

## **NSJLE 2016 SYMPOSIUM SESSION ABSTRACTS      DAY ONE**

### **KEYNOTE**

**Sheereen Kindler  
Glen Eira College (Vic)**

**Title:** Languages are valuable - make them visible

A school culture that supports the learning of languages is vital to the success of any language program. Language teachers can sometimes feel isolated and struggle to get the support they need to really promote the enormous value learning a language has to their community. At Glen Eira College we have worked diligently as a team to embed a culture that values language learning across our community.

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

**Anne de Kretser - MCJLE**

**Sheereen Kindler - Glen Eira College (Vic)**

**Roger Page - Nossal High School (Vic)**

**Margaret Pickburn - Roberts McCubbin Primary School (Vic)**

**John Webster - Wellers Hill State School (Qld)**

**Karen Webster - Department of Education WA**

**Title:** School Leader Fellowship Tour: The Positive Impact of taking school leaders to Japan

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

In February 2016 an initiative of Yutaka Nakajima, the then Manager of the Language Department of The Japan Foundation, Sydney and Deputy Manager of

The Japan Foundation, Sydney, was realised with a tour to Japan escorting 19 educational leaders. The Japan Foundation School Leaders Fellowship Tour was a week-long tour to Japan with participants coming from all over Australia and from every educational sector. The aims of the tour were to introduce participants to Japan and the benefits of learning about Japanese language and culture, and to showcase the culture of Japan and the ease of travel in country.

The tour was very successful, and participants - mainly school principals - found it both interesting and educational in regards to learning about Japan and Japanese language education and how it can work across the curriculum. This presentation will outline The Japan Foundation School Leaders Fellowship Tour, the aims and outcomes, and includes participants speaking about their experience and how it has influenced their understanding of Japan and Japanese language education and the impact on Japanese language programs.

**Shingo Gibson-Suzuki**  
**Taylors Lakes Secondary College (Vic)**

**Title: Social Media Tools to Enhance Collaboration with Students and Colleagues**

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

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

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

**Kazuhiro Ueno**  
**Ashburton Primary School (Vic)**

**Title: Hiragana Asobi Karuta - Japanese Competitive Card game based on Kyogi Karuta**

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

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

**Richard Webb**

**Raw Lisard**

**Title:** Developing a better understanding of Japanese sentence structure

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

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

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

**Masako Nagayama**  
**The University of Melbourne**

**Title:** How to teach heritage language using 文科省国語教科書

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

**Sarah McFadden**  
**Department of Education and Training**

**Title:** Oh The Places You'll Go: The Importance of Education Cooperation in Australia-Japan Relations

Education cooperation remains an integral component of Australia-Japan relations. Japanese is the most popular foreign language studied in Australian schools and universities, and Australia is the most popular destination for Japanese school study tours and sister-school agreements. An employee of the Commonwealth Department of Education and Training, Sarah McFadden gives life to the policy rhetoric surrounding people-to-people connectivity and Asian literacy. Sarah will share her Japanese language journey spanning from studying individually by correspondence in coastal NSW right through to studying at one of the top ranking universities in Tokyo. There are a range of career opportunities in government for Japanese language speakers. The Department of Education and Training has a long-standing relationship with Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT), formalised through a Memorandum of Understanding. Part of this cooperation involves an annual reciprocal officer exchange program. Selected to represent the Department of Education and Training on the 20th anniversary of the MEXT officer exchange program, Sarah conducted research into Japan's vocational education and training system during a three-month secondment at MEXT from April to June 2016. Japan's vocational education system is undergoing significant reforms and these feed directly in to the Abenomics reform agenda. It is an exciting area of education cooperation and Sarah will share her research findings as well as highlights from her experience working in the Japanese bureaucracy.

**Megan McLaughlin**  
**Melbourne Grammar School (Vic)**

**Title: Inspiring Years 9 and 10**

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

1. How to meet the individual learning needs of each student
2. How to enable students to clear the hurdle of poor motivation

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

**Sally Mizoshiri**  
**Teruko Sharif**

**JTAN NSW**

**Title: JTAN NSW : ‘Japanese Teachers Advocate Nihongo!’**

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

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

We work hard to promote our subject and provide valuable learning opportunities for our members and their students. We also work to counter the prevailing ‘Monolingual Mindset’ pervading sections of the community, and we come to present on our successes over the past decade in NSW. We encourage all Secondary School Japanese teachers from across Australia to join us.

