "BRANDING")

In order to reaffirm the relevance and appropriateness of the study of Japanese for Australians, policy makers and the general public need to be persuaded not only of the continuing practical value of competence in Japanese, but also of the broader educational roles which the teaching of Japanese can perform so effectively. To achieve this, we need to work on both content and perceptions of our subject. We know that Japanese is a language and culture which engages students' interest, and which can serve as a vehicle for intercultural learning and for language awareness more generally, and also as a gateway to other cultures and languages of Asia, and beyond. We need to both promote these benefits to parents, students, our colleagues and the community, and also to teach in ways that demonstrate them.

## RENEWING GOALS, CURRICULUM, TEACHING METHODS

In addition, we face the serious but rewarding challenge of making the study of Japanese at the same time less "difficult", but more "interesting". We need to recognise that sometimes we can engage students better by raising the bar so that they feel that what they are learning is worthwhile, but we must do this in a way that is achievable. To make Japanese less "difficult" for our students, we need to draw on all the affordances of ICT, and encourage students to use these tools to communicate more, and more meaningfully. One thing that all the experts on second language acquisition agree on is that greater interaction in and with a language is the key to learning success. It also needs to be recognised that some of the fundamental skills of Japanese literacy are very different in a digital world to a pen and paper world and that both what and how we teach needs to change accordingly. We can lessen the time-consuming emphasis on the writing of kanji in favour of the recognition skills on which digital literacy depends. We also need to shift our thinking away from aiming for grammatical correctness as the main priority, and focus more on communicative success. It is common to pay lip service to the importance of communication and task achievement, but when it comes to the crunch – that is marking criteria – it is still grammatical accuracy that gets the most attention. While we apply native-speaker standards in judging our students' language production, they will always fall short and fear falling short. We need to value what they can do, and show them its value in doing things they want to do in the world.

A corollary of this is that we need to recognise that many of our students are exposed to more Japanese outside the classroom than inside. While we focus on basic textbook exercises, they are looking up pop song lyrics and checking out the Facebook pages of the friends they met on their school trip. We need to link these activities with what is going on in the classroom. We also need to keep striving to cater for individual differences in our programs, so we continue to challenge the advanced students while keeping expectations for the weaker students reasonable. This will inevitably lead to different outcomes, and how to value them in our norm-driven systems is an ongoing issue which is not going to go away.

An urgent priority, which is now more approachable than ever before due to the advent of the national curriculum, is agreeing on goals and minimum outcomes for the primary years and working to actually achieve them consistently – not just on paper, but in fact. Only when this has started to happen can secondary teachers be persuaded to seriously value what has been achieved at primary school, and to continue to build on it, rather than ignore it. But to achieve consistency of outcomes, we need consistency of inputs in the form of teaching time and teacher quality, and the support of the whole school in acknowledging that these outcomes are important – and for this we need to go back to the structural reforms mentioned above.

At all levels, we need to continue to work on strategies to integrate cultural content and intercultural skills, and to demonstrate their relevance. This is easy to do badly, leading to trivialising and stereotyping or even to confirmation of existing prejudices. It is thus an area where sharing units of work can be particularly rewarding. Japanese teachers are justly proud of being able to produce their own materials, tailored for their own classes, but a readily available core of expertly produced, accurate and engaging materials, which still allow tailoring for individual situations, would be a great boon in this area. We have many materials which deliver cultural knowledge, but fewer that truly develop intercultural skills.

Finally, we should continue to develop approaches which integrate content and language, such as CLIL, or at least modified CLIL suited to Australian conditions (Turner 2013). Sometimes the content will be Japanese cultural content, taught because it is valuable in its own right, and sometimes it will be content from other curriculum areas, like visual arts or maths.

These are no small challenges, but I believe Japanese teachers have the attitudes, skills and mutual support structures to meet them.

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# GLOBAL AND LOCAL BEST PRACTICES

## GLOBAL BEST PRACTICES

# BEYOND THE CLASSROOM: A CASE FOR OUT-OF-CLASS LANGUAGE LEARNING

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## ABSTRACT

The most successful language learners often attribute much of their success to initiatives they undertook to extend opportunities for language learning beyond the classroom. Experiential learning theory also argues that making connections between in-class learning and personalized out-of-class applications maximizes learning. The litmus test of success in second language learning is whether the learner can actually use the language to communicate beyond the classroom.

Recent developments in information technology, particularly the Internet, give learners access to an astonishing variety of authentic aural and written texts. The proliferation of social networking sites provides learners with opportunities to communicate in speech and writing with other users of their chosen target language around the globe.

In this paper, I will argue that learning through using language in authentic as well as pedagogically structured contexts outside the classroom can significantly enhance the language learning process. Practical illustrations and examples in the form of case studies will be presented to illustrate the rich variety of opportunities that exist for language learning and use outside the classroom.

# INTRODUCTION

The two contexts for language learning and use are inside the classroom and outside the classroom. Traditionally, the classroom world was where language was learned, and the world beyond the classroom was where language was used. This distinction between language learning and language use began to break down with the development of communicative language teaching, which brought with it experiential learning (Kohonen 1992) and the notion that one could actually acquire a language by using it productively and communicatively inside the classroom. By the same token, one could also increase the rate of acquisition by studying and using the language beyond the classroom.

Until recently, opportunities for language learning beyond the classroom were fairly limited. These days, however, thanks largely to technology, there are enormous opportunities for individuals, regardless of the language they are learning, to connect and interact with other speakers of those languages. One of the interesting things that is happening is that there is an enormous spread of individuals using a wide range of languages. Not just languages that are used widely for international communication, business communication, media and so on, such as English, Japanese, Chinese, Spanish and Arabic, but minor languages as well. The number of second language conversations – so, ones between second language speakers of these global languages – is increasing exponentially.

In fact, if you could take a snapshot of individuals around the world engaged in that moment in genuine communication beyond the classroom using English, it would reveal far more second language to second language speakers of English than native speakers, whether conversing with other native speakers or with second language speakers. English can no longer be claimed to belong to any one national group, not even the English themselves. Native speakers can no longer claim that they own the English language. These days, English belongs to anybody who chooses to use it. And I would argue the same goes for Japanese, Chinese, Spanish, Arabic, and for the many other languages that are used around the world.

In the background section that follows, I shall draw a contrast between patterns of language use in the classroom and discourse outside it. I shall also set out some of the limitations of the classroom, as well as pointing to some of the advantages of language learning beyond the classroom. This is followed by five case studies of language learning beyond the classroom. These studies show how teachers in a range of contexts, and using a range of languages around the world, have developed ways of encouraging their learners to develop target language skills beyond the classroom. They have been selected from an edited collection of twenty-eight studies of language learning beyond the classroom (Nunan & Richards 2015).

# BACKGROUND

Prior research has shown that classroom discourse tends to be structured and hierarchical. It involves simple rituals and routines as well as display language. Behaviour and contexts of use are safe and predictable (McCarthy & Walsh 2003). Discourse beyond the classroom, on the other hand, is relatively unstructured and its contexts of use generate complex rituals and routines resulting in authentic (rather than display) language. Behaviour is unregulated, and communication is relatively risky and unpredictable. Comparing the discourses used by learners in the classroom and beyond the classroom provides insights into the complex relationship between instructed language acquisition and language use. While the structured, hierarchical discourse of the classroom has certain benefits for learners, particularly in the early stages of learning another language, it is also important for them to be exposed to the risky business of authentic interaction beyond the classroom.

In the 1980s, the idea was proposed of making classrooms indistinguishable from the world outside the classroom in terms of discourse and interaction. The idea was that learners would "pick up" the second language through a little-understood process of osmosis in much the same way as they acquired their first language (Krashen & Terrell 1983). This so-called "natural approach", in which teachers organized integrative opportunities in class that mirrored those that took place outside the classroom, certainly had merit. However, to completely exclude classroom language and patterns of interaction was a mistake. Classrooms exist to provide learners with learning opportunities that they cannot get outside the classroom. We need both in-class and out-of-class learning / using activities to maximize the learning potential for our students.

Beyond the classroom, learners have opportunities for authentic input, comprehensible input as it is called, but also authentic output, opportunities to get closer to the kind of language that we use for authentic communication because that is in fact what they are going to be doing with the language that they are learning. Beyond the classroom, there is a much broader range of interactional contexts than can exist in the classroom, where the only people that a student can interact with are the teacher and other students. And, of course, there are unequal power relationships between teacher and students that affect the discourse. For example, students rarely if ever get to ask questions of the teacher apart from language-related questions. And the great majority of teacher questions are not genuine questions at all, but are "display" questions, the function of which is to get students to display their knowledge. While classrooms and what goes on in them are critically important to successful language learning, so also is learning outside the classroom.

In summary, language classrooms have a particular place and a particular value. While they are necessary, in many contexts, they are not sufficient for language acquisition to develop to the point where learners can communicate effectively beyond the classroom. We need to provide learners with structured, semi-structured and unstructured opportunities to study and practise language beyond the classroom.

# CASE STUDIES

## CASE STUDY 1: EXTENSIVE READING (DAY & ROBB 2015)

Anderson (2008) argues that the best way of developing fluent reading skills is through extensive reading. He distinguishes between intensive and extensive reading as follows:

> The differences between intensive and extensive reading are important for teachers to understand. Intensive reading is the teaching of reading skills, vocabulary, and phonological instruction, typically through short reading passages followed by reading comprehension exercises. Extensive reading is reading of longer passages with a focus on enjoyment and / or learning new information while reading. There is typically no accountability required during extensive reading. (Anderson 2008, 8)

In contrast with intensive reading, extensive reading is carried out for enjoyment rather than for the purpose of mastering grammar and vocabulary. Linguistic skills and knowledge will develop incidentally rather than intentionally.

Day and Robb (2015) present the case study of Wendy, a beginner learning Japanese as a foreign language. In addition to undergoing formal instruction, Wendy made the decision to embark on a self-study program based on extensive reading. Over a nine-week period she read forty-three books. These were simple books, including comic books and children's storybooks. During this time, she kept a journal of the extensive reading experiences. At week ten, she made the following note:

> The cool thing about reading so far, or perhaps I should say the rewarding part is when I am able to recognize words that I have read from other books before. Last night I took a Japanese children's book from the bookshelf and was going to show the pictures to my baby. As I scanned through the book, I realized that I could read some of the words. (cited in Day & Robb 2015, 4)

Day and Robb identify five principles that underpin successful extensive reading programs. In the first place, given the fact that the primary aim is reading for pleasure and that learning will be incidental rather than intentional, the reading texts must be well within the reader's comfort zone. The second principle is to provide learners with a variety of reading material. This will help to maintain interest and motivation. Older learners should be given the opportunity to select their own reading material. As the name implies, extensive reading entails reading as much as possible. Finally, the focus should be on reading for enjoyment and general understanding rather than for specific linguistic information. This is not to say that there are not specific language outcomes. Vocabulary development is particularly facilitated by extensive reading. However, as has been mentioned, it happens incidentally. Day and Robb (2005, 7) also argue that extensive reading fosters positive attitudes towards reading in general: "perhaps the best result from numerous studies is that students develop positive attitudes towards reading and increased motivation to study the target language".

## CASE STUDY 2: EMAIL TANDEM LEARNING (SASAKI 2015)

In email tandem learning, a second language learner is paired up with a first language speaker of the language he/she is learning. That speaker will be a second language learner of the other person's first language. Sasaki (2015) presents a case study of two high school language learners, Shelly, an American learning Japanese, and Shogo, a native Japanese speaker learning English, who took part in an email tandem learning program to augment their regular in-class language courses. Shelly sent Shogo emails in Japanese, and Shogo wrote to Shelly in English. Shelly responded to Shogo's email in English, correcting mistakes and pointing out cultural information, and Shogo did the same to Shelly's email in Japanese.

Sasaki notes that:

> The unique aspect of this activity is that, unlike regular *native speaker-nonnative speaker (NS-NNS)* communication, where only one participant (i.e. NNS) benefits as a learner, tandem partners bring their own L1 knowledge and reciprocally support their partner's L2 learning. Therefore e-mail tandem is considered to be potentially beneficial to L2 learners on *both* sides. This practice stands on the notion of collaborative learning where each interlocutor plays an active role as an expert of his or her own L1 and provides scaffolding to assist the partner's (i.e. novice's) L2 learning. (Sasaki 2015, 116)

The technique promotes learner-centeredness and independence because the students get to make decisions about what topics to write about and what kind of feedback to provide to their partner. Having to provide linguistic explanations about aspects of their native language improves their linguistic awareness. At one point, after Shogo had corrected Shelly's misuse of the *-wa* and *-ga* particles, Shelly asked for a grammatical explanation of the difference. Shogo was embarrassed to admit that he didn't know: like most native speakers, he had relatively little knowledge of the grammatical rules of his own language. His journal entry reads:

> In the previous reply, she wrote, "How can I distinguish *-wa* and *-ga?* They both mark the subject of the sentence!" I felt she was irritated, but I couldn't answer right away. I felt guilty for not being able to solve her problem.

One day in his regular English class, the teacher reviewed the use of the definite and indefinite article and suddenly he realized what the distinction was between *-wa* and *-ga*. He wrote:

> Finally! I discovered the difference between "-wa" and "-ga", which is almost like the distinction of English articles "a" and "the". I hope Shelly will be glad to know this.

Students also developed intercultural knowledge and awareness. One of the topics that Shelly and Shogo chose was on festivals. By describing and comparing important festivals, they were able to enrich their knowledge of American and Japanese culture.

Sasaki makes a number of observations on the email tandem learning technique. Firstly, e-mail tandem helps learners develop linguistic skills by using language as both medium and topic of communication. Secondly, it is important to encourage learners to learn from each other's cultural background. Shogo, for example, realizes that before she makes a criticism of his English, Shelly praises him. In his reflective journal, he notes, "I received a lot of comments in her feedback, and I felt good every time I read them. I think it's an American custom to offer high praise when they give negative comments so that their comments do not sound like refusal or rejection but instead constructive." Sasaki's third point is that through the e-mail tandem technique, learners engage in authentic communication rather than regurgitating pre-fabricated patterns or reproduce the meaning of others. Finally, the technique fosters learner autonomy, and increases metalinguistic awareness.

## CASE STUDY 3: DIALOGUE JOURNALS (CHIESA & BAILEY 2015)

For Chiesa and Bailey (2015), the dialogue journal is an ideal vehicle for connecting the classroom with the world beyond the classroom. A dialogue journal contains reciprocal, ongoing written exchanges between students and teachers used consistently over time (Peyton 1993). Chiesa and Bailey (2015) report on a dialogue journal case study between Jennifer, a university student in China, and Dave, her American teacher. The study was carried out over the course of a semester. Jennifer wrote to Dave on a regular basis, and Dave responded. In the case study, some major issues emerged that highlight some of the strengths of this technique as a way of making connections between the pedagogical context of the classroom and the personal world of the student beyond the classroom.

In the journal, Jennifer documents her dysfunctional home life, including physical and mental abuse, that impinged on her ability to focus on her studies. In one entry, she recounted the following episode:

> The time when I found my dad didn't love my mom was on my tenth birthday. My dad left us, no, abandoned us. My mom woke me up in the early morning, and handed me a note, asking me to read aloud. (My mom is illiterate.) I recognized my father's handwriting. That note was very short, but the content in it was so hurtful to my mom and me that it took me nearly 30 minutes to finish reading it. The scene of searching for my father around the city where I lived became a scar later in my heart. I could not understand the reason why my dad left without saying anything. (Jennifer, Journal entry #3)

This entry highlights the fact that journal entries can raise issues that can prove to be extremely challenging for the teacher and that will almost certainly not come up in regular classroom discussions, but will have a material effect on the ability of the student to deal with the exigencies of regular classroom study – even though the incident may have taken place some years before, as is the case with Jennifer. In this instance, the teacher, Dave, has to decide how to respond to what was clearly a traumatic incident.

A fundamental principle in responding to students' journal entries is that the focus should be on experiential rather than linguistic content, that is, the teacher should respond to the ideas expressed and not to issues of discourse, grammar or vocabulary. (That said, the teaching might identify certain errors that are commonly made by different students in the class, and use these as the basis of a follow-up language review.) Another important principle is that the teacher should adopt a personal rather than an instructional stance in reacting to the students' entries. As Chiesa and Bailey state, "The teacher should relinquish power in order to build interactive reciprocity."

As indicated above, a major benefit of dialogue journals is that they provide a window on the world of the learners beyond the classroom. They provide a means of building into the instructional process the interests, needs and experiences of learners. This is a fundamental feature of a learner-centred approach to instruction (Nunan 2013). Needless to say, the teacher needs to exercise judgment when making decisions about what content from dialogue journals to draw on, and how to draw on the content. Confidentiality has to be respected at all times, and it would be inappropriate to draw directly on the content from Jennifer's journal. However, such content can act as a warning signal to the teacher about the possible negative impact of touching on certain subjects in class.

A drawback of the technique is that it is time consuming, but for the students, but also for the teacher, particularly if he / she is teaching large classes. Dave the teacher who features in this case study spent many hours each week responding to the entries made by his students.

## CASE STUDY 4: INTENSIVE LISTENING (GRODE & STACY 2015)

In case study 1, I presented a snapshot of extensive reading, while at the same time making the point that intensive reading can also be useful. Extensive and intensive listening can also be valuable ways of improving listening skills. Intensive listening involved the close study of a relatively short audio or videoclip. In the study presented by Grode and Stacy (2015) Keiko, a Japanese student of English, and her partner, decided they wanted to improve the accuracy of some specific features of discourse, grammar and pronunciation. They found a short scene in the popular television series *Sex and the City* which contained the target features of interest. Guided by their teachers, they then carried out an independent three-step procedure on the scene. Firstly, they listened to the scene multiple times, and made a written transcription, marking pronunciation features they wanted to focus on such as the phonemes /l/ and /r/ and intonation and stress patterns. Then they rehearsed the scene using the transcript. Finally, they tried "shadowing" the original, listening to and speaking along with short segments, trying to get as close to the original as possible.

When the teachers reviewed Keiko's attempts to mimic the original, they found that her

> errors were stubbornly resistant to change. She could use the target forms, for example /l/ and /r/ when monitoring her speech, but would continue to make the same errors when focused on meaning. Building automaticity through drilling proved helpful. "… the facilitation of extensive practice is also an underlying principle of improving spoken accuracy for the basic notion of repetition is a solid one that can lead to automaticity of use". (Grode & Stacy 2015)

The authors identify four principles for getting learners to undertake intensive listening. Firstly, get learners working with authentic material and developing a greater awareness of the elements that make up English speech. Although the *Sex and the City* material was scripted, it was not specially written and recorded for the purposes of language teaching. The students were therefore working with naturalistic chunks of material. Secondly, in practising the transcript and shadowing the original scene, the students were encouraged to strive for automaticity. The third principle is raising awareness. Through the intensive study of short scenes from television dramas, students' linguistic awareness of their own speech, as well as the characteristics of English, were raised. Finally, the task fostered autonomy: the students took key decisions about which drama to work from and which linguistic features to practise, and completed the practice activities outside the classroom. The perceived disadvantage was that the procedure, particularly doing the transcription, was extremely time consuming.

## CASE STUDY 5: CONTACT ASSIGNMENTS (CADD 2015)

Contact assignments are designed to provide learners with structured opportunities to use the target language for authentic communication with native speakers or advanced learners of the target language. Study-abroad programs, tandem language techniques (such as the email tandem technique described in case study 2), and language villages are all designed to provide such opportunities. (Language villages provide a relatively short, intensive language immersion experience without the learners having to leave their own country.) Arnold and Fonseca (2015, 225) state that "The starting point of the experience is learners' desire to improve their language skills and increase their knowledge of the culture in situations of authentic communication."

Cadd describes a university program he established for students studying foreign languages. Students were required to take part in summer study-abroad programs. During this time they had to complete twelve contact assignments along with a self-evaluation, and report back to the professors and fellow students on a class website. He presents a case study of Monica, an American student of Spanish, who undertook a study-abroad program in Spain. Monica carried out twelve tasks that required her to interact with native speakers and report back to the teachers and fellow students through the online discussion forum.

Here is an example of a typical contact assignment. As can be seen, the assignment has two parts: a task part, describing what the student is to do, and an evaluation guide, consisting of reflective questions for the student to complete as they report back on their experience.

*Task*
Attend a festival, fair, public event etc. celebrated in the culture. Speak with at least two members of the culture who are present. Choose two who are quite different: e.g. young vs. old, male vs. female etc. Ask why the event is important.

*Reflective questions*
Which festival, fair, public event etc. did you investigate? What is its history? Did you learn anything meaningful about the culture? If so, what? Did you notice any differences between your style of communication and theirs? If so, what were they? Did you have problems understanding them? If so, what did you do about it? (Cadd 2015)

Monica's response to the contact assignments overall was positive. She reported that her fluency and confidence increased as a result of undertaking them.

If I can introduce myself to the person and get the person to see that I can speak Spanish well enough to hold a conversation, they are much less likely to keep switching back into English. They are appreciative that someone can speak the language fairly well and so I get more practice. (Monica Journal entry)

Cadd argues that success with foreign language learning is significantly enhanced with out-of-class learning experiences, and that the blending of in-class learning and out-of-class applications represents the optimal environment for success with foreign language learning. However, the caveat is that the success of study-abroad programs rests very much on the extent to which the students interact with members of the target community. He cites research suggesting that many study-abroad programs are ineffective because students do not avail themselves of the opportunity to interact, but effectively "ghettoize" themselves by socializing with other students of their own language background. It is understandable that students want to stay within their "cultural comfort zone" to minimize culture shock and the anxiety of publicly interacting in a foreign language. The solution is to create a program of contact assignments such as the one devised by Cadd. He argues that these assignments need to be "decisive interventions" (Laubscher 1994). A "decisive intervention" is one in which the student gains an insider perspective on the target language and culture, usually from a "key informant" who will in the normal course of events be a native speaker: it is more than simply collecting and reporting information, it is a consciousness-raising experience.

In summary, while contact assignments can be threatening and create anxiety, overall they improve confidence, fluency and cultural sensitivity. They are also motivating, because students find real-world applications for what they have learned in class.

# BENEFITS AND PITFALLS

## BENEFITS

Each of the techniques described above have their own unique strengths and weaknesses. However, there are some generalizations that we can make across most out-of-class activities. When considering benefits of out-of-class learning, the twenty-eight students reported in Nunan and Richards (2015) most often came up with these three words: authenticity, meaningful, and autonomy.

There are two types of authenticity: input authenticity and output authenticity. Input authenticity refers to the aural and written texts that learners are exposed to. These are texts that came about in the course of regular communication rather than being specially written for the purposes of teaching a language. Specially written texts are important, particularly in the early stages of the learning process, but exposure to authentic texts is also externally helpful; some, and I am one of them, would say it is fundamental. Authenticity of output is also fundamental. Learners need to go beyond the production of prefabricated formulaic utterances to producing their own unique utterances. Again, in the early stages, the production of formulaic utterances is an important step in the acquisition process, but in order to engage in meaningful communication, learners need to go beyond these prefabricated patterns.

This brings us to the next benefit of out-of-class experiences: they provide opportunities for authentic interaction. At the beginning of the chapter, I pointed out some of the characteristics of classroom interaction that makes it different from meaningful interaction outside the classroom, such as that it is ritualistic and predictable. I also noted that this is a good thing in the early stages of language learning, because it provides security to the learner and enables him / her to make sense of and practise core grammatical patterns in a secure, supportive environment. In meaningful, communicative interactions outside of the classroom, such as those that are necessitated by, for example, contact assignments in study-abroad programs, they need to deal with uncertainty and unpredictability. They also get to practise important skills such as initiating a conversation, asking for clarification, signalling lack of understanding, checking comprehension and other communicative strategies.

The third benefit of out-of-class activities is that, by their very nature, they lead to the development of autonomy. Whether the out-of-class activity is initiated by the teacher or is self-initiated by the student, when they actually engage in the task itself they have to function autonomously in making decisions about how to proceed with the task, how, when and with whom to interact, etc. The practice of autonomy is illustrated in each of the five case studies that form the body of this chapter. On case study 1, Wendy makes decisions about which materials to read, and how much time to spend on independent reading. Shogo and Shelly, in case study 2, have to decide on which topics to discuss, how to structure their own target language messages, and what kind of feedback to give to their partner. Similarly, in case study 3, Jennifer has to decide on whether she will reveal to her teacher, Dave, highly personal and emotionally charged incidents from her personal life. (And Dave, for his part has to decide how to deal with these.) Although Keiko's intensive listening task is directed by the teacher, she and her partner have to decide on which phonological, grammatical and discourse features to focus on, which TV drama to select, which scene from the drama to work with, and how much time to devote to the activity. In the final case study, Monica has to decide which of the contact assignments to carry out, how to initiate the interaction necessitated by the assignment, and how to complete it, negotiating meaning and deploying other communication strategies to see the assignment through to a successful conclusion. She also has to work independently to reflect on and evaluate the assignment.

## PITFALLS

A pitfall mentioned by virtually all of the participants involved in out-of-class activities is that they are time consuming. This is the case for students and, for some assignments such as dialogue journals, for teachers as well. In some ways this is a benefit in disguise. There is evidence that the amount of additional time devoted to language learning beyond the classroom is correlated with success at foreign language learning. For example, Wong and Nunan (2011) find it is a significant factor differentiating between more successful and less successful learners. The more successful learners spent up to fifteen hours a week using English outside the classroom, while less successful learners spent less than one hour a week on out-of-class tasks.

Another pitfall frequently mentioned in the case of tasks requiring face-to-face interaction, such as contact assignments, was that they could be threatening and anxiety-creating. Initially, at least, students reported that being forced to interact with native speakers was a frightening prospect. In the long run, however, all improved fluency, confidence, and sensitivity towards the target culture.

## CONCLUSION

In this chapter, I have made a case for blended learning programs, suggesting that this can be achieved through the addition of an out-of-class dimension to traditional classroom programs. I illustrated the range and diversity of out-of-class learning through five activities: extensive reading, email tandem learning, dialogue journals, intensive listening, and contact assignments. I also discussed some general benefits and pitfalls of out-of-class learning, illustrating these with reference to five case studies.

Based on their analysis of twenty-eight language learning activities, Nunan and Richards (2015, xv) make seven observations on language learning beyond the classroom. I shall conclude the chapter by listing and glossing these seven observations.

*1. Out-of-class activities provide opportunity to address some of the limitations of classroom-based learning.* These include limited access to authentic input and output.

*2. The wide-ranging benefits such opportunities provide encompass the development of language and communication skills, improvements in confidence and motivation, personal growth, and intercultural awareness.* In other words, out-of-class learning addresses the shortcomings of classroom instruction in the cognitive, communicative and affective domains.

