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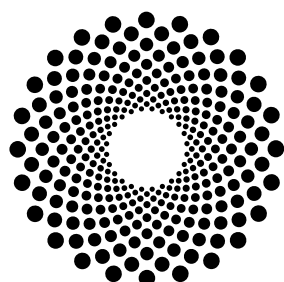
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FOREWORD

KEIJI SHONO

It is a pleasure to present this selection of highlights from the National Symposium on Japanese Language Education (NSJLE) 2018.

NSJLE 2018, jointly organised by the Monash Japanese Language Education Centre and The Japan Foundation, Sydney, was held on November 2-3, 2018 at the University of Technology Sydney. The fourth symposium since its inaugural event in 2012, NSJLE 2018 provided an invaluable opportunity for those at the coalface of Japanese language education to share their classroom innovations and insights with fellow members of the community.

The common pursuit of our dedicated Japanese language educators once again resonates through this collection: to explore the notion of connection both within and outside the classroom, and to ensure the community is equipped to respond to enduring and emerging challenges in the field. Embodying the NSJLE 2018 theme of 'Bigger, Broader, Better', this volume of proceedings is testament to how the community continues to support Japanese language learning and ensure its relevance in the global context.

I would like to extend my sincere appreciation to those involved in bringing this volume to fruition: namely, Dr Robyn Spence-Brown, who provided invaluable assistance as chief editor of this volume of proceedings; in alphabetical order, Dr Belinda Kennett, Dr Gwyn McClelland, Yutaka Nakajima, Prof Chihiro Kinoshita Thomson and Dr Naomi Wilks-Smith for their commitment to the selection and reviewing process; David Kelly and Mari Minami for their assistance in editing and proofreading; and Maki Toshimori, Junko Yano and Leah Sourris of The Japan Foundation, Sydney for their editorial and administrative support. Finally, I would like to thank all the contributors to this volume, whose learnings within it will undoubtedly continue to inspire and drive forward Japanese language education in Australia and beyond.

It is my great hope that the contents of this volume will serve as a springboard for further discussion among not only participants of the symposium but also the Japanese language education community at large, as well as provide a catalyst for further innovation in the field.

Keiji Shono
Director
The Japan Foundation, Sydney
May 2021

INTRODUCTION

ROBYN SPENCE-BROWN
Monash University

This volume showcases a selection of ten papers, originally presented at the National Symposium on Japanese Language Education (NSJLE) held in Sydney in 2018, with the theme of 'Bigger, Broader, Better'. These papers reflect the positive and expansive vision of Japanese language education embodied in this theme, and the wide-ranging and inclusive scope of the symposium itself. They cover innovations at all levels of Japanese language education, from primary to tertiary, and include both shorter practice-based reports and research papers of a more academic nature. The authors also represent a wide range of perspectives, with participants based in both Australia and Japan, including Japanese language teachers, school principals, academic researchers and even librarians. As was the case for the symposium, this volume is bilingual, reflecting our bilingual Japanese language education community. There are six papers written in English and four in Japanese, each with an English abstract.

The first six papers describe cutting-edge developments in primary and secondary school programs, from the establishment of a new Japanese language program, to a variety of innovative pedagogical approaches. The remaining four papers relate to tertiary education. However, most of the papers have broader relevance to teachers at every level. Indeed, one of the aims of the symposium, and of this volume, is to promote cross-fertilisation of ideas and approaches across the different educational levels.

Paper 1 by **Nicholas Creed, Mandy O'Mara, Teresa Marnik** and **Steven Miyazawa**, *Establishing a high-quality Japanese program*, gives a comprehensive account of setting up a new secondary Japanese program which is thoroughly embedded in the school and its community. The paper describes how the program was designed to fully integrate into the educational mission of the school, to align with school ethos and goals, and to reach out to the local community and beyond. With the support of both school leadership and the school community more broadly, the program has been able to contribute substantially to the broader educational aims of the institution in ways that go far beyond classroom language learning.

In Paper 2, *Oh what a feeling! Using Toyota as a case study to teach Year 9 CLIL Economics and Business*, **Jessica Bretherton** describes an ambitious and engaging CLIL unit for Year 9 students in a regional high school. The program incorporated visits to Toyota dealerships and culminated in student-made TV ads using actual cars. The paper reflects themes which can also be found in the volume, including the benefits of incorporating other curriculum areas, and of boosting engagement and performance by setting more ambitious goals, rather than by dumbing-down or narrowing the focus of a program.

Paper 3 by **Yuji Okawa** and **Takuya Kojima**, *Parental engagement in their children's Japanese learning: language course for parents at a high school*, echoes some of the lessons learned by the school described in Paper 1, emphasising the positive results of engaging with the broader school community. It explores how the introduction of a language course for parents promoted a reciprocal and collaborative learning relationship between parents and children, which promoted achievement, led both groups to view Japanese learning more positively, and also enhanced parent-teacher relationships. It is a wonderful example of the many positive spin-offs which can result from an intervention that reaches beyond the walls of the traditional classroom.

Paper 4, *Using shuwa (Japanese sign language) gestures in the Japanese classroom* by **Kathleen Duquemin**, discusses the introduction of gesture-supported reading in a primary classroom, and the creation of an original text with which to use this approach. It shows how this increasingly widely adopted technique enhanced comprehension, retention and student engagement, and led to greatly increased outcomes for the students involved.

Paper 5, 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 (Using telecollaboration to connect Australian and Japanese children: a case study) by **Shinji Okumura** and **Masae Uekusa**, describes a telecollaboration project with a cultural focus involving primary-level students of Japanese in Australia and students of English in Japan through the use of a social networking site (SNS). It is another example of how an ambitious program which expands beyond the classroom walls through the clever use of technology can enhance educational outcomes, and create meaningful authentic engagement across national boundaries. It will doubtlessly be very relevant to readers coming to this volume in a post-pandemic world.

In Paper 6, **Ayako Wada** describes the development and use of kits containing various cultural materials in 日本語学習者のための hands-on 体験型教材:「発見」体験を創出する教材をめざして (Developing hands-on materials for Japanese language learners: creating 'a-ha' moments with teaching materials). The author's experience using these packs in various places suggests that employing such resources can make cultural learning more concrete, promote discovery-based learning and enhance student motivation.

The final four papers relate to developments at the tertiary level. Paper 7, 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 (Using voice samples in Japanese classes: a proposed teaching method) by **Nobuko Wang**, describes an innovation for advanced-level tertiary students in Japan which involved the use of texts produced as 'voice samples'. Students listened to and transcribed the samples, and then recorded themselves reading them aloud. The intervention was found to promote listening skills, pronunciation (including articulation and intonation) writing, and vocabulary acquisition.

