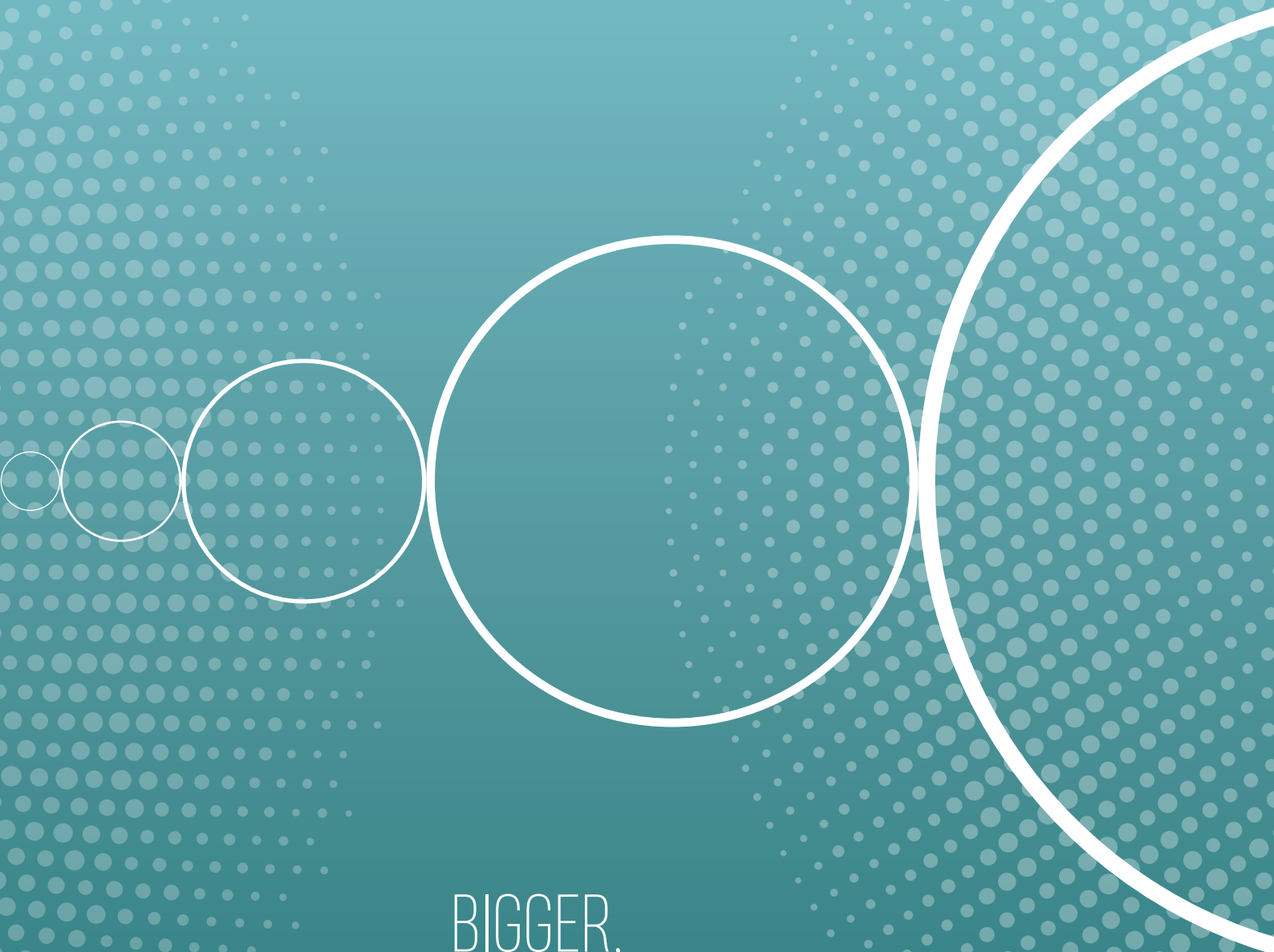


NATIONAL SYMPOSIUM ON JAPANESE LANGUAGE EDUCATION



BIGGER,
BROADER,
BETTER!

NOVEMBER 2 - 3, 2018

WELCOME

YOSHIHIRO WADA

Director / The Japan Foundation, Sydney



It gives me great pleasure to extend to you all a very warm welcome to the 2018 National Symposium on Japanese Language Education here in Sydney. The Japan Foundation, Sydney is very honoured to once again collaborate with the Monash Japanese Language Education Centre to bring you our fourth national symposium.

The first NSJLE was held in Melbourne in 2012, and has since been held biennially, growing continuously over the past six years. The sustained success of the past three symposiums is thanks to all the attendees – the scholars, educators, and researchers who come together to exchange ideas, thoughts, and insights, and address issues facing Japanese language education in Australia. Building on the resounding success of our past three symposiums, NSJLE 2018 will continue to be a lively forum, facilitating and enhancing the dialogue among members of the Japanese language education community.

This year's timely theme “Bigger, Broader, Better” will provide a platform for Japanese language educators and stakeholders in every level of education, from all over Australia and from overseas, to discuss how we can continue to support and promote the teaching and learning of Japanese, deal with common challenges in the field, and strengthen and improve the quality of Japanese language education in Australia. Inspiring keynotes and presentations from educators and researchers will offer insights into contemporary and emerging issues in the field of Japanese language education.

I would like to take this opportunity to thank the University of Technology, Sydney, for graciously offering to co-host this event, and to our sponsors for their generous support.

Last but not least, I would like to extend my sincere gratitude to the Monash Japanese Language Education Centre for their dedicated support in organising this symposium, and in particular, the Director, Anne de Kretser, without whom this event would not have been possible.

I hope that NSJLE 2018 will be a fruitful and stimulating two days for all participants, and that the new ideas and connections formed will contribute to the betterment of Japanese language education in Australia and internationally.

ANNE DE KRETZER

Director / Monash Japanese Language Education Centre



A very warm welcome to the fourth National Symposium on Japanese Language Education – NSJLE 2018; a wonderful initiative that has continued to grow in reputation and significance on the professional learning calendar for teachers of Japanese language and education stakeholders. The Monash Japanese Language Education Centre is immensely proud to have been a founding co-convenor of the NSJLE together with The Japan Foundation, Sydney and is very excited to welcome back those who have attended previous NSJLEs and those who are attending for the first time.

Since the NSJLE 2016, there has been significant progress made in the Japanese language education field. Teachers have worked conscientiously to implement the Australian Curriculum- Japanese language and we have seen the development of resources and support material to assist that implementation. Recently several states have developed new senior secondary curriculum building on the foundations of the Australian Curriculum providing senior students with relevant and engaging courses.


Networking among teachers of Japanese on a national level is increasing and the willingness to share and support one another only further increases our professionalism. The strength of Japanese language education in 2018, is a testament to the dedication and diligence of teachers. In the two years since the NSJLE 2016, the Japanese Language Teachers' Associations and Networks have joined to form NAJLTA, the Network of Australian Japanese Teachers Associations, to share information, processes and ideas and further strengthen the network of teachers of Japanese language around Australia.

The theme of the National Symposium on Japanese Language Education – NSJLE 2018 is ‘Bigger, Broader, Better’. We have been working extremely hard for decades to support and advance Japanese language education and now is the ideal time to consider how we are going to encourage more students and systems to engage with Japanese, extend our educational reach and continue to improve delivery and outcomes.

The NSJLE 2018 program provides attendees with a range of presentations including, successful strategies for promoting and advocating for Japanese language education and its programs, celebrating successful Japanese language learners, innovative ideas for improving learning outcomes in the classroom and explanations of the latest research that is linked to effective practice.

The NSJLE 2018 will bring together Japanese language educators and stakeholders from every level of education, every state and territory of Australia as well as from overseas where the NSJLE is gaining profile. I encourage you all to embrace this opportunity to network and collaborate with your colleagues, allow yourselves the luxury of taking some time to consider your practice, innovations and effective teaching and learning methods that will serve you well in the future


Thank you for participating in the NSJLE 2018 – Bigger, Broader, Better.



NATIONAL SYMPOSIUM
ON JAPANESE LANGUAGE
EDUCATION

BIGGER, BROADER, BETTER!

DAY 1 – NOV 2, 2018 (FRI)	03.028 (GUTHRIE THEATRE)		03.022 (LECTURE THEATRE)		03.056 (COLLABORATIVE LECTURE THEATRE)		03.053 (CLASSROOM)	
REGISTRATION 8:00am - 8:50am (50min)								
OPENING 9:00am - 9:30am (30min)	OPENING CEREMONY							
KEYNOTE 9:30am - 10:30am (60min)	Kumi Taguchi G	Standing Firm: An Unapologetic Embracing of Culture						
MORNING TEA 10:30am - 10:50am (20min)								
SESSION 1 10:50am - 11:35am (45min)	Anne de Kretser A	Advantages of Advocacy: Useful Video Testimonials	Kathleen Duquemin G	Using 手話 in the Japanese Classroom	Masae Uekusa Shinji Okumura P	A Telecollaboration Project among Australian and Japanese Primary Students	Cynthia Dodd S R	Unleash the Orchestrators! Enable the Collaborators!
MOVE ROOMS 11:35am - 11:40am (5min)								
SESSION 2 11:40am - 12:25pm (45min)	Amanda Pentti Nathan Harvey G	Ready? Set? Assess the Australian Curriculum: Japanese!	Amy King S	Innovative Engagement Methods	Ryo Tsukui S	Manga-Style Japanese Resource	Ayako Wada S	Introducing a Hands-On Material Pack Called "The Japan Pack" for Teachers of the Japanese Language
MOVE ROOMS 12:25pm - 12:30pm (5min)								
SESSION 3 12:30pm - 1:15pm (45min)	Yuji Okawa Takuya Kojima S R	Language Course for Parents at a High School: Potential and Challenges	Nagisa Fukui Chihiro K. Thomson T	What Do Your Students Learn When They Enter a University Japanese Program?	Kyleigh Howell P	How Can the Inquiry Learning Assets Increase Creative Thinking for Language Learners?	Kaoru Kadowaki R G	Collaborative Language Teaching in Japanese Language Education at Primary and Secondary Schools in Australia
LUNCH 1:15pm - 2:10pm (55min)								
SESSION 4 2:10pm - 2:55pm (45min)	John Webster Taku Hashimoto P	Japanese Bilingual Language Education: An Amazing Journey	LuLu Vitali G	Conquering Keigo: The Use, Importance and Place in the Australian Curriculum	Nicholas Creed Mandy O'Mara Teresa Marnik Steven Miyazawa S	Setting Up a New Japanese Department	Akiko Hiratsuka Hirofumi Yada Shoko Ono T	Library User Guidance and Japanese Language Classrooms: Enhancing Students' Information Literacy
MOVE ROOMS 2:55pm - 3:00pm (5min)			Liz Johnson Jill Ridgway Shuichiro Ohki Sarah Fang-Ning Lin S	Exploring Art through Japanese Language and Art	Chris Graham S	Encouraging Global Education in the Japanese Language Classroom	Yukari Narahara G	How Would Elaborate Created "Font" Deliver Emotional Message?
SESSION 5 3:00pm - 3:45pm (45min)								
AFTERNOON TEA 3:45pm - 4:05pm (20min)								
SESSION 6 4:05pm - 4:50pm (45min)	Junko Nichols G	Poetry in the Language Classroom: Wherefore Art Thou?			Andrew Mitchell S	Journey for Engagement: Project Based Language Learning and CLIL	Elise Foxworth T	Classroom Dynamics and Group Cohesion
P PRIMARY S SECONDARY T TERTIARY A ADVOCACY R RESEARCH BASED G GENERAL								



NATIONAL SYMPOSIUM
ON JAPANESE LANGUAGE
EDUCATION

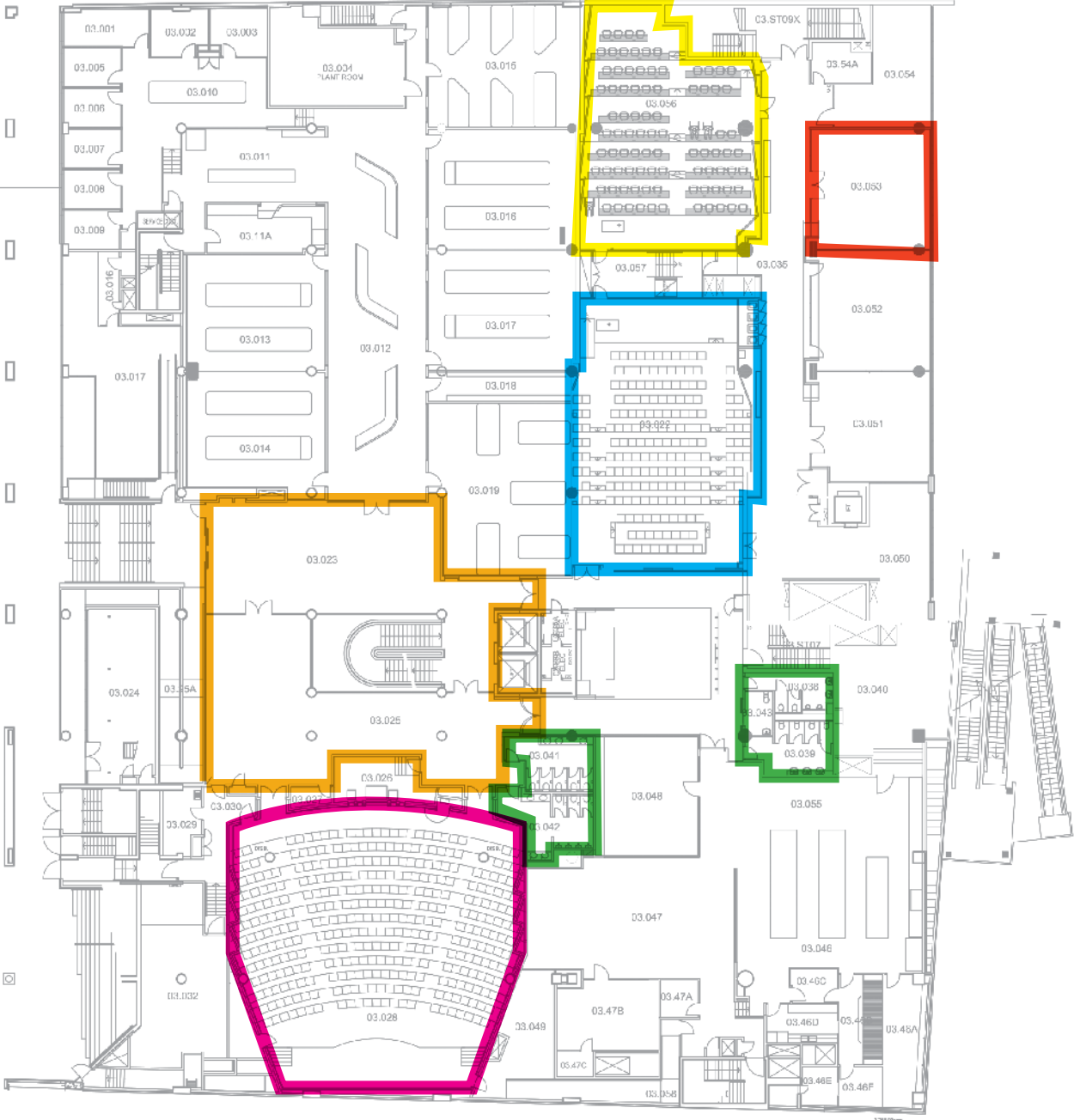
BIGGER, BROADER, BETTER!

DAY 2 – NOV 3, 2018 (SAT)	03.028 (GUTHRIE THEATRE)		03.022 (LECTURE THEATRE)		03.056 (COLLABORATIVE LECTURE THEATRE)		03.053 (CLASSROOM)	
REGISTRATION 8:15am - 8:45am (30min)								
OPENING 8:45am - 9:00am (15min)	WELCOME							
KEYNOTE 9:00am - 10:00am (60min)	Yo Azama G	Get the Whole Picture?: Building Global Competency through Language Learning						
MOVE ROOMS 10:00am - 10:05am (5min)								
SESSION 1 10:05am - 10:50am (45min)	Yo Azama G	Path to Proficiency through Content-Based Language Instructions	Michelle Gray G	Developing Global Competencies: Global Peace Studies through Language Study	Katherine Brownlee S	Motivation, Engagement and Retention: Harnessing the Power of Student Feedback to Drive Effective, Authentic and Relevant Programming	Masako Nagayama T	Mega-Language Subject in Tertiary: How to Manage It
MORNING TEA 10:50am - 11:10am (20min)								
SESSION 2 11:10am - 11:55am (45min)	Nathan Lane Yoshie Burrows Junko Nichols Yoko Nishimura-Parke Naoko Abe S	Developing the 'Viewing' Macro skill in Junior and Senior Japanese Classes	Kasumi Koo Etsuko Hiraga P G	Teaching Japanese through CLIL Methodology	Yuki Kotani S	How to Make Nihongo Subject Bigger and Better	Kazuhiro Ishii Frank Noda P S	Innovative Bilingual Online Exchange Opens Doors Overseas
MOVE ROOMS 11:55am - 12:00pm (5min)			Amanda Autry P R	Current Assessment Practices in a Japanese-English Bilingual Program at a Primary School in Australia	Tina Dawson P S	Language and Culture Transition Day	Nobuaki Akagi Kayo Nakazawa G	Towards Integrating Machine Translation into Japanese Language Teaching and Learning
SESSION 3 12:00pm - 12:45pm (45min)								
LUNCH 12:45pm - 1:40pm (55min)								
SESSION 4 1:40pm - 2:25pm (45min)	Jarrold Hoare G	Advocacy, Art, Adventure!	Jessica Bretherton S	Oh What a Feeling! Using Toyota as a Case Study to Teach Year 9 CLIL Economics and Business	Mami Saito G	Self-Access, Build Your Confidence in Japanese	Rowena Ward R	The Use of Japanese Language by University Graduates
AFTERNOON TEA 2:25pm - 2:45pm (20min)								
SESSION 5 2:45pm - 3:30pm (45min)	Liberty Campbell S	Developing a Growth Mindset through Formative Assessment	Fiona Scarth P S	Creating Conceptually Based Units for the Australian Curriculum: Japanese	Yuko Fujimitsu Kaori Tsuda Masako Muranaka S T	Teamwork Dynamics of a Cross-Disciplinary Learning Project: A Case Study of an Interschool Japanese Presentation Day in France	Nobuko Wang G	Proposal of Teaching Method of Using "Voice Samples" in Japanese Classes
MOVE ROOMS 3:30pm - 3:35pm (5min)								
CLOSING 3:35pm - 4:10pm (35min)	CLOSING CEREMONY							
<div> <div>P</div> PRIMARY <div>S</div> SECONDARY <div>T</div> TERTIARY <div>A</div> ADVOCACY <div>R</div> RESEARCH BASED <div>G</div> GENERAL </div>								

THE UNIVERSITY OF TECHNOLOGY, SYDNEY (UTS)

Level 3, Building 6,
702-730 Harris Street, Ultimo, NSW, 2007

HARRIS STREET



INFORMATION

DATE

November 2-3, 2018 (Fri-Sat)

VENUE

THE UNIVERSITY OF TECHNOLOGY, SYDNEY (UTS)
Level 3, Building 6,
702-730 Harris Street, Ultimo, NSW, 2007

WEBSITE

<https://nsjle.org.au>



INTERNET

Individual Wi-Fi logins are on
the back of your name tag.
Network name is UTS-WPA.
Security type is WPA-enterprise.