**Shelley Warner**  
**Nossal High School (Vic)**

**Title:** Marugoto: A Japanese Course for Adults adapted for the Nossal High School Adult Learning Environment

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

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

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

**Kathleen Duquemin**  
**Gardenvale Primary School (Vic)**

**Title:** Not just 'token technology' - web tools that really work

Technology is changing the way that students learn. In order to keep up with learners, we as teachers also need to hop on the bandwagon and change the way that we teach. In this workshop, participants will be introduced to a series of web tools that are being used in a Primary second-language classroom not only to engage students, but also to enrich the teaching and learning of Japanese and increase literacy. Through the use of tools such as Triptico, Powerpoint and Postposit, they will learn how to create engaging and effective learning environments that target specific skills such as reading and listening.

**Taeko Imura**  
**Griffith University**

**Title:** Japanese Popular Culture Enthusiasts in Japanese Language Courses

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

**Julie Devine**  
**Star of the Sea College (Vic)**

**Title:** Grammar in the Senior Secondary Classroom: Flipping all over the place

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

**Marianne Turner**  
**Monash University**

**Title:** Japanese language as a tool for learning in Humanities and Social Science (HASS) classrooms: Positioning students' knowledge of Japanese as a resource

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

**Sue Metcalfe**  
**Kardinia International College (Vic)**

**Title:** Students learning from other students

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

Julie Campbell  
Kae Raffaele  
Trudi Sampson

Cornish College (Vic)

Lois Booth

Title: Stories Inspire Language Learning

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

SECONDARY RESOURCE: *Hana's Suitcase*

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

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

This innovative unit was developed as an inquiry-based unit titled 'Language, Culture and Life Experiences Shape Identity' and was integrated with the English and Humanities Year 9 curriculum. It is a suitable non-fiction text for CLIL methodology.

PRIMARY RESOURCE: *Yoshi's Feast*

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

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

**Andrew Mitchell**  
**St Mary MacKillop College, Canberra**

**Title:** Adventures With Sister School Relationships

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

**Natalie Pearce**  
**Swan Christian Education Association (WA)**

**Title:** What are creative and imaginative texts and what do they have to do with teaching Japanese?

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

**Mari Nobuoka**  
**The Japan Foundation Japanese-Language Institute, Kansai**

**Title:** 'JF Japanese e-Learning Minato' - More Options and More Opportunities for Japanese Language Learning

The Japan Foundation Japanese-Language Institute, Kansai has developed a Japanese integrated learning platform site, 'JF Japanese e-Learning Minato' ('Minato'). Minato places importance on encouraging learners to actively find and expand their own lifelong pursuits, and to satisfy their interests and curiosities. In order to realize this, Minato has two main concepts: it is a place 'to learn Japanese with more options' and 'to meet other like-minded people'.

In terms of 'to learn Japanese with more options', Minato provides a variety of choices for learners to select courses based on their interests - comprehensive learning, sub-culture, character etc. - or by course type - the level, study style (self-study or tutor support), study category, study period, language of explanation etc. For those who want to use Minato 'to meet other like-minded people', it has an international feature letting learners communicate with Japanese language students around the world on various topics. It helps learners deepen their understanding and knowledge of Japan, Japanese people and the Japanese language. Connecting with people also helps learners to reduce any sense of isolation in online coursework. E-Learning lets people access Japanese language study and connect with a worldwide community anytime, anywhere.

In this session participants will familiarize themselves with the concept and the content of Minato, and then discuss future prospects of this exciting new e-Learning program. We want Minato to give learners more options depending on their individual circumstances and the needs of each country and area. In order to realize this, we look forward to opportunities to cooperate with Japanese language teachers at The Japan Foundation all over the world.

## Jarrold Hoare

**Title:** Japanese Performing Arts - Rakugo, Kamishibai & Kyogen

Sit back, relax, and let's have a laugh together with some Rakugo, Kamishibai and Kyogen. After all, 『笑う門には福来る』 - Good fortune and happiness come to those who smile and laugh! Through his entertaining and interactive storytelling, Jarrod will take you on a journey to re-discover your own passion for Japanese language and culture. Be inspired by innovative ways to continue spreading knowledge, culture and joy in your own schools and communities!