In Paper 8, *Supporting mixed-group language learning through Communities of Practice and Boundary Crossing*, **Chihiro Kinoshita Thomson** and **Nagisa Fukui** describe the philosophy behind one of Australia's largest tertiary Japanese programs (UNSW) and the innovative activities which it includes. The program connects students at different year levels, and also fosters interaction between the students and local and international Japanese-speaking communities. This paper will be of interest to school teachers wondering about what lies ahead when their senior secondary students transition into tertiary study. It also argues for the relevance of a 'Community of Practice' approach at all levels of education. While the terminology and program details may be different, the lessons learnt about the importance of a whole-community approach within an educational institution, and the fostering of authentic connections with Japanese speakers, echoes the conclusions of several other papers in this volume, and will no doubt provide inspiration for teachers at all levels.

Paper 9 is entitled 図書館と日本語クラスの連携: 情報リテラシー支援を通して図書館の言語教育現場への参加の試み (Bringing the library into the Japanese language classroom: enhancing students' information literacy), by **Akiko Hiratsuka**, **Shoko Ono** and **Hirofumi Yada**. It describes the information literacy support given to intermediate and advanced students of Japanese at the University of Technology Sydney, by the library staff at The Japan Foundation, Sydney. The program enhanced students' use of selected digital information services and thus their digital literacy and autonomy, as well as their performance on assignments. It is another example of the ways in which connections to outside organisations can widen perspectives and support both teachers and students in their endeavours.

Paper 10, *Graduates' use of Japanese language in the workplace* by **Rowena Ward** concludes the volume with a study of the use of Japanese in the workplace. Surveying graduates of Japanese language from Australian and New Zealand universities between 1997 and 2016, the study revealed that although improved employment opportunities was not the primary reason for enrolment in Japanese programs, graduates were using their Japanese skills in a range of roles and careers internationally, with 74% of those using the language reporting using spoken skills on a daily basis and 30% working in Japan. While the positive impacts of studying Japanese include many broader educational and cultural benefits, it is heartening to know that many graduates of Japanese programs are also able to use and continue to expand their skills in their working lives.

If there is one message that we can take away from the ten papers in this volume, and from many of the other presentations at the symposium where they were first presented, it is that a 'broader', more ambitious vision for Japanese, and approaches which reach out to other organisations and to Japanese speaking communities, have enormous potential to improve outcomes both for language learning, and for intercultural and other educational goals. The 'broader' visions described here include whole-school approaches to program design, and strategic inclusion of the wider community, both as a target of programs and a resource. The importance of leadership and collaboration shine through in many of the successful programs described. They also include the incorporation of wider curriculum content and goals, and a variety of innovative pedagogical approaches, including, but not limited to, the use of technology. Universally, more ambitious goals coupled with engaging content and innovative methods are shown to lead to 'better' results on a range of different measures. We hope that these papers, taken both individually and as a group, inspire other teachers to aim high, and to think creatively, ensuring that Japanese language education in Australia continues to become **Bigger, Broader** and **Better**.

ESTABLISHING A HIGH-QUALITY JAPANESE PROGRAM

NICHOLAS CREED, MANDY O'MARA, TERESA MARNIK AND STEVEN MIYAZAWA
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ABSTRACT

The purpose of this paper is to share successful practices by Japanese teachers and college leadership at Mernda Central P-12 College when establishing a new language program. The vision of the College from the outset was to deliver the language not just to the classes, but rather to the community as a whole, including students, staff, and parents. Japanese was selected as the language for students to learn at Mernda Central P-12 College as it aligned with the college values and expectations. The main goal over the first year was to build the capacity of all staff to support growth in students' cultural awareness. It is hoped that by sharing examples of successful practice, ideas can be replicated to engage communities in language education. Furthermore, this article will explore methods in developing a rich and vibrant program to expand Japanese learning beyond the language classroom.

INTRODUCTION

The purpose of this paper is to share successful practices engaged in by Japanese teachers and college leadership at Mernda Central P-12 College when establishing a new language program. The vision at the college from the outset was to deliver the language not just to the classes but also to the school community more broadly, including students, staff and parents. Japanese was selected as the language for students to learn at Mernda Central P-12 College as Japanese notions of respect and hard work align closely with college expectations. The main goal over the first year of the program was to build the capacity of all staff to support growth in students' cultural awareness. It is hoped that by sharing examples of successful practice, ideas can be replicated to engage communities in language education. This article will also explore methods in developing a rich and vibrant program to expand Japanese learning beyond the language classroom.

BACKGROUND

Mernda Central P-12 College is a co-educational government school that opened its doors in 2017, with enrolments initially taken from Foundation to Year 7. By 2022, the college will have enrolments from Foundation to Year 12. Mernda Central P-12 College is part of the Public Private Partnership program (Department of Education and Training 2016)¹, and at the end of 2018 had a student population of approximately 770. The College is located in a growth corridor in the north of Melbourne, and enrolment numbers are expected to exceed 1,000 students in 2019. While the school has a very multicultural student population, only two students speak Japanese at home.

COLLEGE EXPECTATIONS IN LINE WITH THE SCHOOL WIDE POSITIVE BEHAVIOURS PROGRAM

By aligning the language program with school expectations, the fledgling Japanese department was able to make strong connections with the community. Mernda Central P-12 College is one of a number of Victorian government schools engaged in the School Wide Positive Behaviours program. The purpose of this program is to have students strive towards the four college expectations, those being 'Aim High', 'Behave Safely', 'Show Respect' and 'Value Our Community'. Students at the college are explicitly taught these four expectations across all subject areas, as well as during an hour each week set aside for student wellness. To acknowledge students who exemplify these behaviours, a token-based reward system is well established. Students observed modelling any of the expectations can receive a token from any member of staff, which can then be traded in for a range of rewards, opportunities or experiences. At the request of the language teachers, a Japanese version of these was created. Initially, these Japanese tokens were only awarded during Japanese classes, but due to their popularity were soon being used by all staff across the college.

HIGH IMPACT TEACHING STRATEGIES AND ADAPTABLE SPACES

The Victorian Department of Education released a series of High Impact Teaching Strategies (Department of Education and Training 2017). Mernda Central P-12 College is committed to the application of these across all areas of curriculum, and unit planners are structured in such a way that they can be explicitly used across courses. For languages, the strategy that was best employed across 2018 was differentiation. Differentiation took place through effectively using co-teaching options made accessible through the use of adaptable learning spaces. The Japanese classrooms were separated by a partially retractable glass door, and the classes also had access to numerous breakaway areas. As both Japanese teachers were always teaching the same year level in these adjoining classes, there were always opportunities to adjust groupings and instruction to suit student needs.

1 As part of the Public Private Partnership, the grounds and buildings of Mernda Central P-12 College are owned and maintained by private companies. However, all aspects of curriculum, pedagogy and instruction are managed and delivered by the Department of Education. Through this partnership, the school is able to invest greater time into educational priorities, while maintenance of grounds and facilities remains the responsibility of private partners.

PROGRAM

The Japanese program commenced at the end of 2017 following a collaborative process involving the whole college community. During the collaboration, a survey took place to canvas interest in a variety of languages, with Japanese selected by a majority of respondents. Japanese is not a community language; however, the values of 'Respect' and 'Value Our Community' aligned well with cultural values inherent in Japanese society. Furthermore, a high level of interest in Japanese culture, particularly *anime* and *manga* subcultures, validated this selection. The college then went about employing an experienced Japanese teacher to lead the program, and hired a second Japanese teacher to ensure all classes would be staffed.