*3. Out-of-class learning provides authentic language experiences and opportunities for real communication.* Again, in the body of the chapter, I have contrasted the relative artificiality and predictability of classroom interaction with the opportunities for meaningful communication afforded by out-of-class activities.

*4. There is a need to integrate classroom-based learning with out-of-classroom learning since both support each other.* I have taken pains to stress the fact that in-class and out-of-class learning are not "either-or" options. Both have their own particular contributions to make to the learning process.

*5. It is important to establish clear goals for out-of-class learning activities, to prepare students for the activities, and to provide follow-up in the classroom.* As learners are on their own, and having to function autonomously in the out-of-class component of the program, the goals of the activity have to be clearly articulated, there has to be careful in-class preparation, and a debriefing and evaluation after the activity is essential.

*6. The activities entail new roles for both teachers and learners as well as the need to develop learning and communication strategies to support out-of-class learning.* As learners will be functioning autonomously, without the guidance and support of the teacher, they will have to adopt a different role from that of the recipient of knowledge. Teachers also have to see themselves as guides and supporters rather than dispensers of information.

*7. Particularly through technology, many out-of-class activities allow learners to make use of the tools and digital resources that are a part of their everyday lives.* Technology has made out-of-class learning feasible in many contexts and situations where, hitherto, it was only an aspiration or even a dream. These days, technological tools and digital resources are a part of everyone's daily reality. It is up to the teacher to show learners how to use these tools and resources not only for entertainment and communication but also for independent learning.

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# GLOBAL AND LOCAL BEST PRACTICES

## ICT-ENHANCED BEST PRACTICES

# FUNK UP YOUR JAPANESE WITH A FLASHMOB!

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## ABSTRACT

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

# INTRODUCTION

A Flashmob is a valuable addition to a Junior Primary Japanese program. It generates engaged and productive students because the learning is fun, active and physical; uses songs and rhyme, music and movement to aid learning; is student-centred; makes connections to students' reality; and is not reliant on literacy (many students at this level are pre-literate), although thinking about syllables and rhyme aids students' developing literacy skills in preparation for learning hiragana.

# WHAT IS A FLASHMOB?

A Flashmob is a group of people in a public place who seem to come out of nowhere and start singing and/or dancing to music which also materialises out of nowhere. Little by little, people who at first appeared to be bystanders then join in the dancing. A key feature of Flashmobs is that the group does not bow or expect applause at the end but just melts away, back into the crowd or to what they were doing before. Of course, the Flashmob participants have all practised and prepared the performance beforehand, usually connecting via social media; at school our preparation is done in the classroom.

# THE AUSTRALIAN CURRICULUM

The notion of a Flashmob sits easily within the Australian Curriculum. ACARA, the Australian Curriculum, Assessment and Reporting Authority, recognises the needs and learning styles of Foundation Years students in the Draft Curriculum for Japanese, stating that in the early years,

> Japanese is used in classroom interactions, routines and familiar activities, supported by the use of concrete materials and resources, gestures and body language. At this stage, play and imaginative activities, games, music, movement and familiar routines provide essential scaffolding and context for language development.

> (The) initial focus is on listening to the sounds and patterns of Japanese through activities such as rhymes, songs, clapping and action games. (ACARA 2011, 7)

When we tie all these elements together, it seems perfectly obvious to me that it all leads to a Flashmob … although that may not be exactly what the Australian Curriculum writers had in mind! A Flashmob dovetails neatly with the General Capability of (Critical and) Creative Thinking, by encouraging learners' divergent and creative thinking (ACARA 2011, 32). A Flashmob embodies several outcomes in the Australian Curriculum, including

*Standard 1, Socialising and taking action: Outcome 1.3*

> Students engage in actions and activities such as songs, rhymes, games and performances, using simple scaffolded language (ACARA 2013, 9)

*Standard 1, Responding to and expressing imaginative experience: Outcome 1.7*

> Students respond to imaginative experience through actions and expressions such as (among other things)… dance and simple text creation (ACARA 2013, 11)

*Standard 2, Understanding Language Awareness, Outcome 2.22*

> Students recognise how languages and cultures influence each other, and identify word borrowings (ACARA 2013, 25)

# FLASHMOBS AND JAPANESE CULTURE

There is something very Japanese about a Flashmob. The whole group thing. The notion of working together as a team is a fundamental of a Flashmob, and talking about dance moves allows us as teachers to frame a conversation about aspects of Japanese culture in simple terminology that is pitched at Foundation Years. We can compare a Flashmob, which is successful when everyone does the same dance moves, with the emphasis placed on group harmony in Japan – and contrast that with disco, where everyone does their own thing. Of course thanks to Footsteps Dance Class, many children are already familiar with group dances such as YMCA.

# WHY A FLASHMOB?

## A FLASHMOB IS FUN

For the majority of our students, the Foundation Years are their first experience with language learning. First impressions last. A Flashmob is a great opportunity to foster in our students a positive, enthusiastic attitude to learning Japanese, so that our learners very quickly become self-motivated, one of the key traits of good language learners (Greene 1995, Scholefield 1986). Skills in motivating language learners are 'central to teaching effectiveness' (Dörnyei and Csizér 1998, 207). Positive attitudes to learning help students 'to manage their own learning and develop the requisite skills to become effective learners of that subject' (OECD 2004, 110); 'without positive attitudes and perceptions, students have little chance of learning proficiently, if at all' (Marzano 1992). Preparing for a Flashmob is a wonderful way to foster positive attitudes and student motivation.

## A FLASHMOB IS ACTIVE

Movement is 'the key to learning' (Gilbert 1997). This physical aspect is especially important for boys in the Foundation Years, as boys' fine motor skills and reading skills often lag behind those of girls (Simos 2014b). The Australian Government Principals Association's president states that 'young boys… need a lot of movement' (Maiden 2014, 53). It is important to create opportunities for success by incorporating 'large movement' activities in lessons; 'success usually leads to increased confidence, thus stimulating learning' (Ang 2002).

## A FLASHMOB INVOLVES WORD PLAY

Playing with sounds and syllables assists students in their development of literacy skills, and is the central idea behind successful English literacy programs such as Letterland and Jolly Phonics. The alliteration, assonance, rhyme and repetition involved in creating a Flashmob are great tools for assisting students' vocabulary retention.

## A FLASHMOB USES MUSIC AND SONG

Music evokes movement, readies the brain for reading, helps develop memory, and is a creative experience (Harman 2008). There would be very few of us who learned the English alphabet without the assistance of the ABC song. Songs help students to learn and memorise new vocabulary. Popular songs, songs which students know from the radio or from their association with popular movies, increase interest and motivation in the language learning classroom (Kanel 1997).

## A FLASHMOB IS STUDENT-CENTRED

In student-centred learning, students are active participants in their own learning, developing learning-how-to-learn skills such as problem-solving, critical thinking, and reflective thinking (National Center for Research on Teacher Learning 1999). Creating something such as a Flashmob performance gives students time in which they can reflect on their language learning, and gives them tangible prompts of the target language.

## A FLASHMOB CONNECTS TO STUDENTS' REALITY

Junior Primary Japanese learning involves realia of many different types, including authentic items from Japan, alongside familiar toys such as teddy bears, and dress-ups used in role-plays. Connections with students' reality are not limited to what can be brought into the classroom, but can also be made by taking the classroom outside to the students' world of the playground. A Flashmob makes connections to students' reality by utilising the schoolyard and play area, by involving familiar songs, and by utilising props which children have brought from home.

## A FLASHMOB UTILISES AGE-APPROPRIATE TECHNOLOGY

My indispensable Flashmob technology is very simple: a good quality wireless speaker, and an iPhone. With modern technology, wireless speakers are increasingly smaller and more lightweight yet still deliver high quality of sound with no distortion. With Bluetooth technology there are no cords to trip over, no wires, adapters or outlets. I create my Music List on my iPhone in the desired running order, and press Play. There is no need to press Play each time for the next song, it's all done in the Music List.

## A FLASHMOB IS NOT RELIANT ON LITERACY

Many students in Foundation Years are pre-literate, a crucial yet oft-ignored fact in second language teaching and learning programs. That is to say, many young students do not recognise any letters of the alphabet and cannot form or write any letters (Simos 2014b). So our teaching at Foundation level cannot rely on students being able to read and write words or sentences, much less decipher and follow written instructions. A Flashmob focusses on developing students' macroskills of speaking and listening, and is not dependent for success on any level of student literacy.

# CREATING A FLASHMOB

In Junior Primary, I have found a Flashmob works well when around half a dozen classes are involved. I give each class or group a 'signature song', and I like to add one song at the end for the entire group to perform as a finale. With a greater number of classes, it would be best if the classes performed as Year Levels, or buddied up with their Buddy Classes (a great age-appropriate way to discuss the notions of *senpai/kōhai*). The signature song of each class or group is their 'point of entry', the moment they suddenly morph from bystanders to participants in the Flashmob.

## CHOOSING THE RIGHT SONGS FOR A FLASHMOB

The songs you choose are the key to the Flashmob success. Popular songs are perfect, and songs with an uplifting dance beat are ideal. Choosing the right songs is not difficult. Many teachers already have their finger right on the trend pulse. If not, it is easy to google the sound tracks of the latest children's movies: *Minions, Despicable Me,* the *Madagascar* and *Ice Age* movies (in late 2014). This will guarantee that a good proportion of your students are not only familiar with the songs but love them too.

If there happens to be a giant One Hit Wonder, all the better – who could have known that Gangnam Style would be the kindergarten set's favourite...?

My Flashmobs are not about translating any part of the song into Japanese, although that could be a great idea for secondary students. Instead, my other key ingredient in choosing songs is that the songs need to have a clear repeated chorus which **sounds like** some target vocabulary. The key is the number of syllables, hopefully with some similar sound. This will require some hard and at times devious thinking by the teacher. Students in the Foundation Years love this kind of word play, and it will get them thinking about syllables, word sounds, alliteration and rhyme, all of which contribute to their literacy skills both in Japanese and English. Thinking about syllables is a vital precursor to the learning of hiragana and katakana. Students need to shift their thinking from the sounding out of each sound in the traditional phonics approach to literacy to focussing on the syllables of words. Discussing the syllables and the 'sounds like...' word games of Flashmob lyrics gives an excellent grounding for students' conceptual understanding of the Japanese syllabaries.

Students sing only that part of the song which has been changed to Japanese words, and are encouraged to sing very very loudly, to completely drown out the original wording. Young students naturally take great delight in being exhorted to be as loud as possible.

The wording does not need to make any sense, in fact the nonsense sentences created are part of the fun, and part of the learning process. The first class to sing is always the oldest and most mature class for they will have to learn and perform all of the songs and all of the dance moves. One by one each class joins the Flashmob, changing from bystanders to participants; the classes join in at the front so that all students have the opportunity to be the stars of the show. The last class is the youngest class, who have only been required to learn two songs, their class's signature song and the finale.

Here are some examples from my own Flashmobs (it helps if you have the tune in your head as you sing along):

| Artist | Original lyrics | We sang: |
|---|---|---|
| Queen | We will, we will rock you | *ichi ni san shi go roku* |
| One Direction | You don't know you're beautiful | *sayonara, ja mata* |
| Taio Cruz (Dynamite) | Ayo! Gotta let go | *domo arigato* |
| The Rocky Horror Show | Let's do the Time Warp again | Let's do the *konnichiwa* |
| Madagascar's Cartoon Band | I like to move it, move it | I like to *sushi sushi* |
| The Chipmunks | Shake your groove thing | Shake your *yubi* |

And of course the crowd favourite was Psy's Gangnam Style, with its most inappropriate lyrics of Hey Sexy Lady, which all good school sing-alongs had already changed to Hey chips and gravy. We very loudly sang *ohayo gozaimasu.*

My first Flashmob was just disparate phrases as shown above, anything that was target vocabulary in the Foundation Years curriculum. It was such a success that I decided to do another the following year, with the added improvement of a theme, in this case Colours, one of the central topics in Junior Primary language programs.

With the Colour Theme, students were asked to bring props. Each class was instructed to bring anything in their song colour, about the size of a Beanie kid. I requested that the item also be soft (no hard edges that might be dangerous when waved around in a group). Students would raise their prop as part of the choreography when they sang the colour. Bringing a prop is one of those wonderful positive things which furthers the link between home and school. There were some very inventive props with our Colour Theme Flashmob: assorted Beanie kids, teddy bears and toys, a football (*aka*), a shower cap (*pinku*), a rubber glove (*pinku*), socks (*kuro*), tennis balls (*midori*) and Easter bunny ears (*murasaki*). What a delightful fun way to foster communication between students, parents and teachers.

Our Colour Theme Flashmob used these songs:

| Artist | Original lyrics | We sang: |
|---|---|---|
| Pharrell Williams | Happy | *aka* |
| Katy Perry | Firework | *chairo* |
| Maroon 5 | (I got the) Moves like Jagger | (I got the) *murasaki* |
| Carly Rae Jepsen | Good Time | *kuro* |
| B Roots | Everybody dance now | Everybody *orenji* |
| One Direction | I want I want | *pinku pinku* |
| Katy Perry | (You're gonna hear me) Roar | (You're gonna hear) *midori* |
| Village People | YMCA | *momoiro* |

DANCE MOVES

In my Junior Primary classes, my oldest students are only eight years old, so requiring them to learn numerous songs with multiple complicated dance moves is unreasonable. It is important to keep the dance moves simple – after all, the event is more about the words than the dancing. Each Flashmob song comprised just two dance moves: one simple base move, and one more active move for the key phrase, as listed above. The base moves included: swinging arms from side to side, bobbing up and down, and a marching style movement. In the Colour Theme Flashmob, the key phrase choreography involved holding up or holding out the coloured item.

Our time frame for Flashmob preparation was one school term. Here is where the active part of a Flashmob works so well to enhance learning. Many teachers of Junior Primary and even older classes are aware of students' flagging concentration, when halfway through a lesson the class has become fidgety, and we get them all up for a stretch and a wriggle before settling them back with renewed focus (Maiden 2014, The Advertiser 2014). This phenomenon has given rise to a whole genre of activities termed Brain Breaks (Mugurussa 2013). Preparation for a Flashmob makes that active interlude productive, for this is the time to practise the dance moves. Put on the music, everyone moves and sings... and in three minutes the students are ready to sit down and concentrate again.

THE IMPORTANCE OF THE SURPRISE ELEMENT

As anyone who has watched a Flashmob on Youtube is aware, a key part of a Flashmob is that it needs an unsuspecting audience who will be amazed and delighted. It is therefore important to brief colleagues, all the while keeping these communications from the students. This has been a major factor in the success of my Flashmobs. Foundation Years students just love this element of 'keeping a secret' and 'surprising' their teachers. Their whispers and giggles are part of the fun. My delightful colleagues have played their part admirably, 'not hearing' when the secret is blabbed, 'not noticing' us practising because they are 'concentrating on something else'. Then on the day, astounded looks of surprise and amazement. Foundation Years students adore melodrama, and delight in these overacted responses.

Parents are invited too to watch their children surprise the teachers. The bigger the audience, the better.

The Flashmob idea was so popular that I had parents ringing the school to check that their planned family holiday wouldn't clash with the Flashmob. What a mark of success – I had sick students complaining to Mum that they didn't want to be kept home because they would miss out on their Japanese lesson.

# JUNIOR PRIMARY JAPANESE DAY

I have tied our Flashmob to Junior Primary Japanese Day, a day created especially for our youngest students to celebrate their language learning. Students may come in Japanese outfits, or red and white for the Japanese flag. All sorts of wonderful outfits appear, including karate uniforms (white – and some black), football guernseys (a bit of red?) and many Chinese style dress ups. At this stage, I have never ever let the students know if their fantastic outfits are not Japanese, as I feel that would do more harm than good. There always seem to be some amazing kimonos. Last year one boy came all gelled up as Astroboy, and this year there was a Hello Kitty onesie, a wonderful Ninja outfit and even a Ninja Turtle. It all adds to the atmosphere.

My supportive Canteen Manager allows special sushi orders for students and visiting family members for lunch, and this is a great way to round off the day. Of course we say *itadakimasu.*

## ENSURING THE FLASHMOB IS AN INCLUSIVE ACTIVITY

It is important that the Flashmob is an inclusive activity which caters for all students. Arrangements must be made so that students with any disability are not excluded. For example, but not limited to: wheelchair access; positioning of students who have anxiety; adapting choreography for students on the autism spectrum. Discussion with home room teachers and support workers about how best to cater for students with any special needs should be part of the Flashmob preparation so that all students have equal opportunity to participate in and enjoy the activity.

## CONCLUSION: THE FLASHMOB AS A TOOL FOR ADVOCACY

Last year Junior Primary Japanese Day happened to coincide with a Transition day, that is, a day where kindergarten students and their parents visit the school in preparation for the child beginning school the following term. Visiting parents were blown away with our students' facility and confidence with the language, but mostly with the aura of enthusiasm and positive energy shown by students towards learning Japanese.

The novelty of the Flashmob idea was also picked up by our state's newspaper, *The Advertiser* (Simos 2014a). Japanese concerts, Japanese plays and musicals, Japanese Festival Days are all fantastic – and my school has done them all with great success. But the Flashmob is something else again, a funky reinvention of the concept of a Japanese concert. The unusual combination of Flashmob and language learning sparked the interest of *The Advertiser*'s Education journalist. This all feeds in to advocating for the study of Japanese, both within the school and in the wider community.

In conclusion, I highly recommend to all teachers of the Foundation Years, add a bit of zing to your program, and Funk up your Japanese with a Flashmob!

*With thanks to Jan O'Connell, music teacher extraordinaire, for inspiring the Flashmob idea.*

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# INCREASING READING FLUENCY IN YEAR 5 STUDENTS LEARNING JAPANESE AS A SECOND LANGUAGE

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## ABSTRACT

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

# INTRODUCTION

Studies have shown that even reading a first language (L1) is a complex process (Nassaji 2011), and when it comes to reading in a second language (L2) more complications arise, particularly relating to cross-linguistic and sociocultural influences (Bernhardt 2005). Reading ability is further hampered by the amount of exposure to the L2; low exposure can result in limited word recognition ability (Gorsuch & Taguchi 2008, 2010). In addition, L2 readers tend to focus more on the vocabulary and grammar than on comprehension (Horiba 1990).

It is difficult to define reading fluency conclusively, and researchers have taken a variety of approaches to the concept. While some suggest fluency is made evident through smooth reading with no hesitation (Yamashita & Ichikawa 2010), others suggest accuracy, automaticity and prosody are important components of reading fluency and claim that in fluent readers word recognition and comprehension occur simultaneously (Kuhn et al. 2010). Some researchers claim that word recognition is just the first step to comprehension (Samuels 2007). The definition of fluency for the purpose of this study combines elements of these approaches; reading fluency is here defined as *reading with accuracy and automaticity with evidence of comprehension,* with a focus on comprehension (indicated by matching written words and sentences to images) rather than reading aloud.

# BACKGROUND

## RATIONALE

Teachers of Japanese as a Second Language (L2) in Victorian primary schools face many challenges, including mixed abilities within a class, class sizes, school culture, community support and adequate resourcing. Time allocation is one of the most significant challenges. While languages attract similar weighting to other elective subjects in most secondary schools, the majority of primary schools allocate only one 40–50 minute class per week to second language study.

At Gardenvale Primary School, the Japanese program has strong community support and generous resourcing but faces the same time allocation issue as many primary schools. Students learn Japanese from Foundation level to Year 6, attending language class once a week for a 50 minute period. Despite being enthusiastic learners in a relatively positive environment for language learning, in the past students have not progressed easily from being capable readers of characters and words to becoming fluent readers of texts. While Vygotsky suggests that students need to be in a "zone of proximal development" (ZPD) for meaningful learning to occur (Wood & Wood 1996), this goal has been a challenge to incorporate into planning documents for 600 students across seven year levels in 24 separate classes. This is due in part to a lack of time to create individualised learning plans for such a large number of students, as well as limited class time available to differentiate learning experiences. As a result, learners have not always received the necessary support to move into the ZPD. The focus of this study was to develop a highly structured and scaffolded program through which students could achieve the specific goal of an increase in fluency when reading a short text, with an emphasis on progressing the students from individual word recognition to comprehending text as a whole.

## THE STUDY

In order to improve learners' fluency, a fourteen-week plan was developed which consisted of scaffolded tasks designed specifically to move students into the ZPD with a variety of supports. The scaffolded tasks included both digital and non-digital activities and were designed for individual, small-group and whole-class configurations. The project began with a revision of hiragana to make certain all students were familiar with the characters and all of their conventions (diacritic marks, blended sounds). Assessments included a pre-test, a series of formative assessments and a post-test toward the end of the study (summative assessment). The study concluded with individual assessment tasks that demonstrated student mastery of the macroskills of reading and speaking.

The topic chosen for the reading material used in the study was "travel". It included vocabulary relating to vehicles and place names, and the sentence structure "I go to ~ by ~" (see Table 1). This topic was new to all students, so no individual student would be expected to have a linguistic advantage. All words were introduced in hiragana even though traditionally loan-words are written in katakana. Students are not introduced to katakana characters at this primary school and therefore it was felt that introducing them at this point would cause confusion and take the focus away from reading. Also, at this level of study more value is placed on the ability to read hiragana than adopting traditional spelling conventions.

| Transport vocabulary | Places vocabulary |
|---|---|
| くるま<br>たくしー<br>ばす<br>でんしゃ<br>しんかんせん<br>じてんしゃ<br>ひこうき<br>ふね<br>へりこぷたー<br>あるいて | はし<br>えき<br>くうこう<br>おてら<br>とりい<br>じんじゃ<br>ほてる<br>りょかん<br>おんせん<br>こうえん |

Table 1: Vocabulary introduced in this study

Year 5 students (85 students in total) were chosen as the target group for this study for the following reasons:

- students had already learned all hiragana characters and therefore could focus solely on developing reading skills;

- students were enthusiastic and self-motivated and therefore were more likely to adopt a positive attitude to the challenge of reading;

- students were already familiar with Japanese word order, therefore sentence structure and other grammatical elements would be more easily identified and understood.

# PROGRAM

## SCAFFOLDED TASKS

The tasks were scaffolded to ensure students were both building on previous knowledge and being challenged academically and therefore being moved into the ZPD. The initial activities focused on hiragana revision, and moved on to word recognition and sentence construction activities which incorporated the RR methodology[1] (see Table 2). This scaffolded approach would enable students to increase accuracy and comprehension of the vocabulary, resulting in increased reading fluency.

| Initial phase of study | Revision of hiragana and all conventions<br>Oral introduction of vehicle vocabulary through "transport rap" song<br>Oral introduction of place names using flash cards and mnemonic stories<br>Oral introduction of sentence pattern and vocabulary to be covered |
|---|---|
| Pre-Test and post-test | Pre-test of<br>1) basic hiragana character recognition;<br>2) hiragana character reading knowledge (including blended sounds and voiced/unvoiced consonants);<br>3) whole word recognition (matching words to images);<br>4) sentence recognition (comprehension by matching sentences to images).<br>NB. In each section there was a timed element, so that improvements in reading times could be measured from pre- to post-test.<br>Post-test (identical to pre-test) (see Appendix) |
| Learning activities | Introduction of new vocabulary using Triptico Word Magnets[2]<br>Word order activities using Triptico Word Magnets<br>Vocabulary Introduction/Revision using Flash cards<br>Grammar Hunt – collaborative task and Interactive Whiteboard (IWB) PowerPoint interactive<br>Particle races – matching particles to correct nouns using word cards<br>Sentence word order activities using IWB and word cards<br>Karuta games using picture and word cards<br>Creation of Travel Mini book |
| Assessment tasks | Formative assessments:<br>    swatter game using flashcards<br>    swiping game using Triptico and IWB<br>    karuta card game using pictures and words<br>    Revision activities at beginning of each lesson<br>Summative assessments:<br>    Creation of annotated Map including labels for places and transports<br>*Tellagami* recording (using *Tellagami* App on iPad) based on reading map Student feedback – discussion |

Table 2: Outline of scaffolded tasks

## PRE-TEST AND POST-TEST

The pre-test and post-test were identical in order to clearly identify change in students' recognition and reading skills. The pre-test occurred in term 2, and the post-test was conducted in term 3, ten weeks after the beginning of the Project.

The pre-test (reproduced in the Appendix) occurred in week three of the Project. This time was chosen for two reasons:

1) by week three, students had thoroughly revised hiragana and were once again confident in recognising the characters and conventions; and

2) students had participated in three weeks of oral activities and had demonstrated through formative assessment activities (transport song and flashcard-swatter games) their familiarity with the vocabulary and sentence structure.

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1    'RR methodology' refers to the Repeated Reading Method, in which students read and re-read texts in order to improve their speed, accuracy and comprehension of the text.

2    'Triptico Word Magnets' refers to a Web Tool (https://tripticoplus.com/). This tool allows teachers to create and edit interactive screens containing words and images for use on IWB.

Students were instructed that these pre-test results would not be used for any reason other than as a starting point for the study, so as to minimise the incidence of stress or nerves in completing the test. They were asked to complete each section and then record the time taken to complete the task, after which they were asked to put down their pencil and turn the page over. The same structure applied to all other sections of the pre-test. At the end of the pre-test, all papers were collected and scores were recorded on an Excel chart.

## STRUCTURE OF LESSONS

Each class followed a similar structure:

- Revision activity using flash cards/Triptico Word Magnets – discussion/ sharing reading strategies
- Introduction of new materials (vocabulary, grammar, sentence structure)
- explicit teaching of new material
- small group activity to reinforce new learning – peer learning
- reading-revision using Triptico Word Magnets/word cards – formative assessment
- individual activity – writing sentences/creating annotated map/ recording *Tellagami*
- lesson end – discussion – revision of new learning and connecting it to prior learning

At the beginning of each lesson, during the revision activity using the IWB and the Word Magnets, the students were asked to share their strategies for how they read the word. Students were encouraged to apply a variety of reading strategies to the reading tasks and were reassured that all strategies were valuable. The strategies used by them included:

"I listen to the sound of the first part of the word and look for that character";

"I listen for a character that I know and try to find it on the board";

"I listen to the number of syllables in the word and then work out which word has the same number of characters";

"I knew that it started and finished with で (でんしゃで) so just looked for the word with a matching character at the beginning and end";

"It looks like two people in a hotspring";

"I knew that one sound was repeated so I tried to find the word which had repeated characters";

"I remembered from last week";

"I don't know, I just know";

"I guessed".

## FORMATIVE ASSESSMENT

Throughout this study, there were several data collection points where formative assessment took place.

- Revision activities – these were structured in such a way that it was possible to ascertain student familiarity with character knowledge/vocabulary/sentence structure.