Teachers will benefit from:

- innovative ideas to incorporate Japanese language / culture in classrooms
- exciting new ways to link to the Australian Curriculum (Intercultural Understanding, Critical and creative thinking, Drama, the Arts, Japanese language and culture)
- learning ways to foster students' creativity while enhancing their Japanese language and culture skills
- networking with passionate performer to tailor workshops to school needs
- discovering free online teaching resources for Japanese language / culture

- opportunity to enquire, request and suggest learning collaborations
- experiencing various traditional Japanese Performing Arts LIVE!
- inspiration to re-kindle your own passion for Japanese language / culture

Students will benefit from:

- first-hand inspiration for their own Japanese language and cultural studies
- exciting examples of the endless possibilities that Japanese language offers
- the opportunity to personally meet and ask questions directly
- exploring ways to blend their creativity together with Japanese language and culture
- discovering free online learning resources for Japanese language / culture
- experiencing various traditional Japanese Performing Arts LIVE!

Visit Jarrod at his Stall for more info and laughs!

**Robyn Spence-Brown**  
**Monash University**

**Title:** Retaining and motivating students of Japanese to the post-compulsory years and beyond

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

**Jenn Brown-Omichi**  
**Catholic Education Melbourne**

**Title:** 'Front loading' through film

Language teachers often tell me how difficult they find it to create a student-centred learning environment in a languages learning and teaching context. Differentiation is a targeted process that involves forward planning, programming and instruction. Addressing issues associated with differentiation

can be very challenging in any learning area, but Languages is perhaps more challenging than some other learning areas.

Several years ago I started creating films for and with students. Film gives students opportunities and benefits in effectively and more independently learning and applying their acquired knowledge of language through film. I refer to the process of creating a unique teacher resource to support a unit of work as 'front loading'. Working in a CLIL space, I am convinced of the value of using film as a stimulus to self-paced, independent learning in languages. To view recently created films using functional classroom language, please follow these links: <https://goo.gl/LHG8PV> or <https://youtu.be/3Gi3jHlvXDw>

**Liberty Campbell**  
**St Paul's College, Manly (NSW)**

**Title:** Targeted differentiation - how to spend more time with your students, and less in front of them

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

Pavy notes that one of the deterrents to language uptake is the lack of progress indicators in many classrooms. Students simply can't see the progress they are making, and many fail to see the relevance of the learning beyond the classroom. Their learning is neither visible nor valuable. Tomlinson, an inspiration in differentiation strategies, has produced some excellent research on the learning profiles of students. She emphasizes the importance of not teaching, merely in the learning profile that suited you as a student. The more I read the more I struggled to perceive how I as teacher could make the best differentiation choices every lesson for every student on any given day. My research has thankfully revealed a technique that doesn't require me to. The choices are instead made by students as part of our targets program. Content is mapped to lessons activities, with students choosing to demonstrate their learning of each topic from among a range of listening, speaking, reading, writing and intercultural understanding tasks. Teacher feedback is individualised, and a code word hidden in the feedback, to encourage student reading of the feedback and demonstration of personal improvement in subsequent tasks.

**Jan Chalmer**  
**Gippsland Grammar (Vic)**

**Title:** What makes a program 'Visible and Valuable'?

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

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

- **CLASSROOM MANAGEMENT TECHNIQUES.** Classroom routines which help maximise learning time. A speaking strategy learned from Whole Brain Teaching will be demonstrated, together with the implications of a 'No hands up to answer' rule.
- **LEARNING INTENTIONS AND SUCCESS CRITERIA.** The work of John Hattie and Dylan Williams has shown the importance of these. Help teachers focus on lesson aim! Helps student gain a sense of progress.
- **USING FORMATIVE ASSESSMENT.** Online tools now abound (e.g. Kahoot, Socrative and Quizalize) for creating multiple choice quizzes presented in engaging ways. Great for student review and consolidation. Teachers can use data to gauge effectiveness of teaching and for planning next step.
- **PROVIDING A PURPOSE FOR LEARNING.** Purpose may be as simple as presenting a role play or creating a video, but important for students to know at the outset: a goal to work towards.
- **ENGAGING ACTIVITIES.** Whether using paper flashcards or online tools, a variety of 'games' will be showcased.
- **EVENTS.** Cultural Festival. Visit from Sister School. Incursion. School Trip. Involving parents and local media.