EMERGENCY & SECURITY

On-campus security

Dial 6 from a campus phone or 1800 249 559 from any phone

Off-campus assistance

Dial 000 for Police/Ambulance/Fire Brigade

General enquiries

Ask a 24/7 security staff or call 9514 1192

Emergency help points

Located around campus

PRESENTED BY



CO-HOST



SPONSOR



Morning Tea Provided by JTB

STALL HOLDERS



PRODUCT SPONSOR



KEYNOTE

KUMI TAGUCHI

Host / ABC TV



Kumi was born in Melbourne to her Australian mother and Japanese father. She grew up in the country, riding horses and raising chickens. Kumi trained as a classical violinist and got into university on a music scholarship, but her love of storytelling took over. Her first media job was at the ABC's 7.30 Report in 1997, where she picked up dry-cleaning, organised couriers and transcribed the answering machine.

Kumi then worked at Triple J radio and regional radio, before moving to Hong Kong. There, she worked for Star TV and Asia Television, running a weekly social affairs program, reporting and anchoring the nightly news.

After six years overseas, Kumi returned to Australia at the end of 2010. Initially working at both SBS and the ABC, she settled full-time at the ABC in 2011. Kumi has worked across a variety of programs and mediums at the public broadcaster: anchoring and reporting for TV News, hosting local radio, co-anchoring ABC News Breakfast and co-hosting programs such as Stargazing Live.

Since 2017, Kumi has also hosted Compass, the country's only program focussing on purpose, ethics and faith. Kumi is also part of the broadcaster's peer support program, actively championing mental health awareness; and is on the ABC's Diversity Working Group. Kumi regularly emcees events and hosts panel discussions.

Kumi is always up for an adventure, especially one that pushes her physical and mental limits. She has reported live from the Sydney to Hobart yacht race, taking four days to sail the 630 nautical miles on a 70-foot yacht. And her first (and possibly only) marathon was run in central Australia, near Uluru.

Kumi's first book, a memoir, will be published in 2018.

DAY1: NOV 2, 2018 (FRI)

ABSTRACT

Standing Firm: An Unapologetic Embracing of Culture

Language: English



When people ask me who is Japanese - my father or my mother - I hesitate, every single time. That's because nearly everything I consider to be Japanese - came from my Australian mother. In her early 20s, she went on a two-week holiday to Japan, and ended up staying for nine years. She fell in love with the people, the food, the culture and the language - and all that came back to Australia with her when she returned.

So, I grew up in a household where Mum was at the centre: cooking gyoza and karaage and okonomiyaki. We sat on zabuton around a low table. And we ate from flat plates with hashi. All this in a small Australian town, where, outside the big wooden doors of our country home, we had chooks and ducks and horses and dogs and cats.

And what Japan was, to me, didn't stop at food. It was at the core of our life because it was at the core of Mum's life. She taught Japanese, she wrote books for teachers so they could teach Japanese, she trekked to tiny mountain towns in Japan and found fabrics - yukata and kasuri and indigo - and brought them back to make clothes here. And her love of ceramics was part of our life, too.

So I grew up knowing I was Australian but, at the same time, feeling like all the normal things in life, were Japanese. It was an odd combination, especially when everyone I saw around me - on TV or in sports teams or in rock bands - didn't look like me. They were blonde haired and blue eyed, girls rode surfboards and were tall with white shiny teeth.

The one place I always felt at home, even as small child, was Japan - especially Tokyo. My sister and I spent a lot of time there as kids - and the magic of the place never wore off. I loved the senbei shops and the stationery and all the little things I could buy. I loved that I could find stickers with my name in it - in hiragana and katakana - there were never any 'Kumi' stickers in Australia.

But it was more than what I could buy. Even as a small child, I remember coming back to Australia and things not feeling 'right'. I found people loud, I thought it was rude when people ate their food on the street; and when I got older, I found I got frustrated at trains that were late and buses that didn't turn up - on time, or at all.

When I went back to Japan, all that frustration slipped away. The place just seemed to work so well. Or at least work in a way that suited me. Because that same Japan didn't suit my Japanese Dad as much. He chose to stay here from when he arrived - at 41 - to when he died - at 84. He loved the freedom of the life here, the fact he could play golf for next to nothing, the fact he could grow vegetables in his small garden. He liked the pace and the lifestyle. He chose Australia over Japan.

And this is something I think about a lot - this idea of choice. Do we have to choose where we live, where we feel most at home. Can we have split lives, where we feel comfortable in one country for some reasons, and comfortable in another, for other reasons. Or, more controversially, what happens if we find ourselves living in one country but would really prefer to be living in another?

I have been exploring this idea for the last 18 months, intensively, while researching and writing my book. I have been back to Japan twice this year and have looked at it through different eyes, especially after my Dad passed away. I have wondered what made him choose Australia over Japan and why I, even though I grew up in Australia - feel more comfortable and at home in Japan.

KEYNOTE

YO AZAMA

Japanese Language Teacher / North Salinas High School,
California State University, Monterey Bay



Yo Azama currently teaches Japanese at North Salinas High School and World Language Teaching Method course at California State University, Monterey Bay. He is a team leader of the Monterey Bay World Language Project. He has 23 years of teaching experience from kindergarten to high school.

He has conducted over 300 presentations and seminars regionally, nationally, and internationally on various topics including; *Social Justice Infused Lessons*, *Motivational Curriculum & Syllabus Design*, *Classroom Management*, and *Effective use of Technology in World Language Classroom*. He has also served as a College Board Advisor for AP Japanese Language and Culture Development Committee.

He has been the recipient of numerous awards such as the 2012 ACTFL Language Teacher of the Year, Outstanding Teacher of America Award by Carlston Family Foundation, the Robert J. Ludwig Distinguished Leadership Award, and Elgin Heinz Teaching Excellence Award just to name a few. His teaching has been featured in the *Teaching Foreign Languages K-12 Video Library* by WGBH Boston in 2003.

He enjoys running, traveling, and playing music with friends.

DAY2: NOV 3, 2018 (SAT)

ABSTRACT

Get the Whole Picture?: Building Global Competency through Language Learning

Language: English



Does your lesson content sound like a travelogue year after year? Are we missing opportunities to engage our students in deeper topics? Should our language classrooms only focus on language? Do students have to have language skills first to interact with current issues their lives present? World language classrooms provide a unique advantage to examine human and environmental issues from a new lens.

I have been teaching Japanese language and culture to American students, ranging from kindergarten to high school over 25 years. When I started teaching I quickly learned that engagement is the key for successful learning. Research in neuroscience over the past 20 years confirms what we know from experience in the classroom.(See “Emotions, Learning, and the Brain” by Mary Helen Immordino-Yang.) Over the years, engaging students has been my primary focus in classroom instruction. I must say that I became quickly adept at “dancing” to capture learners’ attention, while introducing mandated topics such as classroom, family, food, etc. While the vocabulary and language structures presented in such topics might be beneficial and even necessary to converse with Japanese speaking individuals, “what” we talk about is often mundane and requires “entertainment” from teachers in order to make the process of “learning about the language” more tolerable.

Ten years ago or so one student said to me, “I love your class because my Japanese gets better just being in your class. Thank you.” What she meant as a compliment felt more like a blast of cold water in my face. She had it easy because I was doing all the work for her! I was taking away opportunities from her to interact with the rich content that the world offers by engaging them in fun activities instead of meaningful activities, and demystifying content instead of allowing them to discover on their own. I was providing all the

answers instead of allowing multiple answers, and avoiding uncomfortable topics instead of facilitating conversations to reach deeper understanding.

How can I better provide a learning environment wherein learners are truly engaged in the topics crucial to them and our future? Can “real world content” be the drive of language learning? What roles do the language and culture play in this process of interacting with the new learning? Is it possible that learners acquire language skills as their eyes focus on the content? What content are essential to know for world citizens of the future?

We have no shortage of topics as the world is a complex place and it constantly challenges us with issues, and it is never static. Income inequality, human rights, environmental issues, immigration issues, poverty, politics, social pressure, to name a few. How can language classes bring in such topics traditionally opted-out from current conventional textbooks?

During this process, both students and teachers not only gain knowledge of the issues but also deeply connect to “others” while acquiring the language skills to obtain information and express their thoughts and feelings. In the technologically advanced world, it seemingly appears that we are better connected - yet also disconnected. What are the crucial skills our students must have to thrive in the future? Is it possible that through language study we help learners cultivate human skills to connect, evaluate, empathize, and strategize?

Join in exploring one teacher’s journey in bringing social justice issues to the center of the lesson and how it connected students’ hearts and minds in becoming agent of change.



SESSIONS

.....

DAY 1





Anne

Advantages of Advocacy: Useful Video Testimonials

Anne de Kretser

Director / Monash Japanese Language Education Centre / VIC

ABSTRACT

Target Audience

This presentation is suitable for teachers of secondary and primary school teachers wanting effective and efficient methods of advocating for Japanese language education within their school community.

Outcomes

Attendees will be given practical, easy ideas for promoting their Japanese language program and encouraging students to continue their Japanese language studies. These ideas will range from simple ideas in class to ideas that involve the whole school.

Focus

The presentation will look at the challenges of promoting Japanese language education, how to address them and introduce a new resource created by the Monash Japanese Language Education Centre, "I use Japanese ". This resource project has focused on showcasing people who are using or have used Japanese as part of their life. The short videos are suitable to show in a class or at school events.

Insights/Conclusion

Japanese language skills are a bonus, a tool, a bridge, a means for engaging in a job, career, activity, or life experience. Students need to understand that learning Japanese is not the end point but the beginning, the videos which will be available for free to teachers/schools will showcase people who have used Japanese in a job but also used the experience of learning Japanese to further a passion or interest. Attendees will be able to use this resource to encourage students to think about how learning Japanese may fit into other life interests or ambitions.

BIOGRAPHY

Anne de Kretser is the Director of the Monash Japanese Language Education Centre which provides professional development services, resource development, facilitates research and offers advice and support to teachers and pre-service teachers of Japanese in Victoria, South Australia and Tasmania. Anne has worked in curriculum development and sits on several Japanese language advisory committees. She is the co-author of the report, 'The Current State of Japanese Language Education in Australian Schools' published in 2010 and co-convenor of the bi-annual national Symposium for Japanese Language Education. Recently Anne has been involved in creating NAJLTA, the Network of Associations of Japanese language Teachers' Association, a body that links the Japanese language associations and networks nationally to strengthen networking and sharing opportunities.

Language: English

A



Kathleen

Using 手話 in the Japanese Classroom

Kathleen Duquemin

Japanese Teacher / Gardenvale Primary School / VIC

ABSTRACT

Target Audience

This presentation is relevant for teachers from primary or secondary who are interested in using 手話 (Japanese sign language) within their teaching.

Outcomes

Participants will be introduced to some 手話 that connects with the original texts created for this project, as well as insight into where to find resources to support using 手話 in the classroom.

Focus

The presentation will first briefly summarise research into the use of gestures in second language learning, and then outline the 手話 trial in a Government primary school. This will be followed by an outline of the JLTAV 'Shuwa Project', including its current state and future plans. Participants will then be introduced to two original stories that have been developed for this project (ねこちゃん and おばあさんはどこ?) that align with the Australian Curriculum and focus on the use of 手話 to support second language learning. The participants will be taught the 手話 connected to the ねこちゃん story in the way it was used within the classrooms, and will be introduced to a number of classroom games and activities that lend themselves well to both oral language and 手話 and were used in the classroom to support learning. A second original text – おばあさんはどこ? will be introduced and participants will have an opportunity to explore the 手話 connected to this text and the stories behind the signs, briefly connecting to the recent research into experiential learning and the importance of using gestures in language learning.

At the end of this presentation, there will be time for participants to share their own stories around the use of gestures and 手話 or ask questions about the trial of 手話 and the JLTAV Shuwa Project.

Insights/Conclusion

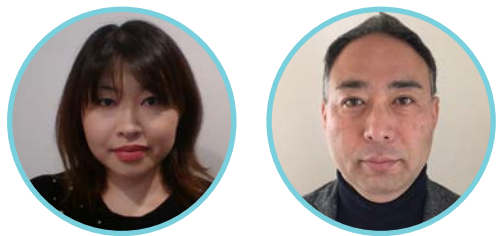
Participants will gain an insight into existing resources available for learning 手話, ways in which it can enhance and enrich second language learning in Japanese, and how to create language-rich activities where 手話 is both a focal point and a scaffold for language learning.

BIOGRAPHY

Kathleen Duquemin holds a Master's Degree in Applied Linguistics and Graduate Diplomas in Japanese Language and in Primary Education. She has been involved in curriculum development for second language education and as a writer and curator in the development of digital resources for Japanese language learning. She currently teaches Japanese from Foundation to Year 6 and incorporates texts, technology and 手話 within the classroom to both differentiate and enrich the language learning experience.

Language: Japanese

G



Masae

Shinji

A Telecollaboration Project among Australian and Japanese Primary Students

オーストラリアと日本の子どもたちをつなぐテレコラボレーションプロジェクト

Masae Uekusa Japanese Teacher / Upwey South Primary School / WA
Shinji Okumura Lecturer / Mukogawa Women's University / Hyogo, Japan

ABSTRACT

Target Audience

本発表は、小学校並びに中等学校の言語教師を対象とし、ソーシャルネットワーク（SNS）を活用した日本の児童・生徒の言語交流、異文化間交流を企画、実行するための、モデル事例を提供するものである。

本発表の背景として、Web2.0テクノロジーの拡充に着目した。Facebook、Twitterなどに代表されるSNSは、国や地域の境界を越えたオンライン上での人々のつながりを容易にしている。言語教育の現場においても、SNSを活用したオンラインコミュニケーション活動は、目標言語学習のオーセンティックな機会を提供するものとなる。また、その活動に文化理解的要素を取り込み、学習者同士が協働的学びを行うことによって、異文化理解向上の機会となる。このようなオンライン上での協働的学びは、「テレコラボレーション」(O'Dowd, 2011) と位置づけられている。本発表では、2017年11月から12月にかけて実施した、教育用SNSである、Edmodoを活用したオーストラリアと日本の小学生とのテレコラボレーションプロジェクトについて報告する。

Outcomes

Edmodo は、米国で開発された無料の教育用ソーシャルネットワークサイトである。グループコードを共有することによって、容易に様々な国や地域の学校の児童・生徒がオンライン学習コミュニティを形成し、交流できるようになる。本発表での事例は、言語教師が日本語教育において、日本とのテレコラボレーションを計画、実行する際の参考となるであろう。

Focus

本発表では、テレコラボレーションプロジェクトの実際とプロジェクトに対する双方の国の児童と教師の認識に焦点を当てている。テレコラボレーションにおける異文化間交流活動を通して、双方の国の多くの児童は、今回のプロジェクトを楽しみ経験と捉えていた。オーストラリア側では、外国にいる日本の子どもたちとインターネットを通して交流でき、外国人との新たなつながりを楽しいものと認識している児童が多くみられた。日本側では、外国人とのコミュニケーションや外国語の文化を知ることができたことを楽しいと感じていた。オーストラリアの教師は、進捗状況を確認しながら、指導や計画を随時調整できるといふ、言語教育におけるソーシャルネットワークの有用性を見出し、日本の教師は、外国語学習と異文化理解において児童の主体性を促す効果があったと評価した。

Insights/Conclusion

双方の教師の意欲的な取り組みによって、本プロジェクトは、児童の外国語学習への意欲向上および異文化理解向上のための有意義な機会となったと考える。しかしながら、教科統合（外国語と社会科）において、言語学習の難易度を考慮すること、児童による活発なコミュニケーションのためのタスクのあり方を考えること、事前準備段階において双方の国の教師が積極的に交流することが、教育用SNSを活用したテレコラボレーションにおいて留意する点であろう。

BIOGRAPHIES

Masae Uekusa obtained her master's degree in Applied Linguistics and postgraduate degree in Education at 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 2012 NSJLE conference.

Shinji Okumura obtained his doctoral degree in Applied Linguistics at Monash University. He is currently a lecturer of English in the Department of Education at Mukogawa Women's University, Hyogo, Japan. He is an editorial board member of International Linguistics Research and a reviewer for International Journal of English Language Education. He also served as a reviewer for Interactive Learning Environments and a senior reviewer for the Asian Conference on Technology in the Classroom 2017. His research interests are focused on technology-enhanced language learning, foreign language education in primary schools, and language-in-education policy. He has conducted telecollaboration projects using Edmodo to enhance foreign language learning with American and British universities.

Language: Japanese



Cynthia

Unleash the Orchestrators! Enable the Collaborators!

Cynthia Dodd

Student, Master of Arts (Research) International Studies / University of Technology Sydney / NSW

ABSTRACT

Target Audience

This paper is for teachers – in particular secondary teachers – who are interested in developing reflective, learner-centred intercultural pedagogy irrespective of sector or systemic dictates. It outlines research undertaken with eight Queensland Senior teachers in four schools across all sectors to understand whether and how they recognise, elicit and value the experiences and perspectives their students bring to their classes. Six of the participants teach Japanese, two French.

This research project aims to explore the role of intercultural inquiry and reflection, how teachers design and orchestrate their programs to enable their learners to develop capacity called intercultural capability - to apply their learning in social interaction and engagement and collaboration - rather than in simply recalling and reproducing elements of language as a code.

Outcomes

Those attending will hear of key trends emerging from intercultural language education research and consider how the presenter developed a conceptual framework based on those understandings meshed with personal professional experience and collaboration. In aiming to convey the centrality of context-fit, learner-centred teacher practice, and to explore how existing research informs practice in intercultural language education, the researcher will outline the study design and methodology. The choice and design of data gathering instruments – curriculum document scans; classroom observations; student and teacher questionnaires; videoed classes then recalled with teacher participants controlling the discussion as they reflected on their practice;

and researcher checklists based on elements of the intercultural approach – will be explained and justified.

Focus

The study questions definitions of intercultural competence, and seeks to analyse, through iterative reflection and inquiry, the situated professional practice of participating teachers. It aims to explore the extent to which the principles of intercultural language teaching and learning to which Australian teachers were introduced largely through the Intercultural Language Teaching and Learning in Practice (ILTLP) Project in 2007-2008 are being applied by the participating teachers. This seems particularly relevant in an era when there is such emphasis on ATAR scores. The central aim of this study is to ascertain: In the current context of approaches to language teaching, whether and how language teachers embed intercultural language teaching and learning principles in their language and practice. In exploring whether and how these teachers' practice includes a dynamic focus on the intercultural, the research poses these questions:

- What understandings, questions and definitions about intercultural language teaching and learning do senior language teachers articulate, and why?
- How do they enact intercultural language teaching and learning?
- To what extent, and how, are languages students given agency by teachers in relation to intercultural language use?