- Sentence structure activity using word cards – this activity involved students working in groups of 4 or 5 to create sentences using cards which contained nouns, particles and the verb いきます. This allowed the teacher to circulate amongst the groups and provide additional support where needed.

- Vocabulary-swatter / karuta activity – assessed students' ability to recognise several pictures and/or words when given an aural clue.

One or more of these activities were included in each week's lesson plan, allowing ongoing formative assessment of student ability, and this in turn was used to inform planning for the following week's lesson.

The value of ongoing formative assessment was particularly evident in week four, when the "Create a sentence using the cards on your table" activity revealed that a significant number of the students were struggling with the correct word order. Many of the groups were placing the verb before the place-noun and particle, replicating the English word order of "I go to [place]". As a result, the following week's lesson was adjusted to include a focus on word order and the structure of sentences using the Triptico Magnets on the IWB. Formative assessment in the week after showed that students had become more familiar with the Japanese word order as all groups were using the correct sentence word order.



Other examples of formative assessment informing teaching methods occurred during the initial revision activity in each lesson. Where a number of the students were displaying difficulty in recognising and/or reading the words, the lesson would be adjusted to include a short word recognition and reinforcement activity such as karuta or swatter which provided an opportunity for all students to practise their word recognition.

## SUMMATIVE ASSESSMENT

In week ten, students began the final assessment activity for this unit of work. The assessment activity involved three parts:

1) students were required to create an illustrated map and include and label all of the vehicles and places on the map;

2) using the map created, students were required to write five sentences that would follow a path around their map using the appropriate sentence structure,
(transport) で (place name) に いきます。;



3) students were asked to create a *Tellagami* avatar, photograph their map as the background image, and then read and record three of their sentences using the app. As the app does not allow editing, reading had to be recorded in one continuous stream.

# RESULTS

## INCREASES IN READING SCORES

While there were improvements across all areas of reading (individual characters, words and sentences), the most significant was in the reading of whole words and sentences. In reading whole words, only 2% of all students received 100% in the pre-test, whereas in the post-test this number increased to 27%, with 56% of students receiving a score of 70% or above. In reading sentences, the number of students who received a score of less than 20% decreased from 61% to 8% from pre- to post-test, and at the other end of the scale the percentage of students who received a score of 100% increased from 8% to 58% – with 74% of all students receiving a score of 60% or more. This showed a significant increase in the accuracy with which students could read the words, and their matching of words to images reflected an increase in comprehension of the whole words and sentences.

Throughout the study, when working with the IWB and the Triptico Word Magnets the students were invited to share their reading strategies for whole words with the class. The strategies drew on students' existing knowledge and experience (e.g. "in しんかんせん the ん looks like the wheels of the train") and the sharing of these strategies afforded students new ways of reading Japanese words. This explicit focus on reading strategies using the IWB and Word Magnets was seen by the students as one of the most effective tools for learning and remembering new vocabulary.

## DECREASE IN TIME TAKEN

The second set of data that was collected was the time it took students to complete tasks. All students were required to record the time taken to complete each section of the pre- and post-test. While it was expected that all times would decrease, the results did not consistently reflect this expectation. In the individual character reading, speeds did decrease for 72% of the students; however, in the sentence reading section, over 50% of students showed an increase in time taken to read. The reason for the increase in time became apparent when students relayed that they had guessed the correct sentence in the pre-test, but in the post-test they actually read all of the sentences before selecting the correct one.

## STUDENT OPINIONS

In the final session of this project, students were asked to discuss their experiences relating to this unit of work. They were also asked to rank the activities in order of most to least helpful. The students ranked the activities as follows:

1. Triptico Magnets
2. sharing strategies – talking about how to read words
3. music/songs/raps
4. the mini books
5. playing karuta/particle races
6. using hiragana charts to read characters

# CONCLUSION

One of the most notable aspects of this study was the observation that the students' motivation to learn language increased as their reading fluency improved.

The results of this study strongly supported the use of a structured series of scaffolded learning activities to reinforce the development of students' reading Japanese as an L2 with increased accuracy and comprehension. The inclusion of frequent formative assessment to ensure all students were within the ZPD proved to be valuable and the student-sharing of strategies proved to be one of the most effective learning activities in the development of reading skills. The IWB was instrumental throughout the study, both in providing a visual and tactile language learning tool and in establishing a whole-class focus for reading skill development.

The revelation that students were more confident in reading words and sentences than in reading individual hiragana characters provides an interesting challenge for teachers. While Japanese language teachers have a duty to ensure students thoroughly learn to read and write hiragana characters, the results of this study would suggest there is a strong need for balance between individual character recognition, whole word and sentence recognition, and comprehension – for both academic and motivational purposes.

This study revealed an improvement in reading fluency – both in accuracy and comprehension – in the majority of students involved and therefore achieved the goal of the pedagogical innovation that was the subject of this research. There is a need for further research into applying a similar structured and scaffolded approach in the development of other macroskills in primary students studying Japanese as a Second Language, with particular focus on methods of improving language skill development within the limited resources available to primary language teachers.

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APPENDIX

## Year 5 Travel Mini- Quiz

| Name: | 5 |

This mini- quiz is NOT an assessment – just a tool to measure how much we learn over the next ten weeks or so. Please do not be worried if you are not sure how to answer any of the questions. Just try your best and enjoy. When you finish each activity, write your time in the box below.

① Please read the following characters and tick the correct reading:

My time:

| あ | a | o | ka | wo |
|---|---|---|---|---|
| き | sa | ta | ho | ki |
| く | he | ku | shi | i |
| し | tu | te | shi | n |
| す | mu | ru | na | su |
| て | ku | te | to | he |
| に | ko | ta | ni | i |
| ま | ho | ma | ki | ta |
| る | ra | ri | ru | ro |
| ん | ku | n | mi | na |

② Please read the following characters and write their pronunciation:

My time:

| い | |
|---|---|
| こ | |
| す | |
| た | |
| な | |
| で | |
| じ | |
| や | |
| じゃ | |
| りょ | |

③ Please read the following words and circle the matching image:

| えき | |
|---|---|
| ひこうき | |
| はし | |
| こうえん | |
| おんせん | |
| くるま | |
| じんじゃ | |
| でんしゃ | |
| くうこう | |
| しんかんせん | |

My time:

Choose the sentence which matches the picture clues.

| | |
|---|---|
|  | 1. ひこうき　で　おてら　に　いきます。<br>2. でんしゃ　で　おんせん　に　いきます。<br>3. くるま　で　おんせん　に　いきます。<br>4. ひこうき　で　じんじゃ　に　いきます。 |
|  | 1. ひこうき　で　おてら　に　いきます。<br>2. でんしゃ　で　えき　に　いきます。<br>3. しんかんせん　で　おんせん　に　いきます。<br>4. ばす　で　じんじゃ　に　いきます。 |
|  | 1. ひこうき　で　おてら　に　いきます。<br>2. じてんしゃ　で　ほてる　に　いきます。<br>3. しんかんせん　で　えき　に　いきます。<br>4. ばす　で　じんじゃ　に　いきます。 |
|  | 1. ひこうき　で　じんじゃ　に　いきます。<br>2. じてんしゃ　で　おんせん　に　いきます。<br>3. くるま　で　こうえん　に　いきます。<br>4. ばす　で　おてら　に　いきます。 |
|  | 1. ひこうき　で　おてら　に　いきます。<br>2. くるま　で　おんせん　に　いきます。<br>3. しんかんせん　で　えき　に　いきます。<br>4. ばす　で　くうこう　に　いきます。 |

My Time:

Please complete the following opinion survey by circling the response that is most correct for you:

| | all the time | most of the time | sometimes | hardly ever | never |
|---|---|---|---|---|---|
| I find reading the hiragana easy | 5 | 4 | 3 | 2 | 1 |
| I find reading the words easy | 5 | 4 | 3 | 2 | 1 |
| I find reading the words easier than reading the characters individually | 5 | 4 | 3 | 2 | 1 |
| I find reading the characters individually easier than reading the words | 5 | 4 | 3 | 2 | 1 |
| When reading, I look for characters I know | 5 | 4 | 3 | 2 | 1 |
| When reading words, I try to read each character in the word | 5 | 4 | 3 | 2 | 1 |
| When reading a sentence, I look for words I know and guess the meaning from there | 5 | 4 | 3 | 2 | 1 |
| When I see a whole lot of characters, I just give up | 5 | 4 | 3 | 2 | 1 |
| There are more words and letters that I can read than those I can't read | 5 | 4 | 3 | 2 | 1 |
| I feel good when I can read the words | 5 | 4 | 3 | 2 | 1 |

# GLOBAL AND LOCAL BEST PRACTICES

## CLIL-BASED BEST PRACTICES

# EXPLORING THE POTENTIAL OF CLIL TO ENERGISE A JAPANESE CLASS FOR MIDDLE YEARS STUDENTS

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## ABSTRACT

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

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

## SCHOOL CONTEXT

Elwood College is a non-selective-entry government secondary school, located in the Southern Metropolitan Region, Victoria. Approximately 520 students from Years 7 to 12 are enrolled at the college. The school offers languages programs in Japanese and French at all year levels. The languages programs are implemented in alignment with the central curriculum of Australian Victorian Essential Learning Standards (AusVELS) and Victorian Certificate of Education (VCE).

Being a small school of 520 students, Years 11 and 12 languages classes tend to have small numbers of students. However, the school needs to increase the numbers so that the VCE languages classes are more economically viable. In 2013 the school made a decision to mandate a language subject for Years 7 to 10 students. Previously languages had been compulsory up to Year 9, though with the option of a non-language class such as "cultural studies", but this has been discontinued. This change has brought several new challenges. Firstly, there was a concern that middle years students would find it difficult to maintain their motivation in learning languages as a compulsory subject. Further, new students enrolling throughout the year, which is very common at Elwood College, may need to start learning a new language in the middle years. Consequently, the school is required to offer flexible languages programs that are highly engaging while catering to multiple levels.

## AIMS OF THE PROGRAM

The aims of the new CLIL program are:

- To allow middle years (Years 8, 9 and 10) students to have a high sense of achievement in Japanese classes and;

- To allow students to feel excited by and confident in their future learning of Japanese, including post-compulsory years (Years 11 and 12).

## CLIL AS A TEACHING METHOD

Following the completion of a CLIL teacher training course at the University of Melbourne in 2011, I have integrated the CLIL approach in the Japanese classes at Elwood College. For the new program, I planned to consolidate the approach and extended it by incorporating the history curriculum/content into the school's Japanese curriculum for Years 8, 9 and 10.

CLIL is a dual-focused educational approach in which a target language is used for the learning and teaching of both content and language (Coyle et al. 2010). For example, in a CLIL class at an Australian school, students may learn Geography in French or History in Japanese.

In a CLIL course, languages are used for teaching and learning of new content. When the content is interesting, meaningful and relevant to the learners, they learn through the relevant language, using it to understand the new content and to develop their skills specific to different subject areas. Language is encompassed by the content, which makes a strong connection between language learning and content learning. This gives back an authentic role to the language used in the classroom, which is the facilitating role of language in making learning happen as well as being used for demonstrating, discussing and evaluating the new contents. This revitalisation of language in the classroom could lead to revitalisation of the classroom itself.

If CLIL is implemented successfully at Elwood College, it will enhance the quality of the Japanese language program, student engagement, and most importantly motivation in the language classroom, as suggested by Coyle (2006, 11), resulting in improved student outcomes. Cross (2013) found positive outcomes of CLIL in his evaluation of a CLIL trial conducted by Victorian Department of Education and Early Childhood Development (DEECD) in six schools in Victoria. These studies have provided a rationale for my use of the CLIL approach to improve the languages programs at Elwood College.

# PROGRAM PLANNING PROCEDURES

## CHOOSING TOPICS

For the current CLIL program, history has been chosen as an area of study to be integrated into the Japanese curriculum. The reason for this choice was that Japanese history is part of the Australian Curriculum - 7–10 History, which focuses on Asia. After carefully consulting the Australian Curriculum and the school's history curriculum, three history topics were selected for study. These were *The Edo Period: the Shoguns* for Year 8, *The Meiji Period and the Impact of the European Powers on Japan* for Year 9, and *Pop Culture in Japan* (since 1945) for Year 10. These focused periods of history are aligned with the periods and the topics of the Australian Curriculum. I have regularly attended the school's Humanities meetings to learn about the history curriculum at the school as well as to ensure that content in the history and Japanese classes would not directly overlap.

## CREATING CLIL HISTORY RESOURCES

In order to allow students to learn the history content in Japanese, I wrote texts presenting the content in Japanese. For each of the three topics, three or four short texts have been written under different sub headings, as follows.

Edo Period (for Year 8)

Text 1. *Who is above? Who is below?*
(LI [Learning Intention]: Understand the hierarchy system under the shogunate in the Edo Period)
Text 2. *Tokugawa Shoguns' Politics*
(LI: Understand the power of the shoguns and evaluate their policies)
Text 3. *The Great City of Edo*
(LI: Search for the characteristics of Edo, one of the world's largest cities at that time)
Text 4. *Issues in Edo*
(LI: Analyse art works to understand the problems Edo faced as well as their causes)

Meiji Period (for Year 9)

Text 1. *Edo Period to Meiji Period*
(LI: Learn the series of events that led to the end of the Edo Period and triggered the birth of the Meiji Period)
Text 2. *New National Systems*
(LI: Understand the new national systems introduced in the Meiji Period, influenced by Western countries)
Text 3. *New Culture*
(LI: Analyse art works to learn about the new culture that arose in the Meiji Period)

Pop Culture in Japan (for Year 10)

Text 1: *1945 – 1960s*
(LI: Know the pop culture in Japan between 1945 and the 1960s and its impact on society)
Text 2: *1970s and 1980s*
Text 3: *1990s and 2000s*
Text 4: *2010 –*

## LANGUAGE USED IN THE TEXTS

In order to make the content presented in the texts accessible for the middle years students, several scaffolding strategies have been used. Firstly, the language used in the texts has been lexically or syntactically simplified and has included more common and general words replacing specific and technical terms. For example, for the title of one of the texts, "People in the Edo Period" was employed instead of "Hierarchy system in Edo Period". Also, where possible, short sentences were used rather than combined sentences (see Appendix 1).

## VISUAL AIDS

Rich and relevant visualisation such as art works, photographs and symbols were included in the texts. For example, each paragraph of the second text for the Meiji Period has a drawing that should facilitate students' comprehension of the text (see Appendix 2). Visual organisers are also included to supply visual aids. The table attached to the same texts, for instance, helps students to summarise the changes in the nation's systems between the two periods.

## QUESTIONS ON THE TEXTS

The most important feature of the texts is the set of questions in Japanese attached to each text. The questions are carefully chosen so that they activate different types of thinking in the students, ranging from understanding to evaluating and creating. For example, the second question in the Meiji Period Text 2 asks students to rank the new systems from most favourite to least (evaluative thinking). For Question 6 in the Edo Period, Text 2 states "If you were a shogun, what kind of policy would you make?", aiming to promote students' creative thinking. There have been questions included that would require an Internet search (see Appendix 3). "What was the population of Edo between 1700 and 1800?" and "Edo was a city of recycling. What did they recycle?" are examples of this. This Internet search is expected to be done in Japanese.

## LISTS OF VOCABULARY

Lists of vocabulary are prepared for each of the topics (see Appendix 4). For Pop Culture in Japan, for example, 34 words are strategically chosen (for example, more general/ versatile words are chosen over topic specific/ technical terms) from the texts and listed and ordered based on syntactical features (e.g. verb) with their meanings in English for students to refer to. A list of question words (e.g. what, when) is also prepared.

# IMPLEMENTATION OF THE PROGRAM

## TEACHING AND LEARNING JAPANESE HISTORY IN JAPANESE

The three History in Japanese CLIL units were implemented over six to seven weeks during Term 4 in 2014. They were run during normal Japanese language periods, which comprised five periods of 75 minutes fortnightly. There were three teachers of Japanese who taught the three history units across the three year levels.

Each week, the class worked on one text. Students were expected to respond to all questions in the text in Japanese. Upon completion of all questions in all texts, students' responses to the questions were collected for checking.

## WORKSHOP

During each class, students participated in a small group workshop of 15 to 20 minutes. Three workshop sessions were run in every class, allowing small group interaction (six to eight students in each workshop). Being in a small group, students had more opportunities to talk as well as listening to and closely observing the teacher and the other students.

Workshop sessions provided opportunities for the teacher and the students to work together to understand the texts and respond to the set questions. During the workshop, I spoke to the students predominantly in Japanese. Students often responded in Japanese and sometimes in English. A range of scaffolding strategies were used in the workshop to facilitate the learning of the content and the language in Japanese. The following table shows some examples:

| Strategies | Examples/Explanation |
|---|---|
| Picture cards | The teacher hands out pictures of the key words in the text to each of the students. As the teacher or the students read the text aloud, the student holds his/her card up when the key word on the card is read. Picture cards are also used for activities such as role-play, ordering and snap. |
| Highlighting words in the texts | As the teacher reads the part of the texts, he highlights important or familiar words. He also highlights repeatedly used words, using different colours for different words. |
| Pointing to words and pictures | As the teacher speaks, he points to the words he is using and the pictures he is referring to in the text. |
| Using symbols | The teacher uses symbols such as arrows and equal signs to link meanings and ideas in the text. |
| Gestures including "sign language" | For example, the teacher shows his arm muscle when he uses the word "strong". |

In order to consolidate student learning of the history and the language, students were involved in a series of hands-on and interactive activities during the workshop. For the learning of the new systems in the Meiji Period, for example, students and I sat around the table with five different pictures representing the new systems. We played a snap game during which I read out a feature of one of the new systems (e.g. everyone went from six years old) in Japanese and students sought the matching card (in this case, school). For the Pop Culture unit we again used cards, picking up one, showing it to the group and asking questions such as "Do you like it? Why (not)?" and "What influence has this pop culture had?", all in Japanese. After learning about the hierarchy system in the Edo Period, we did role-play of people from different classes of society (e.g. daimyo, peasants). Each student was given a card for a class (except one student who played the role of interviewer) and acted as a member of that class during the interviewing activity. The interviewer asked "what kind of person are you?" in Japanese, and based on how they answered the interviewer treated each student differently according to their social class (e.g. by greeting politely or not greeting at all).

## PRE-READING

During the times that students were not in the workshop with the teacher, they worked on pre-reading of the texts, searching for answers to the questions by using different resources. They adopted a variety of reading strategies taught in the workshop, such as:

- Looking at the genre writing features of the text (e.g. title, subtitles)
- Reading questions to identify the key information to look for in the text
- Identifying a key word within the question
- Identifying words that appear repeatedly in the text
- Identifying familiar words in the text before searching for new words
- Word search in the vocabulary list (and Google Images and Translator if necessary)
- Full use of visuals and general knowledge

Students also used this time to respond to the questions in writing.

Overall, a majority of the students were successful in responding to most of the questions in Japanese after the workshop, where Japanese was the medium of learning. This means most students have met the set learning intentions (shown in the "planning" section).

ASSESSMENT OF STUDENT LEARNING OF JAPANESE HISTORY AND LANGUAGE

Assessment tasks for the three History in Japanese CLIL units have been set as follows (summary).

*Edo Period (for Year 8)*
Why did the Edo Period last so long? Why was the city of Edo so big? Write an essay responding to these questions in Japanese (see Appendix 5).

*Meiji Period (for Year 9)*
Imagine: You are in Japan in Meiji Jidai. Today, you had a very interesting day by experiencing "new things" (e.g. culture, policy). Write a blog entry about the day in Japanese.

*Pop Culture in Japan (for Year 10)*
Choose one area of Japanese pop culture (e.g. music, entertainment such as anime and games, sport, fashion). Conduct research and present your findings in Japanese.

These tasks are broken down into several questions requiring a range of thinking skills from understanding to evaluating and creating. For example, the first question for the Pop Culture presentation asks students to list particular brands of pop culture (e.g. music) in chronological order of their appearance, while the last question requires them to create an advertisement for the pop culture of their choice. The assessment rubric focuses on student demonstration of their understanding of the contents and use of the language (see Appendix 5).

At the time of this report being written (early November 2014), student work for the assessment tasks are still in progress.


# OUTCOME OF IMPLEMENTATION

## STUDENT SURVEY

At the completion of learning of the contents through the texts, students were asked to complete a short survey. It was done online (a Google form) and anonymously. Students were asked to identify their year level, the history topic and the number of years they had been learning Japanese. This survey is aimed to reveal the students' self-evaluation of their learning of the History content and Japanese language through the CLIL units. The two short questions and student responses are shown below.

Question 1.
How much Japanese HISTORY do you feel you have learnt IN Japanese?

|  | Year 10 | | Year 9 | | Year 8 | |
|---|---|---|---|---|---|---|
| So much that I'm proud of myself | 0 | | 0 | | 0 | |
| A lot | 8 | (40%) | 2 | (22%) | 5 | (56%) |
| Some | 9 | (45%) | 6 | (67%) | 3 | (33%) |
| A little bit | 3 | (15%) | 0 | | 1 | (11%) |
| Very little | 0 | | 1 | (11%) | 0 | |
| Total | 20 | (100%) | 9 | (100%) | 9 | (100%) |

**(as of 9 November 2014)**

Question 2.
How much Japanese LANGUAGE do you feel you have learnt through the history topic?

| | Year 10 | | Year 9 | | Year 8 | |
|---|---|---|---|---|---|---|
| So much that I'm proud of myself | 1 | (5%) | 0 | | 0 | |
| A lot | 5 | (25%) | 1 | (11%) | 3 | (33%) |
| Some | 9 | (45%) | 3 | (33%) | 4 | (44%) |
| A little bit | 5 | (25%) | 4 | (44%) | 2 | (22%) |
| Very little | 0 | | 1 | (11%) | 0 | |
| Total | 20 | (100%) | 9 | (100%) | 9 | (100%) |

**(as of 9 November 2014)**

These results indicate that a majority of the students felt they learnt history through the medium of Japanese to some extent. Interestingly, students rated their learning of the content slightly higher than that of the language.

In the survey, a space was provided for students to write comments on learning history in Japanese as an option. There have been several positive comments to date (9 November 2014).

- "Great" (Year 10)
- "Very good topic, had a lot of fun learning about the history of pop culture. I feel like I know a lot more than I used to." (Year 10)
- "It has been a very enjoyable class." (Year 10)
- "Japanese is really fun." (Year 10)
- "It is not as hard as I thought and some of it has been quite interesting." (Year 10)
- "I have learnt about the history of Japan Meiji Jidai and it improved my Japanese and makes me more interested in the language itself." (Year 9)
- "I learnt a lot about the history and a little bit about the language." (Year 8)

The current History in Japanese CLIL units have been successful, to some degree, in allowing middle years students to have a high sense of achievement in Japanese classes, which is one of the aims of this program.

Further, the number of Year 10 students who pre-enrolled in Japanese study in post-compulsory years in 2015 has risen significantly (15 out of a total of 36 students). If the sample is limited to the group of Year 10 students who have been learning Japanese (in the CLIL style) at the school since Year 7 or 8, the percentage of students who intend to continue their learning of the language at school is as high as 55%. This suggests that the CLIL units the students have been engaged in for some three years may be the key to success in having students feel excited by and confident in their future learning of Japanese, including post-compulsory years.

## TEACHERS' OBSERVATIONS, REFLECTIONS AND EVALUATIONS OF THE PROGRAM

Careful planning of the units was the key to the success of the program. In particular, careful selection of topics and language to be used was paramount. As I am not a history teacher, I had to study the school's curriculum and the Australian Curriculum of History as well as the history itself. For this I worked with my colleagues individually and attended Humanities staff meetings. Teacher collaboration requires lots of time and effort; however, it is one of the benefits of CLIL, as I learnt a lot from my colleagues.

In terms of creating learning resources, especially texts, it is important to establish a structure. In the previous three years, we had already developed a structure where a topic is presented through three or four short texts with one to several questions and tasks attached to each text. Having this structure made it easier for me to write the history texts for students.

The students were already familiar with the learning sequence in the CLIL units. They appeared to be aware of the necessity of pre-reading to be actively involved in the workshop, participating in the workshop to learn, turning in their responses to the set questions to demonstrate their understanding, and receiving teacher feedback for improvement. The students were also used to using Japanese in this process, whether it was spoken or written language. It was reported by the teachers that the CLIL approach allowed the teachers and the students to use the language much more frequently and meaningfully than with a non-CLIL approach.

While many benefits of the CLIL approach have been reported by the teachers, some challenges have been discussed. One of the aims was for students to produce a "History-related" text, such as a history essay or report, as part of the assessment task at the end of the unit cycle. As the teachers progressed through the units, they realised this requires extensive time and teaching of the relevant language and the specific genre of writing. Because that could not be provided, not many students were able to complete their history text. We would therefore recommend that students work on their texts paragraph by paragraph (or section by section) constantly during the course of the unit. For example, as soon as students understood the different social classes in the Edo Period through the first text, they would write the first paragraph of their history essay, explaining the hierarchy system. This would give students a smaller focus at each stage of writing a "big" history text and avoid feelings of being overwhelmed and having to refer back to the first text that they may have worked on five or six weeks ago.

The teachers involved were presented with some challenges. After one Japanese teacher came to my class for observation, he commented he felt guilty for speaking in English too much in his own classes. I had assumed he was speaking in Japanese all the time like I was, but he was finding it difficult to continue speaking Japanese when some students did not seem to understand. I responded that speaking in English is fine if necessary, but the teacher said he felt he could be speaking more Japanese after seeing the way I did it in class (see the *Workshop* section above for the scaffolding strategies). Ongoing professional learning, especially peer observation, is vital to the successful CLIL program.

Another Japanese teacher noted that she really enjoyed teaching about the Meiji Period to Year 9 students. This part of Japanese history was her area of specialty at her university. Careful consideration of the topics that play to teachers' strengths is very important. In the meantime, it must be remembered that she was a very recent graduate and wholly unfamiliar with CLIL. She joined our team at Elwood College only a few months prior to this History program. Due to this context, she mentioned it was very difficult when she had to run an Art in Japanese CLIL unit when she first came to the school. Again, ongoing professional learning and team collaboration are paramount.

## FUTURE IMPLICATIONS

Even though there is already evidence of some success with the current History in Japanese CLIL units, more careful analysis of the survey data and more interpretation of the results are necessary. It is also critical to review the unit contents as well as the teaching practices with a view to further improvement. The survey data suggests there is plenty of room for improvement in terms of student learning.

Ongoing teacher collaboration and professional learning are critical. Peer observation, collaborative planning, school visits, participating in the relevant teacher networks and undertaking the relevant teacher training are all highly recommended in developing and consolidating CLIL programs.