**Catherine Bryant**  
**Genazzano FCJ College (Vic)**

**Title:** The origins of Japanese language education in Victoria

This paper explores the origins of Japanese language education in Victoria. The first Japanese language classes for school children in Victoria began on Saturday mornings at MacRobertson's Girls High School in Melbourne in 1935. The Saturday classes were set up by Victorian Education Department officials as a 'special experiment' teaching just two languages, Japanese and Italian. These classes continued, and more than 30 years later they became known as the Saturday School of Modern Languages. In 1988 the school became known by its current name, the Victorian School of Languages (VSL). With a history now spanning 80 years, the VSL continues to offer Japanese programs to Victorian

school children today. The particularity of the school is in the complementary role it plays in supporting delivery of language programs by mainstream schools. Archival documents and interviews form the basis for this historical analysis of the origins of the Japanese language program at the school. Japanese classes emerged during a period of 'aggressive' monolingualism in Australia between the wars. The paper looks at the original personnel who taught the VSL's early Japanese classes and who pioneered their curriculum. It also presents insights into the early pedagogical practices in the Japanese language program at this particular school along with original data on student enrolments. By presenting historical perspectives of Japanese language education in Victoria, this research aims to shed light on the challenges that face Japanese language education today. The paper is based on a PhD study which was supported by the Victorian School of Languages PhD Scholarship in memory of Professor Michael Clyne.

## **NSJLE 2016 SYMPOSIUM SESSION ABSTRACTS      DAY TWO**

### **KEYNOTE**

**Professor John Hajek**  
**The University of Melbourne**

**Title:** From 'I love Lucy' to 'I love languages': using popular culture and promotion to make languages visible and valuable

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

**Greg Brown**

**Ruskin Park Primary School/Kalinda Primary School (Vic)**

**Title: Making Japanese language films to support language learning**

Making Japanese language films is a great way to motivate students to use their Japanese in meaningful and fun ways. It is also an excellent way to introduce technology into your classrooms. Filmmaking used to be a difficult task which required a lot of specialised knowledge and equipment, but with the advances in computers and mobile devices, especially iPads, anyone can now easily make their own film.

I would like to share my experiences of filmmaking with my students and our journey to make Japanese language films for the Video Matsuri competition. While I'm not an expert, some of the skills and experiences I have picked up along the way may encourage other teachers to try making a film with their students. I will demonstrate how to use iMovie, Green Screen and other special effect apps to make any film look special. I hope to inspire other teachers to make video resources which can be used by all teachers to support Japanese language programs and help motivate students with their language learning.

**Stephen Grant**

**St Philips Christian College - Port Stephens Campus (NSW)**

**Title: Connecting Japanese with the Community**

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

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

Connections established with Japanese at St Philips Christian College:

-PDHPE: Establishing the martial arts-based Japanese Cultural Society (JCS).

-SPORT: Establishing Japanese symbols as sporting house emblems on sashimono and headbands

-ART: Origami and shodō

-MATHEMATICS: Kanji numbers

- SOCIAL SCIENCES: JCS training and study
- ENGLISH: Comparison of sentence structures and use of metalanguage
- LOCAL COUNCIL: Establishing a Student International Committee for monitoring interregional exchange between the two countries, reporting to council, assisting Japanese department and promoting language at school
- STAFF: Promoting other KLAs in the Japanese classroom
- PARENTS: Schoolwide recognition of student achievement; inclusion, empowerment, promotion of Japanese-related work; and study opportunities and evening Japanese classes for parents.

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

**Amelia Hawkins**  
**Footscray City College (Vic)**

**Title:** Kanji learning attitudes and kanji learning strategy use: Relationships to Japanese learners' orthographic background

This study (based on 2014 Honours research at Monash University) explores kanji learning attitudes and strategy use in learners from alphabet and character orthographic backgrounds. Classroom composition is changing, as classes come to include learners who have existing knowledge of Chinese characters alongside those who do not, addressing different tasks in learning kanji. This emphasises the need to understand kanji learning in multilingual classrooms.

An online questionnaire was completed by 40 learners from an upper-intermediate Japanese class at an Australian university, supplemented by semi-structured interviews with seven learners. Data analysis revealed that learners from both backgrounds used repeated writing strategies and strategies associated with the kinaesthetic sensation of writing with high frequency. Descriptive statistics indicated some significant differences in strategy adoption among learners from the two orthographic backgrounds: association with first language knowledge occurs among character background learners, and mnemonic strategies are used by alphabet background learners. Correlational analysis revealed statistically significant relationships between attitudes and strategy use for character background learners.