The ways in which the data gathering instruments apply to these research questions will be elaborated in this presentation.

Language: English



Insights/Conclusion

Those teaching Senior Languages will appreciate the tensions between the often-conflicting demands of test data-oriented education systems and the need to provide transformative, responsive, intercultural education which places the learner at the centre. The story which emerges from the data gathered during this study in addressing these research questions is due to be published in 2019.

BIOGRAPHY

Cynthia Dodd's history of intercultural engagement spans careers in primary industry, investment analysis, tourism and education. Her aspirational view of education hinges on a commitment to the centrality of the learner in inquiry learning; a strong grasp of big picture issues filtered through the pragmatism born of 25 years of classroom practice; and ongoing engagement with the design and facilitation of professional learning. In continuing to actively design and participate in quality, research-informed Languages education, Cynthia is interested in how research into intercultural capability-building through Languages learning influences leadership approaches, supports and enhances teacher practice, and contributes to the building of stronger networks in the growth of engaging, viable and valuable programs. Currently undertaking a Master of Arts (Research) in International Studies at UTS, Cynthia is a past executive member of the AFMLTA, continues on the MLTAQ executive, and is well-known as a facilitator of the AFMLTA Workshop Series Ready? Set?



Amanda



Nathan

Ready? Set? Assess the Australian Curriculum: Japanese!

Language: English



Amanda Pentti President / Australian Federation of Modern Language Teachers Associations / QLD
Nathan Harvey Vice President / Australian Federation of Modern Language Teachers Associations / WA

ABSTRACT

Target Audience

This session is for primary and secondary teachers intending to use/are using the Australian Curriculum: Japanese achievement standards to assess students. The presentation will draw on recent experiences of the AFMLTA in implementing a suite of professional learning materials across Australia and for teachers of all languages, primary and secondary. Japanese exemplars from the Ready? Set? Assess! series will be used to explore principles and practices that contribute to the development of quality assessment opportunities for students. Teachers of all levels will have the opportunity to collaborate and work through completed work from students and discuss how it meets aspects of the Achievement Standards.

Outcomes

Attendees will understand principles and practices of Japanese language assessment. The relationship between planning, teaching and assessment, as evidenced in the literature, can then be explored in practice. Attendees will apply their understanding of the principles and practices of assessment to explore sample assessment tasks, to increase knowledge about the elements of quality Japanese language assessment.

Focus

The focus of this session is on engaging with quality assessment practices and analysing a range of assessment tasks and student work samples, collected from across the nation. It aims to build teachers confidence to facilitate student learning needs and build confidence about assessing Japanese language learning.

Teachers will deepen their understandings of the process of assessing students and how to be more efficient in creating meaningful and relevant assessment opportunities.

Insights/Conclusion

Understanding principles and practices of quality assessment can assist when exploring assessment exemplars and developing assessment for students based on the Australian Curriculum: Japanese achievement standards. Participants will build on their understandings of the process of assessing Japanese language learning and developing comprehensive and engaging assessment opportunities for students. The relationship between assessment and planning will be emphasised.

BIOGRAPHIES

Amanda Pentti currently serves as President-Elect for the Australian Federation of Modern Language Teachers Associations (AFMLTA), and has been a member of the Executive Committee since 2013. Amanda also serves as the Secretary of the Modern Language Teachers' Association of Queensland (MLTAQ) and has held roles on the Executive Committee since 2000. Amanda is a Principal Project Officer on the Global Schools through Languages team within Curriculum, Teaching and Learning, State Schools – Performance, Department of Education, Queensland. She has taught across Years P-10 in Queensland and has held various

roles in curriculum development and as curriculum consultant to support implementation of new curriculum in Queensland. Amanda has experience as a teacher of pre-service educators in the areas of languages and middle schooling.

Nathan Harvey is a member of the AFMLTA Executive, currently in the role of Promotions Officer. He is Head of Languages at Willetton Senior High School, Western Australia's largest secondary school. Nathan is also the Manager of the Teacher Development School for Languages, which provides tailored professional learning to best meet the needs and context of teachers of all languages K-12. He and his team provide practical support for whole school planning, teaching, learning and assessment in languages. Through these initiatives, Nathan acknowledges that teachers learn best from other teachers and is passionate about sharing expertise and classroom innovation across schools, networks and professional learning communities throughout WA and nationally.



Amy

Innovative Engagement Methods

Language: English



Amy King
 Japanese Teacher / Newton Moore Senior High School / WA

ABSTRACT

Target Audience

This presentation is suitable for all Languages teachers, Curriculum Leaders and administrators who aim to engage students in Languages learning, value add to classroom learning and foster connections to their local community.

Outcomes

After observing methods that aim to engage students in Languages learning without leaving the country, attendees will be able to develop their own practices suited to their location, school community and student interests. Attendees will be able to create their own Languages camp and other excursions that expand on their already engaging classroom practices. They will see how the camp is planned, operated and received by students.

Focus

Commencing a Japanese language program in a low socio-economic region of a country town in Western Australia has its challenges. Engaging students in language learning in school determined compulsory year levels is difficult at best, without then considering how to entice them to continue studying in non-compulsory grade levels. Since the program's inception in 2014, students have the option of attending a bi-annual study tour to Japan, a strong incentive to continue studying but for many unattainable due to its significant cost. Other methods were needed to not only demonstrate life in Japan, but to also engage students, attribute value to their learning and encourage them to continue their Languages study. For each high school year group, activities have been specifically devised to engage and entice students. Some are quite simplistic in nature but

have made a notable difference in student's subject selection. In Year 7, students participate in Japanese cooking sessions with parents invited to assist, and then are encouraged to cook similarly at home. In Year 8, students participate in the local Japanese Film Festival and then purchase an obento lunch to eat at a nearby park. In Year 9 and 10, students are invited to attend a three-day camp to Perth participating in activities designed to emulate the life of a Japanese student (person). The camp begins with students travelling by intercity rail before transferring to the local light rail or bus service to travel to apartment style accommodation. Students continue to use this form of transportation as they visit other venues throughout the city. Students eat at traditional Japanese restaurants, participate in a Japanese language and cultural workshop, go shopping at night at Japanese influenced businesses and visit Japanese inspired gardens. The camp also introduces strategies required for those students fortunate enough to attend the study tour to Japan, the targeted activity for senior school students.

Insights/Conclusion

These activities enable students to see that Japanese culture and language is not limited to the classroom or Japan but is well established within Australia and in everyday practises. By understanding that their language study does not mean its use only in Japan, student's give value to their learning and can perceive potential employment opportunities for the future. For the younger students, they are able to begin to grasp that

other countries' cultural traditions have become a part of Australia's way of life. Attendees will see that sometimes the 'simple' methods can have the biggest impact.

BIOGRAPHY

Amy King is the co-ordinator of Japanese language learning and the Lead Languages School program at Newton Moore Senior High School (NMSHS) in Bunbury, Western Australia. She graduated from Murdoch University with a bachelor's degree in Education (Primary School) and Asian Studies. As part of her teaching role, she is responsible for curriculum development, assessment, reporting and extracurricular activities. She has created connections to Japan through establishment of a sister-school partnership and organised hosting opportunities, camps and events that encourage student participation in community events. She has established links to the importance of language and culture in the wider community and in career choices. Her initiatives have helped to fill the gap in the link between education and cultural identity, as well as help to develop collaborative relationships between NMSHS staff, teachers from other schools, industry members and tertiary institutions.



Ryo

Manga-Style Japanese Resource

Ryo Tsukui

Japanese Teacher / Melbourne Grammar Senior School / VIC

ABSTRACT

Target Audience

One of the greatest challenges Japanese teachers tend to face in the middle school Japanese classroom is varied skill levels amongst students in the same class. Typically in a year 7 classroom there are students who have a background in Japanese, often having studied it for one or two years. However, there are also students commencing their language studies for the first time. This means that at the upper end of the spectrum, there are a number of students who need academically more challenging tasks and encouragement to further develop their skills, and on the other end there are students who need more time to process and consolidate the most fundamental part of the language such as hiragana and katakana. It is important for teachers to continue accelerating experienced Japanese learners' skill set; though it is also equally important to encourage, motivate and nurture beginner students' interest and skills in the subject, preferably without overwhelming them with too much information as it tends to eventuate in disengagement in class. With this manga resource, students can learn a variety of authentic, relevant Japanese expressions without compromising their academic standard. The main purpose of this unique material is to make students engaged with their Japanese studies. It features manga characters in a Japanese school setting to create a powerful combination between visual arts and Japanese learning and caters for a variety of student needs. This resource is fundamentally designed for teachers of entry level Japanese, who need highly engaging tasks after teaching suuji, hiragana and katakana to their students.

It was originally designed for Year 6-8 students; though it is also feasible to use it for students at different year levels, depending on their skill levels. The material comprises of the following:

- Comprehensive, authentic and engaging visual aide that stimulate students' learning
- Relevant manga characters and storylines for 21st century Japanese learners
- It caters for a variety of student needs, covering from basic to advanced skill level

Outcomes

At the end of this presentation, participants will receive:

- an overview of this material
- insight on how to use this material in the classroom
- a small sample of material to take home

Focus

This material is designed to instill a natural curiosity, love of language and nurture young Japanese learners' strong interest in Japanese. The engaging nature of this material could satisfy both beginners' and advanced learners' needs in the same classroom while covering the same topics. Throughout this presentation participants will be sharing how this material is used in the classroom. The presenter will be using one of the units and will showcase how this material could engage, build confidence and extend students' skill level in their Japanese studies.

Language: English



Insights/Conclusion

Using manga and other visual arts resources can be an engaging and effective way to enhance students language learning. Through using this resource in a middle school class it was found that students were more actively engaged and able to consolidate their skill foundation.

BIOGRAPHY

Ryo Tsukui was born in Japan and moved to Australia to complete a Masters degree in Teaching. Ryo is an experienced Japanese teacher and has taught primary to Year 12 Japanese in both Brisbane and Melbourne. Ryo has a passion for teaching and visual arts and often incorporates his creative skills in his Japanese lessons and developing resources. He has presented at JLTAV and AIM conferences on creatively utilising ICT and manga in the classroom. Ryo is also a contributor with AIM Australia and worked as a manga illustrator for their Japanese resource, Ookami Shounen. He is currently teaching Japanese at Melbourne Grammar School.



Ayako

Introducing a Hands-On Material Pack Called “The Japan Pack” for Teachers of the Japanese Language

日本語教師のためのハンズオン教材「日本パック」
—より深い動機づけのための「発見」体験を創出する言語教材をめざして—

Language: Japanese



Ayako Wada

Associate Professor / Konan Women's University / Hyogo, Japan

ABSTRACT

Target Audience

この実践が対象とするのは、中等教育レベルの日本語教育の現場である。中等教育レベルの教師 (secondary teachers) にとっては、持続的な学習への動機づけが大きな課題となる。ハンズオン教材“日本パック”は、モノをとおして日本文化・社会と自分の文化・社会を発見し、そこに学習言語である日本語を介在させることにより、言葉を学ぶ意義・意味を実感させることを企図している。

Outcomes

日本パック”を使用したワークショップの例 (韓国の高校2・3年生、オーストラリアのYr.8) を紹介する。ワークショップでは、身近な素材を使い、日本語による「発見」の瞬間 (aha moment) を学習者に体験させることをめざした。日本語による発見、そして 自らを発見する (self-discovery) 瞬間をどのように作ることができるか、その方法を紹介する。

Focus

この実践は日本語学習への統合的動機づけ (motivator) として身近な「モノ」を教材として使用する方法に焦点を当てている。ハンズオン教材は元来「モノ」に触れることで文化・社会への興味・理解を促進するものだが、言語学習のためのハンズオン教材“日本パック”は、そこに日本語を介在させることにより、日本語で理解し、より深く気づき、発見することの楽しさを教室活動にもたらしことをめざしている。そして学習者が強制的・道具的動機づけではなく統合的動機づけによって日本語学習に取り組み、さらには学習を継続するようになることをめざしている。日本への興味・関心を惹起するためにマンガ・アニメなどのポップカルチャーや着物・祭りなどの伝統文化が取り上げられがちだ。その魅力や学習動機への効力を否定するものではないが、「ことば」はもっと身近で日常的で、「生活」したり「思考」したりするために使う道具であるはずだ。学習者が日本語で日本文化・社会について発見し、そこからまた自分の所属する文化・社会について再考する体験を積み重ねることが重要である。その体験の積み重ねが「ことば」を学ぶ意味・意義の実感につながっていく。それを可能にする教室活動の条件は「気づきの瞬間を創出すること」「そこに日本語が介在すること」そして「学習言語である日本語を使って自ら発見すること」である。このハンズオン教材とそれを活用した

タスク (モノとその背後にある文化・社会を理解するために日本語を読み解く活動) によって、学習者は、文化的・社会的な気づき (aha moment) を教室の中で体験をすることができる。

Insights/Conclusion

身近な「モノ」を素材として日本語による発見体験 (aha moment) 教材・活動を作ることができる。また、日本文化・社会への気づきは自文化への気づきにもつながる。そして言語学習の教室の中にその瞬間 (aha moment) を創出することが持続的学習への動機づけのカギである。

BIOGRAPHY

Ayako Wada started her career as a Japanese language teacher and has taught students from diverse backgrounds and levels in South Korea and Japan. Currently, she is in charge of both Japanese teacher training courses and Japanese learning courses for foreign students at Konan-women's university in Japan. Her long-standing research interests are motivation in foreign language learning, language teaching methodology, developing classroom activities, and understanding / developing multi-cultural society (diversity in culture) through language teaching / learning. Her recent work focuses on hands-on learning experience through hands-on materials for Japanese language learners abroad. This hands-on material has been used in South Korea, Australia and Indonesia.



Yuji

Takuya

Language Course for Parents at a High School: Potential and Challenges

Yuji Okawa Japanese Teacher / Redlands / NSW

Takuya Kojima PhD Candidate / University of New South Wales / NSW

ABSTRACT

Target Audience

This presentation targets secondary school Japanese language teachers who are interested in enriching their Japanese language programme by involving parents in students' learning. Whereas many secondary school teachers may agree that parental involvement in students' language learning is important, it appears that actual case studies which demonstrate how to put the concept into practice are still scarce. This presentation showcases a beginners Japanese language course for parents whose children study Japanese at a high school in Sydney (School A). The presentation discusses the significance and benefits of parents' involvement in students' learning. By reflecting upon the various teaching practices in this course, the presenters show a range of learning activities that secondary school teachers can also use in their everyday teaching routines to involve parents on a more daily basis.

Outcomes

There are three outcomes. First, attendees will understand the educational benefits that can be brought in by involving parents. These benefits will be presented by discussing the results of surveys answered by the participating parents, their children's messages to their parents, and participation observation by the two teachers (the presenters) who taught the course. Second, the attendees will be furnished with practical methods to involve parents effectively in a sustainable manner. Third, some ideas and actual activities which aim to involve parents on a regular basis in teachers' daily teaching routines will be suggested. The audience will be also invited to share their ideas and practices that can be used for potential parental involvement with other attendees.

Focus

The focus of this presentation is to explore possible ways for secondary school teachers to involve parents in their children's learning by designing and running an intensive language course for parents or incorporating activities (e.g., homework) in their daily teaching routines

to engage parents. The presenters discuss the importance and benefits of parental involvement in students' language learning by drawing upon the beginners Japanese language course for parents at School A. This eight-week evening course for parents was originally designed to increase parent-child interactions through Japanese language learning. The presenters will introduce a range of activities and strategies that were employed in this course to engage parents in their children's Japanese language learning. They include:

- incorporating the same learning content, activities and materials used in their children's ordinary Japanese language classrooms;
- providing home learning activities that encourage parents to interact with their children by using Japanese or to seek help and assistance from their children;
- setting an end-of-course project that encourages parent-child collaboration; and
- using video clips in which children demonstrate model sentences for their parents.

The presenters will emphasise the significance and feasibility of parental involvement by suggesting how teachers can incorporate these strategies into their ordinary teaching routines. The presentation will also show some positive shifts in parent-child relationships from "supervisor-supervisee" to "learning partners". This new relationship between parents and children can be considered to create a more supportive and sustainable learning environment for students. This presentation also lists possible challenges that teachers might face and provide some practical "tips" to involve parents in students' language learning effectively and successfully.

Insights/Conclusion

Parents' involvement in students' language learning has great potential. It not only invites parents to learn Japanese, but also, it acts as an additional educational tool designed to support the process of students'

Language: English



language learning by using Japanese with parents, discussing the meaning of language learning together, and fostering more positive and creative relationships which are strengthened through collaborative learning. By successfully engaging parents, teachers will be able to enrich their teaching practice and provide more meaningful learning experiences to students.

BIOGRAPHIES

Yuji Okawa is an experienced secondary school Japanese language teacher, and has been teaching in Sydney since 2008. He endeavours to put educational theories into practice and reports his practice to a variety of academic communities by utilising his rich academic and practitioner knowledge. Yuji completed a Master of Arts in Japanese Studies at UNSW Sydney in 2017. Prior to this, he completed a Master of Social Anthropology (SOAS, University of London); Master of Applied Linguistics (UNSW Sydney); Diploma of Education (University Technology, Sydney); and Bachelor of Economics (Doshisha University, Kyoto).

Takuya Kojima is a PhD candidate at UNSW Sydney and teaches Japanese for an introductory Japanese course at the university. He also actively organises and engages in academic activities for postgraduate students at local, national, and international level. Prior to this, he completed a Graduate Diploma Research in Applied Linguistics (UNSW Sydney, Sydney) and Bachelor of Arts in Applied Linguistics and English Literature (Doshisha University, Kyoto). He currently works on theorising language classrooms as Communities of Practice for his PhD thesis. His research interests include social learning theories, identity and language learning, and language learning in Communities of Practice.



Nagisa

Chihiro

What Do Your Students Learn When They Enter a University Japanese Program?

Nagisa Fukui Senior Lecturer / University of New South Wales / NSW

Chihiro K. Thomson Professor of Japanese / University of New South Wales / NSW

ABSTRACT

Target Audience

This is for school teachers who would like to find what awaits their students after they leave secondary schools and enter a university Japanese program. It is also for those who would like to find out about the university Japanese program, and how the concepts of Communities of Practice, and Boundary Crossing can be applied into a language program.

Outcomes

This session showcases the learning experiences of the students of the Japanese Capstone course at UNSW, the final course for those who major in Japanese studies. Attendees will view a video clip of the Capstone Student Conference, learn how the course is managed, and what the students achieve at the end of their university career. This will inform school teachers in advising their students when choosing university programs. The attendees will also gain tips in delivering learning experiences, which cross boundaries of courses, institutions, and proficiency levels, based on the concepts of Communities of Practice (CoP), and Boundary Crossing (Wenger 1998, Ishiyama 2018).