For the first six months of 2018, students in Year 7 and Year 8 undertook Japanese language studies. As this was the first year of Japanese for both levels, a similar curriculum was used for each. However, as the year progressed, Year 8 was adjusted according to students' individual needs and interests. This adjusted curriculum supported their pathway to Year 9 language study. Lessons were developed according to the college instructional model, which involved clear intentions for learning, a mini lesson, independent or group work and reflection.

One of the most important aspects to establishing the program was designing a timetable to support instructional needs. This timetable allowed classes to be blocked in pairs, utilising the adaptable learning spaces and creating co-teaching opportunities. Curriculum was mapped to allow maximum collaboration, and the students were given the ability to work at their own pace through content. Many online programs such as Education Perfect, Quizlet, Learning Fields, Kahoot and Socrative were used to enable students to access varied and personalised learning tasks.

During the first semester, the Japanese teachers were provided additional time to informally introduce Japanese into primary classes. This encouraged the teachers to have conversations with primary teachers and offer support with inquiry units or one-off Japanese classes. There was a great uptake with these offers, with two of the learning communities inviting the Japanese staff to give presentations and conduct question-and-answer sessions. The result of this was that many of the Year 5 and 6 students completed a research task on an aspect of Japanese culture. Following this success, the college took the next step and chose to introduce formal Japanese language study from Semester 2 for all students in Years 5 and 6.

Other successful examples of collaboration beyond the Japanese department were evident across a range of subject areas. Art teachers adjusted their curriculum to include a key focus on Japanese drawing techniques, and the Food Technology class began making sushi as part of their course. Japanese parasols were purchased by the Drama department, and History classes incorporated more units related to Japan. Furthermore, the Japanese department offered lunchtime origami classes to students of all year levels, seeing an opportunity to engage with the primary students who were yet to formally study the language.

Over the first few months of the program, one of the key non-teaching objectives of the language program was to explore the possibility of a sister school in Japan. As both language teachers had years of experience in strong language faculties, connections were explored and a number of options were tabled. Once a school had been identified, teachers at both schools immediately set to working on a memorandum of understanding. The aim was for the school in Japan, Shōyōkan Junior High, to visit for one day during their annual trip to Australia, at which time the memorandum would be formally signed. This visit created the best opportunity to date to share the language and culture with the entire college community. An assembly was held where the visiting students showcased Japanese culture and customs, and this was shared with the college community via social media and other media. Students were engaged in a range of cross-cultural activities for the day, with Mernda Central P-12 College students and teachers teaching their guests how to paint a boomerang, kick an AFL football, cook Anzac biscuits and solve a wooden puzzle. The level of collective efficacy on the day was the most telling, with most of the activities run by non-language teaching staff keen to be part of the experience.

One of the greatest successes in the first year outside of the languages classroom was the advent of Japanese clubs at the college. At Mernda Central P-12 College, there is a mandatory clubs program on Wednesday afternoons in which all staff are required to participate. The timing, purpose and nature of the clubs are at the discretion of the staff, but from the language teachers' point of view this was seen as an opportunity to further embed the subject into the fabric of the college. Initially, a lunchtime language and culture club was established, and this group of students became a driving force for a range of other activities that followed. A Japanese cooking club ran during Term 2, the result of a partnership with a Food

Technology teacher who was keen to learn more about Japanese food and share this journey with students. The language and culture club was heavily involved in supporting the sister school visit, and also participated in an excursion to Mount Waverley Secondary College to observe their languages day. The purpose of this was to gather ideas to run a similar event at Mernda Central P-12 College. To reciprocate for the visit, a cooking challenge was held in Term 4 where students made *okonomiyaki* pancakes.

Over the course of the year, students were able to participate in a range of events and competitions. Many of these were organised and run by the Japanese Language Teachers Association of Victoria (JLTAV), a constant source of support to the language department. These included the annual conference publication cover design competition, calligraphy competition and the Junior Speech Contest. Participation in these events gave students the opportunity to compare their language skills with others across the state and see the progress that they were already making.

The college was also pleased to welcome two language assistants during the year, firstly from the Teaching Japanese as a Foreign Language (TJFL) program in Term 1, then from the Overseas Teaching Practicum Program (OTPP) in Term 3. These two visitors provided students with authentic opportunities to practise their language skills and learn more about Japanese youth culture.

BENEFITS AND PITFALLS

BENEFITS

The greatest benefit of establishing the Japanese program lay in staff and student engagement in studies of Japanese language and culture. This engagement opened up further avenues to explore the subject, bringing in a range of co-curricular and extracurricular opportunities. Furthermore, seeing the joy the students had in using a different language, non-language teachers began using the target language during their classes. Teachers were also happy to volunteer their time to work with visiting students from the sister school, and principals began greeting students in Japanese during college assemblies.

Having the Japanese tokens in circulation allowed Japanese to be ever-present across the campus. Furthermore, the support and engagement that began with the sister school visit and primary inquiry projects led to non-language teachers using target language in their lessons and allowing students time to sing songs taught during Japanese sessions. Additionally, the exemplary behaviour of Japanese visitors to the college, both students and assistants, led to increasingly positive views of the subject within the school community.

Successful differentiation in the Year 8 classroom meant that a number of students in that cohort had met or exceeded the Victorian Curriculum level expected at that time. This meant that running Year 9 language was not only a possibility, but a necessity. In addition to this, trials of a more immersive approach in classes were well received. This led to conversations about a Content and Language Integrated Learning (CLIL) course that was added to the Year 9 Handbook at the end of 2018.

PITFALLS

One of the few challenges in establishing this program was the pressure to cover the curriculum faster so that Year 8 students were sufficiently prepared for their further studies. It was possible to ameliorate this concern by differentiating the curriculum and extending those who demonstrated interest in more complex language. However, making up two years of study in one is not always ideal for depth of vocabulary acquisition. To ensure this does not have a lasting effect, time will need to be spent reviewing vocabulary with the affected cohort so they are prepared for further studies.

CONCLUSION

Through the engagement of the whole school community, Mernda Central P-12 College established an effective Japanese program, delivering meaningful curricular and co-curricular outcomes to students. The strong alignment of Japanese beliefs around respect and hard work with values the College strives for, along with positive attitudes and teamwork, allowed this to happen. Subsequently, by making connections with a sister school, developing partnerships with another school in Victoria, and utilising the support of teaching associations and their competitions and programs, a rich and vibrant Japanese program was born at Mernda Central P-12 College.