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

**Chris Graham**  
**Kelmscott SHS (WA)**

**Title: Personal Encounters with Palaygo**

Making language learning relevant and engaging for students, whether they are starting at a primary, secondary or tertiary level, is a basic mission statement for all second language teachers. Research conducted by the Asia Education Foundation in 2012 suggested that 'persuasive personal encounters' is one of the key ingredients for building student demand in the language classroom. Creating opportunities for our students to have 'personal encounters' is now an integral part of developing a clear purpose for commencing study of another language and continuing it beyond the initial compulsory years.

The interactive platform Palaygo provides students with exceptional opportunities to communicate with other students in the target language Japanese. It uses a unique palette system which clearly delineates Japanese word order and complements the growth of productive language skills. The Palaygo community also encourages students to build friendships through regular communication facilitated by networking technology, both in the classroom and at home. The links to The Australian Curriculum Languages document will be immediately obvious to anyone who has been involved in its development.

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

**Andrea Truckenbrodt**  
**Melbourne Graduate School of Education**

**Title: Using Picture Story Books to enact the Australian Curriculum Languages**

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

**Katrina Watts**  
**Australian Sumo Federation**

**Title:** Seduced by Sumo

A mild-mannered high school teacher set off for Japan to develop her Japanese language skills and wound up as a television sports commentator. She went to learn more Japanese and to teach English, but ended up studying Russian and Spanish as well, and travelling the world as an interpreter. All because of sumo. Many who go to live abroad find the culture of the host nation intriguing, and the outsider often ends up becoming a specialist in some aspect that the locals take for granted. So it was for this teacher with sumo. This is a personal tale of how a knowledge of the Japanese language and thirst for learning led to an interesting and rewarding life, far beyond expectations - and an exploration of the seductive power of sumo. This high-profile spectator sport is a valuable part of Japanese culture and a window on Japan for the world.

**Nathan Lane**  
**St Columba's College (Vic)**

**Title:** Rethinking assessment in Japanese

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

The presentation will focus on five areas:

- what formative assessment looks like in the Japanese classroom
- the role of ICT in formative assessment
- how assessment practices were changed to focus on formative assessment and the constant monitoring and measuring of each students' knowledge and understanding, both during the lesson and at the end of the lesson, and responding to their individual needs
- listening to the voices of the students explaining the impact of these strategies in their learning
- teacher reflections on the success and improved student learning outcomes as a result of implementing a range of formative assessment strategies in the Japanese program

**Cindy Pitkin**  
**St Peter's Girls' School (SA)**

**Title:** A lesson a day: Increasing intensity in primary language classes

From 2013 to 2015, St Peter's Girls' School participated in a research project conducted by Professor Angela Scarino and her team at the Research Centre for Languages and Cultures at the University of South Australia. The three-year project piloted some program models that were designed to strengthen language learning in schools. St Peter's Girls' School adopted the model of a lesson a day with a primary school Japanese class (Year 4 in 2013). Increased time on task resulted in greater language acquisition, as expected. It also gave the students greater understanding of Japanese culture and the way the language works. The more frequent lessons meant that we were able to spend time exploring the language to a greater depth, thus engaging the girls' critical thinking skills and giving them a wider view of the world, improved logic and analytical skills and greater levels of cognitive skills and creativity.

**Amanda Pentti**  
**Queensland Department of Education and Training**

**Title:** Making conceptual learning visible and valuable for students learning the Australian Curriculum: Japanese

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

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

**Kathleen Duquemin**  
**Gardenvale Primary School (Vic)**

**Title:** 45 minutes per week - How the Australian Curriculum is working in a Primary School

The Australian Curriculum: Japanese is a comprehensive outline of how Japanese language education should look in Australia. However, since the launch of the document, the reality of adopting it within the primary classroom has been a hot item of discussion. In this presentation, participants will be shown a model of how the Australian Curriculum: Japanese is working - quite effectively - in a government primary school where class time is approximately 45 minutes per week. The effectiveness of this program is partly due to a strong oral/aural and kanji focus in the first two years (F - 1) and delaying introduction of hiragana until Year 2, when students have built up their phonemic awareness and are ready to - very quickly - learn hiragana and apply it to their steadily growing second language lexicon.