Focus

The session will look at the UNSW Japanese program which is operated based on the concept of CoP. CoP is a type of community where its members regularly and interactively engage in participatory practices to achieve shared goals. In the UNSW Japanese CoP, students use the Japanese language in networked communities, within and beyond the classroom and the course. This approach breaks down the walls between teachers and

students across courses, and sometimes between the university and the Japanese community in Sydney. To demonstrate the above, the session will highlight the Capstone course and its Student Conference. The Capstone course offers the students an opportunity to conduct a small group research on various aspects of Japan, present their findings in Japanese to members of the UNSW Japanese program CoP, and to the members of the Sydney Japanese community. The Student Conference is managed by the students of the Capstone course with support of the students of other courses. Their roles include contacting Japanese media, advertising the event, creating the conference program and running the event on the day. The group research projects are mutually supported by the students of the Capstone course who regularly comment on each other in the process of preparation. This course encompasses a social practice that enhances the students' engagement with the Japanese language and boost their motivation. The students apply Japanese in a real-life context, practice in peer collaboration, enhance their Japanese communication skills, cross boundaries of courses to support and to be supported, and subsequently find and become role models. Our students develop a sense of belonging to their course community, and to the overall Japanese program community.

Insights/Conclusion

The Capstone experiences enhance graduate capabilities.

Language: English



We will feature destinations of some of our Capstone graduates who are currently working locally at a high school, and at the Board of Education, and in Japan at a university, and at an international firm.

BIOGRAPHIES

Nagisa Fukui is Senior Lecture of Japanese studies at UNSW, Sydney. She has developed and taught a wide range of Japanese courses at UNSW, including the largest language course at UNSW. She also supervises Japanese language teaching practicum students who are interested in teaching at tertiary institutions. Her research interests are Japanese language education and Japanese discourse analysis by using the systemic functional approach (SFL). She has published book chapters and articles on Japanese language learning and SFL.

Chihiro Kinoshita Thomson is Professor of Japanese studies at UNSW, Sydney. She engages in both undergraduate language teaching and postgraduate research supervision. She researches into Japanese language education, applied and educational linguistics, on inclusiveness and the roles of language learning in learner development. Her teaching reflects her research interest as she brings together learners and others from different communities to engage with each other. She is a recipient of numerous honours, e.g. Japanese Foreign Minister's Commendation, Australian Government's Citation, and UNSW Vice Chancellor's Awards. She was the Chief Editor of the 1st and 2ndNSJLE Proceedings.



Kyleigh

How Can the Inquiry Learning Assets Increase Creative Thinking for Language Learners?

Language: English



Kyleigh Howell

Japanese Teacher / Bonython Primary School / ACT

ABSTRACT

Target Audience

This action research presentation is for primary or lower high school teachers seeking ideas for the implementation of an inquiry approach into the language classroom. Teachers seeking ideas around mindset in the language classroom, may also find this presentation helpful.

Outcomes

Attendees will gain an understanding of the inquiry approach, the potential benefits of using this approach and examples of how inquiry can be used without disregarding existing best practices.

Focus

The Japanese curriculum document and many traditional pedagogies focus on teaching formulaic language structures, in anticipation of what students might need to know. Does this approach create flexible language users who are able to adapt their thinking in new situations? Often students perceive themselves either as good or poor at learning a language. Sometimes they will judge a language as either difficult or easy to learn and lament that they cannot choose a different language instead. Using formulaic language can create an impression that there is only one right or wrong way of using the target language. These ideas can formulate as particular mindsets in students which lead to the conservative use of the target language and disengaged students. This personal inquiry investigates how focusing on inquiry learning assets, rather than content, can develop a student's ability to be flexible when using a second language. In an inquiry approach the learning assets, researcher, self-manager, thinker,

collaborator and communicator are a key component of the students' learning. These learning assets encourage visible thinking which makes students more aware of the process by which they learn. These thinking processes are not particular to individual subject areas or topics but skills that help to develop the mindset of students. When students share their thinking with each other in this way, the secrets of thinking are laid bare for all students to access, providing opportunities for all students to see themselves as language learners. This presentation will explore how this type of approach can be implemented into an upper primary setting, including examples of how existing practice can compliment a shift on focus to thinking skills. It will discuss the challenges that are faced during and post implementation, such as, limited time, achieving the expected outcomes of the curriculum. Student case studies will be shared that demonstrate the importance of mindset on learning outcomes and how focusing on thinking skills can modify a student's mindset.

Insights/Conclusion

By placing the emphasis on thinking skills it is expected that more students will hold a growth mindset towards learning a language. This mindset will increase the students' capability to acquire and use language in unknown situations and increase their confidence to use language creatively.

BIOGRAPHY

Kyleigh Howell has been a Japanese teacher at Bonython Primary School in the ACT for the past ten years. She completed a Bachelor of Asian Studies (Japanese/Japanese linguistics) and Science at Australian National University before undertaking a Bachelor of Primary Education at the University of Canberra. Kyleigh developed the Japanese program at her primary school and is actively involved in the ACT Japanese Teachers' Network. Her school has recently adopted the inquiry approach across the school.



Kaoru

Collaborative Language Teaching in Japanese Language Education at Primary and Secondary Schools in Australia

Language: Japanese/English



Kaoru Kadowaki

Professor / Setsunan University / Osaka, Japan

ABSTRACT

Target Audience

This presentation is not only for primary and secondary school teachers but also intended for educators interested in areas such as collaborative language teaching, teacher training, CLIL (Content and Language Integrated Learning) approach in bilingual / immersion programs, Japanese language education outside Japan, although this research was conducted at primary and secondary schools.

Outcomes

This study aims to suggest a potential framework in collaborative language teaching and to discuss collaborative language teaching at the primary and secondary school levels outside Japan by examining how non-native Japanese speaker teachers (NNJSTs) and native Japanese speaker teachers (NJSTs) / native Japanese speaker (NJS) assistants work together, what roles both educators play, and how they collaborate to teach their lessons at school.

Focus

While many educators teaching Japanese language at primary and secondary schools outside Japan are NNJSTs, very often participate in native Japanese speakers teaching as assistants to teach Japanese together in class, which is regarded as team teaching (TT). Recently TT as one type of 'collaborative language teaching' is becoming a popular way of teaching at secondary schools outside Japan. However, researches on collaborative language teaching between NNJSTs and NJSTs conducted by the author in South Korea, Indonesia, and Thailand, where the numbers of learners of Japanese language are significantly

large, indicated that team teaching by a NNJST and a NJST does not always work effectively. Many problems exist in such arrangement. The main reason for this is very limited and insufficient research works so far done on collaborative language teaching in the field of Japanese language education. On the other hand, in Australia, TT has been conducted over three decades. In addition, another new type of collaborative language teaching is present between NNJSTs and NJSTs. We find some schools which offer a bilingual or an immersion Japanese language program in Australia. At such schools, NJSTs who have an Australian teachers' license teach Japanese as fully qualified teachers, and work with NNJSTs collaboratively at schools to manage such programs. At these schools, some subjects such as mathematics are taught in Japanese language by using CLIL approach. Collaborative language teaching is very often adopted by teachers to teach Japanese language literacy and subjects based on the Australian curriculum.

Insights/Conclusion

It is based on researches conducted by the author at schools where both NNJSTs and NJSTs / NJS assistants work together in Australia during 2015 to 2018. One group of these schools consists of schools where TT is conducted by a NNJST and a NJS assistant, and the other group is made up of schools that have bilingual / immersion programs. The author visited these schools to observe Japanese language classes and conducted semi-structured interviews to NNJSTs and NJSTs

/ NJS assistants individually in Japanese or English. Audio-recorded interview data collected from NNJSTs and NJSTs / NJS assistants were transcribed. The analysis of the transcribed data and her field notes of class observations has revealed how teachers collaborate effectively, the key points for success in their collaboration, the difficulties they face, and examples of how they practice collaborative teaching. These outcomes can be applied to not only Japanese language teachers in Australia but also Japanese language teachers at schools in other countries where Japanese is taught as a foreign language. This study will help further research of collaborative language teaching and teachers' training in Japanese language education in and outside Japan in general.

BIOGRAPHY

Kaoru Kadowaki is Professor in the Faculty of Foreign Studies at Setsunan University in Japan, was Visiting Professor of The University of Queensland from 2017 to 2018. At Setsunan University, Kaoru teaches how to teach Japanese to Japanese students who want to become Japanese language teachers, and Japanese language and culture to international students. Her research interests are acquisition of Japanese language as a second language and teacher training. She has conducted research on Japanese language education at primary and secondary schools outside Japan such as South Korea, Thailand, Indonesia and Australia, receiving Grant-in-Aid for Scientific Research (2012-2014, 2015-2018) from Japan Society for the Promotion of Science.



John



Taku

Japanese Bilingual Language Education: An Amazing Journey

John Webster Principal / Wellers Hill State School / QLD

Taku Hashimoto Deputy Principal / Wellers Hill State School / QLD

PANEL ABSTRACT

Target Audience

This is for schools looking to introduce Japanese Bilingual Language Education.

Outcomes

Attendees will gain a deep understanding of the benefits and challenges of introducing a bilingual programme.

Focus

The focus will be on Bilingual language implementation and practical methods to introduce a successful programme.

Insights/Conclusion

There are two powerful messages about introducing such a programme: communication and consultation.

INDIVIDUAL ABSTRACTS

John Webster

Since the inception of the Japanese Bilingual Programme in 2014, the programme has grown from an initial intake of seventy-six year one students to a total enrolment in the programme from Year 1 to Year 5 of nearly five hundred students. WHSS has a total enrolment of nearly nine-hundred students, with approximately 56% of students participating in the programme. Since 2014, not only has Wellers Hill State School changed, the introduction of the Japanese Bilingual programme has changed the way Australian families interact at home and in the community, enriched the suburb and surrounding areas, and provided a focal point for Japanese families living in Brisbane. The presentation will be broken into two distinct segments. Principal John Webster will introduce the programme, discuss the rewards and challenges of introducing such a ground breaking programme and present local and standardised data that demonstrates the benefits of bilingual education. John's presentation will be conducted in English.

Deputy Principal Taku Hashimoto will outline the process the school has used to develop curriculum, supervise staff, monitor student progress and ensure both the academic and cultural aspects of the Japanese programme blend. A major component of the programme is enhancing Japanese language development through cultural celebration. Linking culture to academic learning will also be a component of Taku Hashimoto's discussion. Taku Hashimoto will conduct his presentation in Japanese. There have been many celebrations along the way, coupled with many challenges. For all involved though, it has been An Amazing Journey.

Taku Hashimoto

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

BIOGRAPHIES

John Webster is currently the Principal of Wellers Hill State School. Before accepting the position of Principal at Wellers Hill State School in 2000, John was a teacher and then Principal in a range of schools across Queensland. These schools included small rural schools, a P - 12 school, and a school located at an isolated Aboriginal Community.

Language: Japanese



LuLu

Conquering Keigo: The Use, Importance and Place in the Australian Curriculum

LuLu Vitali

Head of Languages / Lowther Hall Anglican Grammar / VIC

Language: English



ABSTRACT

Target Audience

Can one learn or teach Japanese without giving adequate attention to keigo (honorifics)? It is not uncommon for keigo (honorifics) to be put in the 'too hard basket' as something too difficult to teach - not only because of honorific forms, but the cultural understandings needed to 'understand' keigo. This presentation will argue that teaching the underpinnings of keigo should not be avoided or glossed over.

Outcomes

Attendees will walk away with strategies for how to 'plant the seeds' in the minds of their learners. In line with the Australian Curriculum, keigo is a perfect area for study in terms of raising intercultural understanding and socio-pragmatic awareness. For example, the ways in which 'ideologies' of Japanese speakers are constructed and the variable ways in which speakers engage with keigo through online forums, surveys, books, manga and publications will be discussed. How it is used in schools, companies and society in general is often a fascinating topic for students. Japanese educators will be encouraged to view the Japanese classroom (whether it be secondary or tertiary) as a place for cultivating an awareness of the thinking behind keigo and to become up to date about changes in usage and ideologies. Finally, practical ideas and materials will be shared to show how best to promote the awareness of both linguistic and cultural understandings of keigo in high school and tertiary settings.

Focus

It will look particularly at the 'cultural understandings' of keigo and how it is often a contested area in contemporary Japan. Whilst traditionally the use of keigo has been linked with conveying respect and deference, this is no longer necessarily the case for all speakers all of the time. What came automatically for native speakers has now become more cognitively difficult: not just the acquisition of forms but also concepts such as 'respect', 'deference' and 'hierarchical relationships', requiring more engagement and contestation. In addition, for many speakers, keigo has become synonymous with social distance - a way of creating, maintaining or imposing distance from others. Speakers are often uncertain of when and how to use keigo appropriately. The nexus of this confusion lies in the changing fabric of Japanese society and relationships. As such, keigo provides a valuable lens through which to view various facets of Japanese language and culture.

Insights/Conclusion

Keigo is something to be conquered, not shied away from. Fostering cultural understandings, not just linguistic understandings, is important.

BIOGRAPHY

LuLu Vitali has been teaching Japanese for the past fifteen years. Prior to this, she was a recipient of a Monbusho scholarship and was studying for a number of years in Japan. Currently she is the Head of Languages at Lowther Hall Anglican Grammar School. She has been involved in external assessment for students studying Japanese at secondary level and completed her Doctorate in Japanese honorifics at the University of Melbourne in 2015. She is particularly interested in language acquisition, bilingual education and language retention.



Nicholas



Mandy



Teresa



Steven

Setting Up a New Japanese Department

Language: English



Nicholas Creed Japanese Curriculum Leader / Mernda Central P-12 College / VIC

Mandy O'Mara College Principal / Mernda Central P-12 College / VIC

Teresa Marnik Middle School Principal / Mernda Central P-12 College / VIC

Steven Miyazawa Japanese Teacher / Mernda Central P-12 College / VIC

ABSTRACT

Target Audience

This presentation is for Japanese language teachers and school leaders seeking motivation and inspiration for starting up language programs, or expanding and reshaping existing ones. It will also be of benefit to organisations looking at specific motivations for why schools choose a language, and support factors that lead to successful outcomes within educational settings.

Outcomes

Attendees will walk away with strategies to engage whole school communities, including staff, students and parents, in developing a rich and vibrant program to support student learning and engagement. These strategies will be presented along with examples of successful activities and initiatives, in addition to processes followed to attain success. Furthermore, attendees will also leave with knowledge about how a School-Wide Positive Behaviour (SWPB) program works hand-in-hand with a language program.

Focus

This presentation will cover the steps taken to build the language department from the ground up in a new educational setting, including reflections and observations from the College Principal, Assistant Principal and the Japanese teachers. At the end of 2017 Mernda Central P-12 College took a giant leap into the world of Japanese Language Education. After spending one year establishing, the College Principal employed two Japanese teachers and made language study compulsory for students in Year 7 and Year 8 from 2018 onward.

The presentation will look at the early phases of planning, resource selection and staffing, through to collaboration with staff across the College. The blocking of language classes together to allow team teaching in flexible learning spaces will be unpacked, and with it the manner in which differentiation has been occurring. From a whole-school perspective, the presentation will also look at how early successes in Year 7 and 8 led to interest in Foundation to Grade 6 classes in studying Japanese language and culture. This in turn led to the commencement of a Primary Japanese program six months ahead of what was scheduled.

From there, the presentation will address other programs used to engage students and the wider community. The presentation will evaluate the College's participation in Department of Education programs, such as the Teaching Japanese to students of Foreign Language (TJFL) initiative, in that this gave the students authentic opportunities to use their language. In addition to this, the presentation will share experiences in establishing Japanese cultural clubs, including a Japanese cooking club and Japanese studies club. Both of which have had very high levels of participation. As the College has a School Wide Positive Behaviour program, the presentation will share the rationale and processes behind this, and the strong links this has with the languages program. Finally, the presentation will reflect on experiences hosting a school from Japan for a day, and comment on the extent to which

the language has embedded into the College. It will also cover future objectives and directions.

Insights/Conclusion

It is possible to accomplish and build amazing things in a short amount of time, provided people work together and have the same objectives. Through a series of small steps, by clear communication and with a shared vision, the way a college community views language education can be shifted greatly. By sharing challenges and successes, this session will inspire and motivate educators to consider establishing and expanding new programs in the future.

BIOGRAPHIES

Nicholas Creed is the Curriculum Leader for Japanese at Mernda Central College. He moved to the College in 2018 to establish and then build the Japanese program. Prior to this, he taught Japanese and History for 12 Years at Mount Waverley Secondary College. Nicholas also held positions of Year 7, Year 8 and Year 11 Level Coordinator, and finally VCE Sub-School Leader during that time. He has been involved in the facilitation of many exchange programs, sister school visits, language festivals and a study tour to Japan. Nicholas has taught Japanese from Year 7 through to VCE, and has delivered a CLIL unit teaching the Renaissance through the language of Japanese, having completed a Professional Certificate in Education (CLIL) at the University of Melbourne. In 2012, Nicholas

was also heavily involved in an ILPIC project with the Monash-Waverley cluster, developing innovative teaching strategies for Japanese across a number of schools. He has extensive experience teaching Year 7-10 Japanese in open, flexible learning environments, and a passion for sharing knowledge of Japanese language and culture.

Mandy O'Mara has have worked in State Education for more than 30 years. She has taught and lead in a variety of settings including Primary, Prep – 12 Colleges and schools operated under the Public Private Partnership arrangements. She is passionate in her belief that all students deserve an education that will challenge, inspire, and prepare them for a successful future.

Mandy recognises that the learning needs of our 21st Century Learners are different to previous generations of learners and that pedagogy in the 21st century has to put the emphasis on the 4Cs – collaboration, critical thinking, creativity and communication. Mandy works hard to create educational settings with personalised learning at the heart. She has been passionate about providing an education to every child, which is tailored to their unique learning styles, motivations and needs so that they develop the skills necessary to succeed post secondary school. Mandy is committed to supporting teachers to develop skills and competencies to deliver curriculum that engages and motivates every student, every day. Mandy is currently the inaugural principal of Mernda Central P-12 College.

Teresa Marnik is the Middle School Principal at Mernda Central 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. She has 20 years of experience in education and with her expert pedagogical knowledge and extensive knowledge in leading curriculum at a whole school level, Teresa is dedicated to developing an authentic and engaging learning experience for all students. Teresa values the importance of students learning another language and understands the benefits specific to the learning of the Japanese language. She also values innovation and creativity within and beyond the curriculum, and empowers staff to develop their leadership skills and generate a variety of opportunities for students to enrich their studies. Together with College Principal Mandy O'Mara, Teresa has been vital in supporting Nicholas and Steven as they build a vibrant language department at Mernda Central College.

Steven Miyazawa graduated from his Postgraduate Teaching Degree at the University of Melbourne in 2013 and has since worked in Victorian secondary Japanese education. Prior to that Steven attended Sophia University, Tokyo, on a one-year exchange program and had the opportunity to enrich cultural and linguistic knowledge for his subject area. For the past four years, Steven has worked at Ivanhoe Grammar School, where

he taught Years 7 -10 Japanese. Steven has been directly involved in the planning and running of yearly visits by Ivanhoe's sister school as well as extra-curricular activities related to Japanese interests. At the start of 2018, Steven embraced the exciting challenges of starting a new language department by moving to Mernda Central P-12 College, where he has worked closely with Nicholas Creed for the past year delivering a brand new curriculum to Year 5 to Year 8 students. Steven is passionate about the education of young adults and is a strong advocate in secondary language learning.