Overall, this report has explored the potentials of CLIL as revealed in middle years Japanese classrooms at Elwood College. It would be interesting to see if any of the elements of the school's CLIL program could be applied in other schools.

# REFERENCES

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APPENDICES

**1. Edo Period Text 1**

# 江戸時代の人

1603年から 1867年、日本は 江戸時代でした。江戸時代、いろいろな 人が いました。

わたしは 将軍です。日本で 一ばん 力が あります。江戸で 政治を します。

わたしは 天皇です。日本の 神です。京都に います。でも、力が ありません。政治も しません。

わたしは 大名です。城が あります。日本に 約250人の 大名がいます。

城

わたしは 侍です。刀が あります。将軍と 大名に つかえます。

わたしは 職人です。ものを つくります。

わたしは 商人です。ものを うります。

わたしは 農民です。

たべものを つくります。

でも、50%を 大名に あげます。

日本の 80%の 人が 農民です。

わたしは 非人です。

「人じゃない人」です。

Q1. 江戸時代は 何 ですか。

Q2. 江戸時代、どんな 人が いましたか。（例. 侍）

Q3. 江戸時代、力 の ランキングが ありました（＝封建制度）。

だれが 大きい（小さい）力が ありましたか。

天皇

大

力

小

と
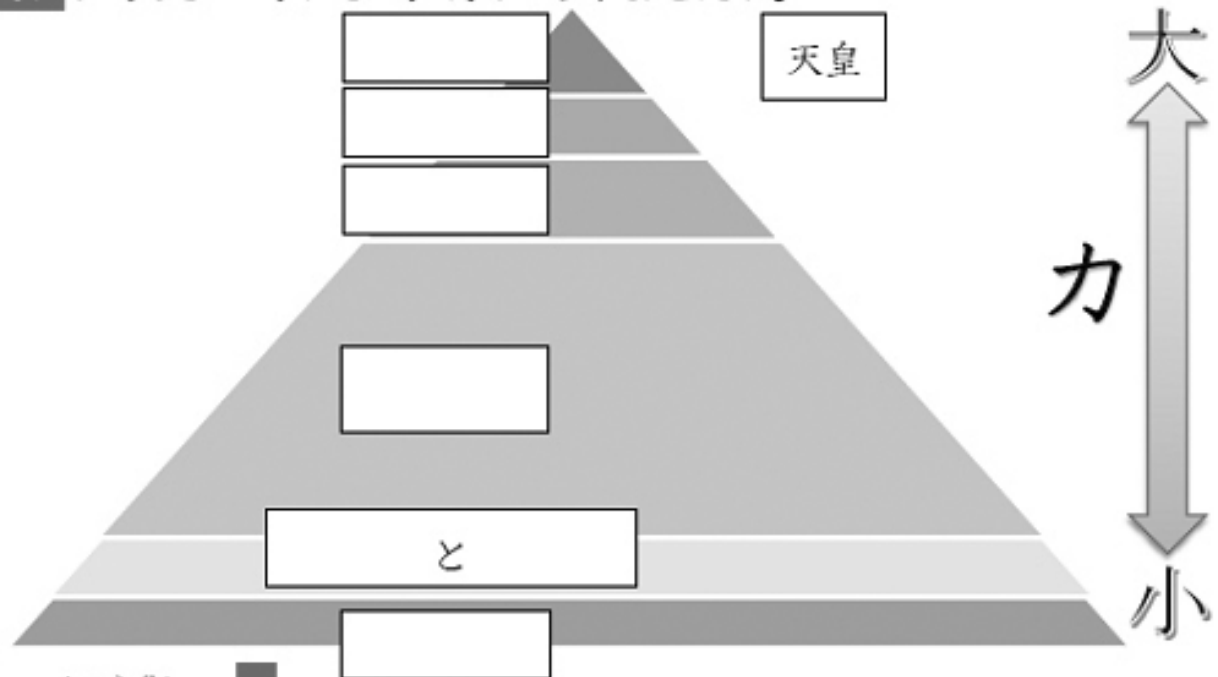
Q4. 将軍は 何を しますか。

Q5. 農民と 商人は どちらが 上ですか。なぜですか。

Q6. だれが 一ばん つらいですか。なぜですか。

明治時代 TEXT 2

# あたらしい 国<ruby>国<rt>くに</rt></ruby>の システム

明治時代<ruby><rt>めいじ じだい</rt></ruby>、日本は あたらしい 国<ruby><rt>くに</rt></ruby>の システムを つくりました。この システムて、日本は つよい国に なりました。



<ruby>てんのう<rt></rt></ruby>
明治天皇

日本で 一ばん

<ruby>だいにっぽんていこくけんぽう<rt></rt></ruby>
大日本帝国憲法
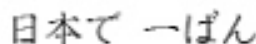
1889年<ruby><rt>ねん</rt></ruby>、アジアで 一ばんの 憲法<ruby><rt>けんぽう</rt></ruby>を つくりました。

一、日本は 天皇の 国です。

三、天皇は 神<ruby><rt>かみ</rt></ruby>です。

ドイツの 憲法が モデルです。

小学校<ruby><rt>しょうがっこう</rt></ruby>（8年）、中学校<ruby><rt>ちゅう</rt></ruby>（6年）、大学<ruby><rt>だいがく</rt></ruby>を つくりました。みんな 6才<ruby><rt>さい</rt></ruby>から 小学校に 行<ruby><rt>い</rt></ruby>きました。
フランスの 学校が モデルです。

1872年、国の 工場<ruby><rt>こうじょう</rt></ruby>を つくりました。
はじめは 糸<ruby><rt>いと</rt></ruby>の 工場でした。
イギリスの 工場が モデルです。

1873年、日本の 軍<ruby><rt>ぐん</rt></ruby>を つくりました。
20才以上<ruby><rt>いじょう</rt></ruby>の 男<ruby><rt>おとこ</rt></ruby>は みんな 軍に 入<ruby><rt>はい</rt></ruby>りました。
ドイツと フランスの 軍が モデルです。

Q1.

| 江戸時代の システム | 明治時代の システム | モデルの 国 |
|---|---|---|
| 将軍が 一ばん | | |
| 寺子屋 | | |
| ありませんでした。 | | |
| 侍 | | |

寺子屋 ▶

ドイツ

イギリス

フランス

Q2. あなたは 明治時代の 日本に います。どの あたらしい システムが 好きですか。1〜4 の ランキングを してください。なぜ ですか。

江戸時代 TEXT 3

# すごい町、江戸

インターネットで しらべましょう。

江戸は とても 大きい 町でした。
約1700～1800年、
江戸の 人の かずは 何人でしたか。

江戸は リサイクルの 町でした。
どんなものを リサイクルしましたか。

江戸は たのしい 町でした。
歌舞伎、すもう、浮世絵は どんな文化ですか。

江戸には、すごい？？？の
システムが ありました。
何の システムですか。

上水井戸（水道井戸）

地上

竿の先に
釣瓶（つるべ）を
付けて汲み
出した

地中

水道の樋

底なしの桶を
逆さに数個
重ねてある
最下節のみ
底板有り

呼び樋

## 4. Pop Culture Vocabulary List

「日本のポップカルチャー」の たんご

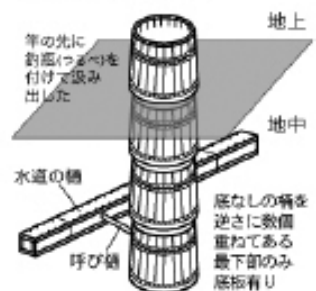| めいし | NOUN | 人 | person/people | 人々 | people |
|---|---|---|---|---|---|
| 家 | house | 力 | power | 外 | outside |
| 女 | female | 年 | year | 時 | time |
| 千 | 1000 | 万 | 10000 | 億 | 100 million |
| 日本 | Japan | 人気 | popularity | 音楽 | music |
| 文化 | culture | 世界 | world | 映画 | film |
| 海外 | overseas | 歴史 | history | 西洋 | West |
| 英語 | English | 政府 | government | お金 | money |
| 経済 | economy | 中心 | centre | みんな | everyone |
| 日本語 | Japanese | 中国語 | Chinese | 韓国語 | Korean |
| 子ども | child | えいきょう | influence | アジア | Asia |
| ヒット | hit | テレビ | TV | ブーム | boom |
| ゲーム | game | スポーツ | sport | メディア | media |
| インターネット | internet | ファッション | fashion | オーストラリア | Australia |

| けいようし | ADJECTIVE | すごい | great |
|---|---|---|---|
| わるい | bad | こわい | scary |
| ほしい | wanting | おもしろい | interesting |
| 好きな | favourite/like | 小さい | small |
| かわいい | cute | たのしい | fun |
| かっこいい | cool | いろいろな | various |

| ほか | OTHERS | …について | in regard to… |
|---|---|---|---|
| 今 | now | 大… | big/very … |
| …個 | small item counter | 一ばん | number one/the most |
| また | also | ほぼ | almost all |
| この… | this… | ても | but |
| …など | … and so on | もっと | more |
| そして | and then | ですから | therefore |
| たくさん | many | | |

| どうし | VERB | します | do |
|---|---|---|---|
| 見ます | see/look/watch | 来ます | come |
| 出ます | come out | 売れます | sell |
| 行きます | go | 買います | buy |
| 思います | think/feel | 学びます | learn |
| あります | be/have/exist | なります | become |
| できます | be made | ふえます | increase |
| ききます | listen to | つくります | make |
| つかいます | use | かわります | change |
| はじまります | begin (Vi) | はじめます | begin (Vt) |
| つづきます | continue | たのしみます | enjoy |

5. Edo Period Unit Assessment Task and Rubric

**YEAR 8 JAPANESE**

## Edo Jidai

# 江戸時代

**THE TASK:**
Why did Edo Period last so long? How did the city of Edo become so big? Write an essay on Edo Period in <u>JAPANESE</u>.

### Key Questions

| | | |
|---|---|---|
| ? | <u>What kind</u> of system is **Hoken Seido** (in Japan in Edo Period)? <u>What</u> are its characteristics?<br>（日本の 江戸時代の）封建制度は どんな システム ですか。とくちょうは 何ですか。 | understand<br>analyse<br>explain |
| ? | <u>What kind</u> of policies did Tokugawa Shoguns make? <u>Which</u> one is good one? <u>Which</u> one is bad?<br>徳川将軍は どんな きまりを つくりましたか。<br>どれが いい きまりですか。わるい きまりですか。 | evaluate<br>explain |
| ? | <u>How</u> big was the city of Edo? <u>Why</u> so big?<br>江戸は どのぐらい 大きい 町でしたか。<br>なぜ 大きかったですか。 | understand<br>analyse<br>explain |
| ? | <u>What kind</u> of problems did they have in Edo?<br><u>How</u> could you solve them?<br>江戸に どんな もんだいが ありましたか。<br>どうやって 解決できますか。 | understand<br>create |

## Assessment Rubric

| Criteria<br>Progression | Quality of Content | Quality of Presentation | Effectiveness of Language |
|---|---|---|---|
| 10<br>9 | All of the key questions are responded with elaboration. | Effective and appropriate structure to the text type. Text is supported by visuals effectively. | A variety of language is used highly accurately. Extensive use of language is done successfully. |
| 8<br>7 | Most of the key questions are responded with elaboration. | Appropriate structure to the text type with paragraphing/ sections. Text is supported by different visuals. | Relevant language is used accurately. Extensive use of language is done with some success. |
| 6<br>5 | One of the key questions is responded with elaboration. Another one is responded very briefly. | Some appropriate text type features and paragraphing/ sectioning. Relevant visuals are included. | Some relevant language is used, making the text comprehensive. |
| 4<br>3 | Questions are responded but without elaboration. | A few appropriate text type features or paragraphing/ sectioning. | Some relevant language is attempted but often difficult to understand. Or little language is used. |
| 2<br>1 | Very little content is presented or the content has little relevance to the task. | All the words/sentences are in one section. It only has some flow/order. | Some relevant language is attempted but very difficult to understand. Or very little language is used. |

# JAPANESE BEYOND THE CLASSROOM: LEARNING ABOUT THE TOHOKU DISASTER TO CONNECT JAPANESE LANGUAGE LEARNING TO THE REAL WORLD

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## ABSTRACT

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

# INTRODUCTION

The Koala Project, designed and started by Hiroko Koga and continued by Maya Asano, engaged students with the real-life stories of the people linked with the Tohoku Earthquake and developed students' intercultural capabilities, whilst stimulating their ongoing interest and demand for purposeful Japanese. Below, two cross curricular Japanese language lessons, themed on natural disasters and the Tohoku earthquake and tsunami, will be explained. These lessons were developed to combine the Geography curriculum with Japanese; in them, students learned about the causes and effects of earthquakes and tsunami, with a focus on how they affect the lives of the people of Tohoku, and how they were supported after the disaster through many creative community events and projects.

# THE KOALA PROJECT

## BACKGROUND

In March 2013, two years after the Great East Japan Earthquake, Year 9 students at Perth Modern School studied the Tohoku earthquake, tsunami, and still-unfolding Fukushima nuclear power plant disaster. The students had strong emotional reactions to what they learned, and in response many of them wondered if there was something they could do, even if it was something small to start with. A Year 9 Japanese class came up with the idea of making one thousand origami koalas to carry their messages of goodwill to children in Fukushima. The idea was based on the story "Sadako and the One Thousand Cranes" and the recent Japanese trend of using koalas as good luck charms (as supposedly they never お ちる *ochiru*, fall – or fail). Noticing that many of the students had little opportunity to use Japanese beyond the classroom, we saw this as a perfect opportunity to create an authentic learning context that would give students a greater sense of using Japanese for real-life purposes by interacting more with the society around them, including with local community members and students in Fukushima, Japan.

## THE KOALA PROJECT 2013

The Koala Project aimed to develop students' intercultural capability at a deeper level, by helping students realise the power of language in connecting heart and soul. The activities that comprised the Koala Project were designed to create as many opportunities as possible for students to:

- engage with true stories of people linked with the Great East Japan Earthquake;
- make connections and interact with Japanese-speaking people beyond the classroom;
- reflect on their own feelings and experience in response to others, and;
- stimulate their ongoing interest in and demand for purposeful learning of language that can be used in real life, not just in the context of their language lessons at school.

Through this project, the students were expected to accomplish the following in Japanese:

- communicate with a Japanese guest speaker from Fukushima;
- write their own messages to present to students in Fukushima; and
- perform a Japanese-language song in collaboration with other students.

## PROJECT OVERVIEW

| | Lesson | Content | Target | Time |
|---|---|---|---|---|
| 1 | "Children of the Tsunami" [1] & Watashi no kimochi | Watch the BBC documentary video *Children of the Tsunami* to learn what is happening in Fukushima after the earthquake. Students reflect on how they feel about the situation using "Watashi no kimochi" worksheet. | Y8 - 12 | 1 lesson (40min) |
| 2 | Origami Koala Making | Learn how to make origami koala. | Y8 - 12 | 1 lesson |
| 3 | "Light Up Nippon" [2] | Watch the documentary film "Light Up Nippon" to understand the importance of supporting / caring for /encouraging the people of Tohoku mentally. | Y11,12 | 2 lessons |
| 4 | Guest Speaker Session "My beautiful hometown, Fukushima" & "Ganbappe, Fukushima" | Listen to two guest speakers tell their personal Fukushima story:<br>1. Akiko Stockton, a member of the Japanese community in Perth, whose family and hometown were affected by the disaster.<br>2. Caitlin Lee, an ex Fukushima JET who experienced the disaster and ongoing restoration. | Y8 - 11 | 2 lessons |
| 5 | The power of words (Message for Fukushima) | Feel/ be aware of the power of words by reflecting on own experience and reading poetry written by 15-year-old Japanese student from Fukushima.[3] Then, write a message for Japanese students in Fukushima. | Y8 - 10 | 2-3 lessons |
| 6 | Song for Fukushima ("I love you & I need you, Fukushima") | Sing the song "I love you & I need you ふくしま", plan some choreography and create a video. | Y8 - 12 | 1 lesson for practice and 2 lessons for shooting |
| 7 | One Thousand Origami Koalas | Fold and stick one thousand origami koalas on paper to form a shape of Fukushima. | Y8 - 12 | throughout the project |

A total of one hundred Japanese language students at Perth Modern participated in the project. By the end of Term 3, 2013, students had completed folding the one thousand origami koalas, writing messages, and filming their collaborative song performance. In October 2013, the origami koalas and students' messages were delivered to Fukushima by Akiko Stockton, a Western Australian representative of the Association of People from Fukushima Prefecture. On behalf of the students at Perth Modern School, this special gift was formally presented to Xaverio Gakuen, a school in Fukushima, by *Breath*, a musical trio consisting of prominent musicians including Australian *shakuhachi* player Anne Norman. The gift was well received, with the event even making the local Fukushima television news.

## PLANNING CONSIDERATIONS

It is very difficult to organise a project such as this alone, so when planning we had to consider how to source the required resources. We made ongoing efforts to expand our connections with Japanese community organisations and key personnel throughout the project. This spread word of the project, helping any interested parties to become involved; it also helped us to utilise the resources of the wider community. For example:

- two guest speakers were invited from the local community to deliver a presentation, which proved to be an invaluable opportunity to stir, stimulate and inspire the students to action;

- through the personal contacts of one of the guest speakers, a suitable sister school in Fukushima was identified;

- origami paper was donated by the Consulate-General of Japan in Perth, The Japan Foundation, Sydney, and other interested individuals.

# THE KOALA PROJECT 2014

After receiving their special gift, the students in Fukushima worked on writing replies in English and/or Japanese (depending on student level), and these were delivered to Perth Modern School in February 2014. Then, as a part of Language Week, Year 9 students completed the following activities:

*Koala Project reflection*
In small groups, students discussed their participation in the Koala Project 2013. They reflected on what they had learnt and how they felt during and after the project. Most remembered the activities well and these examples of their feedback demonstrate the positive emotions the project generated:
"We wanted to convey our feelings to the students and people who went through this tough time. We love Fukushima"; and
"I felt that we actually made a difference to the children affected by the tsunami."

*Xaverio Gakuen letter reading*
The students were asked to read and analyse the letters to find out about the writer's thoughts and personality. This activity was supported by a worksheet that prompted the students to examine not just the meaning of the words written but also the design and physical appearance of the letter (as some of the Japanese students had chosen to draw pictures and decorate their letters).

*Xaverio Gakuen letter discussion*
After reading the letters, students discussed them, first in a small group and then as a whole class.

*The future of the Koala Project discussion*
After reflecting on the previous year's project, and the impact it had on both themselves and the students at Xaverio Gakuen, students considered how they could develop the relationship and continue the Koala Project. They generated some interesting ideas, such as a workshop to raise public awareness of the Fukushima disaster in Perth by sharing the Koala Project with others, and organising a video chat with the students of Xaverio Gakuen for cultural and language exchange.

## PLANNING CONSIDERATIONS

In order to implement the Koala Project 2014 effectively, there were many aspects that needed consideration:

*Choosing the target group*
There were many Perth Modern students who were partially involved in the original Koala Project, but for these activities we selected the Year 9 students who had been actively involved. Some students such as those in Year 11 and 12 were interested, but unable to participate.

*Deciding the purpose of the lesson*
As the primary purpose of the project was to foster friendship between the two schools, we designed the activities so they were focused on more than just reading the letters as practice in Japanese comprehension. The real purpose of these activities was to encourage student reflection on what they had achieved so far and the impact of their actions, as well as for the students to consider how to continue contributing to Japanese society through the Koala Project in the future.

*Preparing lesson materials*
For effective language learning, it is important to carefully consider choice and preparation of teaching materials. For the Language Week activities, the Xaverio letters were the core teaching material. As the letters included authentic Japanese, including vocabulary and grammar that students may not know, it was identified that students may struggle with comprehension if they were to read the letters individually, and would then be unable to discuss them. Thus, we provided four Japanese letters and two English letters to small groups of four to five students, and encouraged them to cooperate to read two Japanese letters and one English letter per person in one group. During the activity, student learning was supported by the provision of dictionaries and with assistance from Japanese ALTs; for an activity like this, support from native Japanese speakers helps with working out expressions that may not be in the dictionary.

## BENEFITS

The Project provided students with the opportunity to use their Japanese beyond the classroom. This leads them to find new purpose and meaning behind their language learning as they are able to apply their knowledge in real-life contexts. Students were motivated to write their letters to the Japanese students and were even more motivated to read their replies. They were able to learn some new expressions in Japanese as well as various kanji. They were proud of themselves when they could understand the meaning of words and phrases, but more importantly they valued their ability to understand the thoughts and feelings of the students in Fukushima. The students were able to develop their intercultural understanding as they tried to understand the situation of the students in Xaverio Gakuen from the letters, and this prompted them to think about what kind of support would be best to provide next. Both schools are committed to ensuring ongoing communication and educational exchange for the mutual benefit of their students.

Moreover, the students' motivation to study Japanese has significantly improved, as they feel that they can now learn Japanese with authentic materials, such as the letters they received. Even though there are some native Japanese speakers at Perth Modern School, students have had limited opportunities to communicate with Japanese people in Japan. The Project highlighted to students that even at their Japanese level, they can still communicate meaningfully with Japanese people in Japan. The students also felt proud of their achievements and happy when they received the letters from Xaverio. When students received letters in English, they felt particularly special (and could understand how the Japanese students felt when receiving a letter in their native language from a non-native speaker.). Projects such as this are some of the ways in which teachers can connect their students with Japanese people and society in real-life contexts.

ISSUES AND RECOMMENDATIONS

There were a number of issues faced during the Koala Project. One unexpected issue was the need to work out the best way of distributing the Xaverio Gakuen letters, as some of the letters were addressed to particular students, but others (mostly those written in Japanese) were addressed to the school in general. Furthermore, some students received personal replies from multiple Xaverio students, but other students received no personal reply. After several meetings between the Japanese teachers, ALTs and Hiroko Koga, it was decided to explain the situation truthfully to the students. The personal replies were given to the addressed students and the letters addressed to Perth Modern were used in the lesson. The reasoning behind this decision was that we felt it was important to demonstrate to the students that they could trust their teachers. Furthermore, by using the letters addressed to Perth Modern in class, it was made equitable for all students. We recommend that, when starting this kind of relationship, there is regular communication between the teachers of each school to ensure, among other things, that the aims of both schools are met. If this communication had taken place, we possibly could have requested a personally addressed letter for each student.

Another issue that arose was how to continue the communication between the two schools. In order to foster the friendship, it is important for students to communicate. After communicating via letters, both Perth Modern School and Xaverio Gakuen students have expressed their desire to start communicating via video chat. However, as there are restrictions on using the WA Department of Education internet network for video chat, we are investigating possible use of an external network and hope that we will able to organise a video chat in the near future.

## CROSS CURRICULAR LESSONS

### BACKGROUND

After the Koala Project, and seeing the impact it had on students, we wanted to explore other ways that we could learn more from the March 11 disaster in our Japanese language lessons. We originally considered an all day workshop, but after some discussion we decided to create shorter cross curricular lessons that could be taught by anyone. The nature of the March 11 disaster means that the topic suits both the Science and Geography curricula; as we wanted to focus on the human impact of the disaster, we chose to use the Geography curriculum. These lessons are designed to show that it is not necessary to create long-term projects, but that it is possible to create shorter lessons to educate students about aspects of the disaster whilst providing them with opportunities to develop their language abilities at the same time.

Lesson One was trialled at All Saints, a private Anglican College, in one Year 7 Japanese class and one Year 8 Japanese class. Lesson Two was trialled at Perth Modern School in a Year 9 Japanese class. Whilst the students of Perth Modern school had been involved in the Koala Project, the students at All Saints did not have the same level of prior knowledge and knew very little about the Tohoku disaster.

# LESSON OVERVIEWS

|  | Lesson One: How to prepare for natural disasters | Lesson Two: How people help after natural disasters |
|---|---|---|
| Learning area goals Australian Curriculum Geography | **Year 7:** The causes, impacts and responses to an atmospheric or hydrological hazard (ACHGK042)<br><br>**Year 8:** The causes, impacts and responses to a geomorphological hazard (ACHGK053) | **Year 7:** The causes, impacts and responses to an atmospheric or hydrological hazard (ACHGK042)<br><br>**Year 8:** The causes, impacts and responses to a geomorphological hazard (ACHGK053) (Year 8) |
| Specific Learning Objectives | • Explain what people should do to prepare for tsunami and earthquakes<br>• Use the grammar point ましょう to suggest what to do in emergency situations<br>• Respond to ~ましょうか? questions appropriately<br>• List (in Japanese) and justify (in English or simple Japanese if possible) what should be included in an emergency backpack | • Understand the different kinds of aid that can be provided<br>• Read Japanese event posters<br>• Create their own Japanese language event poster. |
| Intro | • **Think Pair Share** about March 11, 2011.<br>• **Introduce "My Fukushima Story"** using photos. | • **Think Pair Share** about March 11, 2011.<br>• **Introduce "My Fukushima Story"** using photos |
| Body | • **"How to prepare" PowerPoint** (explicit language instruction). The different ways to prepare for a tsunami were explained, and how to say them in Japanese introduced. PowerPoint with images and example sentences provided visual support. Students practised the target grammar by completing worksheet questions.<br>• **"Gokiburi" evolution game** (Verbal practice). Students pair up to practise the target language. Janken winner evolves to the next animal.<br>• **"What goes in an emergency backpack" value line activity** (verbal practice). Students practise the answering ましょうか? format questions by answering questions about what to include in an emergency backpack.<br>• **Draw your emergency backpack** (writing practice). Students draw their emergency backpack. All objects included in the backpack must be labelled in Japanese.<br>• (Due to lack of time this activity was not completed in trial lesson.) | • **Snowball activity** (pre-language activity). Small groups each received a piece of paper labelled with a different kind of aid. Groups recorded their thoughts on the pros and cons of that kind of aid on the paper and then passed it to the next group. Subsequent group indicated if they agreed (tick) or disagreed (cross, with reasoning explained) with other group's points. Students then discussed whether one kind of aid was better than another.<br>• **Reading event posters** (reading/verbal practice) Small groups each received two authentic Japanese language charity event posters and were tasked to work out the event details.<br>• **Worksheet and PowerPoint quiz** (explicit language instructions) Event poster vocabulary was explained and practised via short worksheet activities and a quiz.<br>• **Event/Poster designing** (verbal/writing practice) Small groups were tasked with designing a charity event and poster. |
| Conclusion | • Self-reflection<br>• Students suggest how to prepare in Japanese | • Self-reflection<br>• Quiz students about their posters in Japanese |

PLANNING CONSIDERATIONS

There were two main considerations when designing the lessons: ensuring that they were relevant to the students (that they could see the purpose of the lesson and find it useful); and ensuring that students were motivated to complete the activities and learn the language. Please note, the table above shows the relevant curriculum sections for Years 7-8 for Lesson Two. There is no relevant section of the Year 9 Geography curriculum that can be directly linked to the topic, but the lesson was trialled in this class as they had been involved with the Koala Project and it was not possible to run it in a lower level class at the time.