POSTSCRIPT

The Japanese department at Mernda Central P-12 College has continued to grow and flourish since this article was written. As of 2021, there are five Japanese teachers and a language assistant employed at the college, and Japanese is taught from Prep to Year 11, our highest level. With 75 students having elected to study the language in Year 9, the subject continues to go from strength to strength. As buildings have been added to the college, they are assigned a Japanese name to further embed the Japanese language and culture. Content Language Integrated Learning (CLIL) classes ran in 2019, connecting Japanese and history through a study of Edo Japan. Our CLIL program continues to evolve each year, with connections now being made with Music and the Performing Arts to establish a *taiko* program. That year, 14 students also took the opportunity to participate in our inaugural Japan study tour.

Despite the challenges posed by COVID-19 in 2020, the college was still able to conduct virtual lessons with sister school Shōyōkan Junior High School. These classes further solidified the connection between the two schools and the sharing of language and culture. The College has grown to just under 1,500 students in 2021 and will have its first Year 12 cohort graduate at the end of 2022. Teachers from the college have also assisted in the establishment of Japanese programs at a neighbouring school. It is an enormous source of pride that the network as a whole is benefitting from the program's continual growth. The college aspires to be known for its rich and vibrant Japanese program aimed to inspire student learning in and beyond the language classroom.

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OH WHAT A FEELING! USING TOYOTA AS A CASE STUDY TO TEACH YEAR 9 CLIL ECONOMICS AND BUSINESS

JESSICA BRETHERTON

Department of Education and Training (Vic)

ABSTRACT

This paper documents my efforts to turn a personal trip to the Toyota factory in Aichi into an engaging CLIL (Content and Language Integrated Learning) unit of work for students in my Year 9 Japanese class. Using the Year 9 Economics and Business curriculum as a starting point, students studied the history of the Toyota company, its 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 a test drive in the latest models. The unit culminated in the students returning to the Toyota dealership and using real Toyota cars to film TV ads in Japanese. This was an incredible effort from students from a typically low-performing regional high school, and proved that CLIL can work anywhere.

INTRODUCTION

After successfully implementing a Year 9 Economics and Business CLIL (Content and Language Integrated Learning) unit at my school, I wanted to show other teachers that CLIL was achievable irrespective of the background and achievement levels of both the teacher and the students. Content Language Integrated Learning (CLIL) is a dual-focused educational approach in which the target language (in this instance, Japanese) is used for both the learning and teaching processes. The focus is not only on the language, nor only on the content, as they are both interwoven (Coyle, Hood and Marsh 2010, 1). It is incredible. It is engaging. It is meaningful. In the case of my school, the CLIL unit had a direct positive impact on retention of students in senior language classes, as the Year 10 Japanese class the next year was the biggest ever. In the instance of my unit, Japanese was used as the language to explore aspects of the Year 9 Economics and Business curriculum. CLIL has the ability to transform the way you teach and the way your students learn. However, it is misunderstood by many. And it is a lot of work. In the presentation this paper is based on, I delivered a mini CLIL lesson for other teachers to understand what a CLIL lesson feels like, talked through the curriculum, showed the final assessment pieces of the CLIL unit, and shared all of the resources I had created so that teachers were able to teach this unit to their own classes.

BACKGROUND

SCHOOL BACKGROUND

At the time of delivering this program, I was working at a large regional secondary school in Victoria with approximately 1,300 students. Despite these huge numbers, Japanese only had four or five students continuing on to VCE, and the other language had not run a senior class in several years. Almost half the school population was classified as coming from very low socio-economic backgrounds, and literacy and numeracy levels were well below national averages. Despite this, thanks to a concerted recruitment effort by the language department, Japanese had three classes at the Year 9 level for the first time ever—two elective classes and one compulsory Select Entry Accelerated Learning (SEAL) stream. Japanese in Year 10 was timetabled against electives in Surfing and Automotive—it was an uphill battle to encourage students to take the leap to senior Japanese, but I was determined to do something different. Given CLIL's focus on both language and content, CLIL seemed like the perfect way to combine Japanese with a topic the students could be actively engaged in and boost senior school numbers. The focus here was not on achieving standards, as the Year 9 curriculum had already been completely taught by Term 4, but rather on students enjoying language classes and empowering them to acquire knowledge while actively engaging and developing their own powers of perception, communication and reasoning (Coyle, Hood and Marsh 2010, 6). As I had never taught using this methodology before, and the students had already completed the prescribed Year 9 curriculum, I had no specific goals I needed to achieve; this CLIL unit was simply an opportunity to explore a completely new methodology and learning style for both the students and myself. I wanted students to look back positively on the experience, and to inspire some of them to continue on to Senior Japanese.

UNIT OF WORK BACKGROUND

The year prior I had been honoured to participate in the Aichi-Victoria Teacher Exchange. When I was in Aichi on exchange, my partner teacher took me to visit one of the Toyota plants. I wanted to see Japan's number-one export from an economic point of view, but given I view cars as simply a way to get from Point A to Point B, I did not think I would be particularly interested in the cars themselves. How wrong I was! The whole process was enthralling and I wanted to know more. It immediately hit me that the manufacturing, business and environmental impacts of Toyota would make a great topic to study with my Year 9 students when we looked at transport. But the more I looked into it, the more I realised Toyota was worthy of its own standalone subject.

About six months after I visited the Toyota factory, I studied the Bastow Institute's CLIL course, which I found so informative and inspiring. CLIL focuses on the interrelation between content, communication, cognition and culture. It is an educational theory that came out of Europe in the mid-1990s, based on language education in Canada that saw mainstream curriculum content delivered in the target language (Cross and Gearon 2013, 6). Research has shown that the benefits of CLIL include academic achievement matching first-language instruction, positive gains in first-language literacy and heightened levels of cultural awareness (Cross and Gearon 2013). It goes without saying that my program was much more modest than established CLIL programs both in Australia and overseas, but I believed even just a CLIL taster would result in positive benefits for my students.

Toyota seemed like the perfect topic for CLIL—rich and engaging, deeply entrenched in Japanese culture, and also well known to my regional students. Initially, I was unsure which subject to teach the content through. I looked at the obvious places like Technology and Science, but the curriculum did not really seem relevant to Toyota. I broadened my search and looked at the curriculum for all subjects, and Business and Economics seemed like a great fit. The Victorian Business and Economics Curriculum at Levels 9 and 10 looks at the nature of innovation and how businesses seek to create and maintain a competitive edge in local and global markets, as well as how enterprising behaviours and capabilities can be developed to improve work and business environments (VCAA 2019). Given that Toyota is the world's number one car manufacturer in terms of production output (IOMVM 2019), it seemed like a great case study to explore innovation and competitiveness in business. Although the unit changed, resulting in less of a business and economics focus by its end, this was definitely the inspiration and a real focus at the beginning. Conveniently, I am also a trained Humanities teacher, so felt more comfortable teaching my first CLIL unit with content that I understood.

PROGRAM

I taught CLIL four lessons per week for 50 minutes each lesson in Term 4 to both Year 9 Japanese elective classes. The CLIL unit went for about six weeks, before camp, exams and transition began. In our first lesson, I explained in English what CLIL was all about, and the students discussed their fears and hesitations around it. As my aim was to teach the vast majority of the unit in Japanese, it was important we discussed some strategies for the students as a class, and as a result most people's fears were assuaged. I privately spoke to a few of the extremely weak students in the class, and told them if at any point they wanted me to speak in English with them, I would quietly do so. This was important and empowering in order to get the whole class on board. I did eventually speak some English in class, especially when explaining the assessment task, but initially I had the goal to use 100% Japanese in class.