Akiko



Hirofumi



Shoko

Library User Guidance and Japanese Language Classrooms: Enhancing Students' Information Literacy

図書館利用者ガイダンス と日本語クラス：
学習者の情報リテラシーを支援する

Language: English



Akiko Hiratsuka Japanese Teacher / University of Technology Sydney / NSW

Hirofumi Yada Librarian / The Japan Foundation, Sydney / NSW

Shoko Ono Japanese Teacher / University of Technology Sydney / NSW

ABSTRACT

Target Audience

This presentation will report on the information literacy support that the Japan Foundation Library (JFL) has offered students of the intermediate and advanced Japanese courses at University of Technology Sydney (UTS). The presentation will be relevant to teachers assisting students who are conducting research projects in Japanese. It will also interest those who would like to learn how to effectively locate primary sources for teaching, or collect information written in Japanese.

Outcomes

The aim of the information literacy support provided by JFL is to enhance students' learning by affording opportunities to read authentic Japanese publications. This presentation will demonstrate what JFL offered to the UTS students: how to use online reference sites and library catalogues effectively and efficiently to locate publications—including newspaper, magazine articles, or survey reports—in ways that suit their language proficiency. The presentation will demonstrate that key to enhancing students' learning is communication between the teachers and librarian, and integration of library support into the course's assignments. Suggestions will include how teachers and librarians can effectively collaborate to improve students' learning opportunities.

Focus

It can be said that Japanese language learners nowadays are expected not only to acquire language knowledge through textbooks in the classroom,

but also to have the ability to access, comprehend, and select appropriate information in the target language through the use of digital information tools. On the other hand, authentic Japanese text found in books or the internet can be overwhelming both in its quantity and language level. Without knowing how to effectively search for information, it is challenging for learners to conduct academic research. For teachers, it is also time consuming to find necessary information for their Japanese class merely through the use of search engines. Up to this point, JFL has been supporting learners by offering the Japanese language materials they had requested. However, little attention has been paid to the information literacy support provided to learners to enhance their ability to study autonomously. Furthermore, the same information literacy support could be of benefit to teachers given that time restrictions and inadequate resources within institutions may result in teachers having limited access to pertinent teaching material and research. This presentation will show how educational institutions and JFL can be connected, and how the information literacy support that is a primary feature in libraries can be effectively used for language education.

Insights/Conclusion

Collaboration between Japanese language teachers and librarians may improve the quality of

information literacy support for learners and teachers. This presentation concludes that information literacy support can be provided in ways that enhance students' autonomous learning according to their needs. This suggests an opportunity for libraries to be involved in language education beyond their conventional role, and for language teachers to use libraries as resources for learning. Creating a system that supports learners and classroom activities could be achieved through the interconnectivity of libraries and language classrooms, broadly enhancing Japanese language education.

BIOGRAPHIES

Akiko Hiratsuka is an Associate Lecturer of Japanese Language and Culture for International Studies at University of Technology Sydney since 2006. She involves in program development for intermediate and advanced level courses. She also regularly teaches at Western Sydney University. Her area of teaching includes Japanese language, Intercultural Communication and Linguistics. She has also taught at University of New South Wales and University of Sydney. Her experience extends to teaching Japanese language in adult education sectors and a community language school in Australia. Before moving to Australia in 2004, she was a Japanese teacher in Daegu in Korea and Tokyo in Japan. She holds a Master of

Letters in Linguistics from University of Sydney. Her interest and ongoing work lie primarily in the fields of multilingualism and language practice in families.

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

Shoko Ono has been teaching Japanese language and culture in various Australian institutions for many years. 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 an MA in Comparative English Literature and Japanese Studies from the University of Sydney. Her interests include how educators can effectively support the further development of Japanese language learners at advanced and upper-advanced level, with particular focus on reading and writing skills. She is also passionate about issues concerning children and young adults in relation to heritage language learning.



Liz



Jill



Shuichiro



Sarah

Exploring Art through Japanese Language and Art

Language: English



Liz Johnson Japanese Teacher / Language Assistant / Sacre Coeur, Glen Iris / VIC

Jill Ridgway Consultant / J. R Communications / VIC

Shuichiro Ohki Japanese Teacher / Melton Secondary College / VIC

Sarah Fang-Ning Lin Gallery Teacher / National Gallery of Victoria / VIC

ABSTRACT

Target Audience

Primary and secondary school teachers of Japanese Language and anyone with and interest in art in general and Japanese art.

Outcomes

Attendees will gain an understanding and appreciation of the how the art gallery space can be another classroom, where teachers and students can engage in authentic use of their Japanese language skills whilst looking at artefacts from different periods of Japanese history. They will receive resources to implement with their home school.

Focus

The presentation will focus on the benefits of collaboration between language experts and art experts and sharing the experience of developing Japanese language resources for use in the Pauline Gandel Gallery of Japanese Art at the National Gallery of Victoria, Australia. Since 2015, the National Gallery of Victoria (NGV) in collaboration with MLTAV (Modern Language Teachers Association of Victoria (MLTAV) has trained Language Support Educators (LSE) to use the N.I.C.E (Notice, Interpret, Create, Evaluate.) framework and V.T.S (Visual Thinking Strategies) to talk about a piece of artwork in the target language in the NGV. The LSE have been used in conjunction with NGV educators to enrich language acquisition and intercultural learning. In 2017, a group of Japanese Language teachers worked together to produce resources that were generic, user-friendly, carefully scaffolded and accommodated for exhibited works being changed throughout the

year. Further, the resources were designed with questions to elicit student responses and conversations, and able to be used onsite at the NGV as part of an excursion, or in school using access to the collection via internet. At the 2018 JLTAV annual conference, a workshop was run where attending teachers were invited into the Pauline Gandel Japanese Gallery, NGV. Teachers took the role of students and participated in a facilitated conversation about an artwork in Japanese using the provided resources. Teachers were challenged to consider their own use of target language in their teaching environments.

Insights/Conclusion

Great benefits can occur when teachers work together to produce user friendly language resources that support Japanese Language teachers to think outside the traditional classroom, creating opportunities for their students to use the gallery space to enhance their Japanese language skills and intercultural learning. Familiarising teachers with the benefits of the use of Japanese artworks and artefacts as initiators of thought, feeling and language, provide new skills for Japanese Language teachers to put into practice on return to their schools.

BIOGRAPHIES

Liz Johnson, Teacher of Japanese in both Primary and Secondary School settings. VCAA Japanese Second Language assessor. Presenter JLTAV Conference, 2018. Language Support Educator (LSE) NGV International. Language Assistant, Sacre Coeur, Glen Iris, Visual Artist.

After completing a degree in Asian Studies at the ANU, **Jill Ridgway** spent some twenty years involved in Japanese society at various levels: as spouse, parent, lecturer, translator, interpreter, consultant, manager, trailing spouse in the diplomatic corps, advocate for language teaching and learning. Returning to Australia, for the past fifteen years she has taught secondary level Japanese, humanities and English for non-native speakers. Present interests continue to include intercultural learning, intercultural communication and authenticity of learning activities.

Shuichiro Ohki is as a Japanese and Science teacher at Melton Secondary College in Victoria. After completing the professional certificate in Education – CLIL, Shu has implemented a CLIL Japanese/ Environmental Science program at his school. Using his experience, he provides assistance to teachers in other schools to set up CLIL programs. He is an active committee member of the Japanese Language Teachers' Association of Victoria (JLTAV) and has contributed to organising various events for teachers and students.

Sarah Fang-Ning Lin is a Japanese language teacher who currently work as a gallery teacher in Victoria. Sarah was born in Taipei and grew up in Taiwan and came to Australia to pursue higher education in 2012. She participated in the International Student Exchange Program at the Tokyo University of Foreign Studies in 2015, and acquired a firm understanding of Japanese culture and language. She graduated from the Melbourne Graduate School of Education, the University of Melbourne, with a Mater of Teaching (Secondary) degree focusing on TESOL and humanities pedagogies in 2017. Sarah is interested in cross-curricular teaching and learning particularly on language learning of English and Japanese as a second language. She is also interested in engaging language learners in authentic, genuine conversation in the target language outside classroom environment and the benefit of such practice.



Chris

Encouraging Global Education in the Japanese Language Classroom

Chris Graham

Teacher In Charge Languages / Kelmscott Senior High School / WA

ABSTRACT

Target Audience

The new Australian Curriculum: Languages places significant emphasis on developing global perspectives across its pages. The General Capabilities, in particular, focus on ways of broadening thinking and support the acquisition of life-long skills in our globalised world. One of the seven General Capabilities, Intercultural understanding, is unequivocal about the importance of “global citizenship and lifelong learning. The target audience for this presentation is all Japanese educators, especially secondary, interested in encouraging global education in their classrooms.

Outcomes

Participants will learn how to develop global curriculum objectives in their classrooms which are becoming increasingly significant in Languages curriculum worldwide. These objectives encourage students to do more than just improve their foreign language proficiency. The aim is to develop a greater awareness of culture and a positive world vision. These goals are the same as the Melbourne Declaration on Education Goals for Young Australians (2008).

Focus

International accreditation, like the JLPT, combined with personal encounters that are such an enriching part of student exchange programs, strengthen our students’ inter-cultural understandings and values across the Japanese language curriculum. With the increased attention on growth mindsets in educational circles, encouraging global education in the classroom will assist our students to become compassionate and articulate global citizens of the future.

Participants will examine examples of Japanese second language students developing global skills in an upper high school context. The audience will be encouraged to participate in a Kahoot! Discussion sharing similar experiences to further nurture global competence in their classrooms.

Insights/Conclusion

The OECD Programme for International Student Assessment (PISA) will assess global competence for the first time in 2018. It’s high time for action!

BIOGRAPHY

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

Language: English



Yukari

How Would Elaborate Created "Font" Deliver Emotional Message?

Yukari Narahara

Graduate Student, Japanese Teacher / Waseda University / Tokyo, Japan

ABSTRACT

Target Audience

本報告対象は、日本語教育に関わる人や、コミュニケーション教育を行う人、また視覚デザインに興味がある人である。日本政府観光局（2017）によると、来日する外国人の数は 2016 年度に 24,039,700 人と過去最高となった。しかしながら、言語インフラの面での対応はまだ進んでおらず、情報を文字内容に加え、視覚情報からも発信者のメッセージを読み取ることが求められる。本研究は、言語教育を行う人にとどまらず、日常生活の中で外国人と対面や文字で対話をする人にとっても有益であろう。

Outcomes

書かれた文字のフォントと感情の関連性とその特徴を本研究では調べた。この報告から、日本語教育の現場で、教師が教材や提示する言葉の文字にビジュアル・デザインの要素を加えることで、生徒は文字の視覚情報からも言葉を学ぶことができる。イメージの伝達が容易になることで、教師は教室内で学生とのコミュニケーションがうまく行うことができるであろう。また、室外でも、報告された書き言葉の特徴を広告や注意書きに織り込むことによって、書かれている言葉の意味がわからずとも、受け手は感情のメッセージを読み取ることができる。この特徴を生かすことで、発信者は伝えたい感情やメッセージを適切に受け手に理解してもらい書き言葉でのコミュニケーションができる可能性がある。

Focus

本報告では、言語教育におけるビジュアル・デザインに注目している。コミュニケーションを行うために、主に教え学ぶことは言語習得とその運用方法である。しかし、本来コミュニケーションにおいて、対面では表情などの言語以外の要素が情報伝達の主を占める。その可能性は書き言葉にも存在しており、書き言葉で表された文字にビジュアル・デザインを組み込み、言語内容以外の視覚情報を提示することで、情報伝達の助けとなる。そのため本発表では、その書き言葉のデザインを対象にし、感情（怒り、恐れ、驚き、悲しみ、嫌悪、喜び）を伝達する文字の特徴（線の太さや特徴）について主に述べる。

Insights/Conclusion

書き言葉にビジュアル・デザインを組み込むことで、文化の違いがあろうとも、お互いのメッセージをより理解できるコミュニケーションの可能性が示唆された。また、教育現場においては、今後このデザインが利用されていくことで、日本語教育において学習者は言葉に対してイメージを持つことができ、言葉の理解や解釈が促進される可能性が考えられる。

その結果、学生の対話や学習に対する意欲の高まりを生み出すことが期待できる。コミュニケーションを言語情報だけに絞るのではなく、視覚情報もその一部をして捉えていくことは、コミュニケーションを主とする言語教育に新たな視座を与えるであろう。

BIOGRAPHY

When **Yukari Narahara** was an undergraduate student, she majored in Human Sciences, especially specializing in Japanese Language Education and media use. In her undergraduate program, she acquired skills of the programs, Illustrator, Premiere and Photoshop, to produce visual images though making promotion videos of small companies in Saitama Prefecture as one of the activities in the seminar program. She also did volunteer work in the assisted class in pronunciation for international students. After the volunteer activity, she started to work as a teacher in a Japanese language school. These backgrounds have encouraged her to study visual images and the way of using media in Japanese Language Education. In 2018, Yukari started M.A. program at WU in Human Sciences, specializing Educational Communication. She is currently researching Japanese Language Education from the view of point visual images and media, aimed learners to get multiple sights and have learning motivation.

Language: Japanese





Junko

Poetry in the Language Classroom: Wherefore Art Thou?

Language: English



Junko Nichols

Japanese Teacher / Centre for Continuing Education, University of Sydney / NSW

ABSTRACT

Target Audience

This presentation is for primary teachers of Japanese language who are interested in learning methods and approaches for using poetry in the classroom. Although the examples provided are targeted at the primary level, the concepts and methods presented can be equally applied at secondary or tertiary levels.

Outcomes

Attendees will learn how to effectively use poetry in the classroom – and will be provided with examples of poetry together with accompanying activities and ideas to plan their own Japanese language class.

Focus

The session will focus on utilising authentic material and methods for overcoming the inevitable language gaps that students face when engaging with real-world content, while simultaneously ensuring that the session focuses on the content that is relevant to the learners. The session also has a focus on how to use the five senses with these materials in order to enhance students' language learning. Poetry invites learners into the world of literature, enabling them to connect emotionally to both the content and the language itself. It is therefore a powerful tool for engaging students and exposing them to culture and ways of thinking.

The session provides examples of the usage of sign language (drawn from Auslan) to reinforce vocabulary and build sensory connections to the language.

Insights/Conclusion

Poetry can be a powerful medium for engaging students in an exploration of literature and culture. This session demonstrates how something that some teachers can find quite daunting – the inevitable language gaps due to the complexity of language sometimes used in poetry – can be simplified through practical activities that students can engage with on several different levels – in terms of sensory, emotional, cultural and cognitive engagement.

BIOGRAPHY

Junko Nichols has taught Japanese and English as a Foreign Language at pre-primary, primary, secondary and tertiary levels in Japan, China, England and Australia over the past 25 years. She has been teaching CLIL approach with University of Melbourne since 2013. Junko previously taught at a Japanese immersion program at Central Queensland University, and has been involved in language teaching and language teacher training at a variety of schools, using a range of methodologies and approaches.



Andrew

Journey for Engagement: Project Based Language Learning and CLIL

Language: English



Andrew Mitchell

Languages Teaching and Learning Coach / St Peter's College Cranbourne / VIC

ABSTRACT

Target Audience

This session is for secondary teachers looking for ideas on how to engage students in the language learning process and seeking to see an experience with Project Based Language Learning and CLIL in compulsory Year 9 language classes. St Peter's College is a large, growing secondary Catholic school in the outer growth suburbs of Melbourne. It is a very multicultural school with refugee students and recent arrivals to Australia. The students have a medium to low socioeconomic educational advantage with many being the first in their families to graduate from secondary education. In this context, it was decided to try and implement a compulsory CLIL unit across Japanese and French classes in Year 9 using Geography as the content area. This presentation will look at the successes and failures of undertaking this endeavour and the journey through PBL that led to the decision to try and engage students through a variety of pedagogies.

Outcomes

Attendees will understand the theories of PBL and CLIL and take away some ideas of how to implement these methodologies into the programs of a mainstream secondary school. They will be provided with some outlines of units and lessons based on both these language teaching methodologies.

Focus

This session will look at the way one school has endeavoured to make compulsory Year 9 language courses more engaging and relevant to the students. The presentation will look at the journey from textbook based

teaching into Project Based Language Learning and from PBL to the beginnings of a CLIL program. There will be a focus on the rationale for the changes, the outcomes achieved and the lessons learnt from these changes in pedagogy. We will look at the specific projects approached by a PBL method as well as the process of creating and implementing a CLIL unit in geography across multiple languages as a part of compulsory language classes. There will also be a discussion on the use of survey data to analyse the effectiveness of the unit of work and feedback processes to move towards effective improvement.

Insights/Conclusion

PBL and CLIL can work successfully in a variety of teaching contexts. Carefully planning for change and supporting others through the change can lead to improved outcomes for students. Outcomes can be measured in a variety of ways, depending on the goals that you set out to achieve.

BIOGRAPHY

Andrew Mitchell is the Languages teaching and Learning Coach at St Peter's College Cranbourne. He has taught secondary Japanese for 13 Years in Victoria, Tasmania and the ACT. Andrew has also undertaken studies in Intercultural Language Learning and CLIL over recent years and enjoys changing the way he teaches in order to improve the outcomes for his students.



Elise

Classroom Dynamics and Group Cohesion

Language: English



Elise Foxworth

Japanese Lecturer / La Trobe University / VIC

ABSTRACT

Target Audience

The target audience for this presentation is the tertiary educator of Japanese. Instruction at the tertiary level is sometimes considered a vast delivery service where a product is delivered to a consumer and where students are clientele who passively listen to lecturers. In language departments in the tertiary sector, many academics qualified in area studies, myself included, are hired to teach both area studies subjects as well as languages, meaning they are not necessarily trained in applied linguistics or teaching methodologies. Nevertheless, dedicated language educators tend to be quite committed to erudition in second language acquisition and apply principles of student centred and cooperative learning in their teaching. However, one aspect of the second language learning experience that has not received sufficient attention in the tertiary sector is that of classroom dynamics.

Outcomes

The audience will be presented with some models of success as well as some practical interventions pertaining to classroom dynamics. The recommendations will enable educators of Japanese, who privilege the social aspects of the learning experience and group cohesion, to enrich their classroom settings, enhance motivation and maintain student enthusiasm.

Focus

Research into classroom dynamics tends to be dominated by studies of primary and secondary school age children; less is known about the dynamics in tertiary classrooms.

Academics spend significant energy on their lesson plans and implementation to the extent that the cohesion of the group may be overlooked. This presentation will introduce current research findings that call attention to the importance of classroom dynamics even in the tertiary setting.

Insights/Conclusion

Group cohesion is one of the most important attributes of the successful language class at the tertiary level. Spending time to create a climate of trust, reduce tension and generate interest produces better outcomes for students and teaching staff alike. This presentation will demonstrate that motivation, self-confidence and student involvement in second language classrooms are intimately linked to classroom dynamics.

BIOGRAPHY

Elise Foxworth holds a BA (French, College of Wooster, Ohio), MA (Japanese Studies, Monash University) and PhD (Japanese Minority Literature; Cultural Studies, University of Melbourne). She has been engaged in teaching Japanese language and Japanese studies at the tertiary level for over twenty years. She currently lectures in the Japanese Program at La Trobe University.