*Relevancy*

From the very beginning, relevancy was the main focus of the lesson design, informing everything from the choice of vocabulary and grammar to activity design. In Lesson One the specific topic and vocabulary (on disaster preparation) were selected to help students consider the lifelong impact that living in a disaster-prone area can have. Many students have not thought about how residents in countries such as Japan must be prepared to leave within minutes if a tsunami or earthquake warning is heard, and that the contents of one emergency backpack might be all they have left after a disaster. The way that people prepare for disasters is both an impact of, and response to the disaster. In Lesson Two, the vocabulary we chose to focus on (e.g. 場所, 無料, 日時) are words actually used on Japanese-language event posters. We provided groups of students with the same two posters (advertising charity events that were run in Fukushima) and tasked them with working out the details of the event. The students enjoyed and performed well in this activity, as they were able to use contextual clues and their existing Japanese knowledge to work out the meaning, with scaffolding provided by the teacher.

Later in Lesson Two, the relevancy of the topic and language was further highlighted through the poster designing task. We asked small groups of students to design an event that would generate a kind of aid (motivational support, volunteering, money etc.) for Fukushima. To provide a realistic context for the use of Japanese, we explained that their event would be aimed at other students of Japanese and the Japanese community in Perth. To further challenge the students (and provide an even more realistic context) the event had to be something they could potentially organise. Students first had to discuss their event, before recording the details in Japanese and English and finally designing the poster. The previous discussion on the pros and cons of the different kinds of aid informed student discussion, with students thinking very realistically. Most groups came up with excellent and plausible ideas, such as a letter-writing stall at the Japan Festival Perth, or a Japanese-style festival held on the school grounds. Some students even decided to design dual language posters, to appeal to a wider audience and thus generate more aid.

*Motivation*

For Lesson One, it was challenging to design tasks that were relevant. Students were able to make the connection between the geography context and the language used (as by using the vocabulary and target grammar students were expressing ways to prepare), and thus saw how it could be relevant, but it was difficult to design an activity where students could practise the language in a realistic context.

If you cannot design an activity to highlight the relevance of the topic and skills, then you must ensure that you provide some other form of motivation. This is why for Lesson One we provided motivation for verbal practice in the form of the Gokiburi evolution game. Students enjoy and are motivated to play this game as, although it is competitive (students are racing to be the first to evolve from a cockroach into a human), the winner is decided by *janken* rather than student ability. Students must walk around and practise with different people, and no one student is ever in the spotlight (as all students are playing at once) so the game provides a motivating, safe, and supportive environment for students to practise in.

We also focussed on student motivation to use not only the language but also their knowledge of the Geography topic by providing opportunities for the students to provide their opinion. For example, in Lesson One's "What goes in an emergency backpack" value line activity, students expressed their opinions regarding whether an item should be included in an emergency backpack. Students were required to stand along a line in a position determined by what they thought (one end yes, the other no, the middle being undecided). Students were then questioned "ひじょうぶくろに [name of item] をいれましょうか?", with students answering either "はい、いれましょう" or "いえ、いれません". Student then justified their opinion, and could do so in English, or in Japanese if appropriate. This activity also helped the students to connect the grammar to a real life usage, as they were able to use it to verbalise their opinion, even if this is not the most authentic context for using the language.

## BENEFITS

Lessons of this kind are very beneficial as they help students to see the usefulness of the language they are learning, thus motivating students and generating interest in both the language and the topic. As you can see from the student feedback provided below, most students indicated that they found the Japanese useful. The students also enjoyed participating in the lesson, with comments indicating that they found the opportunities to provide their own opinion, and the games, the most enjoyable aspects of the lessons. One interesting aspect of the feedback we received was how much interest in the topic the lessons generated. As they had not previously studied the disaster, we asked the All Saints students to respond to the statement "I want to know more about natural disasters", and received a positive response (as shown below). Even the Perth Modern students, who had previously studied the topic, indicated that they found it interesting. This shows that there is a potential to collaborate with other teachers to use lessons such as these as part of cross-curricular modules of work. Earthquakes and tsunami are both featured in the Geography and Science curriculum, so once student interest is sparked they could continue to study these topics within those learning areas, and potentially others as well. There is even the potential to extend Lesson Two further, and have students actually run one of the student-created events.
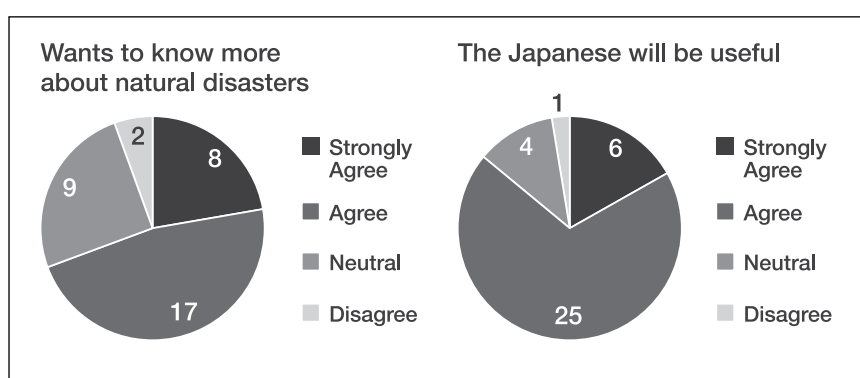


**Student Feedback: Lesson One**
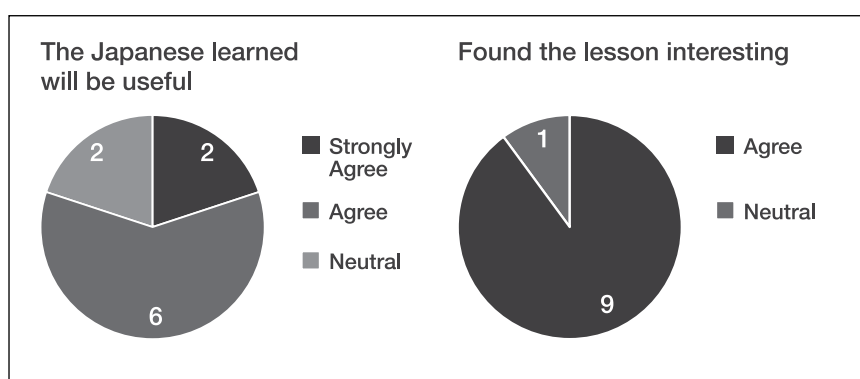


**Student Feedback: Lesson Two**

## ISSUES AND RECOMMENDATIONS

The main issue experienced when designing the lessons was ensuring that the Japanese chosen was as relevant as possible, whilst still being of an appropriate level and covered in the curriculum. Originally, we had discussed designing Lesson One around the grammar point "べき", with the students explaining how to prepare for a tsunami (e.g. You should put water in your emergency backpack); however, as this is not in the curriculum, and may have been too advanced for the students, it was decided to use ~ましょう and provide the context of suggesting what to do (e.g. let's go to the evacuation centre), as this is useful language for students to know and, whilst not being 100% authentic, is still a plausible choice of language for the context.

Secondly, due to scheduling limitations, there was not enough time to fully cover the content, or for the students to finish the final activities. Many students provided feedback stating they would have preferred more time. We therefore recommend that the activities and content be covered over multiple sessions.

Finally, to introduce each lesson Caitlin Lee told her Fukushima story, accompanied by personal photos. Having someone tell a personal story is an excellent way to hook students as it connects them to real situations and real people. You can contact your local Japanese Consulate to see if there are any members of the Japanese community or former JETs who experienced the disaster and would be willing to share their story, though this may not always be possible. Alternatives include videos, news articles, picture books and stories.


## CONCLUSION

These learning experiences and activities were designed with the intention of making Japanese a meaningful and relevant part of students' studies. The Koala Project provided students with the opportunity to use their Japanese "beyond the classroom" in an authentic context, first by writing to the students at Xaverio Gakuen, and then by reading the replies. The students were proud that they could use their language skills to communicate with Japanese students. The Project also helped to motivate students and engage them in Japanese language learning by creating a real connection between the students and the Japanese community. Students were keen to understand what the Xaverio students had said and, now that they know they can understand authentic materials, they have more confidence in their abilities. It is also possible to create the same kind of engaging learning experience on a smaller scale, and the cross-curricular lessons discussed provide an example of incorporating the topic of the Tohoku disaster into the Geography and Japanese curricula. Even these short lessons can improve student engagement and motivation and assist them to see the relevance and purpose of their language learning. Finally, we feel that it is important for students of Japanese to have an understanding of the Tohoku disaster, as the event will continue to impact Japanese society for a long time.

# RESOURCES

*Children of the Tsunami* (2012) ©Renegade Pictures, UK is a documentary film which describes the situation in Fukushima after the Tohoku Earthquake through the eyes of the children.

*LIGHT UP NIPPON* (2012) ©2012 LIGHT UP NIPPON PARTNERS is a documentary film made by LIGHT UP NIPPON Executive Committee in collaboration with the Japan Foundation; it featured challenges by the young Japanese people supporting Tohoku's recovery.

The poetry is on the website "Click Nippon" organised by the Japan Forum (http://www.tjf.or.jp/clicknippon/ja/mywayyourway/02/post-3.php)

For lesson plans, worksheets, activity explanations and other additional resources, please access the following dropbox link. http://tinyurl.com/pm24nug

# EXPERIENCING CLIL FROM THE LEARNER'S SEAT

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## ABSTRACT

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

# INTRODUCTION

Since February 2013, I have taught art in Japanese to a Year 6 class at Kalamunda Christian School following the Content and Language Integrated Learning (CLIL) pedagogy. The course follows the regular art program for the year group except that all instruction is conducted in Japanese, as are all conversations in the classroom. The end of year survey in 2013 showed that 95% of the students enjoyed their CLIL art course more than the topic-based language programs that are used at the school in Years 1 to 5. In addition, 87% believed that they learnt more Japanese by taking part in a CLIL course.

Encouraged by these results I wanted to promote CLIL to other teachers. I have been to several CLIL professional development sessions where the presenters talked a great deal about the theory of CLIL without engaging the participants in CLIL activities or even showing footage of a real CLIL class. Discussions with other participants after these sessions have revealed that many teachers consider the CLIL style of teaching to be too difficult for the learners and too hard for teachers to administer. In order to challenge these negative attitudes, I decided to include an example CLIL art class at the end of my own presentation at one professional development workshop. I chose Finnish (my first language) as the medium of delivery, as very few participants would have prior familiarity with it. This ensured that the participants got an authentic experience of a CLIL class from the learner's point of view and genuinely needed to rely on the alternative ways of communication that include facial expressions, body language and visual images.

In order to track the effectiveness of this approach, I asked the participants to note down their attitudes towards CLIL before the PowerPoint presentation, immediately after it, and finally after participating in a real CLIL class. This feedback showed that attitudes improved after each stage of the presentation. Although the theory lesson gave the teachers useful background information, it was the practical session that convinced many teachers of the effectiveness of CLIL and proved that it is possible to convey meaning with very limited vocabulary.

This chapter explains, firstly, how I structured my presentation to teachers of Japanese to promote CLIL and how I gauged their changing attitudes towards CLIL as they moved from a presentation to experiencing it themselves as learners in a Finnish art class. It then outlines the survey results that clearly show the increased likelihood of teachers' trialling CLIL themselves after being part of a CLIL class. Finally, it gives advice to teachers on how to plan, run and evaluate their own CLIL class, avoiding common pitfalls.

# STRUCTURE OF MY CLIL PRESENTATION

### 1. ELICITING THE PARTICIPANTS' ATTITUDES TOWARDS CLIL BEFORE THE START OF THE PRESENTATION

As the participants were entering the room, I gave them a CLIL attitudes survey. I asked them to tick their answers to the following questions:

1. How much do you know about CLIL?
   ◯ Lots   ◯ Something   ◯ Very little   ◯ Nothing

2. How likely are you to run your own CLIL class in the near future?
   ◯ I'm already involved in an immersion /CLIL program.
   ◯ Very likely
   ◯ Not likely
   ◯ Not relevant to me

### 2. PRESENTATION ON CLIL

After the initial survey, I explained the background and definition of CLIL with a PowerPoint presentation, as well as how to run a program while avoiding common pitfalls. The following is a summary of this presentation.

## WHAT IS CLIL?

CLIL stands for Content and Language Integrated Learning. It is "an umbrella term which refers to any dual-focused educational context in which an additional language is used as a medium in the teaching of non-language content" (Coyle 2008, 97; see also Marsh 2002). The focus of the CLIL lesson is not on the language itself as in a traditional Languages classroom; rather the language is used "as a tool to develop new learning from a subject or a theme" (Coyle et al. 2009, 6). CLIL explains how we become masters of our first language in a relatively short time and why we always learn a new language quicker if we go to the country where the language is spoken. In these situations the language is always used as a tool to achieve something, whether it is to get milk from our mother or to buy a train ticket in Tokyo, and our success or failure gives us immediate feedback on our communication skills. If we make errors but the message is understood, we are also often given the correct language to model on. There are many approaches to CLIL, but each program must cover the 4Cs framework in order to be considered CLIL: content (subject matter), communication (language learning and using), cognition (learning and thinking processes), and culture (developing intercultural understanding and global citizenship) (Coyle 2006). The language used in the classroom is distinguished according to three purposes: language for learning (language to assist communication), language of learning (topic-related vocabulary) and language through learning (incidental language learning).

CLIL was developed in Europe in the 1990s and was born out of immersion. Immersion was first used in Montreal, Canada in 1965 as non-French speaking families desired their children to become fluent speakers of French.

There are many similarities between CLIL and immersion. In both cases part of the curriculum is delivered in the second language, so bilingualism occurs naturally. The students enter with limited or no knowledge of this second language, the language is often confined inside the classroom and their first language development is paramount. The culture of the school is normally that of the first language community.

However, compared to immersion, CLIL is more flexible and easier to administer. In some countries and states a school can only be called an immersion school if at least 50% of the curriculum is taught in the second language. This typically requires significant resources and restructuring and hence the commitment of the whole school. On the other hand, a CLIL program can cover just one subject, topic or a theme and can be driven by an individual teacher. "There is neither one CLIL approach nor one theory of CLIL" (Coyle 2008, 101).

## CLIL VS TRADITIONAL LANGUAGES CLASSROOM

It is the differences between CLIL and a traditional language teaching model that make CLIL so effective. In a traditional language class the language is always the focus and the end product. In many cases the language is out of context and it is heavily drilled in order to prepare the students for an anticipated real language use some time in the future. Teacher talk is ABOUT the second language in the first language instead of IN the second language. The language also tends to be rather formal, as accuracy is more important than conveying the message. All of this, combined with the amount of repetition required to memorize the language, can lead to low motivation in both the teachers and learners.

In CLIL the language is always in context as it is used for a real communicative purpose. In an art class the students would use their second language to learn about a new artist, express their view on her/his work, understand the processes necessary to produce a similar piece of art, and ask for necessary materials to complete the project. The language is not used in practice or pretend situations but always for immediate and pressing needs to communicate. Learning new language in context also entails less repetition, and monotonous drill exercises are not required.

The language is often more natural in a CLIL class, even if not always correct. In many ways CLIL mimics the way we learn our first language, through trial and error, and how children understand and are understood years before their language can be described as "perfect". Motivation levels of CLIL students are higher as learners get tremendous joy from being able to understand and speak another language in a real communicative situation.

Other benefits of CLIL for the learner include cognitive development, improved self-esteem and academic achievement. Several studies prove that students involved in CLIL programs are not disadvantaged but often do better than students in the control group. Benefits for teachers include time-efficiency (you can cover two subjects in one lesson, thus addressing the challenges of the "overcrowded curriculum"), teacher collaboration between languages teachers and subject teachers, and creativity as you think of ways to communicate with limited vocabulary.

|  | Advantages | Disadvantages |
|---|---|---|
| **Traditional Languages class** | • Less preparation required<br>• Teacher does not need to be fluent in the target language<br>• Easier to explain grammar forms | • Practice language use<br>• Pretend situations<br>• Low motivation<br>• Lots of repetition required |
| **CLIL** | • Teacher collaboration<br>• Real, natural language use<br>• In context<br>• Time efficient<br>• Development of higher cognitive skills<br>• High teacher and student motivation<br>• Increases creativity<br>• Effective as mimics first language acquisition | • Teacher required to have conversational fluency in target language<br>• Requires knowledge of additional learning area<br>• More preparation required<br>• Requires educating school community on CLIL to get "buy-in" |

Table 1: Traditional Languages class vs CLIL: Advantages and disadvantages

## STARTING A CLIL PROGRAM

When planning their own CLIL program, teachers need to start by choosing a skill or topic from the curriculum of a non-language learning area that they feel they are able to teach in the target language. They also need to decide how long they wish to run the program – for a few lessons, for a term, or for a whole year? It is advisable to start with a short "trial" that can be evaluated together with the students and then added to. A common pitfall is to start too big, run into difficulties and then abandon the program halfway through. This will be seen as a failure of the program – and also of CLIL – and the teacher will not get another chance with the same group of students.

Before writing the program, teachers should do as much reading as they can, visit a CLIL class (or a bilingual school if possible), and find example CLIL programs and lesson plans to base theirs on. Collaboration with other CLIL teachers and/or subject specialists while writing the program is beneficial. Even if the program is short, it should include some kind of assessment. Both the content and the language can be assessed. If assessing content in the target language, the level of language required should be kept low so that lack of language skills does not stand in the way of students demonstrating new learning. Assessing in first language may be preferable in certain circumstances, provided that the students have learnt the topic-specific vocabulary also in their first language. Language should always be assessed in the context of the new learning. Including formative assessment is paramount, as it helps both the teacher and the student assess where they currently are in their learning and what the next step should be.

Before starting the CLIL program, teachers need to prepare the students well. This includes explaining the benefits of CLIL, the challenges they are likely to face, and how to overcome them. It is also advisable to survey the students at different times during the program, both formally and informally, to find out how they feel about the lessons and how the teacher can support them further. By acknowledging their feelings and welcoming feedback and suggestions, the teacher ensures that the students have ownership of the program and that it meets their needs. Quick, informal surveys ("Hands up if...") may also help achieve "buy-in" from all students because those who resist can see that the majority are finding the lessons enjoyable and beneficial.

Care must be taken when planning and running the CLIL lessons. As discussed before, in order to qualify as CLIL they must have a dual focus on language and content. They must be conducted entirely in the target language and the content must come from a non-language curriculum. Common pitfalls include drilling vocabulary for the new topic but not using it to develop any new knowledge or skills (focus on language) – or the opposite, slipping into explaining the new concepts in English (focus on content). Vocabulary should always be introduced and used in context instead of drilling (language use vs language practice), and it should merely be used as a tool to access the new content. A good way to ensure use of target language is to agree on "language rules". For instance, in a Japanese CLIL class the teacher may not speak a word of English between the Japanese greetings that take place at the start and end of the lesson. However, the class may agree that if a word cannot be explained with gestures, pictures, body language, facial expressions and other visual means, the teacher is allowed to write it on the board in English. A successful CLIL lesson should also include good classroom practices like pre-testing, differentiation, clear articulation of learning intentions, and evaluation of individual achievement against clearly articulated success criteria.

An essential part of any learning program is evaluation. This should be done together with the students, and suggested improvements should guide the writing of the next program. Students should also evaluate their own attitudes and efforts, and perhaps even keep a CLIL diary to help them better understand their journey.

## 3. SECOND STAGE OF CLIL ATTITUDES SURVEY

After learning about CLIL through a traditional PowerPoint presentation, teachers were asked to go back to their survey and answer the second question again. However, a "more likely" alternative between the "very likely" and "not likely" was added at this stage to see if there had been a shift in attitude since the start of the presentation.

## 4. ART CLIL LESSON IN FINNISH

The example CLIL lesson started with self-introductions so the participants could identify themselves. This also served as a pre-test to see if any of them in fact knew any Finnish beforehand.

First I greeted the teachers one by one in a friendly, informal manner and shook their hand. Incidentally, the shaking of the hand introduced an element of inter-cultural understanding, which is also one of the benefits of CLIL. After the lesson we discussed in English how Finnish people greet each other with a handshake and how they would be very uncomfortable receiving a kiss or a hug from anyone except a close family member.

I then put a hand on my chest and introduced myself using a full sentence *Minun nimeni on Mariel* ("My name is Mariel"). This was followed by a gesture towards the teachers with an open palm and the question *Ja sinun nimesi?* Every teacher understood the meaning of the question from the gestures I used and most commonly shook my hand and gave me their first name. Since I repeated the process with every participant, the participants soon started to say the greeting before their name, and later on some started to use the whole sentence *Minun nimeni on [own name].*

This simple activity demonstrates two of the main tools used in a CLIL classroom: repetition and gestures. It also shows how students can be differentiated by always using language that is "comprehensible input plus one" (Krashen 1977). The more able ones will soon start adding more vocabulary to their own responses following the model provided by the teacher.

After the introductions I drew a tree on the whiteboard, repeating the name for each part as I drew them. Once I was certain the teachers had learnt the word for "branch" from the picture, I added "small branch" and "big branch". The art learning intention for the lesson was to be able to draw light and shadow to add form to the picture, and place the light correctly to reflect the source of the light. While saying it, I demonstrated the meaning of the word for "light" by taking out a torch and shining it on the whiteboard. While repeating the word I also pointed to any other light sources in the room, like the main ceiling lights and the projector. I demonstrated the meaning of "shadow" by putting my fingers in front of the beam from my torch and by drawing the participants' attention to other shadows formed in the room. I then labelled all the parts of the tree in Finnish, as many learners, myself included, prefer seeing a new word written down. Next I gave the participants a chance to model my native pronunciation by repeating the word several times, changing the speed, tone, height and volume of my voice for added interest.

I then introduced the materials for the project, white chalk and black paper, in a similar manner and modelled the project by drawing my own tree using these materials. While drawing the example, I kept repeating the key words as well as a new command, "draw". When handing out the materials to the participants, I repeated the word for "here you are" and modelled how to say "thank you". While the participants were drawing their own trees, I constantly gave feedback by using the key words they had learnt. I also repeated a new word, "more", while adding more light or more branches to their picture. I also clapped my hands if I was happy with their work and said "good". After a while the participants were able to understand simple feedback like "good trunk" or "more light" and started to give feedback to the other participants. It was delightful to see the participants creating their own language with the expressions they had already learnt. One lady asked for a bigger chalk by pointing to hers and saying "small chalk". Another one was very self-critical and called herself a "small artist" after I had used the Finnish word *artisti* myself, knowing that, being a loan word, it would be easily understood.

## 5. LAST STAGE OF TEACHER SURVEY

After completing their artwork, the teachers filled out the last part of their survey. This part repeated the second question one more time with the "more likely" option added, but also asked the teachers to note down whether their expectations of a real CLIL class were met after experiencing it themselves.

Did your expectations of a CLIL lesson change after experiencing it yourself?

○ No, they did not change. I still think _____

○ Yes, they changed because _____

# RESULTS OF THE SURVEY

To date, 47 people have fully completed my survey at four different conferences or professional development sessions, including the 2014 National Symposium on Japanese Language Education. In all instances but one the participants had chosen this session over others available, so attitudes towards CLIL were either positive or at least neutral, and interest levels were high before the session started.

Graph 1 shows that attitudes towards CLIL improved through the survey stages. This is not surprising, as 27 participants knew nothing or very little about CLIL beforehand (see Graph 2).
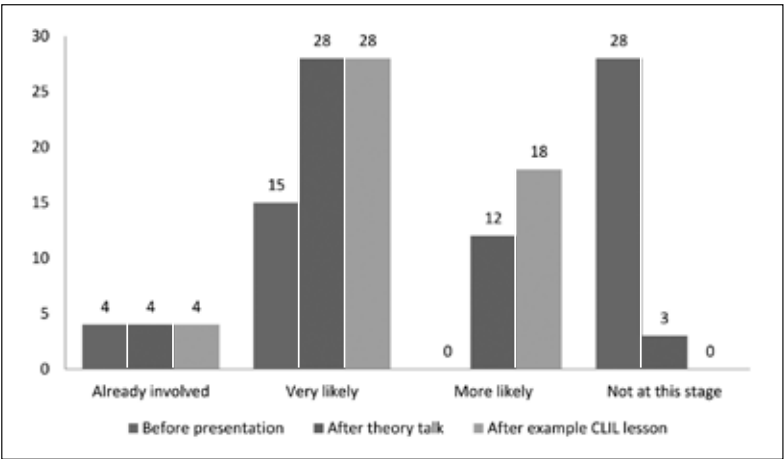


**Graph 1: Likelihood of teachers trialling CLIL themselves**
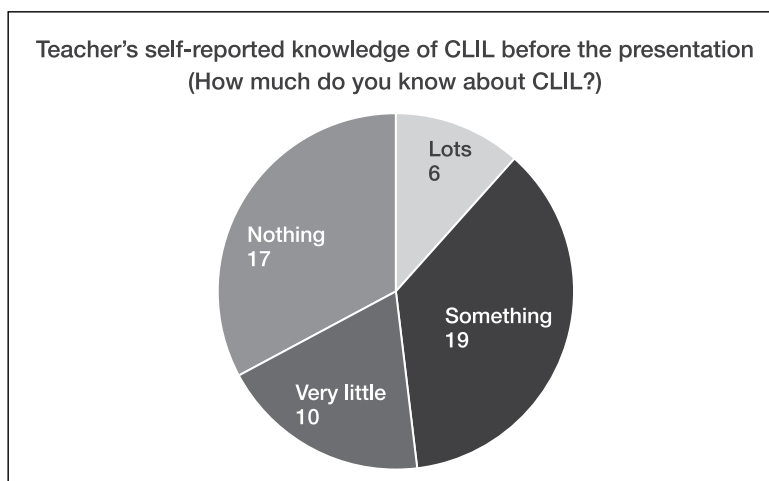
Graph 2: Knowledge of CLIL before presentation

It is also natural that the biggest change in attitudes occurred during the theory session when the participants who knew nothing were given their first glimpse of the CLIL approach. At this stage the number of participants who answered "very likely" grew from 15 to 28. In addition, the number of teachers who responded "not likely" was reduced from 28 to 3, with 13 teachers changing their answer to the new "more likely" option and 12 straight to "very likely". Although there is no difference between the number of teachers who responded "very likely" after the theory session and after the example CLIL lesson, the number of "more likely" responses grew from 13 to 18 by the end of the presentation. In similar fashion, the last three of the "not likely" responses were finally eliminated after the example CLIL lesson. The 28 "not likely" responses were first reduced to 3 after the theory lesson but dropped to zero after the teachers had experienced CLIL themselves.