Initially we looked at the history of Toyota, and used this to reinforce the use of past tense. Students completed timeline activities before moving on to the company's name change and the business decisions behind it. Students then designed their own logos to use for the original company name Toyoda. We next looked at Toyota's innovative environmentally-friendly technology, which provided a lot of katakana practice. Students completed simple comparison activities about the differences and similarities between electric and petrol cars, before discussing and voting on whether electric cars were a good idea in our small regional town. The class decided ultimately the answer was no, as electric cars currently cannot drive long distances, and are therefore unsuitable for regional areas in Australia. All of the resources were sourced online using a combination of information from Toyota's websites and advertising materials, Japanese media, and my own visit to the Toyota factory.

At this point in the unit I arranged for my classes to visit the local Toyota dealership. The dealership allowed us to tour their workshop, where the mechanics talked us through what they did (the students were very excited to see the police car getting a service!), and we also got to tour the showroom and look under the bonnet of both a petrol and an eco car, comparing the engines and asking questions. Finally, the students were able to roam around the car yard, sitting in the cars and picking their favourites. For many of the students this was the first time they had ever been in a brand new car, and they felt very privileged. The fact that the students' small town had a real and meaningful connection to such a huge multinational Japanese company was a revelation for many students, and provided a very practical way to incorporate another aspect of the Business and Economics curriculum—investigating Australia as a trading nation and discovering its place within Asia and the global economy (VCAA 2019). The dealership was very accommodating and helpful to us, and I am sure many others would be, too.

Back in the classroom, the students examined advertising for Toyota cars in Australia and Japan. We watched a few different Toyota television commercials from both Japan and Australia, and the students described, using simple adjectives, their thoughts about the advertising. We focused on the emotions behind the advertising, and questioned what Toyota wanted us to feel when we watched the commercials. The students once again completed Venn diagrams comparing and contrasting the similarities and differences between advertising in Australia and Japan, before receiving their main assessment task for the unit: students were to write and film their own Toyota television commercial, in Japanese. The most exciting part was that the dealership invited us back to film these in real Toyota cars. Students wrote scripts in groups unassisted, and had them corrected by me. We returned to the dealership to film the commercials, then had quite a few lessons in the computer lab to edit and subtitle them.

On the due date, we had a film screening where all students watched one another's commercials and provided feedback. The best were both funny and clever, and showed a real understanding of the studies we had done on Toyota. The students were very proud of their efforts, and so was I. The Toyota dealership was impressed by the student output as well, finding some of the videos hilarious, and was keen to continue the program the following year. I showed some of the best commercials to my students in lower year levels, who were engaged and already anticipating being able to film their own when they chose to study Year 9 Japanese. It was a real affirming moment for me, that CLIL had worked in terms of motivating students to get engaged in language learning. The students also improved their speaking skills thanks to the commercials, and were more confident in their listening skills thanks to constant exposure to listening to Japanese in the classroom.

BENEFITS AND PITFALLS

BENEFITS

I thoroughly enjoyed teaching this unit, and most of my students enjoyed studying it. At the end of the CLIL unit, 25 of the 28 students completed a Survey Monkey survey. Sixty-two percent agreed or strongly agreed with the statement 'I have enjoyed learning about Toyota', while 25% gave the noncommittal neutral response. Sixty-four percent agreed or strongly agreed with the statement 'I enjoy video assessment tasks'. Less than 10% agreed with the statement 'I regret choosing to study Japanese in Year 9'. Year 9 Japanese comprises two electives, and was timetabled against some very attractive electives like Surfing and Campfire Cooking, and so I would argue this was a win for language learning.

At the end of the survey, students were able to leave optional comments, all of which were positive. I have included two comments here, with original spelling, capitalisation and punctuation.

Japanese was enjoyable this year, I had fun learning about Toyota and its history, I also liked doing the video assessments, I learnt a lot of japanese this year that I didnt know already and I had lots fun in class this year.

I love japanese. i am kind of regreting that i didnt choose it and i will miss my sensei.

PITFALLS

CLIL is an extremely time-intensive way to teach. I was lucky to have a three-term curriculum I was required to teach to Year 9, and had the freedom to determine the curriculum in the shortened fourth term. Without this free rein, as well as the understanding of my colleagues, I would not have been able to implement this CLIL unit. Additionally, CLIL requires a great deal of content creation by the teacher. You are obliged to search for authentic materials that students can access at their own level, or create your own. There needs to be more understanding and support of this, as well as better networking around the country, in order for teachers to share CLIL units that others can implement.

Some limitations meant that students did not spend enough time on environmentally-friendly technology, and I did not touch as much on business models and practices as I had originally wanted, as I believed the students did not have enough language skills. If I were to teach the unit again, I would need to critically reflect upon the content and restructure it.

CONCLUSION

A few months after teaching this unit with great success, I left teaching for a period of time. Upon returning, I moved to teaching primary Japanese. I wholeheartedly believe CLIL is a wonderful way to engage students and make language learning authentic and meaningful, and have continued to implement smaller CLIL units in my primary classes. As for my Toyota unit, I do not know how many students ultimately continued their Japanese language studies through to Year 12, but I do know that the year after my Year 9 CLIL success the Year 10 Japanese class had its biggest enrolment ever. There was a greater depth of content covered in these CLIL classes than in typical textbook topics, and I believe my students' learning was better because of it. I strongly encourage teachers curious about CLIL to give it a go.

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PARENTAL INVOLVEMENT IN THEIR CHILDREN'S JAPANESE LEARNING: LANGUAGE COURSE FOR PARENTS AT A HIGH SCHOOL

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ABSTRACT

This study explores parental engagement in second/foreign language education. While the current literature highlights the significance of parental engagement, it tends to view its impact as a unidirectional process from parents to children. This study explores the reciprocal and broader impact that parental engagement can have on children, parents and school communities. Data was collected from a Japanese language course designed for parents at a high school in Sydney. Thematic analysis was applied to pre- and post-course surveys for parents, children's video messages to their parents, and teachers' participant observation. The results identified that parents' and children's language learning was more collaborative, and that they also came to view Japanese learning more positively, thus further strengthening their relationships by considering each other as learning partners. Parental engagement also impacted on existing parent-teacher relationships, which can be considered to support children more comprehensively through parent-teacher partnerships.

INTRODUCTION

This paper explores the significance of parental engagement in Japanese language education (JLE) by drawing on the practice of a Japanese course designed for parents at Redlands, a high school in Sydney.¹ Parental engagement concerns "how parents and families support their children's academic achievement and wellbeing" (DET 2018) and is conceived of as a crucial element that enhances the academic performance and wellbeing of children (e.g., Henderson and Mapp 2002; Harris and Goodall 2007; Emerson, Fear, Fox and Sanders 2012). Despite the various challenges that schools and teachers may face when attempting to promote parental engagement, it is typically discussed as a viable educational strategy to support children's learning.