SESSIONS


DAY 2





Yo

Path to Proficiency through Content-Based Language Instructions

Language: English 

Yo Azama

Japanese Language Teacher / North Salinas High School, California State University, Monterey Bay / USA

ABSTRACT

Our world is a dynamic and complex place with unpredictable future. As language educators we must consider how we can best help our students develop global competencies in our language classrooms; the abilities to investigate the world beyond their immediate environment, recognize perspectives, others' and their own, communicate ideas effectively with diverse audiences, and take action to improve conditions (California Global Education Project Framework, 2017).

In order to prepare our learners for the rapidly emerging global world, our lessons must provide opportunities to interact with complex and not-so-straightforward world issues. What if these intriguing global issues can be driving forces for learners to acquire language? Can learners acquire the target language while their focus is on the new knowledge of the world or issues that matter to them? Our language classrooms offer unique opportunities to examine "other's" issues from a distance while reflecting on their own personal experiences along the way. For example, by studying the child poverty issues in Japan students not only gain factual knowledge, but also develop critical thinking skills and perhaps problem solving skills, while acquiring new words and language structures needed to understand and address the content.

As language teachers we often ask ourselves the following questions as our role as "language teacher" takes a sort of "back seat": Don't students have to know the language before they access to the content of the lesson? How can lesson content be the driving

force for language proficiency and critical thinking skills? How does successful content-based instruction look like in a secondary language classroom? Content-based instruction empowers teachers and learners to explore current, relevant, and intriguing issues in the target culture and their own lives. As lesson designers we must consider providing an environment where active thinking promotes active communication for purpose. How can we provide such an environment? What are essential elements in designing lesson?

The presenter will guide the participants through sharing a sample content-based lesson and relevant materials. The presenter will engage participants by asking intriguing questions to evaluate their understanding of and experience with content-based instruction. Through a variety of interactive activities, participants of small groups will gain knowledge of the current research findings on content-based instruction. Then, the presenter will share his lesson development process, assessments, task sheet and rubrics with student samples and communicative activities. Pair work and group discussions will be used to deepen participants' knowledge. Practical tips and strategies will be shared by the presenter throughout the session and time for Q&A will be provided.


BIOGRAPHY

Yo Azama currently teaches Japanese at North Salinas High School and World Language Teaching Method course at California State University, Monterey Bay. He is a team leader of the Monterey Bay World Language Project. He has 23 years of teaching experience from kindergarten to high school. He has conducted over 300 presentations and seminars regionally, nationally, and internationally on various topics including; *Social Justice Infused Lessons, Motivational Curriculum & Syllabus Design, Classroom Management, and Effective use of Technology in World Language Classroom*. He has also served as a College Board Advisor for AP Japanese Language and Culture Development Committee. He has been the recipient of numerous awards such as the 2012 ACTFL Language Teacher of the Year, Outstanding Teacher of America Award by Carlston Family Foundation, the Robert J. Ludwig Distinguished Leadership Award, and Elgin Heinz Teaching Excellence Award just to name a few. His teaching has been featured in the *Teaching Foreign Languages K-12 Video Library* by WGBH Boston in 2003. He enjoys running, traveling, and playing music with friends.



Michelle

Developing Global Competencies: Global Peace Studies through Language Study

Language: English 

Michelle Gray

Senior Experienced Japanese Teacher / Robina State High School / QLD

ABSTRACT

Target Audience
In this session, primary and secondary teachers are invited to explore practical, cross curricula approaches to developing whole school and Japanese classroom global competencies. Studying a foreign language is a passport to global citizenship and developing global competencies. However, to make Japanese language education bigger, broader, better, Japanese teachers need to connect Japanese language studies innovatively with the history, culture and relationships with Japanese people. This must expand beyond the Japanese classroom broadening into the wider school curriculum and community.

Outcomes
Attendees will leave this session with the resources used with students during the high school project. By participating in the online blogging experience during this workshop, participants will be able to take this back to the classroom and immediately implement. A much greater understanding of PISA Global Competencies and the implementation of this into schools in the future will also be gained.

Focus
PISA Global Competency Framework 2018 identifies schools as important stakeholders in the promotion and development of global competencies. A case study of activities happening at one particular State High School, which specifically develop global competencies, is an excellent case in point and will be the foundation of this session.

Participants will engage in a global peace studies workshop, an adapted version of a recent high school peace studies project facilitated by a Japanese teacher. This session explores using Japanese culture and history as a catalyst to;

- engage with global cultures
- develop a critical worldwide view
- facilitate intercultural exchange
- promote diversity

Participants for this session will;

- engage with the resources that were implemented during the high school project and may take these away to use at schools.
- analyse student reflections blogged during the global peace studies project to determine outcomes in relation to global competencies.
- share views and reflections on this session via an online, live blogging website that can also be used in any classroom.

Insights/Conclusion
For students to be successful global citizens, schools must provide opportunity for students to further explore what it means to be globally competent. These are essential 21st century skills and Language teachers are certainly the key to this. Language teachers are already expert facilitators of intercultural exchange and relations and will need to use their expertise to help students and the wider school community tap into this. All Language teachers need now is teaching and learning ideas!

BIOGRAPHY

Michelle Gray, presenter of "Developing Global Competencies," is a senior experienced Japanese teacher, a career spanning over 19 years. She is a highly accomplished Japanese teacher, evidenced by outstanding student outcomes. However, her teaching experience across Years 7-12 extends beyond the classroom and well beyond the boundaries of the Japanese curriculum. This teacher is using her Japanese connections, experience, knowledge and understanding of the Japanese language and culture to create innovative, cross curricula, global learning experiences for all students in her school and community. As a result of these innovative learning opportunities, Michelle Gray was awarded 2 prestigious teaching awards in 2017. She continues to use the Japanese language, culture and people as a catalyst to advocate for global peace, global mindedness in order to future proof students and develop global competencies.



Katherine

Motivation, Engagement and Retention: Harnessing the Power of Student Feedback to Drive Effective, Authentic and Relevant Programming

Katherine Brownlee

Japanese Teacher / Gosford High School / NSW

ABSTRACT

Target Audience

This presentation is aimed at secondary teachers of Japanese who are looking for techniques and strategies to enhance the engagement, motivation and subsequent retention of students at each stage of learning. It can be a challenge to engage students in learning script and vocabulary, especially for the 100 mandatory hours in NSW where students can be reluctant to learn a foreign language. The session is most relevant for teachers working in NSW, however, teachers from any state, sector and level of education who are seeking to enhance their programs will find it useful.

Outcomes

Attendees will develop an understanding of selected techniques, tools and strategies proven to be successful in the classroom for improving student engagement, motivation and retention (e.g. backwards planning, the use of competition, technology, concept-based learning, intercultural language learning, growth mindset) that have successfully engaged Year 8 (mandatory) and Year 9/10 (elective) students in comprehensive and selective school settings. Attendees will be given practical examples of surveys and results to use as models, and they will learn how to use official and student-sourced data at the classroom level to guide and enhance their teaching. With a new syllabus due for implementation from 2019 in NSW it is an excellent opportunity for teachers to reflect on the strengths

and weaknesses of their current program and to plan strategically when reviewing and redeveloping their units of work, scope and sequences and assessment tasks.

Focus

This session uses two different school contexts as case studies to demonstrate how significant improvements in student engagement, motivation and retention have been achieved – to the point where students brag in the hallways about how much homework they have done! The session focuses on two inter-related topics, firstly on successful planning, teaching and learning techniques and strategies used in the classroom, and secondly, on how data can be collected and used to develop and monitor program effectiveness, and to support and advocate for Japanese programs within the school community.

Insights/Conclusion

There is no one solution to building a strong and successful language program in schools, however, small changes can lead to big results with planning and perseverance.

BIOGRAPHY

Katherine Brownlee is a Japanese teacher at Gosford High School on the Central Coast of NSW. Passionate about the learning and teaching of languages, Katherine has taught Japanese at tertiary level, and in comprehensive and selective secondary schools in NSW. Katherine has a strong interest in student retention, engagement and motivation at all levels of learning and is always looking for more effective strategies, techniques and approaches to further increase student interest in learning a foreign language. Katherine is a strong believer in the power of research and data, particularly student feedback, to enhance her teaching, and is constantly seeking to extend and improve her practice in the classroom.

Language: English



Masako

Mega-Language Subject in Tertiary: How to Manage It

Masako Nagayama

Japanese Principal Tutor / The University of Melbourne / VIC

ABSTRACT

Target Audience

The Japanese beginner's course is the most popular language course at the University of Melbourne with over 800 students enrolling every year. For this mega subject, there is a teaching team with 13 staff teaching over 70 seminars per week. This talk is for any educators who are interested in getting to know common administrative challenges as well as key concepts in the management of this kind of mega subject.

Outcomes

Enrolments in the whole Japanese program at the University of Melbourne currently reach approximately 2500 students every year. The most popular unit is Japanese 1, the beginner's course, with over 800 students enrolling each year. Whilst it is exciting to see many students enrolled, it does present an array of administrative challenges beside teaching itself. Timetabling, tutors' availability, contracts, rewriting teaching plans, teaching supervision and new tutors' training and consultation of the students are the key aspects of the coordinator's work. This talk will address how to balance the quality of linguistic teaching alongside these administrative demands.

Focus

This talk will focus on the structural management in the coordination of mass students and staff as difficulties and main concerns in the handling mega subjects.

Insights/Conclusion

Whilst the results of students' subject surveys of Japanese 1 is overall positive – all 10 criteria scored over 4 out of 5, there are still some points which the students bring up as concerns about the course structure, workload and teaching quality. Moreover, there is a new challenge toward cultural diversity in the course due to an increased ratio of the international students. It will bring new issues for staff to consider in the management of the course. I would like to give an opportunity out to exchanging ideas and suggestions at the end of the talk.

BIOGRAPHY

Masako Nagayama has been teaching Japanese since 1991 in Australia and Japan and is currently appointed as the Japanese principal tutor at the University of Melbourne. She is the course coordinator of the Japanese beginners' course as well as the advanced Japanese grammar course. She has also participated in VCE assessment and in teaching in the secondary VCE and IB programs.

Language: English





Nathan



Yoshie



Junko



Yoko



Naoko

Developing the ‘Viewing’ Macro skill in Junior and Senior Japanese Classes

Language: English



Nathan Lane Director of Pedagogy and Innovation / Presentation College Windsor / VIC

Yoshie Burrows Head of Languages / Loreto College - Language / VIC

Junko Nichols Japanese Teacher / Centre for Continuing Education, University of Sydney / NSW

Yoko Nishimura-Parke Learning Resource Creator / NSW

Naoko Abe Japanese Teacher and Assistant Subject Coordinator / Redlands / NSW

PANEL ABSTRACT

Target Audience

This is for secondary teachers seeking to develop their understanding of the ‘viewing’ macroskill in the Australian Curriculum for languages and in senior Japanese syllabus documents across states.

Outcomes

This presentation will explore the concept of viewing in the contemporary Japanese classroom.

Focus

Viewing in the Australian Curriculum and senior syllabus documents. How authentic texts and multimedia are used to support and scaffold students’ language development as well as differentiate learning in both junior and senior Japanese. How to develop students’ higher order thinking and analytical skills, intercultural understanding and ability to self-reflect. How students’ literacy skills are developed through viewing. How feedback can be collected to inform learning and teaching.

Insights/Conclusion

How viewing can interconnect with the four macroskills in language communication: listening, speaking, reading and writing.

INDIVIDUAL ABSTRACTS

Nathan Lane

Digital technologies are a useful way for teachers to obtain feedback from students to inform the direction of their teaching. This part of the presentation will focus on how digital tools can be used to collect feedback from students to demonstrate their understanding of the viewing macroskill.

Yoshie Burrows

This part of the presentation focuses on how to develop reading and viewing skills by using the Literacy Teaching Toolkit to explore ways of enhancing units of work by using multimodal texts and authentic materials.

Junko Nichols

Incorporating significant people into language learning is a new area that is required in Victoria. Learning about significant people enables students to not only apply their language skills but also gain new knowledge about people, culture, history and society. As the topic is based on real people, the content is authentic and engaging. This short session presents some ideas for utilising significant people across different levels, such as:

- how to facilitate their reading activities
- how to link with higher-order thinking
- how to extend the text to combined tasks and projects

Yoko Nishimura-Parke

As above for Junko Nichols

Naoko Florence Abe

This part of the presentation focuses on using Language Portfolio through Microsoft Sway as an Assessment Task. Key focus:

- Reflection on their learning, linking to school learning platform-Harvard Culture of Thinking
- Latest ICT microsoft Sway
- Different style of assessment task

BIOGRAPHIES

Nathan Lane has been teaching Japanese in Victorian Government and Catholic secondary schools for over eighteen years. Currently he is the Director of Pedagogy and Innovation at Presentation College Windsor. Nathan has presented at state, national and international language conferences and has been involved in resource development and external assessment for students studying Japanese at secondary level. He is the current President of the Japanese Language Teachers’ Association of Victoria Inc. (JLTAV). In 2017 Nathan was awarded a Certificate of Merit by the Modern Language Teachers’ Association of Victoria Inc. (MLTAV) in recognition of his exceptional and outstanding contribution to languages teaching in Victoria.

Yoshie Burrows, the lead author of the iiTomo series, has been actively involved in Japanese education in Victoria for over 20 years. This includes a long career in teaching at Loreto College as a Year 7-12 teacher, Language Department

Co-ordinator and assessor for both VCE oral and written examinations for VCAA. Since 2015, she has been working as a Languages Professional Learning Community Leader for Catholic Education Office at Ballarat Diocese. She has been writing VCE teaching materials including the Leading Edge VCE Japanese as well as practice exams for Melbourne Centre for Japanese Language Education.

Junko Nichols has taught Japanese and English as a Foreign Language at pre-primary, primary, secondary and tertiary levels in Japan, China, England and Australia over the past 25 years. She has been teaching CLIL approach with University of Melbourne since 2013. Junko previously taught at a Japanese immersion program at Central Queensland University, and has been involved in language teaching and language teacher training at a variety of schools, using a range of methodologies and approaches.

As a senior education officer at the NSW Department of Education, **Yoko Nishimura-Parke** developed numerous multimedia language learning resources for secondary school language education for seventeen years. Having extensive teaching and resource development experiences, Yoko is currently an appointed writer with the Japan Forum, Tokyo. The teaching and learning resources and activities she creates using articles from the Click Nippon website are distributed to teachers internationally as Click Nippon News since 2015.

Naoko Florence Abe has extensive years of teaching experience in the Years 7 to 12 NSW Curriculum and the International Baccalaureate Programmes. Additionally, she has significant experience in educational leadership through her roles as a Assistant Coordinator of Languages and Pastoral mentor. She also works in NSW Curriculum development, as well as senior HSC examiner / marker and as an IB examiner and Workshop Leader for other teachers around the world. She is an active member of the Japanese Teachers’ Association of NSW.



Kasumi

Etsuko

Teaching Japanese through CLIL Methodology

Kasumi Koo Japanese Teacher (Relieving Assistant Principal) / Murray Farm Public School / NSW
Etsuko Hiraga Bilingual Teacher / Murray Farm Public School / NSW

ABSTRACT

Target Audience

This targets the primary and secondary Japanese teachers who would like to expand students' language skills through CLIL (Content and Language Integrated Learning) methodology. This presentation will be based on the bilingual program at Murray Farm Public School which is currently the only public primary school that offers a Japanese bilingual program in NSW. The students in this bilingual program are almost exclusively from the students who are from non-Japanese speaking backgrounds and are taught by a team of Japanese teachers who team teach with their respective classroom teachers. These students have Japanese lessons for 300 minutes a week which include Japanese literacy, science and technology and creative arts. The science and technology and creative arts lessons are taught in CLIL which enhances students' language skills and understanding.

Outcomes

The term 'CLIL' was established by Professor David Marsh and his team of the University of Jyväskylä in Finland. It is a unique teaching methodology which requires thorough programming and planning which can be very confusing and challenging at times. This presentation will help the attendees to be more familiar with and gain a clearer understanding of CLIL, how it can be implemented in their classrooms and how it supports students' learning of the targeted language (Japanese).

Focus

While it will focus on what CLIL is and how it works, there will be a brief introduction of the Japanese scope and sequence and programs and how these are developed at Murray Farm Public School. These scope and sequence and programs incorporate the new National Curriculum NSW Japanese and science K-10 syllabus ensuring that the students meet the outcomes set by the department. Through some practical lesson examples and activities used at Murray Farm Public School, this presentation will also include how future focused learning pedagogy, various ICT tools and formative assessment can be implemented in the Japanese classes.

Insights/Conclusion

Just like how English can be integrated with other key learning areas in the primary school settings, the Japanese (or any other targeted) language can be learnt, consolidated and extended while learning another subject. Through CLIL, the language becomes more meaningful, practical and relevant to the learners as it provides the communicative context and every vocabulary, phrase and sentence structure they learn becomes alive. This also produces confident speakers as this allows students to make connections between the language and their everyday lives. CLIL also provide opportunities for the students to compare the cultural differences between Japan and Australia.

Language: English



In addition, a number of research show that being exposed to another language and culture at a young age is extremely beneficial to learning. It builds a demonstrated increase in English literacy skills and leading the students to a greater awareness and tolerance of other cultures creating global citizens.

BIOGRAPHIES

Kasumi Koo graduated from Macquarie University with Bachelor or Arts with Diploma of Education in 2008. She has taught as a classroom teacher in primary schools for eight years. She then joined the Bilingual Program team at Murray Farm Public School in 2017. Kasumi is currently teaching Kindergarten classes as a bilingual and LOTE teacher.

Etsuko Hiraga graduated from Western Sydney University with Master of Education in Early Childhood in 2009. She has extensive experience in teaching the Japanese language from preschooler to adult learners as well as training Japanese language teachers for seven years. She has been teaching within the Bilingual Program at Murray Farm Public School since 2010. Etsuko is currently teaching Year 1 Bilingual classes.



Yuki

How to Make Nihongo Subject Bigger and Better

Yuki Kotani
Japanese Teacher / St Anthony's Catholic College / QLD

ABSTRACT

Target Audience

This presentation is for secondary teachers, especially in a regional area, seeking a model and means to promote Japanese at school and increase the number of students studying Japanese as an elective subject. It also aims to assist new teachers to set up the Japanese program.

Outcomes

Attendees will walk away with a variety of practical teaching ideas as well as examples of the course structure and extracurricular activities. The use of this material will facilitate students' engagement with language learning as well as assist Japanese teachers to gain support from parents and the school.