From these figures alone we can conclude that giving general information about CLIL is important in order to promote the pedagogy. However, it is just as important to show teachers what it would look like in real life as this further raises their interest, shows its effectiveness and, most of all, increases their confidence in being able to run a CLIL program themselves. The importance of getting teachers to experience a real CLIL lesson becomes even more evident when analysing the responses to the question "Did your expectations of a CLIL lesson change after experiencing it yourself?" All the participants answered either that they still believe it is a great teaching method (or some other positive comment) or that the experience was better than expected.

Although the participants were asked to write in their own words how the experience was different from expectations and not everyone elaborated on their answers, there were enough similarities to group the answers as follows:

"It is easier for the student to understand than I thought." (9 participants)

"I learnt more Finnish than I thought I would be able to." (6 participants)

"I can see more benefits of CLIL." (3 participants)

"My understanding of CLIL improved after experiencing it myself." (3 participants)

"I could get the feel of it and see how it would work." (3 participants)

"I saw how interesting and motivating it is." (2 participants)

Some of the individual responses included:

"It was more fun and relaxed."

"I thought that it can only be used in primary school but now see that I can use it in high school too."

"I got encouraged to use more target language in the classroom."

## CONCLUSION AND RECOMMENDATIONS

This study confirms the finding in Cross (2013) that the key to the future success and expansion of CLIL is lifting teachers' confidence both in the CLIL pedagogy and in being able to teach CLIL effectively themselves. Although traditional PowerPoint presentations are a necessary part of promoting CLIL, teachers often leave such presentations feeling that CLIL is not possible in their context – or that they would not have the skills to teach CLIL successfully.

The results of the teacher surveys in this study indicate that teacher curiosity about and knowledge of CLIL can be raised with a traditional presentation. However, in order to gain confidence in CLIL – the confidence that it is in fact effective and the confidence that they have the skills to make it effective – teachers must take part in it. Being able to learn 20 words in less than an hour and then use these words to acquire new information takes many by surprise. In an example CLIL lesson the teachers are also given a variety of tools to help them make meaning with limited vocabulary, as well as a chance to evaluate from the viewpoint of the learner which of these seem to be most effective.

Based on the results of my survey and the oral encouragement I have received from the teachers who have taken part in my Finnish CLIL art lesson, I would recommend more example CLIL lessons as part of teacher training for CLIL. Getting immersed in whatever you wish to learn, being a participant rather than observer, learning in it rather than about it, all these lie at the heart of the effectiveness of CLIL.

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PART 3

# ADVOCACY

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

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## ABSTRACT

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

# INTRODUCTION

One of the dimensions in the "Professional standards for accomplished teaching of languages and cultures" (AFMLTA 2005) developed by the Australian Federation of Modern Language Teachers' Associations is advocacy. The Advocacy Standard outlines that "accomplished languages and cultures teachers are advocates for language learning, intercultural communication and intercultural sensitivity, linguistic and cultural diversity. They are advocates for languages both with and for students, schools and communities and engage with the wider community to promote languages" (AFMLTA 2005, 6). This chapter will outline the advocacy initiatives implemented at St Columba's College which have involved the whole school community and have assisted in raising the profile of the languages department within the school, thereby encouraging more students to continue with their language studies past the compulsory years.

# BACKGROUND

## THE LANGUAGES PROGRAM AT ST COLUMBA'S COLLEGE

St Columba's College is a Catholic secondary girls' school in Victoria. The College offers three languages: French, Italian and Japanese, to VCE (Victorian Certificate of Education) level. These three languages are the most widely taught in Victorian schools. As noted by Joe Lo Bianco, "Traditionally the domain of languages education, the secondary school, really operates as two distinct sub-domains: the compulsory years and the post-compulsory years" (Lo Bianco 2009, 48). Prior to entering the College, students in Year 6 choose one of the three languages on offer and they are required to study this as a compulsory part of the school curriculum from Year 7 to Year 9. Language learning becomes an elective from Year 10, and with this transition the challenge for the languages staff is to encourage students to continue their language study into the post-compulsory years.

There are six core classes of approximately 29 students in the Year 7 cohort each year. Either two or three of these classes will be French and Italian, with only one Japanese class. There are a number of possible reasons for the relatively greater popularity of French and Italian. There is a strong Italian community in the area surrounding the College. Most of the feeder primary schools teach Italian, and students choose to continue studying Italian from primary school into secondary school. The romance element of French seems to appeal to students in an all-girls school. Often students cite reasons on the Year 7 online language preference form such as an interest in fashion or a desire to travel to France as their motivation to study French. The perception that Japanese is difficult, requiring study of three alphabets and imposing a heavy workload, would be the main reason why students choose French and Italian over Japanese.

The parent body at the College is supportive of language learning. The high number of attendees at the language related events (detailed below) is evidence of the positive support offered by parents. The terms of that support are suggested in a quote from one of the parents in the evaluation of the Year 9 languages dinner: "I believe that given the school has gone to the effort of hosting a language event it is my responsibility to attend and participate in my daughter's learning." The Asia Education Foundation conducted an Australia-wide online survey on parent attitudes to learning Asian languages, and the data and findings were presented in the report "Parent attitudes towards Asian language learning in schools" (The University of Melbourne and Education Services Australia Limited 2015). The report highlights the importance of engaging parents in their child's learning. The College supports this and believes that learning is a partnership between teachers, students and parents, and consequently the range of language advocacy initiatives it has undertaken have sought to involve parents in their daughter's language learning.

# ADVOCACY INITIATIVES

Given the above context, advocating the importance of studying languages is an important role of the Languages Program and the team of languages teachers at the College. Although the initiatives outlined below focus on Japanese, they are representative of the activities undertaken in all the languages offered at the College.

The initiatives to raise the profile of Japanese within the College have been categorised into three areas:

- value-adding to the educational experience provided at the College: events for students
- value-adding to the educational experience provided at the College: events for parents and students
- simple initiatives

## VALUE-ADDING TO THE EDUCATIONAL EXPERIENCE PROVIDED AT THE COLLEGE: EVENTS FOR STUDENTS

To ensure students receive a rounded education, a number of events for students are provided outside normal classes which value-add to their educational experience and are "highly significant in providing a focus and motivation for learning" (de Kretser and Spence-Brown 2010, 52). Study tours to Japan are offered to senior students on a cyclical basis, once every three years, and are available to students studying Japanese in Years 10 to 12. The College is fortunate to have a sister-school relationship in Kumamoto. A teddy bear project was initiated a number of years ago to further strengthen the sister-school relationship and to ensure the relationship was ongoing and not just limited to visits to either school. A teddy bear was exchanged between schools, and the students took photos of the teddy bears in various locations around Melbourne and Kumamoto. The students uploaded the photos onto a blog which was set up for the project, and a caption was written in Japanese to accompany each photo. Students from both schools were able to view the blog, and this task enabled the students to practise writing in Japanese, from which they could see a real application for their Japanese language skills. The photos also served to introduce the Japanese students to life in Australia, and the St Columba's students to life in Japan.

Immersion full-day and afternoon opportunities have been offered to students in Years 9 and 11. These year levels have been strategically chosen. For Year 11 students it provides a revision experience prior to commencing Year 12 Japanese. As Year 9 is the final year of compulsory language learning at the College, offering an immersion experience strives to motivate students in their language learning and encourage more of them to continue their language studies into the post-compulsory years. During these days students have engaged in a variety of language-based and cultural activities. These opportunities are valuable for students to work with other students who are studying Japanese. They see that they are not alone in their Japanese learning journey.

A Languages Week is offered at the College each year, scheduled to coincide with the Victorian Multicultural Commission's Cultural Diversity Week. During this week students engage in many language-related activities including daily quiz questions, lunchtime films, games, and sampling food from Japan.

Term-based competitions also encourage and motivate students in their language learning. A different competition is offered each term. A poster competition is offered in Term 1; students design a poster based on the Languages Program theme for the year. The winning poster is used to promote the Languages Program for the whole year. An art-based competition is the focus for Term 2; in it, students are invited to create an artwork that reflects Japan. In Term 3, students are invited to record a song in Japanese for the singing competition. A cake-making competition has also been offered, where the students design a cake that reflects Japan.

Excursions throughout the year form a part of the Japanese curriculum and aim to connect the students' learning of Japanese to the community. As the College is located in metropolitan Melbourne, excursions to places in the city area with links to Japan – for example the Japanese Consulate and Japanese restaurants – can easily be organised. Students in Year 8 also connect to the community by visiting a local primary school where Japanese is taught, and here they read out the short stories they have written in Japanese. In regional areas where access to Japan-related places is perhaps limited, opportunities for students to practise their Japanese in authentic contexts using the local environment can still be offered. For example, at a regional school, at Year 10 level each year when the students learn to describe the location of objects, they visit the local shopping strip opposite the school and complete a language exercise which provides an authentic context for practising the location of objects in Japanese. Students answer questions in Japanese; for example, "What is in front of the bakery?". Furthermore, students at Year 9 visit the local community radio station and record their weather report speaking task.

At St Columba's College, a few years ago an inquiry unit was implemented at Year 10, for which students researched the question, "Where can I take my Japanese?" As part of the work for this unit students completed a "city experience". The day was divided into three parts. Firstly, in small groups the students walked a designated street or shopping centre in Melbourne and took photos of the evidence of Japan. Students took photos of Japanese signs, restaurants and Japanese products they could see in shop windows. Secondly, students completed a treasure hunt in Japanese which took them to Japan-specific locations in the city. Lastly, the students visited a Japanese company and interviewed an employee in Japanese to find out about the company and the work that is done there. The unit is designed to be modified and used in schools in both metropolitan and regional areas. For example, in areas where there are no Japanese companies, advances in technology have enabled interviews with Japanese speakers to be conducted online through services such as Skype.

## VALUE-ADDING TO THE EDUCATIONAL EXPERIENCE PROVIDED AT THE COLLEGE: EVENTS FOR PARENTS AND STUDENTS

"Building and sustaining parental support for language learning remains a challenge for Australian education" (The University of Melbourne and Education Services Australia Limited 2015, 4). It has been reported that many Australian "parents do not see the relevance of learning languages" (Australian Council of State School Organisations 2007, 22). With this in mind, the College initiated two languages promotional events which involve parents in their daughter's language learning. At the start of the year parents of Year 7 students are invited to the College to experience a lesson of Japanese just as their daughter does. The event lasts an hour, and at the commencement of the evening parents gather to enjoy Japanese food and to collect language promotional materials. The parents then move to the classroom and experience a short lesson of Japanese. It is a valuable experience for parents to experience language learning in a secondary school setting and the contemporary approaches to learning and teaching, which are no doubt different to the way languages were taught to them during their secondary school days.

The second event is a "Languages and Careers Dinner". The evening commences with a cultural performance, and for the past two years Dr Russell Cross from the University of Melbourne has provided an opening address focusing on the importance of learning languages. The attendees then enjoy food reflecting the languages offered at the College. After the main course, three former students representing the three languages offered at the College talk about their journey in language learning past secondary school. (For the purpose of including former students in such an event, it is important to ensure the school maintains a database of former students and tracks their pathways beyond secondary school. This will make it considerably easier to locate former students to be guest speakers.) The dinner is advertised as a "Languages and Careers Christmas in July Dinner" and the College Hall is decorated in a Christmas theme for the evening.

These events are strategically placed in the College calendar. The Year 7 evening aims to encourage parents to support their daughter's language learning from the commencement of their secondary schooling. The Year 9 dinner is held around subject selection time in July for Year 9 students going into Year 10 in the following year. The aim of the Year 9 languages dinner is to encourage students to continue their language studies into the post-compulsory years through listening to the stories of young people, and to gain the support of parents in encouraging their daughter to continue with her language studies. "Encouraging their child to study the target language and communicating positive attitudes about the language and culture are two important dimensions of this support" (The University of Melbourne and Education Services Australia Limited 2015, 4). It is hoped that listening to the speeches on the evening will prompt conversations at home about the importance of language learning, and the students will decide to continue their Japanese studies into Year 10 when the subject becomes an elective. The feedback from these events has been overwhelmingly positive, and parents have appreciated the opportunity to be a part of their daughter's learning.

## SIMPLE INITIATIVES

At the Orientation Day for new Year 7 students they each receive a showbag of information about the College. Within this bag, material to promote the languages program is included. This includes an "I ♥ 日本語" pen, a languages bookmark with the artwork designed by a student and information about the College's Japanese program. In response to questions at parent–teacher interview nights about ways parents can support their child in learning Japanese, a languages fridge magnet was designed. This magnet outlines strategies parents can use to support their daughter as she commences her study of Japanese in Year 7 and is also included in this showbag.

Around the school there is a strong presence of languages. This presence begins at the entrance to the College Reception where a "Welcome to St Columba's College" sign has been translated into Japanese, French and Italian. Mini flags of the countries of the languages offered at the College are also on display in the front office. Buildings have been labelled in both English and Japanese, French and Italian. Inspirational quotes on language learning have also been displayed around the College and translated into the three languages.

In the Catholic tradition, a prayer for the Languages Department was written by the faculty members, and has been translated into Japanese, French and Italian and displayed in all classrooms around the school. This prayer is used at languages events throughout the year. The Japanese flag is also raised at the front of the College during significant events, for example during the visit by the College's Japanese sister school.

The College has invested in a Japanese classroom to create a sense of Japan when students are learning Japanese. The walls are adorned with posters and other materials from Japan and there is also a small tatami mat area in the corner. Detailed information on the College's languages program is also available on the College website for parents and other members of the community to access.

## IMPACT ON STUDENT RETENTION THROUGH IMPLEMENTING THE ADVOCACY INITIATIVES

Surveys and focus group interviews with students to measure the success of these initiatives in motivating them to continue their language studies have yet to be undertaken. The number of enrolments in Japanese at the post-compulsory level each year fluctuates and depends greatly on the cohort for that year. Some cohorts are particularly strong language-learning cohorts and others are not. A range of factors contribute to students deciding to continue with their language studies or to discontinue them. Incentives and disincentives for students continuing with language study have been highlighted by de Kretser and Spence-Brown (2010). The greatest measure of the success of these initiatives at St Columba's College has been the increased profile and presence of languages within the school community and the positive feedback received in follow-up surveys conducted with parents on the two initiatives at Years 7 and 9.

## CONCLUSION

The initiatives outlined above have sought to increase student retention in Japanese from the compulsory years of language learning to when learning Japanese becomes an elective. These initiatives have also raised the profile of languages not just amongst the students and staff at the College, but with parents and the wider community. The importance of involving all stakeholders in languages education has been highlighted by Scarino and Liddicoat (2009, 13) who write that "the professional stance adopted by teachers to their role and work will recognise parents and other community members as active contributors to learning". The teachers in the Languages Program at St Columba's College are committed to continuing the process of communicating the value of language learning to all members of the school community.

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# BEING MINDFUL: HOW THE PYP APPROACH ENHANCES LEARNING JAPANESE

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## ABSTRACT

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

# INTRODUCTION

I have been teaching Japanese to primary school children in Australia since 1988, and during this time I have seen and experienced many changes in policy, curriculum and educational pedagogy in this area. Through these changes, many Japanese language teachers have worked tirelessly to motivate students and create engaging and meaningful programs for their students, even though we have often worked in quite difficult situations. One difficulty is that we are often the only Language Other Than English (LOTE)[1] teacher in the school, making collaborative work extremely difficult. Furthermore, many LOTE teachers do not have a dedicated LOTE classroom in which to teach. Very often we are required to teach hundreds of students, and to provide individual reports, despite having limited face-to-face teaching time. On occasion, there has been a lack of support and understanding from management and other non-LOTE classroom teachers.

When my school became an International Baccalaureate (IB) Primary Years Programme (PYP) school in 2004, I thought it was simply another change I would have to adapt to. But now, more than ten years after the implementation of PYP, I realise how much this international curriculum framework has helped to enhance and shape the Japanese language program. My approach has shifted to make my educational goals clearer, and the children's Japanese language learning outcomes have improved. They are not just "having fun", learning Japanese language and experiencing aspects of Japanese culture, but are working towards a "bigger picture" – that of becoming international-minded citizens who make a difference in the world.

In this chapter I will discuss how our Japanese language program promotes this international-mindedness and the way technology helps to assist students' learning, and will present some examples of my Transdisciplinary and Stand Alone Units of Inquiry for ensuring language outcomes.

# BACKGROUND

## THE SCHOOL AND ITS JAPANESE LANGUAGE PROGRAM

Immanuel Primary is a co-educational school that caters to students from Preschool to Year 6, based on the Lutheran faith and located in the western suburbs of Adelaide, South Australia. The school was established in 1970 and shares a campus and outstanding modern facilities with Immanuel College, a Lutheran secondary school. I established the school's Japanese language program in 1989, at which time it was one of the first compulsory Reception ("R", prior to Year 1) to Year 7 programs in South Australia. I taught all 578 students until 2007; however, more recently, a part-time Junior primary Japanese language teacher is responsible for R to Year 2 students, and I teach Year 3 – Year 6 Japanese, as well as taking a Coordinator's role. Students receive one 45 minute lesson per week from R to Year 3, while Year 4 and Year 5 students have one 45 minute and one 30 minute lesson per week, and Year 6 has two 45 minute lessons per week. Japanese language is a very popular subject at Immanuel Primary. Students retain their interest and positive attitude toward Japanese all through the primary years and many take up the subject at Immanuel College.

## IB PYP AND THE SCHOOL'S JAPANESE LANGUAGE PROGRAM

The school began implementing PYP in 2002, gaining authorization in 2004, with evaluation visits in 2008 and 2013. In 2009 I was selected and trained as an IB workshop leader. The Primary Years Programme (PYP) of the International Baccalaureate (IB) is an international, concept-driven, inquiry-based curriculum. It provides students with a foundation of essential concepts, knowledge, skills and attitudes. It encourages students to act responsibly and to reflect on their learning. A strong emphasis is placed on how students learn as well as on what they learn. The IB programmes encourage students to be reflective, active and lifelong learners and critical thinkers. IB students are forever curious, fully engaged citizens who both embrace their own culture and are open and responsive to other cultures and views.

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1    In IB schools, the term used is "Additional Language".

Based on this PYP philosophy, I created an inquiry-based, concept-driven Japanese language program at Immanuel Primary School. Inquiry-based learning is "a constructivist approach, in which students have ownership of their learning. It starts with exploration and questioning and leads to investigation into a worthy question, issue, problem or idea. It involves asking questions, gathering and analysing information, generating solutions, making decisions, justifying conclusions and taking action."[2] Moreover, "inquiry, interpreted in the broadest sense, is the process initiated by the students or the teacher that moves the students from their current level of understanding to a new and deeper level of understanding" (IBO 2007, 37).

In practical terms, students develop "international-mindedness" through inquiry into the Japanese language and various aspects of Japanese culture. PYP classroom teachers in collaboration with the school's Japanese language teacher(s) plan units of inquiry in which strong connections occur. The program fosters in students a positive attitude towards learning Japanese, having fun exploring all aspects of Japanese language learning, i.e. speaking, listening, writing, reading, investigating, drawing, colouring, making, singing, chanting, memorising, dancing, performing plays, cooking, participating, watching. Frequent use of technology also assists students' inquiry in Japanese.

# THE PROGRAM

## WHY STUDY JAPANESE? DEVELOPING THE ACTION BOARD

In my Year 3 class, I ask the students, "Why do we study Japanese?" Some answer that "learning new things is good for you!", others respond, "It's fun!", or "Just in case we go to Japan, we can talk to Japanese people", or "Just in case we meet Japanese people here in Australia, we can help them". But when I challenge them by asking, "Don't you already have enough fun in your classroom?" or "What if you never go to Japan, or never meet Japanese people, would that mean you are wasting your time?", they are shocked into thinking even harder. Then the discussion begins, and it comes to a conclusion that sets us a goal for our learning:

> "We are here to become international-minded citizens of the world, open and responsive to other cultures and views, and to make the world a better place. We build our knowledge and share our learning with others and take action!"

With this in mind, I introduce our "Action Board" on my classroom wall. Students are encouraged to share their knowledge with parents or anybody outside the Japanese language classroom, and take action involving anything related to their Japanese language learning by: just talking in Japanese to one another; making a shoebox museum relating to what they have learnt; going to a Japanese restaurant; finding out Japanese words and cultural facts by themselves, from a computer, anime or books, and sharing what they've learnt with others. Whatever action the students take, they are encouraged to write it on a post-it-note, and put it on the Action Board for others to read. By developing the Action Board in this way, students are constantly reminded of the "big picture" and of taking initiative and ownership of their own learning. This exercise will also help students to develop a PYP learner profile, such as being Inquirers, Knowledgeable, Thinkers, Communicators, Open-minded, Risk-takers, Caring, Principled, Balanced and Reflective.

## JAPANESE STAND ALONE UNIT OF INQUIRY

The IB PYP curriculum framework is developed within six units or Transdisciplinary Themes:

1. Who We Are
2. How We Express Ourselves
3. Where We Are in Place and Time
4. How the World Works
5. How We Organise Ourselves, and
6. Sharing the Planet.

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2   See definitions available at www.galileo.org/inquiry-what.html.

Each unit is anchored by a concept or "Central Idea" that is timeless, relevant, age-appropriate and global. Each unit contain a few Lines of Inquiry that clarify the Central Idea and define the scope of the inquiry. When we have a subject-specific unit, we call it a Stand Alone Unit of Inquiry. Here is one example of a Y4 Stand Alone Japanese Unit of Inquiry.

| Transdisciplinary theme | Who We Are |
|---|---|
| Central Idea | People of all countries introduce themselves using their own distinctive and unique mannerisms. |
| Lines of Inquiry | Characteristics which identify different cultures<br>Specific sentence patterns used in Japanese self-introductions |

In the PYP, the use of technologies is integrated as much as possible into student inquiries. Our school has developed The Hub – a collaborative learning space or Wiki (though this is being upgraded to Google Classroom in 2016). I add many appropriate resource sites to The Hub, to allow students to research into different countries and their particular cultural "facts". Wifi is available throughout the school. Students bring their own laptop computers, provided by the school, to the Japanese language classroom. Students are also encouraged to use a variety of resources, such as books, posters and guest speakers, to find out, as a group, about the different characteristics and mannerisms of the country of their choice. After completing their research, students then plan and compose a Japanese speech to introduce themselves to Japanese people, as if they are from the country they have researched. Students dress up with culturally appropriate clothing and props, and are filmed in front of a "green screen". Their speech needs to include examples of cultural behaviour, likes and dislikes, and common names from the country. After the presentation, students individually edit their footage using iMovie, and add culturally appropriate backgrounds and music.

The purpose of this unit is to allow students to discover cultural differences and similarities with respect not only to Japan but to other countries they are interested in, which gives them global perspectives and appreciation. Students use their ICT skills, and by repeatedly hearing their own group's recording as they edit they gain opportunities for revision of, and reflection on, their language work. They are also using PYP Research Skills and Communication Skills throughout this unit of inquiry. Students enjoy this unit because they can share what they have discovered in creative and engaging ways.

## TRANSDISCIPLINARY UNIT OF INQUIRY

When we can identify a strong connection with a classroom Unit of Inquiry, single subject teachers (such as Japanese, Performing Arts, PE, Visual Arts) plan and work with each other to make an integrated unit. We have the same Transdisciplinary theme and Central Idea to drive the inquiry. Here is an example of a Y4 Transdisciplinary Unit of Inquiry.

| Transdisciplinary theme | Sharing the Planet |
|---|---|
| Central Idea | To build sustainable human environments, people work together peacefully. |
| Lines of Inquiry | What is peace? Perspective on peace; the role of the peacemaker |

If the classroom as a whole is finding out about Christian perspectives of peace, in Japanese language class we discover how the Japanese think about peace and what actions they take to be a peacemaker. We read the story of "Sadako and the Thousand Paper Cranes", with students again using their laptop computers to research about Hiroshima. Using the Japanese language class set of tablet devices, we look at the Hiroshima Peace Memorial Park, find peace-related Japanese words, and learn how to make origami paper cranes, as well as what these paper cranes mean to Japanese people. Since Immanuel has a long-established relationship with Nunose Elementary School in Osaka, Japan, the Year 4 students have an hour-long peace conference each year, using Skype, with Y5 Nunose students, asking questions to find out about their perspectives and how to become a peacemaker. We send our thousand paper cranes to Nunose, so they may take them to the Hiroshima Peace Park together with their own cranes, as a symbol of our friendship and action towards world peace. Students create a Japanese peace page on their classroom website. They write about their discoveries and reflections on their unit. By doing this, students also develop their typing skills in Japanese. Students enjoy this unit as they are making connections with Japanese people of their own age, and are able to speak both Japanese and English.

# BENEFITS AND CHALLENGES

These are some of the benefits and challenges I have experienced through our journey of inquiry in the Japanese language classroom.

## BENEFITS

Three things I am excited about:

*1. Clear purpose*
Being in Australia, relatively distant from other countries, I find that many of our primary school students do not have much awareness of the world outside of their own. Beyond the fascination with Japanese cultural festivals and fun craft activities, what is it that makes students pursue life-long (Japanese) language learning? I believe that when students come to understand that learning other languages and cultures opens up many opportunities in their lives ahead, this helps them become global-minded and caring people, displaying qualities such as empathy, curiosity, respect and appreciation. They can make a real connection to their learning, and start to see the "big picture". When this happens, it's something that makes me excited.

*2. Clear connection*
Through the Transdisciplinary Unit of Inquiry, students see a clear connection between the Japanese language classroom and what they are doing in the rest of the school. Through the PYP five essential elements (knowledge, concepts, skills, attitude, action), students can understand that we are all working towards the same goal. As PYP requires a whole-of-school approach, Japanese is now evident throughout the school. This shows how we value language in our learning community.

*3. Ownership of learning*
Inquiry begins with students' knowledge and curiosity, upon which they construct meaning and build connections. Inquiry-based teaching takes students to new levels of awareness and involvement in Japanese. As a student-centred activity, inquiry gives students ownership of the learning process and inspires them to become more independent learners.