In the context of second/foreign language education, research has given us indications of the influence parents have on their children's language learning. For example, several studies indicate that parents have varying degrees of influence on their children's attitudes to language learning (Bartram 2006; Curnow, Liddicoat and Scarino 2007; Kormos, Kiddle and Csizér 2011). Other studies also report the correlation between the level of parents' competence in the target language and that of their children (Bleakley and Chin 2008; Guven and Islam 2013). Furthermore, research has shown that even when they are not able to speak the target language, parents can still encourage their children's language learning by displaying positive attitudes towards the target language and culture (Gardner, Masgoret and Tremblay 1999; Prescott and Orton 2012).

The number of studies on Asian language education in Australia (including Japanese) that explore the issue of parental engagement appears to be increasing. A report conducted by the Asia Education Foundation (2015a), for example, qualitatively examined cases of parental engagement in schools across Australia and presented key approaches that potentially enhance parental support for children's language learning. Another study by the Asia Education Foundation (2015b) documented parents' attitudes towards the learning of Asian languages in Australian schools. The study also explored the current situation regarding parental engagement in children's Asian language learning. The key findings of the study are considered to "assist in guiding future collaborative work with and within the schools sector to foster parental attitudes towards Asian language learning in schools" (Asia Education Foundation 2015b, 4). These studies confirm the increasing significance of parents as key stakeholders who can exert a strong and positive influence on their children's Asian language learning in the Australian context.

While the current literature implies the significance of parental engagement in children's language learning, it tends to discuss its educational value by separating parents and children and assuming a unidirectional influence, i.e., from parents to their children. Drawing on a sociocultural view of language learning (Benson and Cooker 2013), this study aims to question this fundamental assumption and explores how both parents and children can mutually influence each other by being collaboratively engaged in their foreign language learning. This sociocultural view further suggests the importance of examining the impact of parental engagement on broader communities (e.g., the school community), which has not yet been widely discussed. Our study also aims to explore this area.

To achieve these aims, this study explores the experiences of the individuals who participated in an eight-week Japanese course for parents whose children were studying Japanese at Redlands. The paper will firstly explain how this study views learning, then describe the design of the course and the study, and finally present the results of data analysis: 1) how parents and their children influenced each other's learning by learning Japanese collaboratively; and 2) how parental engagement impacted on the wider school community. The analysis identifies various benefits of parental engagement for parents, their children and teachers. The study concludes by discussing the implications of parental engagement in JLE at the secondary level.

1 Redlands is a private coeducational school consisting of preschool and K-12 and is located in Sydney. This study focuses on Years 7-12. One author (Yuji) is a Japanese teacher at Redlands, who initiated and executed this project. The other author (Takuya) is a PhD candidate and Japanese teacher at UNSW Sydney, who contributed to the design of the course and also taught the course. Both have been involved in the research part of this project, which was generously funded by the Association of Independent Schools of NSW. Redlands offers five foreign languages at the secondary level (Year 7 to 12); Group A constitutes Japanese, Chinese and Latin, and Group B constitutes Spanish and French. Students are required to take two language courses (one from each group) in Year 7 and they must continue studying one of them in Years 8 and 9.

VERTICAL AND HORIZONTAL DEVELOPMENT

This study draws on the sociocultural concepts of “vertical development” and “horizontal development” (Beach 1999, 128) to understand the language learning experiences of parents and their children, since these provide a useful two-dimensional model of the dynamic process of learning. Vertical development refers to 1) increasing the amount of knowledge (e.g., memorising expressions), and 2) refining one’s existing skills to do something more skilfully, (e.g., writing kanji faster and well).² Vertical development often requires repetitive engagement with knowledge and skills (e.g., pronouncing the target expression a number of times). Horizontal development, on the other hand, is defined as “the transformation or creation of a new relation between individuals and social activities” (Beach 1999, 128). Horizontal development is triggered when individuals realise a new aspect of what they already know. Therefore, instead of repeating a certain pattern of activity, actually participating in various activities is the key to horizontal development. For instance, when individuals participate in multiple contexts where a Japanese expression which they already know is used differently, they begin to understand it differently, which results in creating a new relationship with the expression and the activity involving the expression. Likewise, when they interact with others in different contexts, they may receive different impressions about those participants and may change their relationships with them. Thus, activities promoting horizontal development can create positive relationships with social activities and individuals involved in those activities (e.g., developing an interest in them).

Vertical and horizontal development are aspects which ideally grow together to enhance one’s language learning, although they are often discussed separately (Beach 1999; Kagawa and Aoyama 2015). The interdependent relationship between vertical and horizontal development is conceptualised as shown in Figure 1 below. When vertical development facilitates one’s participation in a variety of social activities, we can imagine that horizontal development occurs, just as the roots of a tree grow wider and stronger. In turn, this means that horizontal development encourages individuals’ active and sustained engagement in activities, which promotes their vertical development, just as the tree grows taller and stronger.

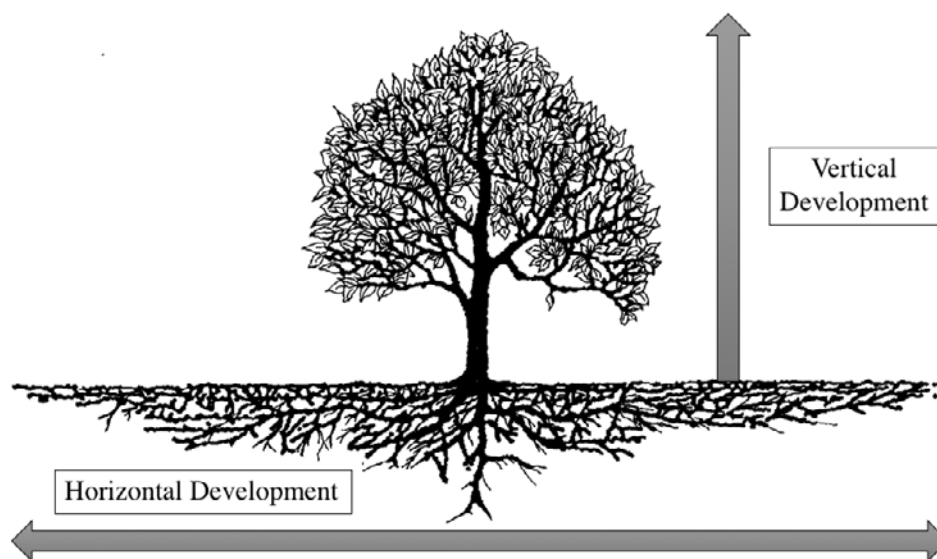


Figure 1: The interdependence between vertical and horizontal development (Stubbing 2015; modification added by the authors)

2 In the field of language acquisition, vertical development can be understood as the process of automatization (Ellis 2003). Ellis explains that learners move from *knowing what* as declarative knowledge to *knowing how* as procedural knowledge through repetitive practice of certain knowledge/skills. However, we take a sociocultural view of learning. Therefore, vertical development is not about one’s cognitive development operating independently regardless of context but construed socially to acknowledge development dependent on a particular context.

