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# CONTRIBUTOR BIOGRAPHIES

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**Jessica Bretherton** has taught Japanese, Humanities, Music and EAL at a variety of regional and suburban Victorian primary and secondary schools. She currently teaches Japanese at a small primary school in the Dandenong Ranges. Jessica taught English in Aichi, Japan, and lived in China where she attempted to learn Mandarin while running workshops for Chinese teachers on creativity in foreign language classes. Jessica is always looking for new ways to make learning real and meaningful for her students, and believes CLIL is the way to do this.

**Nicholas Creed** is currently the College Innovations Assistant Principal at Mernda Central P-12 College. He completed a Bachelor of Arts at The University of Melbourne alongside a Diploma in Modern Languages (Japanese). Nicholas subsequently completed a Graduate Diploma of Education (Secondary), and in 2012 completed a Professional Certificate in Education (CLIL). Nicholas moved to Mernda Central College in 2018 to establish the Japanese program. Prior to this, he taught Japanese and History for 12 years at Mount Waverley Secondary College. Nicholas has extensive experience teaching Year 7-VCE Japanese in flexible learning environments, and a passion for sharing knowledge of Japanese language and culture.

**Kathleen Duquemin** holds a Masters of Applied Linguistics and Graduate Diplomas in Japanese Language and Primary Education. She has been involved in curriculum development for second language education and has contributed as a writer and curator to develop digital resources for Japanese language learning. She currently teaches Japanese from Foundation to Year 6, incorporating texts, technology and Japanese sign language in the classroom to differentiate and enrich the language learning experience.

**Nagisa Fukui** is Senior Lecturer of Japanese Studies at UNSW Sydney. She has developed and taught a wide range of Japanese courses at UNSW Sydney, including the university's largest language course. She also supervises Japanese language teaching practicum students interested in teaching at tertiary institutions. Nagisa's research interests include Japanese language education and Japanese discourse analysis through the systemic functional approach (SFL). Nagisa has published book chapters and articles on Japanese language learning and SFL.

**Akiko Hiratsuka** is an associate lecturer of Japanese language and culture in International Studies at the University of Technology Sydney, where she has taught since 2006. She is involved in program development for intermediate- and advanced-level courses. She also regularly teaches at Western Sydney University, and has previously taught at UNSW Sydney and The University of Sydney. Her area of teaching includes Japanese language, intercultural communication and linguistics. Her experience extends to teaching Japanese language in the adult education sector, having taught at a community language school in Australia. Akiko was a Japanese teacher in Daegu, Korea and Tokyo, Japan prior to moving to Australia in 2004, and holds a Master of Letters in Linguistics from The University of Sydney. Her ongoing research interests lie primarily in the fields of multilingualism and language practice in families.

**Chihiro Kinoshita Thomson** is Professor of Japanese Studies at UNSW Sydney, where she engages in both undergraduate language teaching and postgraduate research supervision. Her research areas include Japanese language education, applied and educational linguistics, and inclusiveness and the role of language learning in learner development. Her teaching reflects her research interest in bringing together learners and members of different communities to engage with each other. She is a recipient of numerous honours including The Japanese Foreign Minister's Commendation, an Australian Government Citation, and a UNSW Vice Chancellor's Award. Chihiro was Chief Editor of the 2012 and 2014 NSJLE Proceedings.

**Takuya Kojima** is a PhD candidate at UNSW Sydney and Japanese language teacher at UNSW Sydney and Macquarie University. His research interests include social learning theories, language learner identity, language learning in Communities of Practice, and cross-boundary learning in Japanese language education. His teaching is informed by the social learning theories. Takuya is also involved in organising research activities for postgraduate students both locally and internationally. Takuya has published articles and book chapters on learners and postgraduate students of Japanese language education.

**Teresa Marnik** is Junior School Assistant Principal at Mernda Central P-12 College. She completed her Bachelor of Education at The University of Melbourne, and recently earned a Master of Education (Literacy and Reading) at Torrens University Australia. Teresa has 20 years' experience in education and is dedicated to developing an authentic and engaging learning experience for all students, using her expert pedagogical knowledge and extensive experience in leading curriculum at a whole-school level. Teresa values the importance of second language learning and understands the benefits of learning Japanese. She also values innovation and creativity within and beyond the curriculum.

**Steven Miyazawa** has been teaching Japanese since graduating with postgraduate qualifications in education from The University of Melbourne in 2013. Prior to his postgraduate study, Steven attended Sophia University, Tokyo, on a one-year exchange program, which afforded him the opportunity to enrich his cultural and linguistic knowledge about his subject area. Steven moved to Mernda Central P-12 College in 2018 to help start the College's new Japanese language program. Steven is passionate about the education of young adults and is a strong advocate of second language learning. As of 2021, Steven Miyazawa is Curriculum Leader of Japanese in the middle and senior schools at Mernda Central P-12 College.