## CHALLENGES

*1. PYP LOTE teachers are no longer working on a topic-based program, are no longer simply "the entertainer"*
In a topic-based approach, teachers choose a topic (say, Housing), then think about what kind of words and phrases or cultural aspects can and should be taught or used to create fun activities. For many teachers this approach is sometimes easier, as it is unidirectional: students are recipients and not included in the planning of the lesson, teachers are in control and if necessary can make it up as they go. However, the philosophy of PYP challenges this. What can children learn or retain in this way? What must students achieve by the time they graduate? The shift to a learner/learning-centred approach may be difficult for some teachers. Therefore, more support is required to scaffold change if the school seeks to adopt a PYP approach.

*2. PYP LOTE teachers do not use textbooks*
The concept-driven, inquiry-based classroom can be hard work compared to following textbooks already written for you. The reality is that there is an increase in workload, and some teachers may not like this. However, are all students engaged when using textbooks? Are they as motivated when making connections and having ownership of their work? As a PYP teacher, I am constantly thinking, reflecting and changing, needing to evolve, and so are the students.

*3. PYP LOTE teachers need to find time to work collaboratively with other classroom teachers*
Some might occasionally complain about the lack of interest and support coming from classroom teachers, and when you do have to work with them, you may find it could be easier to work by yourself than have to make changes or plan work to accommodate their perspectives. Scheduling meeting times can be difficult, especially if you are a part-timer. However, when you think about it from the students' point of view, they benefit greatly from your collaboration with the classroom teachers who are effectively extending the scope of your limited face-to-face instruction time.

## CONCLUSION

Being a PYP Additional Language teacher is a commitment. It's not easy at first, and the work often doesn't seem to get any easier, as you are always required, as a teacher, to "choose, act and reflect", the same as our students must do. It is a very different approach from traditional LOTE teaching. The PYP approach makes you think, and it makes you work. As I stated in the Introduction, more than ten years on I now see the difference in students' outcomes. Before we implemented PYP, I would still say that my students were happy and enjoyed learning Japanese. Now, my students are equally happy, but with a "big picture" in their mind. I feel that I am part of preparing students "to become active, caring lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them" (IBO 2007, 5). With this in mind, I am very happy to have become a PYP Japanese language teacher.

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PART 4

# ARTICULATION

# EMPLOYMENT OF GRADUATES OF JAPANESE LANGUAGE

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## ABSTRACT

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

# INTRODUCTION[1]

An underlying assumption behind the former Australian Federal Labor Government's now-archived *Australia in the Asian Century* White Paper 2012 (hereafter *Asian Century White Paper*) is that Asian language skills are not only important for "building capacity" for Australia's engagement with its regional neighbours in the twenty-first century but that the development of Asian language literacy would lead to employment opportunities for speakers of Asian languages (DPM&C 2012). This latter expectation is not new and various government language policies (e.g. National Asian Language and Studies in Schools Program) over the last two or three decades have assumed a similar position. Yet, little recent research has been undertaken into the employment of graduates with majors in languages, irrespective of the language, and hence it is largely unknown whether language skills are being used in the workplace and, if so, to what level. To investigate the use of language in the workplace by recent graduates of Japanese from a non-metropolitan university in New South Wales, a pilot questionnaire was sent to 2008–2012 graduates who had undertaken a major or a minor (four sequential language subjects) in Japanese. The questions in the survey (Appendix 1) were designed to ascertain whether graduates use their Japanese language skills in their workplace or not, and the regularity of their use of their skills.

## JAPANESE LANGUAGE AND LANGUAGE SKILLS

Japanese is one of the most studied languages in Australian universities and schools (de Kretser and Spence-Brown 2010) and Australia ranks as No. 4 in the world in terms of the number of Japanese language learners (Japan Foundation 2013). Anecdotal evidence from university information days suggests that some of these learners hope to use their language skills in the workplace. Yet, there is little recent information available on how and to what level graduates use their language skills in the workplace. One exception is Thomson (1996) who surveyed employers in Sydney about their employment of non-native Japanese speakers and found that many employees had been hired "not on language ability" (1996, 29) but for other skills. Moreover, as Bashfield (2013, 11) indicates, there are "few recognisable measures of the success" of policies outlined in documents such as the *Asian Century White Paper*. Without more research such measures cannot be developed.

The dearth of information on the use of language skills in the workplace is disconcerting in light of the view that the globalisation of business operations has led to increased global recruitment of staff and the expectation that candidates speak another language (CILT, in Lunn 2008, 239). Michael Byrne, Chief Executive of Linfox, in his criticism of Australia's education standards commented that his company was increasingly hiring staff from Asia because they "speak four or five languages" (in Schwarten 2014). Whilst Byrne's comment suggests the importance placed on linguistic skills in the recruitment process, there is no clear indication how those skills are being used in the workplace. Nevertheless, the recent growth in careers fairs held in Australia, particularly in Sydney, aimed at Japanese speaking graduates indicates that there is a growing need. Yet, these fairs tend to target Japanese native speakers studying in Australia; in May 2014, DISCO Ltd, a careers consultancy company, expressly included "[s]tudents from Japan currently enrolled in an undergraduate or graduate exchange program" (Careerforum.net n.d.) in its target audience. Whilst non-native speakers are encouraged to attend these fairs, particularly if they have technical skills in engineering or computing, anecdotal evidence suggests that most participants are native speaking Japanese students.

## SURVEY QUESTIONS

To understand the use of language skills in the workplace by recent graduates of Japanese, the university's Alumni Office sent an invitation to participate in an online survey in early May 2014 to graduates of Japanese between 2008 and 2012.[2] Due to the probability that some graduates had changed jobs at least once since graduation, the survey questions addressed not only the use of the different linguistic skills but also their use of their skills in up to four different positions after graduation. Questions included ones on whether a graduate had prior Japanese language studies before university as well as whether their Japanese language skills were a requirement for any positions they had held.

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2   2013 graduates were specifically excluded from the survey because many take a gap year before commencing employment or would not have worked for a sufficiently long period to make a judgement regarding the use of their linguistic skills.

In regards to the use of spoken skills, the questions addressed the regularity and level (Beginner, Intermediate and Advanced) of use. Intermediate skills were further broken down into Intermediate with honorifics and Intermediate without honorifics.[3] Precise definitions of the levels were not provided and it was left to the individual respondents to define them according to the content of the relevant subjects such as "Beginner Japanese" when answering.[4] The questions on the use of Japanese reading and writing skills focussed on the frequency of use rather than the level used. In the following sections, the results of the survey are analysed and discussed. For ethical reasons, some questions which would have made the respondent identifiable to the project leader were optional.

## SURVEY RESULTS

An invitation to participate in an anonymous SurveyMonkey-based questionnaire was sent by email to sixty-two graduates with a registered email address. A similar invitation was sent by mail to twelve graduates with no registered email address. Of the seventy-four alumni contacted, twenty-one responses were received (28% response rate). All respondents were coded to maintain anonymity (see Appendix 2). As Figure 1 shows, only one of these twenty-one responses was an international student, meaning that 95% of respondents were domestic students. This breakdown is a good reflection of the mix of domestic and international students who complete a major or a minor in Japanese.
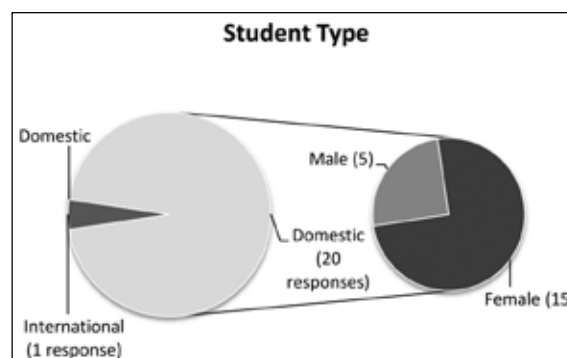


Figure 1: Student Type: Domestic or International, Gender

In terms of gender, sixteen replies came from female graduates (76%) and five (24%) from male graduates. This gender breakdown is a fairly accurate reflection of the upper level[5] Japanese language student body where female students make up between two-thirds and three-quarters of students.

As shown in Figure 2, thirteen respondents majored in Japanese whilst four students undertook a minor in Japanese. One respondent graduated with a Diploma of Languages[6] and the other three graduated with a Graduate Diploma in Arts (Japanese). To focus on the experiences of undergraduates, the responses from graduates holding the "Graduate Diploma" are excluded from discussion in this paper. Responses from the student who completed the Diploma of Languages are included with those who majored in Japanese.



Figure 2: Graduating Qualification

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3   The Intermediate level was broken down into "with honorifics" and "without honorifics" in order to gather information to provide to current students on the use of honorifics in the workplace.

4   In future surveys, it would be advisable to provide a definition of the terms rather than leave it to the respondents to interpret them.

5   Upper level subjects have prerequisite subject requirements.

6   The Diploma of Languages is an undergraduate program commonly undertaken concurrently with another undergraduate degree (e.g. Engineering).

Whether a respondent undertook a major or a minor in Japanese has a significant impact on graduates' language use in the workforce, as does the number of positions a respondent has held since graduation. Respondent A graduated in 2008, while Respondent D graduated in 2009, Respondents E through J graduated in 2010, Respondents K, L and M graduated in 2011, and Respondents N through U graduated in 2012. Thus, the highest proportion of respondents (38%) graduated in 2012 (3), followed by 29% in 2010, 14% in both 2008 and 2011, and only 5% in 2009. Despite the majority of respondents having graduated in 2012, over half (twelve respondents) had held two or more positions[7] since graduation (Figure 3).
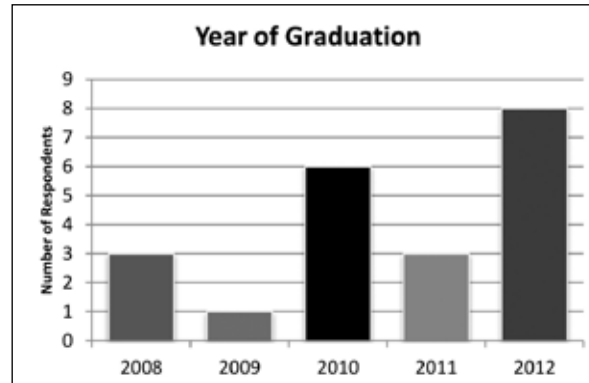


**Figure 3: Respondents' Year of Graduation**

Respondents currently working in their first position after graduation comprise the largest group in the survey (nine), while four respondents are working in their second, another four in their third position and a further four in their fourth or later position (Figure 4).
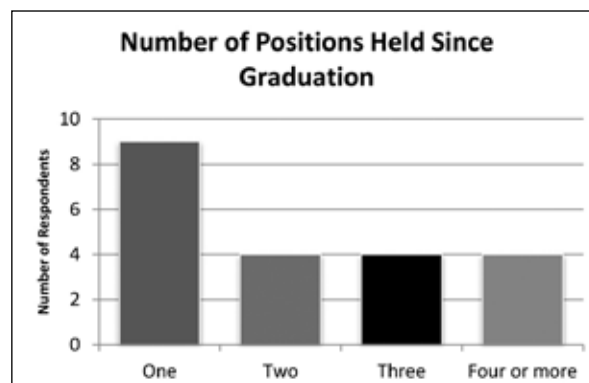


**Figure 4: Number of Positions Held Since Graduation**

## "MAJOR" RESPONDENTS

In this section, discussion focusses on the employment experiences of those who graduated with a major in Japanese. As noted above, thirteen respondents state that they majored in Japanese. Twelve of these were domestic students and one was an international student (Respondent J). One respondent is male. Three respondents, including the sole international respondent, graduated with Bachelor of Arts degrees, while a fourth graduated with Bachelor of Arts (Honours). Of the remainder, seven completed double degrees (two Bachelor of Arts/Bachelor of Commerce, two Bachelor of Arts/ Bachelor of Creative Arts, two Bachelor of Arts/Bachelor of Communication and Media Studies, one Bachelor of Arts/ Bachelor of Science) whilst one completed a Bachelor of Commerce degree and another a Master of Education after completing a Bachelor of Arts. While it is unclear how many respondents undertook a double major, seven respondents indicate that they combined their Japanese language studies with other areas of study. Respondents O and R double-majored in Asia Pacific Studies, while Respondent A majored in Economics and Management, Respondent G in Politics, Respondent H in Linguistics, Respondent K in Creative Writing and Respondent Q in Biological Science.

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7   No definition of what constitutes a "position" was given. It is possible that some respondents interpreted it to mean different roles within the same company whilst others may have interpreted it to refer to moving between companies.

In terms of the year of graduation of the respondents who majored in Japanese, six graduated in 2012, four in 2010, three in 2011 and the remaining two respondents in 2008. None of the respondents who majored in Japanese graduated in 2009 (Figure 5).
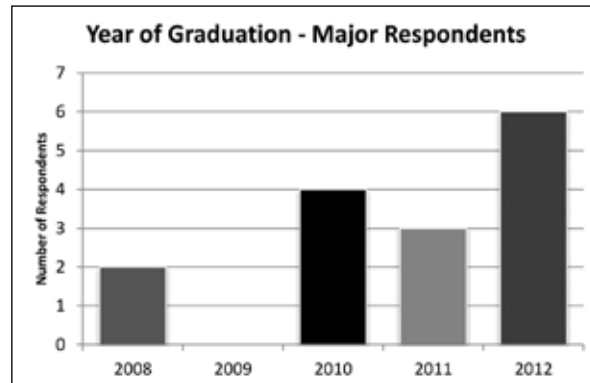


Figure 5: Year of Graduation: Major Respondents

In terms of the number of positions that respondents with a major have held, seven are in their first position after graduation whilst Respondent K is in her second and Respondent L in her third position. Further examination of the data indicates that three of the remaining respondents are not employed, although they had previously been employed, and one respondent is working in her fourth or later position.

## PRESENT POSITION

Eight of the thirteen respondents state that they use Japanese in their present position, with three of these stating that Japanese language skills were a requirement for the position. Two of the latter respondents were domestic students; the third (Respondent J) was the international student. Five of the eight respondents who spoke Japanese at work use Japanese daily, at a range of levels (as shown in Table ). One respondent (Respondent E) states that he uses Japanese on a weekly basis and two (Respondents A and N) use their Japanese speaking skills less than once a month.

| Frequency | Level |
| --- | --- |
| On a daily basis (G, K, L, O, P) | Basic (O) |
|  | Intermediate without honorifics (K) |
|  | Intermediate with honorifics (G, L, P) |
| Once a week (E) | Basic (E) |
| Once a month (nil) |  |
| Less often than once a month (A, N) | Basic (N) |
|  | Advanced (A) |

Table 1: Frequency and Level of Spoken Japanese – Major Respondents

In regards to the use of their Japanese reading skills, eight respondents indicate that they use this skill but only seven mention the frequency of use. Respondents K, L and O read Japanese on a daily basis, while Respondent E reads once a week, and Respondents A and G read Japanese less than once a month (6). Respondent P does not indicate how often she reads Japanese at work.

In regards to the frequency of respondents' use of their writing skills, five respondents state that they use their Japanese writing skills at work – one on a daily basis, one on a weekly basis, one once a month, and two use them less than once a month.
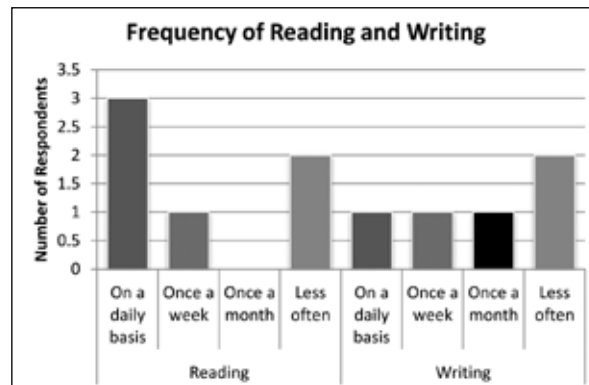
**Figure 6: Frequency of Reading and Writing – Major Respondents**

The results of this analysis show that for eight of the fifteen respondents who majored in Japanese the most commonly used skill was spoken Japanese, which is used at all levels with high frequency. Respondent N uses her basic speaking skills less than once a month but does not use either her reading or writing skills, while Respondent J uses her reading skills less than once a month but does not use her spoken or writing skills in her present position. Writing was the least commonly used Japanese language skill, although four of the five who use their writing skills also use an intermediate level of spoken Japanese (with or without honorifics) or higher in their present positions. The remaining respondent (Respondent J) notes that whilst she uses her Japanese writing skills in her present position but neither her speaking nor reading skills, she had used those skills in earlier positions.

## RESPONDENTS IN THEIR FIRST POSITION

Six of the thirteen respondents indicate that they are presently employed in their first position after graduation. Replies from the remaining seven respondents relate to their first position after graduation. In this section, the responses to questions regarding the first position upon graduation – whether present or not – are discussed to show the full picture of Japanese language use in the first position after graduation, regardless of number of positions held since. This discussion of linguistic skills usage immediately after graduation could serve as useful data for those potential graduates hoping to use their Japanese skills in the workplace.

Only five of the thirteen respondents state that they use their Japanese language skills in their first position after graduation. Respondents A, G and J state that Japanese language skills were a requirement for their first position upon graduation. Respondents N and O state that although it was not a requirement of their employment, they use their Japanese skills in their first position. Despite the lack of any requirement, Respondent O speaks Japanese on a daily basis, while Respondent N speaks it less than once a month. Both of these respondents only use basic spoken Japanese skills but the three respondents who were required to speak Japanese for their first position did so at either a basic (Respondent J) or intermediate with honorifics (Respondents A and G) level. The frequency and level of spoken Japanese use for respondents' first positions after graduation are summarised below in Table 2.

| Frequency | Level |
|---|---|
| On a daily basis (A, G, O) | Basic (O) |
| | Intermediate with honorifics (A, G) |
| Once a week (nil) | |
| Once a month (nil) | |
| Less often than once a month (J, N) | Basic (J, N) |

**Table 2: Frequency and Level of Spoken Japanese – Major Respondents, First Position**

In contrast to the use of spoken skills, reading and writing skills are used less in the workplace. Respondents G, J and O were the only respondents who use their reading skills in their first position (7); Respondent O uses her reading skills on a daily basis while Respondents G and J use their reading skills less than once a month. Only Respondents G (once a month) and J (less than once a month) state that they use their Japanese writing skills in their first position. According to these results, spoken Japanese language skills are the most commonly used skill in their first position by those who majored in Japanese. Reading and writing skills follow in that order.
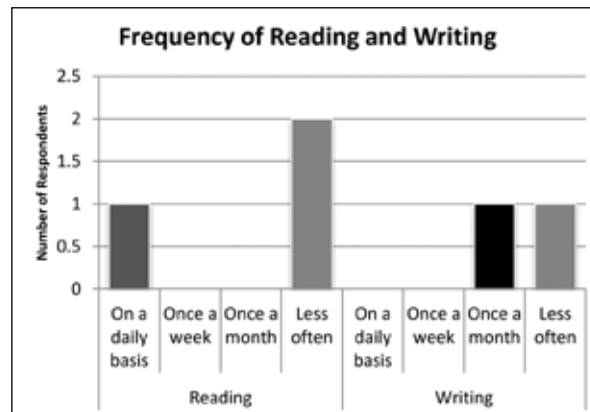
**Figure 7: Frequency of Reading and Writing – Major Respondents, First Position**

## RESPONDENTS IN THEIR SECOND POSITION

Eight of the thirteen respondents who majored in Japanese answered questions relating to the use of Japanese language in their second position after graduation. Of these eight respondents, only Respondents A, J and K use their Japanese language skills in their second position. For Respondents A and J, Japanese language skills were required for their second position after graduation but they were not a requirement for Respondent K's second (current) position after graduation although she does use them. Table 3 shows the level of usage by these three respondents.

| Frequency | Level |
|---|---|
| On a daily basis (A, K) | Advanced (A) |
| | Intermediate without honorifics (K) |
| Once a week (nil) | |
| Once a month (nil) | |
| Less often than once a month (J) | Basic (J) |

**Table 3: Frequency and Level of Spoken Japanese – Major Respondents, Second Position**

In terms of frequency of use, Respondent A speaks advanced Japanese on a daily basis and Respondent J speaks basic Japanese less than once a month. Whilst Japanese language skills are not a requirement for Respondent K's second position, she speaks Japanese at an intermediate level (without honorifics) on a daily basis. Respondents A and K not only use their Japanese speaking skills on a daily basis, they also use their Japanese reading skills daily. Respondent A also uses her written Japanese skills on a daily basis in her second position, and Respondent K uses her written skills once a week in her second/present position (Figure 8). In contrast, Respondent J uses her reading skills but does not use her writing skills in her second position.
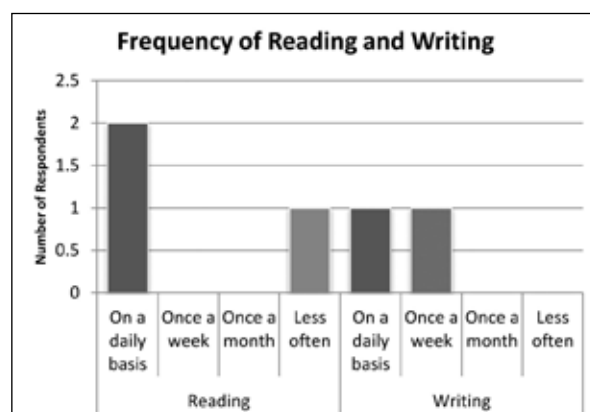


**Figure 8: Frequency of Reading and Writing – Major Respondents, Second Position**

The data on graduates' second positions show that a relatively high level of Japanese language skill is used in those positions. The graduates who use their Japanese speaking skills on a daily basis do so at either the intermediate or advanced level, and also employ their reading and writing skills with high frequency. Since this is a very small group of respondents, further research is needed to understand the contexts in which graduates use their Japanese skills.

## RESPONDENTS IN THEIR THIRD OR SUBSEQUENT POSITION

Two respondents (A and L) indicate that they are currently employed in their third or subsequent position after graduation, while three others (Respondents E, J and P) answered questions regarding their previous employment in their third or subsequent position. Of the five respondents, only two (Respondents A and L) indicate that they use their language skills in these positions. Both respondents not only use their spoken Japanese language skills on a daily basis (Table 4) but also use their Japanese reading and writing skills on a daily basis.

| Frequency | Level |
| --- | --- |
| On a daily basis (A, L) | Advanced (A) |
| | Intermediate with honorifics (L) |
| Once a week (nil) | |
| Once a month (nil) | |
| Less often than once a month (nil) | |

Table 4: Frequency and Level of Spoken Japanese – Major Respondents, Third Position

Respondents A and L both use their Japanese language skills at a high frequency and high level of skill. Respondent L's third/present position is as an Assistant Language Teacher (ALT) on the Japan Exchange and Teaching (JET) Programme which may account for the high frequency of her Japanese language use.
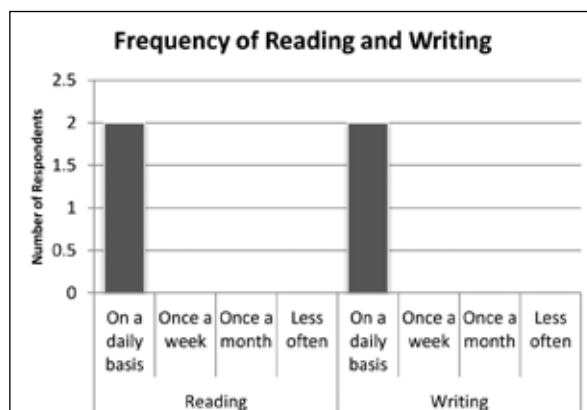


Figure 9: Frequency of Reading and Writing – Major Respondents, Third Position

## GENERAL COMMENTS

While the majority of respondents who graduated with a major in Japanese used their Japanese language skills in their first or present positions, only a few have held either second or third positions, and even fewer have used their Japanese language skills in these positions. More research is needed to better understand this situation, but analysis of a number of individuals' use of Japanese in the workplace and some of the comments made by the respondents raises some interesting issues. A number of work histories of individual respondents and comments are discussed in greater detail below.

Respondent A has used her spoken Japanese at either the intermediate with honorifics or advanced level in her first, second, third and present positions after graduation. She used her spoken Japanese language skills on a daily basis in her first, second and third positions, but uses her spoken skills less than once a month in her present position (although still at an advanced level). Respondent A was the only one to use advanced spoken Japanese language skills in her present position in Public Relations. That is, only one domestic graduate has used their linguistic skills on an ongoing basis after graduation. This respondent was relatively positive about initial job opportunities in both Sydney and Japan based on Japanese language skills, but noted that "as you get older it is more challenging developing a career around Japanese

language skills" (Respondent A). This view reflects a common theme raised by respondents regarding the employability of those with Japanese language skills. For instance, Respondent R notes that Japanese skills are a "unique selling point", whilst another recommends combining Japanese language skills with other technical or professional skills in order to develop a career (Respondent H). Other respondents recommend either undertaking an international exchange to further enhance both language and cultural awareness skills (Respondent M) or sitting the Japanese Language Proficiency Test (JLPT) to gain a further, more internationally recognised Japanese language qualification (Respondent Q).

Two respondents were negative in their comments about their level of employability after majoring in Japanese. The comments not only have implications for how graduates are prepared for the workplace but also indicate a need for students (and graduates) to be made more aware of language learning as a lifelong activity. The first of these, Respondent J, states that although she had gained a "basic knowledge" during her studies, she had needed to learn a significant amount of new vocabulary and spoken language patterns when she started work. The second, Respondent L, comments that the language skills she had learnt at university had not adequately prepared her for living and working in Japan, and a greater focus on the development of spoken language skills is required.

In terms of the position currently held, only three of the "major" thirteen respondents voluntarily provided data relating to their current employment position. Respondent A states that she is in a Public Relations role in the Services industry whilst Respondent L works as an ALT on the JET Programme. Respondent J currently works as a Sales Assistant.

## "MINOR" RESPONDENTS

In this section, discussion focusses on the experiences of the four respondents (D, F, S and U) who completed a minor in Japanese. Unfortunately, due to the way that the questions were framed, it is unclear whether these graduates completed a beginner level minor (where students begin their language studies at university) or an intermediate level minor having completed HSC (or similar) studies prior to entering university. This information may affect a graduate's responses, and hence questions addressing this issue should be included in any further studies.

All four respondents were female, domestic students. Respondent D graduated in 2009, Respondent F in 2010, and Respondents S and U both graduated in 2012. Respondent D graduated with a Bachelor of Arts majoring in History, while Respondent F graduated with a Bachelor of Computer Science. Respondent S majored in Spanish and graduated with a combined Bachelor of Arts/Bachelor of International Studies degree; Respondent U graduated with a Bachelor of Arts with "several minors rather than a major".[8]

### PRESENT POSITION

Respondents D, S and U are presently employed, while Respondent F was previously employed but is not currently employed. Of the three respondents currently working, Respondents S and U state that Japanese language skills were a requirement of their positions, while Respondent D states that even though Japanese language skills were not a requirement for her position, she uses her Japanese language skills. This situation contrasts with Respondent S who, even though Japanese language skills were a requirement for her present position, does not use her Japanese speaking, reading or writing skills in that position.

| Frequency | Level |
|---|---|
| On a daily basis (U) | Intermediate without honorifics (U) |
| Once a week (nil) | |
| Once a month (D) | Basic (D) |
| Less often than once a month (nil) | |

Table 5: Frequency and Level of Spoken Japanese – Minor Respondents, Present Position

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8   This respondent may have misunderstood the question, as all students are required to have at least one major to graduate.