STUDY DESIGN

This study involves two components: 1) designing and implementing the Japanese course for parents, and 2) data collection and analysis.³ The first component was crucial to enable both parents and their children to be collaboratively engaged in Japanese learning. The second component aimed to explore and understand the experience of individuals (e.g., parents, their children, and teachers) involved in the project as well as the impact of the course on the wider community.

THE JAPANESE COURSE FOR PARENTS

An eight-week Japanese course for parents was held every Tuesday between 18:30 and 20:30 during Term 3, 2017.⁴ The target audience was beginners with no or little learning experience of Japanese; this was one of the requirements set by the funding organisation. We designed the program by referring to the content of Stage 4 prescribed in the current Japanese K-10 Syllabus (NSW Education Standards Authority 2003) so that parents and their children were more likely to share their learning experiences. The following topics were included in the course:

- Self-introduction;
- Counting in Japanese, asking and saying age and year grade;
- Family terms and descriptive expressions (adjectives);
- Hobbies, likes and dislikes; and
- Favourite Japanese foods/restaurants.

In addition to the contents of the K-10 Syllabus, the course also introduced expressions that aimed to better suit parents' learning context. For example, we included expressions such as *Nansai ni miemasu ka*⁵ and *Eien no jūhassai desu*⁶ to answer the question *O-ikutsu desu ka*,⁷ and *O-wakaku miemasu*⁸ to make a compliment.

The primary motivation to provide this course for parents was to encourage parents and their children to be collaboratively engaged in Japanese learning. To achieve this end, we adopted a project-based approach and several teaching and learning strategies that are used for children's Japanese learning at Redlands such as lecturing on basic language concepts, conducting pattern practice, engaging in interactive pair and group activities, and using ICT. In addition, the class showed videos in which participating parents' children demonstrated model sentences and activities. This aimed to provide opportunities for parents to see their children's progress in Japanese learning while presenting goals for parents to achieve with their children.

Outside the class, participating parents were instructed to film themselves using Japanese with their children for homework. Homework was based on what parents learned in their class. Therefore, parents could show what they had learned and, when necessary, seek support from their children. That is, parents and their children could learn collaboratively at home. These videos were shared at the beginning of each class so that parents could observe how their classmates were making progress and, more importantly, could learn from each other.⁹

For the end product of the project, parents combined, added new parts to and edited homework videos to make one long version of a video entitled "My Family Video Album", in which they used what they had learned to introduce their family members, their ages and year grades, personalities, hobbies and interests, and their favourite restaurants.¹⁰ At the end-of-course party (the last lesson), parents and their children watched the videos together in class and peer-voted the top three

3 Ethics clearance was sought and granted by the school. Participating parents also gave their permission for data to be collected and used for this study.

4 The authors decided on Term 3 because this is when children and their parents start to consider whether they will continue with the language in the following year. While the influence of their decision has not been examined, based on our reflection, the course for parents should have more or less a positive influence on their decision making.

5 "How old do I look?"

6 "I am forever 18."

7 "How old are you?"

8 "You look so young."

9 We emphasised that homework was optional, as we assumed that making it compulsory could put excessive pressure on parents. Most parents did their homework regularly.

10 We did not implement any assessment in this course as evaluating parents' progress was not part of the course's purpose. However, we introduced peer voting for the final videos to determine the top three videos. The peer voting acknowledged the effort parents and their families put into making the video. We also provided a certificate for the completion of the course to all parents.

videos to acknowledge their efforts and progress together. In the last lesson, parents also watched their children's video messages, in which children expressed their gratitude to their parents and celebrated their parents' successful completion of the course.¹¹

PARTICIPATING PARENTS

Following an advertisement for the course via email to parents whose children were studying Japanese, 32 parents registered, although 28 attended the first lesson. Six parents stopped coming mid-way through the course. Twenty-two parents completed the course. The number of absences varied among the participating parents. Out of the 22, 17 participants were female. Three pairs were couples.

DATA COLLECTION AND ANALYSIS

This study employed a qualitative approach to explore the experiences of those who were involved in the course: parents, their children and the teachers. Three tools were used to collect data: 1) pre- and post-course surveys for parents; 2) children's video messages to parents; and 3) participant observation. These tools allowed for data triangulation (Rothbauer 2008), which co-constructed reflection on the significance of parental engagement in children's Japanese learning for individuals and communities.

The first tool, a pre-course survey, was administered to gather general information about whether parents had studied Japanese or been to Japan, their understanding regarding their child's Japanese learning at Redlands, and their own motivation for taking the course. The post-course survey asked about their interactions with their children through Japanese learning during the course, the influence of their Japanese learning on their children, and an evaluation of the course using a Likert scale along with open-ended questions. These were used to understand parents' learning experiences in this course, and relationships between their learning and interactive experiences that they had with their children.¹²

The second tool, children's video messages, asked each child to make a video message regarding their parents' Japanese learning in the course. The video messages were shown to parents in the final lesson, then transcribed and analysed by the authors. This helped the authors understand how the children observed, reflected upon and were influenced by their parents' Japanese learning.

The third tool, participant observation, was used to understand parents' and children's experiences and their changes from the teachers'/researchers' perspectives. After each lesson, the teachers wrote a journal to reflect upon participants' engagement in learning, their interactions, and their comments and conversations about their own and their children's language learning. The teachers regularly discussed what they had observed in order to deepen their understanding of the participants' experiences in this course.

We conducted a thematic analysis (Nowell et al. 2017) to identify the salient themes in the data sets relevant to the aims of this study. The concepts of vertical and horizontal development as the overarching framework guided the analysis.

FINDINGS

The first part of these results of the data analysis sets out how parental engagement through collaborative learning of Japanese impacted on parents and their children. Their vertical development is explored, followed by an exploration of their horizontal development. We then illustrate the impact of the course for parents on the school community. The study shows how parental engagement can bring about a positive impact on not only parent-child but also teacher-parent relationships to benefit broader educational practice.

¹¹ The schedule and brief summary of the course contents for each week are presented in Appendix I.

¹² For the pre- and post-surveys, please see Appendix II.

CHILD-PARENT MUTUAL IMPACT OF PARENTAL ENGAGEMENT IN JAPANESE LEARNING

This study found that parental engagement enhanced children's vertical development. First, it was salient that children gained opportunities for their own vertical development in helping their parents' vertical development. For instance, one of the parents commented that "it was good to have her 'teach' or 'tutor' me. I'm still not very good but much better than before" (Parent B). Parents and children often constitute unidirectional relationships in terms of learning, i.e., parents tend to guide their child's learning. Instead, in this case, they switched roles. Another parent called this "a good role reverse" (Parent C). Children, likewise, reported that they helped their parents, saying that "I like how you have to ask me questions and I can help you" (Student B). This suggests that the children's "help" was given when questions occurred to their parents as they undertook the Japanese course, questions that could be dealt with by children who were more or less advanced in Japanese.