Focus

St Anthony's Catholic College is a P to 12 school located in Townsville in North Queensland. 538 students are currently attending the secondary campus. The majority of students are from a working class or low socio economic background. The presenter started teaching Japanese at the College in 2005, which was the second year after the establishment of the campus. This presentation will start by looking at the challenges faced at the beginning, such as lack of students' interest in learning a language and lack of support from parents and school. Practical ideas and activities to tackle these issues and to promote Japanese as one of the most successful elective subjects at the College will be discussed. In this session, three key areas are included; "Engaging students", "Providing authentic situations" and "Parents and school". To promote Japanese, it is very important to inspire students to think that Japanese is an academic but also cool subject to study. Therefore, students'

engagement with the subject materials is essential and some successful examples will be shared. Providing authentic situations can be difficult especially for schools located in a regional area. Townsville has only about 50 Japanese residents and students do not have much opportunity to apply language skills in a real life situation. Students often find more meaningful and exciting ways to learn a language when they can use it in their everyday life. This presentation shows how teachers can bring Japan to the students. There is no doubt that effective communication between teachers, parents and the school can be a major contributor to the success of teaching a language in a rural/regional secondary College. Some successful strategies will be mentioned.

Insights/Conclusion

Teaching at a new school and setting up the subject is challenging, especially if students are not interested in the material. Lack of support from the school and/or parents can make this situation even more challenging. This presentation provides the audience with a model showing how positive changes can be made. It takes time but with the teacher's commitment, Japanese can be valued by the school community and attract students. At St Anthony's Catholic College, only 3 % of students selected Japanese as their elective subject in 2010. This has increased to 25 % in 2017. Moreover, 30 % of the ex-Year 12 students who graduated last year continue their language study at university. St Anthony's Catholic College is now interested in establishing a bilingual program

Language: English



at both campuses and is seeking methods for implementation.

BIOGRAPHY

Yuki Kotani's passion is teaching Japanese and she has taught from Prep to Year 12 for more than 10 years in QLD. She is currently employed as a Language Coordinator at St Anthony's Catholic College in Townsville. She majored in Education (Primary) in Japan and then received a Diploma in Teaching Japanese as a second language in England. She has completed a Master of Teaching in Australia in 2005. Her current interests include developing and implementing bilingual / immersion program at her school. She was selected as a national finalist for the Australia Unsung Hero Teacher Award in 2017.



Kazuhiro

Frank

Innovative Bilingual Online Exchange Opens Doors Overseas

革新的なバイリンガルオンライン交流から海外への扉を開く

Kazuhiro Ishii English Teacher / Kinki University Higashi-Hiroshima High School / Hiroshima, Japan

Frank Noda CEO / Language Discovery Group / VIC

ABSTRACT

Target Audience

2020年のオリンピックイヤーを迎えるにあたって、日本の一部の都市では盛んに外国人との交流イベントが行われ、英語文化に触れるビジネスも増えている。しかし、多くの地方都市では外国文化に触れる機会はまだまだ少ないのが現状だ。日本の小・中学生はよく消極的でシャイでコミュニケーションを疎む傾向があるとされる。そういう生徒によく出くわすのは事実であり、他言語でのコミュニケーションを苦手と考える人は多い。しかしそれは日本人だけの特性でもなければ、学力の不足なわけでもない。子どもたちの中にあるアイデアやコミュニケーションを図ろうとする意欲を見せる場が乏しいことが原因のひとつであり、その解決策を見出したい。

Outcomes

パレーゴは単なる英語教育サービスではなく、安全に小学生や中学生に生のコミュニケーションの場を提供するツールである。独自の「パレット」と呼ばれるツールを使って、英語の習熟度に関わらず、尋ねたいことを尋ね、伝えたいことを伝える「意欲をトレーニング」する教材のようだ。少ない語彙力や文法の知識という障壁をとりのぞくことで、生徒は意欲・興味・関心に焦点を当てて取り組めるのである。さらに、同じツールを使って、自由にメールを書くこともできる。音声機能も強化され、文字でのやりとりでありながら、その外国語がどう発音されるのかも理解できるように配慮されている。さらに、時差の少ないアジア・オセアニア地域の特性を生かし、独特の支援機能により、生徒同士だけで効果的なリアルタイムのビデオチャットができる「パレーゴトーク」の運用も始まっている。何より、学校や保護者にとっても安心なのは、パレーゴというしっかりと守られたコミュニティの中でのやりとりだ。パレーゴは大人にとっても信頼できる遊び場であり、先生や学校は、子どもたちにのびのびとコミュニケーションに取り組ませて外国語で学ぶ楽しさと目的を体感できるのだ。

Focus

日本語を学ぶオーストラリアの子どもたちと英語を学ぶ日本の子どもたちがコミュニケーションをとるパレーゴは「互惠関係」の上に成り立っている。互いの言語を使い、見知らぬ文化を教え合おうとする姿勢は、まさに国際理解の重要な一歩になる。参加者に、その様子を画像とデモンストレーションで示したい。

Language: English



Insights/Conclusion

パレーゴにはオンラインであった友だちを実際に訪れるパレーゴツアーも用意されている。ここでも重要なのは、互いが互いの言語を学ぼうとしている教育環境であり、互いが教えあう関係が成立していることである。日本語と英語を教え合うメール交流を続けてきた友だちの国を訪問し、生の声と笑顔で「こんにちは」や「Hello」と言われたときの新鮮な驚きや、習字やけん玉、フットーなどを通してお互いの文化を伝え合うという自信は、日本とオーストラリアの生徒を現代的で理想的な国際人にする肥やしとなり、子どもたちの視野を大きく広げてくれるはずである。

BIOGRAPHIES

Kazuhiro Ishii is the Head of English Language Education at Kindai University Hiroshima Senior/Junior High School in Higashihiroshima, Japan. He grew up discovering the “fun” of learning English through listening to Western music and English lyrics, of which the experience made him aspire to become an English teacher. After teaching at public schools for 6 years, he became interested in the affinity of ICT and Language Education, which led him to work at a computer company to gain leading ICT knowledge and skills and to learn their applications in the education field. He then returned as a teacher, where he explores innovative ways of enhancing ICT systems for the private school, as well as combining ICT with language education.

Frank Noda, Founder & CEO, Language Discovery. Starting from early childhood, Frank has lived, studied, worked and raised children in 3 countries and developed his cross cultural, language and international business skills in the East and West. Frank attended primary schools in Australia and Japan and has a passion for learning about different cultures and languages. He has a MBA (University of Melbourne), BA Economics (Waseda University) and a Diploma in Interpretation. Frank was an international marketing representative at Sony in Tokyo and a Broadcast Simultaneous Interpreter at BBC World in London. Frank’s mission is to innovate in the area of educational communication which allow students to discover the value and potential of learning languages and different cultures and create a more friendlier and open world. Frank is based in Melbourne and is of Japanese background.



Amanda

Current Assessment Practices in a Japanese-English Bilingual Program at a Primary School in Australia

Amanda Autry

Lecturer / Griffith University / QLD

ABSTRACT

Target Audience

This presentation is for anyone interested in the assessment practices used in Japanese-English Bilingual programs (JEBPs) to assess Japanese language proficiency, especially at the primary level.

In recent years, the number of public primary schools offering JEBPs have increased in Australia. There are currently five: three in Victoria, one in New South Wales and one in Queensland. This is evidence of an increasing recognition of the importance of learning another language and early on. Research in Australia confirms this importance due to the benefits of bilingual education at the primary level (Eckstein, 1986; Döpke, McNamara & Quinn, 1991; Rado, 1991; Berthold, 1995; Lotherington, 2001; Bianco & Slaughter, 2009). As for research done on JEBPs, the current trend is to report on the practices and/or progress of a JEBP. In one such evaluation it was reported that the students’ “Japanese knowledge is strong, but it is not able to be analysed effectively” and that “teacher practices reflect what might occur in a first language context more than what might be most beneficial in a second language context” (Liddicoat, Scrimgeour & Curnow, 2011, p.58). In conclusion, it was stated that “ongoing documentation of the teachers’ practices and learners’ outcomes would be very beneficial” (Liddicoat, Scrimgeour & Curnow, 2011, p.60). It has also been stated that “an urgent priority...is agreeing on goals and minimum outcomes for the primary years” (Spence-Brown, 2014, p. 11) especially since the implementation of new policies of the Australian Curriculum Assessment and Reporting

Authority (ACARA). Since the publishing of the above-mentioned evaluation, there has been no known systematic approach used to provide further information on teachers’ practices in connection with ACARA whilst referring to specific and various sources of data.

Outcomes

Attendees will gain knowledge of these assessment practices and possible future practices will be explored. There will be opportunities for attendees to share their knowledge, ask questions and to provide feedback.

Focus

The focus of the presentation will be on providing information about the sorts of assessment materials that teachers use in year one Japanese classes, how they use them and their thoughts in relation to the materials and use of them. In order to provide this information, the materials used in relation to assessment over one term will be collected, teachers will be interviewed and observed. Before the term begins, teachers will be asked to provide information about their plans for assessing and any other related information. During the term, class observation will provide insight into how the learners are being assessed. An exit interview after the term is over will provide an opportunity for the teachers to reflect on their assessment practices over the term and to communicate how they felt the term went in relation to assessment.

Language: English



Insights/Conclusion

The main point of this presentation is to provide a rare look into the assessment practices of teachers in a JEBP when assessing Japanese language proficiency and to provide an opportunity to discuss openly these practices and future practices. The information gained from conducting this research and the feedback received in relation to this presentation will be used to develop a Japanese-language proficiency assessment tool for the year one students in the JEBP.

BIOGRAPHY

Amanda Renee Autry has studied Japanese for approximately twenty years and has lived, studied and worked in Japan for approximately ten. Currently, she is a tutor and lecturer in Japanese Studies at both Griffith University and The University of Queensland. She also has had the pleasure of teaching Japanese as a volunteer at the only Japanese English Bilingual Primary School in Queensland, Wellers Hill State School, for over two years now and looks forward to volunteering there for as long as she can. In 1999, she obtained her undergraduate degree in Japanese at Portland State University. In 2003, she graduated from Temple University Japan with both a master’s degree in TESOL and a graduate certificate for teaching Japanese. In 2007, she completed her Doctor of Education degree with a focus on research on the Japanese language. Her research interests include feedback and assessment.



Tina

Language and Culture Transition Day

Tina Dawson

Japanese Teacher / North Albany Senior High School / WA

ABSTRACT

Target Audience

This presentation is for all school teachers and administrators who would like to continue to develop and strengthen relationships between the secondary school and their primary feeder schools. The focus of the relationship is to ensure a smooth student transition from the primary school to the secondary school system through student engagement with Languages in a program that enables learning facilitated by students for students.

Outcomes

Attendees will be able to facilitate their own student led, Sempai-Kohai, Languages Transition Day, after learning and receiving information about how it is planned, operated, and is received by the students. The outcomes achieved throughout the program and the importance of the inclusion of Languages within a school transition program are also discussed which could be used by teachers to advocate for a Languages Transition Day within their own school.

Focus

Languages is a learning area that is often not considered during many primary-high school transition programs. In some schools, Languages are not a priority and rate low amongst administrators and staff. However, through the Language transition day, a Language department can demonstrate to the school, or a school can demonstrate to the wider community the importance of Languages within contemporary Australia. A focus on Languages during the transition period demonstrates to incoming students and their parents that the perceived value the school places upon the study of Languages. The Languages Transition Day is a

half day of language activities developed and run by Year 7 students, who are the Sempai, for the incoming Year 6 students, kohai. Sempai students are engaged in the teaching learning process to develop interesting and fun activities that they will then use to facilitate language learning and practise with the incoming Year 6 kohai students. Through guided learning, students use previously learnt language and engage with new language in an authentic manner in order to create, develop and facilitate a Language learning activity. Kohai students engage with the language, rekindle friendships with the older students, and form new relationships with students from other feeder school. More importantly, incoming students see that Languages within the secondary school is valued and is interesting, hopefully encouraging their engagement throughout their high school years. Planning and preparation is required. The presentation will look at a methodical approach to ensure all required logistical components are covered, as well as the teaching learning program and strategies used with Year 7 students to engage them in the preparation of the activities for the day. Proper planning and implementation will ensure a successful and engaging Languages transition day. The outcomes of the day are varied. A language teacher will notice a range of language learning taking place amongst both the sempai and kohai students. Year 7 specialist teachers consider the interactions taking place between the incoming students, while administrators are noticing the success of the day and the implications within the school and wider community. All the

while, teachers from other learning areas witness students conversing in another language and facilitating learning.

Insights/Conclusion

This presentation will demonstrate the ability for Language teachers to plan and implement a high profile Language program into schools that will engage students while highlighting the value of languages to students, teachers, administrators and the wider community. As the program is a transition program, it has longer term benefits for the secondary school by preparing incoming students for the new school setting.

BIOGRAPHY

Tina Dawson began her relationship with Japan and Japanese language in high school in 1986. She graduated from Edith Cowan University in 1996 with a Bachelor of Arts in Education (Primary). She has since completed a Graduate Certificate in Science Teaching from Murdoch University and currently studies TESOL through University of Southern Queensland. Tina currently teaches Japanese and English at North Albany Senior High School, Western Australia. Tina enjoys sharing her love for Japan with all students, be it culture, history or language. She plans and leads students in a biannual independent Japan tour, as well as organises joint events for her students and those from feeder schools. She believes in providing an authentic environment for learning. Therefore her classroom is a welcoming tribute to Japan with Japanese books, tatami, and regalia reflecting the seasons and seasonal activities that opens conversation regarding Japan with all students.

Language: English



Nobuaki



Kayo

Towards Integrating Machine Translation into Japanese Language Teaching and Learning

Nobuaki Akagi Japanese Instructor / Macquarie University / NSW

Kayo Nakazawa Associate Lecturer / Macquarie University / NSW

ABSTRACT

Target Audience

The present study will interest Japanese language teachers in secondary or tertiary education who wish to know how to accommodate machine translation (MT), such as Google Translate, to Japanese language teaching and learning.

Outcomes

At the end of this talk, the attendees will gain ideas of how Japanese language students perceive the use of MT for language learning and its use in the classroom, as well as know benefits and limitations of pedagogical application of MT in language teaching and learning.

Focus

Two case studies of using MT in Japanese language classes will be presented in this talk. It will be discussed how students perceive the use of MT for language learning and its use in the classroom. Rapid improvement of technology has led to MT a ubiquitous tool for interlanguage communication in the globalised world, providing significant impacts on foreign language teaching and learning. A glimpse of the impact can be seen in the controversy of using MT in academic contexts. While MT is nowadays a very popular tool among students to support their language learning, it puts some teachers on guard against the use of MT due to potential misuse by students. The solutions to such issues has been raised by a growing number of researchers, proposing that instead of banning students from using MT, it should be used in the classroom with teacher's instructions in order for them to have good awareness of the tool. However, little research has discussed how to put the proposal into practice. It is even unknown how students,

especially Japanese language students, perceive the use of MT. To explore this uncharted area, two studies were conducted. The first study is aimed at identifying how beginner students of Japanese at an Australian university perceive the use of MT for language learning and how their perceptions relate to intention of use. A survey was administered after the students used MT to create a script for a speaking assessment. In the second study, students in an advanced Japanese writing class learned how to make effective use of MT in writing, and a survey was administered to find out students' attitudes and perceptions towards the classroom training.

Insights/Conclusion

The results of the two studies show that the majority of students welcomed the use of MT in language learning and its use in the classroom. Moreover, many students reported that the classroom training was beneficial for them. On the other hand, some mixed attitudes and perceptions also emerged. Some students found that MT was effective and useful to complete certain tasks, but casted doubt on effectiveness and usefulness of MT for language learning. Another example of mixed attitudes and perceptions show that while students found MT useful, ethical concerns on the use of MT in academic contexts prevented them from using it. Drawing on the results of the studies, some limitations of pedagogical application of MT will be also discussed.

BIOGRAPHIES

Nobuaki Akagi has more than five years' experience of teaching Japanese at Macquarie University, Sydney, Australia and other language institutions. He has taught Japanese courses from beginners to advanced level. He holds a Bachelor of Cognitive Science from The University of Western Australia, and MA in Communication Disorders and PhD in Cognitive Science from Macquarie University. His current research interests lie in information and communication technology in language teaching and learning, first and second language acquisition, formal approaches to Japanese syntax and semantics, and politeness theory. Apart from research, he enjoys fitness and studying positive psychology as a personal interest.

Kayo Nakazawa is Associate Lecturer at the Japanese Studies, Department of International Studies: Languages and Cultures at Macquarie University, Sydney, Australia. She holds a BA in English Literature and Diploma in Education (English Language teaching at secondary schools) from Tsuda University in Japan, and MA in Applied Linguistics from Macquarie University. She was an English teacher at schools in Japan before her career in Australia. Her current appointment is in the Japanese language program from Introductory to Advanced level. Her research interests cover Second Language Acquisition, Japanese linguistics, learner's individual differences affecting the language learning process, language education, computer-assisted language learning, online Japanese teaching and learning in both blended mode and external mode, and educational technology.

Language: English





Jarrod

Advocacy, Art, Adventure!

Language: English



Jarrod Hoare

Performing Artist

ABSTRACT

Target Audience

Ardent Advocates... an Artistic Adventure awaits..!

Through this entertaining and interactive session, be inspired by innovative ways to continue spreading knowledge, culture and joy in your own schools and communities.

This presentation is for teachers who:

- believe in the power of storytelling as a tool to educate, entertain and unite people of all cultures!
- want to explore Storytelling in a bilingual context
- wish to challenge themselves with numerous exercises to inspire and empower the performer within!

Together, let's explore exciting opportunities for cultural and artistic exchange!

Outcomes

Attendees will:

- develop various techniques, interactive games and different structures to both tell their own personal stories, and also to inspire their students to explore their own creativity.
- receive various links and references for further reading, creating and networking
- develop different ways to share short stories from our own adventures, Past, Present and Future
- have a few laughs along the way!

Focus

Using both English and Japanese, together we will:

- focus on making the storytelling process a collaborative exercise.
- explore storytelling through Theatre, Live Music and Manga Art
- encourage everyone to share their own unique skills, experiences and stories.
- explore ways to mix traditional

analogue art forms with modern digital innovations

- share short stories from our own adventures, Past, Present and Future
- discuss ways we can help to spread bilingual and Japanese stories to the wider community, and advocate for the learning of the Japanese language
- on developing short, family-friendly stories that make us smile and laugh!

Insights/Conclusion

Stories offer us opportunities to creatively share our view of the world. By harnessing this power of imagination, together we can inspire teachers, students and wider communities to tell their own tales!

Together, let's explore exciting opportunities for cultural and artistic exchange!

BIOGRAPHY

Bilingual Dad. Artistic Adventurer. Silly Storyteller.

Jarrod Hoare educates and inspires through performing arts, specializing in traditional Japanese comic theatre (Kyōgen) and traditional comic storytelling (Rakugo). He was the proud recipient of the Bank of Tokyo-Mitsubishi UFJ Japan Travel Fund, thanks to Arts South Australia. In Japan, Jarrod had the honour of training under Kyōgen legend, Mr Senzaburo Shigeyama in Kyoto and Rakugo masters, Mr Katsura Asakichi and Mr Katsura Kaishi in Osaka. Majoring in Japanese language at Griffith University, and having lived in Japan for several years, Jarrod is a confident communicator in

Japanese, with a distinct Kansai accent! Throughout Australia, Japan and beyond, Jarrod tailors interactive performances and workshops to suit the needs of students, teachers and festivals. Jarrod's passion lies in developing bridges of cultural and artistic exchange between Australia and Japan. Whilst respecting cultural traditions, Jarrod is excited to further explore the development of contemporary work possibilities.