**Yoko Nishimura-Parke**  
**Junko Nichols**

**The Japan Forum**

**Title:** Exploring activities to develop General Capabilities using real voices from contemporary Japan through the Click Nippon website

The Japan Forum (a public-interest incorporated foundation based in Tokyo) actively provides support for language education overseas that is in line with the Australian Curriculum. One such activity is hosting the Click Nippon website, which provides content related to current Japan, stimulating students' thinking by 'Meeting Others and Self in Depth' and by appreciating values and beliefs of others.

This session will explore ways of developing students' language skills through activities using real voices from contemporary Japan. We will focus on the article from the Click Nippon website about the Japanese artist who turns 'rubbish' into art. We first walk through the Click Nippon website. Then we will introduce the article in focus and take note of the beliefs or values of the artist - the essence of the article. We also share the practical ideas for student activities which provide opportunities to develop Critical and Creative Thinking and Intercultural Understanding. The topic of the article in focus, Art using 'rubbish', connects well with Sustainability as a cross curriculum priority. Teachers are also encouraged to share and discuss activity ideas using materials from the Click Nippon website.

**LuLu Vitali**

**Lowther Hall Anglican Grammar School (Vic)**

**Title: Making keigo more visible within the classroom**

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

The presentation will discuss the role that Japanese teachers play in shaping the ideologies of students, and how their own ideologies as language educators can influence the ways students view the use of keigo. It will suggest ways in which teachers can make keigo become more visible within the classroom and generate discussion around the extent to which keigo is still relevant and valuable in contemporary society, and indeed still relevant and valuable to learn.

**Mariel Howard**

**Swan Christian Education Association**

**Catholic Education WA**

**Kalamunda Christian School (WA)**

**Title: Differentiating the learning of hiragana - with no romaji in sight!**

The key objectives of the Australian Curriculum should be the same for all students, but the program as implemented must offer alternative pathways to students with special educational needs (ACARA, 2012). One of the challenges of Japanese education is ensuring that all students, regardless of ability and previous experience with the language, can start from the level they are at in their hiragana acquisition and still keep up with the common curriculum for the year group. The answer is not to scaffold weak or new students with romaji. Use of romaji often leads to poor pronunciation as well as delay in mastering hiragana. Furthermore, having to learn the pronunciation of the phonetic romaji that is so different from English will result in an increased cognitive load rather than a reduced one.

There are several ways to differentiate the learning of hiragana, as well as clever ways to practise and assess hiragana without the use of romaji. Japanese reading ability is a process that often takes years to master, as it does for the students' first language, especially in primary school. The characters must be

learnt in the context of words rather than in isolation, and each new word offers another natural opportunity to revise the characters that form that word. Teaching the hiragana chart once at the start of the program and then assuming that students can read and write does not work, nor does it cater for newcomers. Students move at different rates from individual character recognition to being able to read word and sentences. It is therefore essential that all reading and writing activities, including assessment, are differentiated to cater for all ability levels.

**John Webster**  
**Taku Hashimoto**

**Wellers Hill State School (Qld)**

**Title: Japanese Bilingual Education: An Alternate Method of Learning**

After exploring alternate evidence-based models of learning, Wellers Hill State School launched its Japanese Bilingual Program in 2014. Research relating to the benefits of bilingual language learning indicates that children who learn in a bilingual environment have significant changes to the neuroplasticity of their brain. Brain changes in neuroplasticity increase a student's ability to switch between tasks and to maintain attention. To maximise these benefits, children should be engaged in language learning from an early age.

At Wellers Hill State School the Japanese bilingual program commences in Year 1. Students spend 50% of their school week studying the Australian Curriculum in English; the remaining 50% is spent studying the Australian Curriculum in Japanese and a Japanese Literacy and Numeracy component.

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

The objectives of this Japanese Bilingual Program are:

- To improve student learning and outcomes through the development of additional neural pathways.
- To provide a Japanese bilingual and global education.
- To enable students from all cultural backgrounds to discover and integrate Japanese linguistic and cultural experiences into their life.
- To support the learning of students by teaching Japanese vocabulary linked to the Australian Curriculum as well as other subject areas in order to enhance students' use of spoken and written Japanese.
- To promote the application of language in the real world by using real texts, concepts and functional communication.