**Yuji Okawa** is an experienced secondary school Japanese language teacher, having taught in Sydney since 2008. Yuji utilises his rich academic and practitioner knowledge to put educational theories into practice and regularly reports his findings back to the academic community. Yuji is currently a PhD candidate at UNSW Sydney. Prior to this, he completed a Master of Arts in Japanese Studies at UNSW Sydney in 2017. He also holds a Master of Social Anthropology from SOAS, University of London, a Masters of Applied Linguistics from UNSW Sydney, a Diploma of Education from the University Technology, Sydney, and a Bachelor of Economics from Doshisha University, Kyoto.

**Shinji Okumura** obtained his doctoral degree in applied linguistics at Monash University. He was previously Associate Professor of English at Mukogawa Women's University, and is currently Associate Professor of English in the Faculty of Information and Communications at Bukyo University, Kanagawa, Japan. Shinji's research interests are focused on technology-enhanced language learning, foreign language education in primary schools, and language-in-education policy. He has served as a reviewer for Computer Assisted Language Learning (Taylor & Francis). His articles have appeared in *Intercultural Education* (Taylor & Francis), among other publications.

**Mandy O'Mara** has worked in state education for over 30 years, and was the inaugural principal of Mernda Central P-12 College. She graduated with a Diploma of Teaching from The Phillip Institute, followed by a Bachelor of Education (Science) from Victoria University. Mandy has taught and led in many settings including primary, Prep–12 colleges and schools operating under the Public Private Partnership Program. She is passionate about all students acquiring an education that will challenge, inspire, and prepare them for successful futures. Mandy is also committed to supporting teachers to develop skills and competencies to deliver engaging curriculum that motivates students. As of 2021, Mandy is College Principal of Point Cook College.

**Shoko Ono** has many years' experience teaching Japanese language and culture in various Australian institutions. She is currently a lecturer of Japanese Language and Culture at the University of Technology Sydney, and lecturer of Japanese language at The Japan Foundation, Sydney. She holds a Masters of Arts in comparative English literature and Japanese studies from The University of Sydney. Shoko's interests include how educators can effectively support the further development of Japanese language learners at the advanced and upper-advanced level, with particular focus on reading and writing skills. She is passionate about issues concerning children and young adults in relation to heritage language learning.

**Masae Uekusa** obtained a master's degree in applied linguistics and postgraduate degree in education from Monash University. She is currently a primary school teacher at three government schools in Victoria. Her research interests are foreign language education in Australia and Japan, ICT-based language teaching, and gesture-based language teaching methods. She participated in the research on the use of "inking" conducted by Dr Sarah Passfield Neofitou, and presented "Use of tablet computers in a beginners' Japanese course: benefits and issues of using inking in the classroom" at the NSJLE 2012.

**Ayako Wada** started her career as a Japanese language teacher and has taught students from diverse backgrounds and levels in South Korea and Japan. She is currently in charge of both Japanese teacher training and Japanese learning courses for foreign students at Konan Women's University in Japan. Her longstanding research interests include motivation in foreign language learning, language teaching methodology, developing classroom activities, and how to spread the concept of a multicultural society through language learning. Her recent work focuses on the learning experience of Japanese language learners abroad using hands-on materials. This material has been used in South Korea, Australia and Indonesia.

**Nobuko Wang** obtained a master's degrees in area studies and teaching Japanese as a second language from Tsukuba University in 1988. She is now a professor at the School of Letters, Department of Japanese Language at Senshu University. Her research interests include the teaching of Japanese language phonetics to learners. Nobuko previously received a Grant-in-Aid for Scientific Research from the Japan Society for the Promotion of Science (JSPS) from 2017 to 2020.

**Rowena Ward** was President of the Japanese Studies Association of Australia (JSAA) from 2017-2019, and Senior Lecturer in Japanese at the School of Humanities and Social Inquiry, The University of Wollongong. Rowena graduated with a Bachelor of Arts (Honours) from the University of Newcastle and holds a PhD in politics and international relations from UNSW Sydney. Rowena's research interests cover the internment and repatriation of Japanese civilians resident in the Asia-Pacific region before December 1941, gendered language use in the language classroom and the employment of language graduates.

**Hirofumi Yada** has been a librarian at The Japan Foundation, Sydney since 2001, where his duties include acquisition, cataloguing and reference services. He holds a Bachelor of Arts from the University of Library and Information Science, Japan. Hirofumi worked for a library of a private university in Japan before joining The Japan Foundation, Sydney. His current goal is to make the library's Japanese-language collection more accessible to language learners.