Jessica

Oh What a Feeling! Using Toyota as a Case Study to Teach Year 9 CLIL Economics and Business

Language: English



Jessica Bretherton

Japanese Teacher / Monbulk Primary School and The Patch Primary School / VIC

ABSTRACT

Target Audience

This presentation is for secondary teachers who are interested in Content and Language Integrated Learning (CLIL) Units.

Using the Year 9 Economics and Business curriculum as a spring point, the students studied the history of Toyota, the company's business model and work ethic, the progression of environmentally friendly cars and compared advertising success in Japan and Australia.

Students even got a tour of the local Toyota dealership, met mechanics and sales people and went for test drives in the latest models. The unit culminated in the students returning to the Toyota dealership and using the real Toyota cars to film TV ads in Japanese. Ultimately the ads were funny, thoughtful and clever and used Japanese in a real and meaningful way. This was an incredible effort from students from a low performing rural high school.

Outcomes

Attendees will be able to walk out of this presentation, with all resources for the whole of the unit provided via Google Docs, ready and confident to implement this CLIL unit straight away in their schools.

Focus

Attendees will participate in a mini CLIL lesson, so they will get an idea of what it would feel like to be a student in a CLIL classroom.

Attendees will be presented with information and complete activities from the unit, as well as seeing the final results students produced.

Insights/Conclusion

CLIL is not scary or overwhelming, and teachers do not need to be fluent in Japanese, nor do they need to have deep subject knowledge of the other curriculum area. CLIL is engaging, it is meaningful learning, and it is fun.

BIOGRAPHY

Jessica Bretherton has taught Japanese, Humanities and EAL at a variety of Victorian primary and secondary schools in the bush, at the beach and in the 'burbs over the past few years. Last year she quit teaching and moved to China to learn Mandarin. She realised Japanese is much more her cup of matcha, and now happily teaches Japanese at two small primary schools up in the Dandenong Ranges. Jessica disliked learning languages when she was at school, and tries to use this to her advantage when planning slightly left of field activities to engage even the most reluctant of language learners.



Mami

Self-Access, Build Your Confidence in Japanese

Language: English/Japanese



Mami Saito

Senior Language Consultant / The Japan Foundation, Sydney / NSW

ABSTRACT

Target Audience

This session is aimed at proposing autonomous learning methods for non-native Japanese teachers interested in improving their own Japanese ability. Many non-native Japanese teachers state that they have difficulty making time for their own language improvement within their busy lives. Australia is a large country, and there are many places where Japanese classes are not locally available for adult learners. Furthermore, many teachers state that it is difficult to find classes or materials that suit their individual needs. So, what should they do? This session will convey ideas on how to learn on your own as a solution to this problem.

Outcomes

Attendees will be able to identify several approaches to autonomous learning for adult learners. Attendees will be able to utilize online and other learning tools and begin learning. Attendees will gain a deeper understanding of autonomous learning and self-assessment through an action-oriented approach.

Focus

This session will present important theories and methods for adult autonomous learning, and focus on how to connect this to real learning outcomes. It is important to create learning goals from a basis of understanding your own level of language ability. However, adult learners who are studying outside a classroom environment do not have many opportunities to undergo objective assessments such as semester exams. In many cases these abilities can be explained through practical situations measured on a

scale of “what I can do in Japanese” that makes use of Can-do Statements, rather than looking at achievement levels based on marks. For example, “I can introduce myself in Japanese” “I can talk about my family in Japanese” etc. These are not assessments based around vocabulary size or knowledge of grammar, but instead look at what kind of tasks a person can accomplish from multiple angles, observing “Competence in accomplishing tasks”. In this session we will propose ways to train yourself to become an autonomous learner by focusing on Competence in accomplishing tasks.

Insights/Conclusion

Teachers involved in language study as adults have a lot they can learn from this process, and will be able to take autonomous learning and study methods into consideration for their own students as well.

BIOGRAPHY

Mami Saito has been a Senior Language Consultant, Japanese Language Department, the Japan Foundation, Sydney since June 2017 and has extensive experience teaching Japanese and conducting teachers training/ ICT programs in Indonesia, Japan and Canada. Her teaching experience covers a wide range of levels from language schools to high school and university. In addition to her role as a Senior Language Consultant, she is also involved in Japanese language education support across Australia.



Rowena

The Use of Japanese Language by University Graduates

Language: English



Rowena Ward

Senior Lecturer / University of Wollongong / NSW

ABSTRACT

Target Audience

This presentation is aimed at language teaching staff, Careers Advisers and anyone who has an interest in the employment of learners of Japanese language and their motivation to study Japanese at the university level.

Outcomes

Attendees will have a better understanding of graduates' motivations for studying Japanese at the university level and how graduates use Japanese language in the workplace. The results have implications for anyone who gives careers advice, how university language program are marketed and future university Japanese language learners.

Focus

This presentation discusses the results of a 2017 online survey of graduates of Japanese language from Australia and New Zealand universities between 1997 and 2016. The survey questions addressed a range of issues including the reason why graduates studied Japanese at university, whether they expected to use their language skills in the workplace at the time of graduation and the level at which they began their language studies at university. In terms of skills, the questions focussed on the type of language skills used in the workplace and the regularity and level of use. The presentation will also discuss some of the graduates' comments / suggestions about their language studies and how the graduates perceive employers view Japanese language skills.

Insights/Conclusion

The survey results show that spoken skills are the most commonly used skill in the workplace, followed by reading and writing. The regularity of use and the level of use differed depending on various criteria including where the graduates worked (e.g. some graduates worked locally in Australia or New Zealand but some also worked in Japan). An interesting result of the survey is the number of graduates who admitted that their interests and motivations changed whilst they were studying at university.

BIOGRAPHY

Rowena Ward, presently the President of the Japanese Studies Association of Australia (JSAA), is a Senior Lecturer in Japanese in the School of Humanities and Social Inquiry at the University of Wollongong. Dr Ward graduated with a BA (Hons) from the University of Newcastle and holds a PhD in Politics and International Relations from UNSW. Dr Ward'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.



Liberty

Developing a Growth Mindset through Formative Assessment

Language: English



Liberty Campbell

Project Officer - Languages / Catholic Schools Office, Diocese of Broken Bay/ NSW

ABSTRACT

Target Audience

This workshop will inform secondary teachers of strategies to develop a growth mindset in their students using formative assessment.

Outcomes

The workshop will explore methods for teachers to embed growth mindset in classroom activities, formative assessment tasks, and carefully worded formal and informal feedback. It will demonstrate that it is possible to embed growth mindset principles without using Americanisms that may feel unnatural in the Australian context. A sample task designed for Year 9 will be unpacked demonstrating how the various elements of formative assessment work together to improve student language outcomes.

Focus

The growth mindset movement has garnered much support in recent years, across various areas of life including schooling. Its premise that we are all able to improve upon our performance with focus and effort is attractive. It identifies two key mindsets on a continuum that ranges from a fixed mindset to a growth mindset. The research has shown that students who had a strong growth mindset have greater learning gains than those who had a fixed mindset – even if the fixed mindset was a belief that they were clever, or natural at something. Those with a fixed mindset were more inclined to falter at obstacles and avoid taking educational risks, playing it safe to ensure good marks rather than really challenge themselves. Over time the gap in learning and achievement grew greater with the growth mindset students outperforming the fixed mindset students more and more.

Insights/Conclusion

Whilst many educators have jumped on board with growth mindset posters and motivational speeches about growth and fixed mindsets, this is not enough, according to key researcher Carol Dweck. She suggests that it needs to be embodied in all aspects of the teaching practice. This workshop will discuss how we authentically embed growth mindset theory in our language teaching practice. There will be a discussion of how this can be done more successfully when a teacher has a deeper understanding of available feedback strategies. Feedback is a crucial component of the learning cycle as it has the potential to positively influence student understanding, performance, and motivation. (Orsmond and Merry, 2011; Alderman, Towers and Bannah, 2012; Evans, 2013). Although feedback is ranked as one of the top ten influences on student achievement, it has also been found to be one of the most variable influences (Hattie, 2009). This suggests that all feedback is not equal in its influence on positive student learning outcomes.

One of the challenges for teachers is the decision of what information should be included in the feedback to students. Numerous studies have shown that at a minimum, the correct answer needs to be given, as opposed to simply indicating if a student is correct or incorrect (Pasher et al. cited in Butler et al., 2013, p.290; Physe and Sanders cited in Butler et al., 2013, p.290). This is known as correctional feedback. Butler et al. (2013) explored this idea further in their study of university students in the

United States. They sought to identify whether there was any difference in student learning gains if explanation feedback was also provided to students. Explanation feedback, as the name suggests, provides not only the correct answer but the reasoning or knowledge behind that answer. This workshop will look at how these different types of feedback work with growth mindset principles to further student learning outcomes.

BIOGRAPHY

Liberty Campbell is the Catholic Education Commission's representative on the NSW Languages advisory Panel, the Project officer for Languages in the Broken Bay diocese and the author of the Jblog textbook series. She is passionate about supporting Japanese teachers and students with research based resources and practical teaching strategies. Liberty has spoken at various conferences for the MLTANSW, JTAN, JLTAV, DETNSW and at the National Symposium for Japanese Teaching in 2016.



Fiona

Creating Conceptually Based Units for the Australian Curriculum: Japanese

Language: English



Fiona Scarth

Japanese Teacher / Queensland Department of Education / QLD

ABSTRACT

Target Audience

This presentation is for P-10 teachers who are interested in exploring the process for creating conceptually based units for learners which align with the Australian Curriculum: Japanese.

Outcomes

Attendees will walk away with a deeper understanding of conceptually based units such as those created as a part of the Queensland Curriculum into the Classroom project and gain strategies to design conceptually based units suitable for their classroom context.

Focus

The interrelationship of language, culture and learning underpin the Australian curriculum: Languages. By creating Japanese units that are based around a concept from the curriculum, learners are able to explore these concepts as rich engagement tools to explore the world, their sense of identity and develop their intercultural understanding through interacting with others and using language in a variety of ways. Conceptually based units begin with 'Key concept questions' and learners are able to develop a deeper understanding of what the unit is about. Resources provide learners with multiple, age-appropriate opportunities to use Japanese language in a variety of ways to explore concepts, culture and their own identity. Through developing units that explore concepts such as identity, community, society and controversial issues give learners meaningful ways of communicating with each other in Japanese. This method moves away from the traditional way of teaching language through grammar and allows learners to explore the concept at the same time as acquiring the language.

Insights/Conclusion

This workshop will explore strategies and insights to create Japanese language units that promote intercultural language learning, are based around a concept, and allow learners to communicate meaningfully across linguistic and cultural systems and in a variety of different contexts.

BIOGRAPHY

Fiona Scarth worked as the Assistant Manager for Japanese (Curriculum into the Classroom) for the Queensland Education Department. She has taught in high schools for 11 years before joining the project in 2015 to conceptualise units and write resources for teachers that align with the Australian Curriculum: Japanese. Fiona has also worked as a part of the Queensland Curriculum and Assessment Authority as a panellist and district review panel chair where she has reviewed senior work programs and assessment tasks and provides advice to teachers and schools about matching student responses to syllabus standards. She has presented C2C materials at state conferences, to pre-service teachers and languages network forums. She is currently using the C2C materials back in the classroom as a teacher at Brisbane School of Distance Education.



Yuko



Kaori



Masako

Teamwork Dynamics of a Cross-Disciplinary Learning Project: A Case Study of an Interschool Japanese Presentation Day in France

Yuko Fujimitsu Japanese Language Advisor / The Japan Foundation, Paris / France

Kaori Tsuda PhD Student / University of Tsukuba / Ibaraki, Japan

Masako Muranaka Director of Japanese Section / International High School of Saint-Germain-en-Laye / France

ABSTRACT

Target Audience

本発表は、内容重視のプロジェクト型学習、協働、学びの互恵性、教科横断的アプローチといったトピックに関心を寄せ、学習者の全人的な成長を支援したいと願う教育者に、実践のアイデアと考察を共有し議論を深めることを目指すものである。

取り上げる実践は「全仏高校生日本語プレゼンテーション発表会」。参加するのは、第3外国語として高校で初めて日本語を学ぶ生徒から日仏バイリンガルの生徒まで、多様な背景をもつ生徒たちだ。2018年のテーマは、「日仏交流、この人に注目！～歴史から学び、未来を創造する～」であった。フランスで弁論大会に代わる新しい学習奨励事業として定着しつつある取り組みである。（詳細情報はこちら：<https://goo.gl/7ghNBM>）

Outcomes

本発表では、企画者、参加生徒の支援者、トランスランゲージング研究者の視点からの考察を共有する。「教育プレゼンテーション」を中心に据えた一連の学習活動を捉えるさまざまな視点とともに、多様な現場に活かせる実践のアイデアと工夫を持ち帰っていただけたと考えている。

Focus

企画者は、評価観点の設定、エントリー審査から発表会当日のプログラム、発表後のフォローアップ活動の一連のデザインにおける工夫の点を紹介する。生徒を支援する立場からは「学びのプロセスの可視化」という点に注目し、その方法と意義について考える。「情報活用型プロジェクト学習」（稲垣 2016）に位置づけられるこの取り組みでは、発表そのものは学習の一部と捉え、準備から発表後のふり返りに至るまでの過程を重視した。学習の動的なプロセスの言語化、視覚化をすすめることは、生徒の学びを深く豊かにするためのサポートとなっただけでなく、彼らを取り巻く環境への動きかけにも繋がった。トランスランゲージングとは、「マルチリンガルがもつ全ての言語資源を、言語の境界線を超越してひとつのつながったレパートリーとしてとらえた概念」（加納 2016）であり、多言語話者の自然な言語使用に根ざした言語教授法や学習方略研究の分野で着目されている。この視点から、発表会に参加した3人の日仏語バイリンガルの高校生にも焦点を当てた。発表準備の過程で、彼らがどのように自らの言語レパートリーを活用したのか、インタビューを行ったところ、日本語での発表に向けて、日仏英三言語

で情報を収集し、教員や主催者からは日仏二言語でアドバイスを受けていた。グループでの話し合いでも、日仏語を自由に使いながら、理解を深め、内容をまとめていた。日仏二言語でそれぞれの言語で欠落している部分を補足しながら思考し、それを課題達成方略として活用していたと言える。二言語を使うことで、より深い内容理解、思考が可能になることが推察された。

Insights/Conclusion

日本語学習を通じて実現できる豊かな学びについて、議論する機会となれば嬉しく思う。

BIOGRAPHIES

Yuko Fujimitsu is a Japanese-Language educator with broad international experience, currently based in Europe. Her work has a focus on supporting students and teachers through the design and facilitation of innovative learning programs. Some of her past projects in Australia include the Japanese Immersion Workshops (2010-2015), the Hyogo Boys' Manzai Workshops (2013-2014) organized in collaboration with the Hyogo Prefectural Government Cultural Centre, WA and the Drama Workshop (2015) which involved JLTAV, Professor Jun Watanabe from Nihon University, Anne Norman and Shingo Usami, supported by The Japan Foundation, Sydney. Her recent project "Japanese Presentation Day" (2017-2018) for students in France was planned and realised during her stint at Maison de la culture du Japon à Paris.

Language: Japanese



Kaori Tsuda is a PhD student of University of Tsukuba (linguistics) and has been working as an assistant of Japanese language advisor at the Japan cultural institute in Paris, The Japan Foundation. Passionate about language issues, she studies Japanese and French languages in a contrastive approach, aiming for the application to the language learning and teaching. She has worked for 7 years as a JFL teacher and is in pursuit of ideas which realize a rich experience of learning, widening up ones' perspectives and making relations with new cultures.

Masako Muranaka is a Japanese language teacher and works as the Japanese section's director in the International high school of Saint Germain en Laye in France since 2016. She is also enrolled in a doctorale course of the University of Strasbourg (France) and dose research in bilingual education for Japanese-French children. Her current research interests include translanguaging, dynamic bilingualism, plurilingualism, pluriculturalism and heritage language in the field of bilingual education research.



Nobuko

Proposal of Teaching Method of Using “Voice Samples” in Japanese Classes

日本語クラスで使用する新しい教材「ボイスサンプルプロジェクト」の提案

Language: English



Nobuko Wang

Professor / Senshu University / Tokyo, Japan

ABSTRACT

Target Audience

This is for all teachers seeking methods for brand new active and effective program in the Japanese Classes. It is named 'Voice Sample Project', but it is not a practice of pronunciation alone, it is a new type practice method that uses all four skills, listening, writing, reading and speaking. It is also a hands-on material that can be used immediately in class. You can also expect that learners learn Japanese language autonomously.

Outcomes

“Voice Sample” is a kind of tool for professional voice actors/actresses or narrators to introduce themselves and what kind of voices or characters they can act in film works. Namely, it is a kind of voice portfolio. “Voice Samples” in Japanese language consist of several kinds of speech such as straight narration, TV commercials and characters' voices for animation films of two to three minutes in length, which often have added music and sound effects. “Voice Samples” are very good as speech samples for learning foreign languages. I propose to use “Voice Samples” as material for learning languages. Though professionals' “Voice Samples” should be recorded in a recording studio with high performance microphone, language teachers usually do not have such technology. In this attempt, I have done these works with an ordinary IC recorder, free-software for sound editing and some free music and sound effect websites.

Focus

In this presentation I want to emphasize that learners has the power to control their own voice by the voice sample project. If the learner can control his / her voice, they can grasp the rhythm of Japanese and can acquire 'sokuon' and 'hikuon'(long tones) as well. In addition, it is a feature of this practice method that learners can practice with fun in your class room. You can expect that learners learn Japanese autonomously.

Insights/Conclusion

Language teachers can make their students' “Voice Samples” as active-learning project and can teach several language aspects such as listening, pronunciation, writing, and new vocabulary. First, students listen to a “Voice Sample” several times, write it down correctly, and teachers then check it and can get to know how many mistakes like “sokuon”, “hikuon” or grammar/conjugation would occur. In the next stage, students practice reading it aloud again and again with good articulation and intonation like making a copy. After that, teachers record students' act and make “Voice Samples” with adding some music or sound effects. Students should be encouraged by listening their own “Voice Sample”. In Japanese language classes in a University in Japan, I attempted to use these materials for students whose level is higher than N1. The following interview and evaluation by rubric indicates that their learning motivation has been increased, and they have participated in class more than before.

Even in classes of high school, junior high school, and elementary school students, the voice sample project should be effective. It is a practice method using pronunciation, but non-native Japanese teachers can also be used easily. Workshops of “Voice Sample Project” have already been held in 6 cities in 4 countries so far.

BIOGRAPHY

Nobuko Wang was received the M. A. degrees in area studies and teaching Japanese as a second language from Tsukuba University, Japan, in 1988. She is now a professor at a school of letter, department of Japanese Language of Senshu University in Japan. Her research interest includes how to teach Japanese Language Phonetical Sound to learners. She has received Grant-in-Aid for Scientific Research(C) from Japan Society for the Promotion of Science(JSPS) from 2017-2020.