- To assess students' progress using a variety of assessment formats including oral, written and culturally appropriate assessment.
- For students to be able to communicate effectively in all four skills of listening, speaking, reading and writing, in both English and Japanese.
- For students to be conversationally fluent by end of Semester Two Year 3 and technically fluent by end of Year 6 in spoken and written Japanese.

**Kumiko Katayama**  
**Griffith University**

**Title:** Training students for work 'readiness' - Japanese work-integrated learning

Griffith University in Queensland recommends that students in all its degree programs and courses have work-integrated learning (WIL) experiences. The research shows there are significant benefits that WIL curricula provide to students, including professional/ disciplinary skill and knowledge development in the context of application/ employment and work 'readiness'. As the demand for graduates to possess employability skills or graduate competencies, increases, there is an obvious benefit and advantage for students engaged in WIL curricula because of the increased likelihood that they will develop in these areas as a consequence of that engagement.

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

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

**Mayumi Mitsuya**

**Cathy Jonak**

**The Japan Foundation, Sydney**

**Title: Collaborating for advocacy**

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

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

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

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

**Noburo Hagiwara**

**Kolbe Catholic College (WA)**

**Title: Differentiation and Deep Learning**

'In a healthy classroom, what is taught and learned is relevant to students, personal, familiar, and connected to the world they know.' 'In the healthy classroom, students have the opportunity to work and learn in ways that are most comfortable to them as individuals' (Carol Tomlinson). In this session, participants will explore many practical examples of differentiation to achieve deep learning for all members of the classroom, with or without technology.

**Kylie Farmer**  
**Languages Education Consultant**

**Title:** Using the Language Learning Space resources to support implementation of the Australian Curriculum: Japanese

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

- Demonstrating a range of game-based student challenges in rich graphic novel format with strong cultural connections for students in years 5-9
- Information and demonstration of some of the 1000+ teaching resources, and how these can be stored, shared and used to create learning pathways for classes and individual students
- Indicating how resources are aligned with Australian Curriculum: Japanese
- Introducing and exploring the range of professional learning resources that will appeal to teachers of all year levels

**Nathan Williams**  
**Bundaberg North State High School (Qld)**

**Title:** Targeted Interventions for Reading Comprehension in Junior Japanese

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

**Masako Chikushi**  
**Ballarat Clarendon College (Vic)**

**Title:** Voices of students: Secondary school student decisions on Japanese language learning in regional Victoria

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

**Trudi Wigg**  
**Education Perfect**

**Title:** Taking Assessment Online with Education Perfect and Languages in Action

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

including Proficiency Testing, and what we can offer teachers to support reporting and differentiated curriculum.

**Kelly Harrison**  
**San Sisto College (Qld)**

**Title:** Media Studies - a new approach to secondary Japanese

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

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

**Susan Taylor**  
**Brighton Beach PS, St Mark's Dingley PS (Vic)**

**Title:** Code switching for student control of L2 communication

This paper explores the idea that code switching enables functional communication with full student control from the beginning of language learning. Furthermore, students quickly begin to identify as L2 speakers. Student response has been stunning. Focussing on high frequency words, my aim has been to de-construct the language classroom walls and build a culture in our school community where Japanese becomes a normal, comfortable, expected and easy communication option everywhere all the time.

I propose stepping stones between English and Japanese. Each step being neither fully English nor fully Japanese is a powerfully creative zone engaging high flexibility of mind. Teacher anxiety to have 'correct' language must therefore be put aside to create the environment for creative experimentation. This session will outline the stepping stones, share the teaching approaches and student/teacher/community responses, and lead robust discussion about the possibilities in this idea.

**Brianna Winsor**

**Brisbane State High School (Qld)**

**Title:** My iJourney; Creating valuable learning experiences through integrating iPads into the learning workflow

Do your students currently have iPads (or tablets) for learning? Is your school considering it? Does it all feel a bit overwhelming? It did for me too! But don't worry. I would like to share my story of how in under one year I managed to transform the way my students and I use iPads in the Japanese classroom to enhance learning. I will discuss how I continue to integrate the use of iPads into my lesson workflow and the effects it has had on my pedagogy and my students' learning, which include improved student engagement and outcomes, extending learning beyond the classroom, freeing up more time for interacting and supporting students in class, and even reducing my own workload and stress!

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

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

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

**Mariko Tatsumi**  
**Japan National Tourism Organization**

**Title: Discover Japan as the ideal school tour destination**

Would you like to discover Japan with your students?

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

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

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