Table 5 summarises how often the graduates who minored in Japanese use their spoken Japanese language skills in their present position. Respondent U speaks intermediate Japanese (without honorifics) on a daily basis, whilst Respondent D speaks basic Japanese once a month but does not use her Japanese reading or writing skills. Respondent F,

on the other hand, does not use her spoken skills, but does use her reading and writing skills. Respondent U is the only "minor" respondent to use all three skills in her present position. In addition to using her speaking skills on a daily basis, Respondent U uses her reading skills on a daily basis and her writing skills once a week. The frequency of use by "minor" respondents of their reading and writing skills in their present position is summarised in Figure 10.
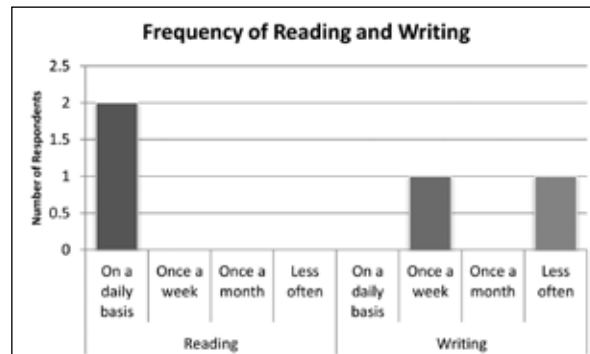


**Figure 10: Frequency of Reading and Writing – Minor Respondents, Present Position**

## RESPONDENTS IN THEIR FIRST POSITION

Only Respondent F states that she uses her Japanese language skills in her first position after graduation. Respondent F is the respondent mentioned above who does not use her spoken Japanese language skills but uses her Japanese reading skills on a daily basis. Respondent F also uses her Japanese writing skills less than once a month.

## RESPONDENTS IN THEIR SECOND POSITION

Two of the four "minor" respondents (Respondents D and U) state that they use their Japanese language skills in their second position. For both of these respondents, their second position is their present position. The first , Respondent D, is the respondent discussed above who uses basic spoken Japanese once a month, but does not use her reading or writing skills in her second position. Japanese language skills were not a requirement of this position.

The second respondent, Respondent U, is the respondent discussed above who uses all three language skills in her second (present) position. Respondent U speaks intermediate Japanese without honorifics on a daily basis, reads Japanese on a daily basis and writes Japanese once a week as part of her second (present) employment position. Japanese language skills were a requirement of her position.

## RESPONDENTS IN THEIR THIRD POSITION

Only Respondent S states that her present position is her third position after graduation. Respondent S states that although Japanese language skills were a requirement for her third position, she does not use her Japanese speaking, reading or writing skills in this position. Respondent S is the only one of the four "minor" respondents to voluntarily provide data relating to her present employment position. She states that she works as an "Educator/Trainer" but does not specify whether she is working in Australia or, like "major" Respondent L, is working as an ALT in Japan.

## GENERAL COMMENTS

Only one of the four respondents who graduated with a minor left a comment on the employability of Japanese language skills. Respondent U notes the importance of not taking long breaks during study if one intends to use Japanese language in employment, "as it is easy to forget quickly".

# CONCLUSIONS

The results of this pilot study show a great diversity in the use of Japanese in the workplace by graduates. Japanese language skills are most commonly used in the respondents' first positions after graduation. Nine of the twenty-one (43%) total respondents are currently employed in their first position after graduation, while the remaining twelve respondents (57%) are in their second or later position. In their first position after graduation, six of the thirteen (46%) respondents who majored in Japanese and only one of the four minor respondents (25%) used any Japanese language skills. The most commonly used skill in a graduate's first position after graduation is their spoken language skill. This skill was used in their first position by all six of the 13 respondents who majored in Japanese but not by any of those who undertook a minor. With seven respondents – including one who graduated with a minor – indicating that they use their Japanese reading skill, reading is the second most commonly utilised skill in a graduate's first position. The least commonly utilised skill by respondents in their first position was their writing skill.

The results of this survey indicate that graduates tend to either use their Japanese skills in the workplace in their first position after graduation, or do not use their Japanese skills at work at all. Only two of the twenty-one respondents (Respondents K and U) did not use any Japanese in their first position but use them in any subsequent positions. Respondent D uses basic spoken Japanese once a month in her second position after graduation, but did not use any Japanese language skills in her first position.

The relatively low proportion of graduates using their language skills – less than 50% for graduates with a major and 25% of those with a minor – has implications for language policy, analysis of government initatives such as the *Asian Century White Paper* and for the information given to current and future students about the potential for use of their language skills in the workplace. In the latter case, it would be highly problematic to promote language studies to future or current students on the basis that they will be able to use their language skills in the workplace after graduation when the reality is that few do.

The comparative frequency of spoken Japanese use in the workplace indicates the importance of gaining this skill prior to graduation. This was supported by comments by respondents relating to the employability of candidates with Japanese language skills. For instance, Respondent R states that she "was asked to speak Japanese during the interview" for her first position after graduation. Several other respondents indicate that speaking Japanese is important in their work, although they note that they often initially lacked the specialised vocabularies needed for those positions. Interestingly, whether language skills are to be used in the workplace or not is not necessarily clear before beginning a position. For example, Japanese language skills were a requirement for Respondent S's position but were not being used, whilst language skills were not a requirement for Respondent D's position even though she now uses her Japanese skills at work.

One issue that was made clear by respondents' comments is the need for students to work to improve their Japanese language skills by undertaking study abroad (Respondents C, L and M) or demonstrating their skills by taking the JLPT (Respondent Q). Although the JLPT does not test speaking skills, which this survey demonstrates is the most commonly used skill, it does provide employers with a somewhat objective means to judge potential employees' likely Japanese language ability.

Finally, further research on the use of language in the workplace by graduates is needed. The diversity of responses to this pilot survey has in some ways raised more questions than answers. While the results indicate that all linguistic skills are used by graduates to some degree, a longitudinal survey which covers more universities and / or other languages and graduates' attitudes to their use (or non-use) of their language skills, and how language skills are used in the workplace, is needed. It would also be useful to include a question on whether graduates had hoped to use their language skills in the workplace. Future research should incorporate interviews where possible. In conjunction with the results of this survey, the results of future research would provide the background to develop the measures which can be used to evaluate the success of government initiatives such as the *Asian Century White Paper* and provide more accurate information to current and potential Japanese language learners.

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# APPENDIX 1

**QUESTIONNAIRE (in online format)**

1. Sex: ○ female ○ male

2. Student type: ○ Domestic ○ International

3. Graduated: ○ 2008 ○ 2009 ○ 2010 ○ 2011 ○ 2012

4. Japanese: ○ major ○ minor

5. Japanese: ○ major (answer Q5A) ○ minor (answer Q5B)

    5A. Did you do a double major? ○ Y ○ N (to Q6)
    If yes, what was your other major? (optional)

    5B. What was your major(s)? (optional)

6. Did you study Japanese for your HSC? ○ Y (Continuers / Extension) ○ N

7. Degree (these include Deans Scholar / Advanced programs):
    ○ BA ○ BCMS ○ BIS ○ BCom
    ○ BScience ○ BEng ○ Combined (indicate) ○ Other

8. Are you employed full-time or part-time at present? ○ Yes ○ No
  If no, are you undertaking full-time study? ○ Yes ○ No

9. Have you undertaken further study since Graduation? ○ Yes ○ No
  If yes, at what level? ○ TAFE ○ Grad Dip ○ Honours
                       ○ Masters/PhD ○ Other

10. Were Japanese language skills a requirement for the position you **presently** hold?
    ○ Yes ○ No

11. Do you use your spoken Japanese language skills in your **present** position?
    ○ Yes (go to Q11A and Q11B) ○ No (go to Q12)

    11A. If answer to Q8 is ○ Yes, how often? ○ On a daily basis ○ At least once a week
                           ○ Once a month ○ Less often

    11B. And to what level? ○ Basic ○ Intermediate without honorifics
                       ○ Intermediate with honorifics ○ Advanced

12. Do you use your Japanese reading skills in your present position?
    ○ Yes ○ No
  If yes, how often? ○ On a daily basis ○ At least once a week
              ○ Once a month ○ Less often

13. Do you use your Japanese written skills in your present position?
    ○ Yes ○ No
  If yes, how often? ○ On a daily basis ○ At least once a week
              ○ Once a month ○ Less often

14. Is your present position the **first** position you held **after** graduating with a minor or major in Japanese?
    ○ Yes (go to Q15) ○ No (go to Q14A)

    14A. If answer to Q14 was No, were Japanese language skills a requirement for your first position?
        ○ Yes ○ No (go to Q15)

    14B. If answer to Q14 was No, did you use your spoken language skills in your first position?
        ○ Yes (go to Q14B1 and Q14B2) ○ No (go to Q14C)

        14B1. If answer to Q14B was Yes, how often?
        ○ On a daily basis ○ At least once a week ○ Once a month ○ Less often

        14B2. And to what level? ○ Basic ○ Intermediate without honorifics
                         ○ Intermediate with honorifics ○ Advanced

14C. If answer to Q14B was No, did you use your Japanese reading skills in your first position?
○ Yes ○ No (go to Q15)

14C1. If answer to Q14C was Yes, how often?
○ On a daily basis ○ At least once a week ○ Once a month ○ Less often

14C2. If answer to Q14C was No, did you use your Japanese written skills in your first position?
○ Yes ○ No (go to Q15)
If answer to Q14C2 was Yes, how often?
○ On a daily basis ○ At least once a week ○ Once a month ○ Less often

15. Which industrial sector are you employed in?
○ Education & Training ○ Services (includes Tourism, Communications, Finance)
○ Medical/ Scientific ○ Government ○ IT and Telecommunications
○ Engineering / Construction ○ Manufacturing ○ Other

16. Have you used (in any position you have held) the cultural awareness skills you developed studying Japanese in your workplace? ○ Yes
○ No

17. How would you describe your position?
○ Educator / trainer ○ Administrative ○ Technical / Specialist ○ Management
○ Self-Employed ○ Student ○ Other (please specify)

Please provide your position title (optional question):

18. Do you have any comments for students presently studying Japanese language about their employability using their Japanese language skills? (optional response)

(Space provided for comments.)

END OF QUESTIONNAIRE

## APPENDIX 2

**Demographic Data**

| Respondent | Sex | Student Type | Graduation | Degree | Major |
|---|---|---|---|---|---|
| A | Female | Domestic | 2008 | BA/BCom | Japanese/Economics |
| D | Female | Domestic | 2009 | BA | History; Japanese minor |
| E | Male | Domestic | 2010 | BA | Japanese |
| F | Female | Domestic | 2010 | BCS | Computer Science; Japanese minor |
| G | Female | Domestic | 2010 | BA | Japanese/Politics |
| H | Female | Domestic | 2010 | BA & MEd | Japanese/Linguistics |
| J | Female | International | 2010 | BA | Japanese |
| K | Female | Domestic | 2011 | BA/BCA | Japanese/Creative Writing |
| L | Female | Domestic | 2011 | BA/BCMS | Japanese |
| M | Female | Domestic | 2011 | BA/BCMS | Japanese |
| N | Female | Domestic | 2012 | BA/BCA | Japanese |
| O | Female | Domestic | 2012 | BA Hons | Japanese/Asia Pacific Studies |
| P | Female | Domestic | 2012 | BCom | Japanese |
| Q | Female | Domestic | 2012 | BA/BSc | Japanese/Biological Science |
| R | Female | Domestic | 2012 | BA/BCom | Japanese/Asia Pacific Studies |
| S | Female | Domestic | 2012 | BA/BIS | Spanish; Japanese minor |
| U | Female | Domestic | 2012 | BA | Japanese minor |

# CONTRIBUTOR BIOGRAPHIES

**Kent Anderson** is an international lawyer who specialises in comparing Asian legal systems. He joined the University of Western Australia as Deputy Vice Chancellor (Community & Engagement) in 2014. He has an eclectic background, having completed tertiary studies in US, Japan, and the UK in Law, Politics, Economics and Asian Studies. He also worked as a marketing manager with a US regional airline in Alaska and as a commercial lawyer in Hawaii. Before joining UWA, Kent was Pro Vice Chancellor (International) at University of Adelaide and before that Dean of the then Faculty of Asian Studies at the Australian National University. He started his academic career as associate professor at Hokkaido University Law School in Japan. Kent is on the National Library of Australia Council, New Colombo Plan Advisory Board, Board of Canberra Grammar School, and a variety of academic and community boards including the International Education Association of Australia (IEAA).

**Kathleen Duquemin** is a passionate learner and teacher of languages and has taught Japanese from Early years to Year 12, utilising technology as a tool for teaching as well as learning. She has presented extensively on ICT in Language Education both nationally and internationally, and has worked as a writer and curator in the development of digital resources for language learning. Kathleen holds an MA in Applied Linguistics and degrees in both Japanese Language and Education. As Secretary of the JLTAV (and now Vice-President), she is involved in planning and presenting learning courses for teachers of languages, and she is active within the language learning networks in both Victoria and Australia.

**Mariel Howard** has thirteen years of experience teaching languages across all year levels in Australia and in Japan. She has presented extensively in Perth as well as at the AFMLTA National Conference 2013 and NZALT National Conference 2014. In 2012 she was awarded the JLTAWA Language Teacher Award. In 2013 she started a CLIL support hub in Perth and ran her first CLIL program teaching art to Year 6 students in Japanese. At the time of the symposium she was the Languages Consultant across Swan Christian Education Association schools in Western Australia as well as a Teacher of Japanese at Kalamunda Christian School. She is currently Languages Consultant at Catholic Education Office of Western Australia.

**Hiroki Kurihara** is a teacher at Elwood College in Victoria. He has completed Dip.Ed. (Languages/EAL), Master of Applied Linguistics and Professional Certificate in Education (CLIL) at the University of Melbourne. He has taught more than ten years at Victorian Government and Catholic schools. He has been involved in several innovative projects of the Department of Education and Early Childhood Development. He has also worked extensively for the Victoria Curriculum and Assessment Authority and the Australian Council for Education Research. Hiroki's current interests include developing and implementing CLIL units and sharing his experiences. At the time of the symposium he was undertaking the Leading Languages Module at Bastow Institute of Educational Leadership.

**Nathan Lane** has been teaching Japanese in Victorian Government and Catholic secondary schools for the past fourteen 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 JLTAV.

**Caitlin Lee** was accepted into the JET Program in 2010 after studying Japanese and Film at Curtin University, Western Australia. She was placed in Iwaki, Fukushima prefecture, where she taught English at six elementary schools. It was while she was at one of these schools that the 2011 earthquake struck. She remained in Japan until 2012, when she returned to Australia and completed a Graduate Diploma in Primary Education. Caitlin fell in love with Fukushima whilst living there, and is a passionate supporter of projects that help increase public awareness of the ongoing situation or provide support to affected communities.

**Shoko McInerney** began teaching Japanese in 1988, at The Hills Montessori School in Adelaide. In 1989 she established Immanuel Primary School's Japanese program, one of the first compulsory R to 7 Japanese programs in South Australia. She has given support, and numerous professional development sessions, to teachers and schools throughout South Australia, Victoria, the Asia/Pacific Region and USA. In 2009 she became an authorized workshop leader in the International Baccalaureate Primary Years Programme. In 2012 Shoko received the Noel Volk Excellence Award from the Association of Independent Schools of South Australia. In 2013, she was awarded Japanese Language Teachers Association of South Australia Life Membership.

**David Nunan**, Honorary Professor of School of Education at UNSW, is a globally acclaimed linguist, former President of the TESOL International Association (1999-2000), the world's largest language teaching organization, and the world's leading textbook series author. Vice-President for Academic Affairs at Anaheim University, David is the founding Dean of the Anaheim University Graduate School of Education and served as President of Anaheim University from 2006 to 2008. David Nunan has been involved in the teaching of graduate programs for such prestigious institutions as the University of Hong Kong, Columbia University, the University of Hawaii, Monterey Institute for International Studies, and many more. Dr. Nunan is a best-selling author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. His ELT textbook series "Go For It" is the largest selling textbook series in the world with total sales exceeding 2.5 billion books. In 2002 Dr. Nunan received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education at Anaheim University. In 2003 he was ranked the 7th most influential Australian in Asia by Business Review Weekly, and in 2005 he was named one of the top "50 Australians who Matter". David Nunan was invited by the Australian Prime Minister to attend a summit in Sydney Australia in December 1996 as one of the Leading 100 Global Australians.

**Robyn Spence-Brown** is a Senior Lecturer in the School of Languages, Cultures and Linguistics at Monash University and teaches, supervises postgraduate students and conducts research in the areas of Japanese language learning and applied linguistics more generally.  She teaches postgraduate units relating to Second Language Acquisition and undergraduate Japanese language.  Robyn is currently Deputy Director of the Japanese Studies Centre and Chair of the Management and Advisory Committees of the Melbourne Centre for Japanese Language Education. Robyn has a long-standing interest in the teaching of Japanese at the school level, has been a joint author of two major reports on Japanese Language Education and has served on various examination and curriculum development committees.

**Chihiro Kinoshita Thomson** is Professor of Japanese Studies at the University of New South Wales. She represents the Japanese Studies Association of Australia in the Global Network on Japanese Language Education and is a past President of the Association. Her research interests include learner agency and autonomy in Japanese language learning, and Community of Practice of learners and speakers of Japanese. She is the editor of this publication.

**Wendy Venning** recently retired from many years teaching Junior Primary Japanese at St Francis de Sales College in SA. She had previously taught Italian to Year 12, taught in Japan, and lectured in Language Teacher Education. She was a 2014 recipient of an Endeavour Language Teaching Fellowship, and her success in language teaching has been recognised in an Outstanding Teacher Award presented by the Premier of Victoria. Dr Venning has presented scholarly papers at international conferences in Brisbane, Canberra, and Melbourne, and her research has been published in numerous papers, book chapters, and newspaper features.

**Rowena Ward** is a Senior Lecturer in Japanese in the School of Humanities and Social Inquiry, Faculty of Law, Humanities and the Arts, at the University of Wollongong. Dr Ward's research interests include the structure of the Japanese nation, gender and language education and the internment of Japanese civilians from across the Pacific in Australia between 1942 and 1946.

# NSJLE2014 SYMPOSIUM SESSION ABSTRACTS

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

FACILITATOR: ANNE DE KRETSER

## PUTTING THE SPOTLIGHT ON SOLID BEGINNINGS

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

## AUTHENTICITY AND SOUND PEDAGOGY – THE BASIS OF A STRONG PROGRAM

KATHLEEN DUQUEMIN

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

## CONNECTING ACROSS THE CURRICULUM

SUSAN PALMER

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

## BEING MINDFUL: HOW THE PYP APPROACH ENHANCES LEARNING JAPANESE

SHOKO MCINERNEY

## CREATING A FLIPPED CLASSROOM AND PROVIDING FEEDBACK USING SCREEN RECORDING TOOLS

SHINGO GIBSON-SUZUKI

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

## MANAGE YOUR TIME, WORK, AND EFFORT

HATSUHO WATANABE

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

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

NATHAN LANE

## BACK TO THE CLASSROOM: LANGUAGE EDUCATORS LEARNING A LANGUAGE

LIDIA BILBATUA
LAETITIA VEDRENNE
ROWENA WARD

This paper discusses the reflections and experiences of language teachers going back to the classroom as language learners. UOW ran a five-week Japanese language course for staff. Three of the four students were language educators with different language backgrounds (French, Mandarin, Spanish), creating a de facto community of competence. The

paper explores the expectations of language teachers prior to taking this course, including prior knowledge of language learning and teaching, power dynamics in the classroom, anxieties about different teaching and learning strategies. It serves as a reminder to language educators of what it is like to learn a language. Reflections on the learning experiences of the teachers cover motivation factors, evaluating teaching strategies, issues of nomenclature and memorisation, as well as the (in)ability to let go of known frames of reference. The impacts that learning Japanese has had on the students' teaching practice range from a greater awareness of teaching and learning strategies (and classroom power dynamics on a more tangible level), to a more sympathetic / empathetic approach to teaching, a mindfulness of the impact of age on learners' strategies and abilities, and a bolstered belief in the need to use humour and self-deprecation in language learning and teaching.

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

MASAKO CHIKUSHI

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

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

FACILITATOR: YUKO FUJIMITSU

## PLANNING AND LEADING – DEVELOPING POWERFUL AND PRODUCTIVE LANGUAGES LEARNING

NATHAN HARVEY

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

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

## PETER MCKENZIE

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

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

## MELISSA LUYKE

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

# HAVE A RICE DAY!

## MASUMI MORIMOTO

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

## EXPLORING THE LANGUAGE LEARNING SPACE – JAPANESE MATERIALS COMING SOON!

JILL WILSON

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

## LIFTING WIKIS OUT OF THE ORDINARY

DALLAS NESBITT

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

## HOW VISIBLE LEARNING HELPS IN THE JAPANESE CLASSROOM

SUSAN TAYLOR

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

# IMPROVING READING FLUENCY THROUGH ICT

KATHLEEN DUQUEMIN

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# MAKING MORE RAPID PROGRESS IN JAPANESE WITH HIGH FREQUENCY EXPRESSIONS

PETER FRISBY

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

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PANEL
# LEADING THE WAY

FACILITATOR: ANNE DE KRETSER

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

NATHAN LANE

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

## CINDY PITKIN

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

## KATHRYN TOMINAGA

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

## DIFFERENTIATION AND BEST PRACTICE – STORIES FROM WA

### SHARON AINSWORTH

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

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

CAITLIN LEE
MAYA ASANO
HIROKO KOGA

# FUNK UP YOUR JAPANESE WITH A FLASHMOB!

WENDY VENNING

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# PRIMARY JAPANESE: CREATING COMMUNITY WITH PARENTS THROUGH TECHNOLOGY

ALISON VON DIETZE

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

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# THE AUSTRALIAN CURRICULUM: JAPANESE – DESIGN, INTENTIONS AND IMPLICATIONS

SUZANNE BRADSHAW

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

# THE AUSTRALIAN CURRICULUM: JAPANESE

ANNE DE KRETSER

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

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# THE EMPLOYMENT OF GRADUATES WITH JAPANESE LANGUAGE SKILLS

ROWENA WARD

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# CLIL ART LESSON IN FINNISH

MARIEL HOWARD

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

HARUKA OCHI
CATHY JONAK
HYOGYUNG KIM

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

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

MARK MCLELLAND

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

# DEVELOPING INTERACTIONAL BEHAVIOUR IN THE TELLING OF PERSONAL NARRATIVES IN JAPANESE

BELINDA KENNETT
TODD ALLEN

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

# USING FILM FOR INTERCULTURAL LANGUAGESTUDY IN JAPANESE

SALLY SHIMADA

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

PANEL
# HERITAGE JAPANESE SPEAKERS – WHO ARE THEY?

FACILITATOR: KYOKO KAWASAKI

YOKO NISHIMURA-PARKE
MAYA ASANO
SAKURA KAWAKAMI

As the number of families with Japanese cultural background grows, the enrolment of *hōshūko* is growing across Australia. Under this circumstance, the heritage Japanese course has started in NSW. WA is introducing the course in 2015. Other states have other systems to cater for "heritage Japanese speakers". These courses and programs provide opportunities for heritage Japanese speakers to learn beyond the mainstream language courses at school, but teaching these courses to students with diverse backgrounds and skill levels is a big challenge to the teachers. The small number of students who are actually enrolled also poses a problem. It is vital for the teachers involved to collaborate in order to create an effective learning environment. This panel will examine the diversity to know the learners and the systems that support the

students. The first part will focus on the children who were born in Australia in families of Japanese background to show the diversity of the learners' background. The second part will focus on diversity in skills of students who were actually enrolled in the heritage course in NSW. The final part will look at the differences of practice in each state and compare the course structure, numbers, and the supporting systems. The aim of this panel is to share the information and start discussions among all parties involved, including families and teachers, so that we can develop ways to collaborate.

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

ROBYN MOLONEY
SALLY MIZOSHIRI

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

WORKSHOP
## ENCOURAGING LAUGHTER IN THE CLASSROOM – BRING YOUR JAPANESE ALIVE THROUGH DRAMA ACTIVITIES

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

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

PANEL
# CLIL AND IMMERSION PROGRAMS ACROSS STATES AND LEVELS

CONVENOR: ROBYN SPENCE-BROWN

SELLINA MCCLUSKEY
HIROKI KURIHARA
MAYUMI TAKEI
YUNA KUBOTA

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

# MURRAY FARM PUBLIC SCHOOL BILINGUAL PROGRAM

MAYUMI TAKEI
YUNA KUBOTA

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

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

HIROKI KURIHARA

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

SELLINA MCCLUSKEY

Robina High School has always been a vibrant language learning environment. In 2007 when Robina High discussed increasing its academic excellence curriculum, Japanese Immersion became an obvious option. The school had motivated students, supportive parents and capable curriculum managers, so in 2008 the Robina State High School Japanese Immersion Program was born. Since its inception, graduates have achieved amazing successes and our school community is already delighted with the positive outcomes of the program. Each year we improve our practices and attract a wider enrolment area as the news of our program spreads throughout our community. We are happy to share our trials and successes with other interested language teachers and community members. The Japanese Immersion Program at Robina High School is the ONLY secondary Japanese Immersion Program in Australia. The JIP is a three year course which runs from Year 8 to Year 10. Students study Maths, Science and Business in Japanese. The Maths and Science course is based on the Extension Maths and Extension Science Curriculum. The Business course covers general computer applications in Years 8 & 9 and becomes Asian Business Studies in Year 10. As interest in CLIL and Bilingual Education gathers momentum, the Japanese Immersion program can offer insights and ideas about how a Language Program CAN be timetabled effectively in a secondary environment and support wider school initiatives.

# THE KEYS TO INTERCULTURAL UNDERSTANDING LIE WITHIN THE TARGET LANGUAGE

LESLIE MULLINS

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

# USING FOUR SOURCES OF MOTIVATION FOR HIGHER ENGAGEMENT

KAREN NISHIMURA

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

WORKSHOP

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

## NOBUAKI MINEMATSU

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