Secondly, as parents kept using Japanese at home, their children's exposure to Japanese increased. One child said that "it's really nice when you come home and speak to me in Japanese" (Student A). The increased exposure was not only about frequency but also variety. Parents' Japanese uses were not the same as their children's due to the extra contents of the course and parents' unique needs. As a result, one parent reported that her child "was forced to practise 'my' words and new words that I asked her to pronounce" (Parent B). This signifies that children together with their parents not only reviewed what they knew but also learned new knowledge that had not been introduced yet in their own Japanese class.

These parent-child interactions remained active and reciprocal. Children commented that "we are together [...] doing work with you" (Student C) and "you talk to me in Japanese at home, we can be fluent together" (Student D). Our observation of their homework videos affirmed that both parents and children were collaboratively engaged in their learning, and they used Japanese in a mutually supportive way. Even while filming their performances, there was frequent scaffolding of each other's listening, understanding and utterances.

Parents' and children's comments also suggest the occurrence of horizontal development in children. One of the key *feelings* expressed by them was enjoyment and fun of learning Japanese together. One parent wrote that "[the children] enjoyed learning together and so did I" (Parent F). Children also expressed such feelings by using the terms "fun", "loved", "happy", "cool" and "nice" (Students A; C; D; and E). The homework videos (where a group of parents and children gathered to play bingo in Japanese; a father cooking rice balls with his two sons and saying *oishii*¹³ together; and another father and his son joking about whether he likes studying by using the expressions *uso*¹⁴ and *usotsuki*¹⁵) document how children and parents enjoyed "hang[ing] out together" (Parent L). Furthermore, parents and children encountered what one parent called "encouragement" (Parent H) to converse in Japanese together. In turn, children had their parents as their encouragement. As one parent mentioned, "children find it encouraging that I am trying to learn new things" (Parent I). These comments indicate that parental engagement in this case was not unidirectional and obtrusive, but mutually encouraging.

Such mutual encouragement supported children's increase of motivation in Japanese learning. Parents wrote that "learning together increased her motivation and confidence" (Parent K), "it was good to hang out together to do the video. It helps build my son's confidence" (Parent L), and "I think it made him more diligent with his homework knowing we were more involved" (Parent D). Children also reported how they wanted to continue learning Japanese together with their parents; for example, Student A said "I hope you can learn further and practise with me." All these comments suggest that children changed how they viewed Japanese learning and built a (positive) relationship with Japanese learning when parents were more involved.

The parental engagement in their children's Japanese learning offered opportunities for children to see their parents differently. The data indicate that children expressed their gratitude and respect to their parents by acknowledging their parents' initiative, persistence and progress in Japanese learning. Comments from children included "I am just really happy that you are taking initiative to learn a language" (Student A), and "thank you for giving up your time to really try and learn Japanese" (Student F). One of the children told his mother "well done on going to all the classes" (Student I), showing that he was impressed with her sustained effort. Furthermore, children offered observations like "you've been really doing good with Japanese and you progressed so much and you can say some really cool sentences now" (Student G), "I've been

13 "tasty"
 14 "lie"
 15 "liar"

very impressed with the work you've done in Japanese" (Student H), and "well done with your Japanese progression. I noticed a very good improvement" (Student I). The children who commented appear to have drawn on an evaluative voice. Considering the parents' common role as *guide* in their children's learning, perhaps it seemed unusual and yet impressive and inspiring to children to see their parents demonstrating learning themselves.

Likewise, parents changed how they viewed their children. This change occurred when parents were brought to understand their children's relationship with Japanese learning more intimately by experiencing their "interest and enthusiasm" (Parent J) directly. In the pre-survey, most parents did not have a clear understanding of why their children selected Japanese. What the data indicated was that parents not only practised Japanese with their children but also understood what learning Japanese meant to their children. This better understanding resulted in filling the gap that had existed between them and their children in regard to Japanese learning.

Furthermore, by attending the course parents experienced how their children learn Japanese, since the class employed both the content and pedagogy that were often used in their children's Japanese classes. Importantly, when parents came to know what learning Japanese was like, they acknowledged the difficulty involved and how well their children were making progress in such a challenging school subject. One of the parents wrote that "[I have gained] an appreciation of the progress and confidence my daughter has achieved" (Parent K); another wrote "now, I fully understand it requires lots of time and effort to learn Japanese well and I will provide my best support to her" (Parent N). In the end, being on the same page allowed parents to view how their children were learning Japanese from the children's perspective. This experience enabled parents to respect and appreciate their children's effort, progress and achievement. As a result, they increased their willingness to 'support' their children.

IMPACT ON THE WIDER SCHOOL COMMUNITY AND PARENT-TEACHER RELATIONSHIPS

The data analysis indicates that this course for parents functioned as a strategy for advocacy to promote the presence of JLE at Redlands. Tohsaku (2014) emphasises the importance for advocacy of raising the visibility of JLE. To achieve this end, the six Cs (Communication, Collaboration, Culture, Credibility, Connections, and Communities) need to be considered (see National Network for Early Language Learning (NNELL) (2011), in Tohsaku 2014). Regarding Communication, for example, Tohsaku claims that "we [Japanese language educators] should communicate what we are doing in our classroom to parents, other educators, community and stakeholders whenever possible" (2014, 9). This course was designed by employing the content and teaching/learning strategies that are used for the children's Japanese language learning. In this way, the course provided one of the authors, Yuji, who teaches both participating parents and their children, with a direct communication channel by which he could share what he does for their children with the participating parents.

The data support the view that this course functioned as a communication channel between the teacher and the participating parents. Several parents expressed that they formed a clearer understanding of how their children learned Japanese at school, for example, commenting "[this course] makes me understand the learning process of my kids" (Parent N). Furthermore, many participating parents highly evaluated the professionalism presented by the teachers. This positive evaluation was often represented by words such as "enthusiasm" (Parent D) and "commitment" (Parent E). This indicates that this parents' course also allowed Yuji not only to convey to parents what he teaches his students (the children of the participating parents), but also to communicate the passion and vision that he maintains to enrich their children's Japanese language learning.

The data indicated that the participating parents communicated with other parents in the school community regarding their experiences in this course. One parent, for example, commented that "I've mentioned to other parents that I'm doing the course, and I think there would be a lot of interest from parents to do a Chinese, Latin, French, and Spanish course too" (Parent D). This comment is considered important not only for raising the visibility of the Japanese language program in the wider school community, but also for highlighting the great potential of this course to advocate foreign languages education programs in the school by involving other stakeholders such as other language teachers and collaboratively working with them.

This course for parents was considered beneficial in terms of strengthening the teacher-parent partnerships for children's learning. Parent P, for example, commented "it was fun to meet other parents and teachers". As explained above, Yuji has been teaching their children for some time; it may therefore sound somewhat strange to hear "meet teachers" from parents, since he has met them before. Reflecting upon this comment, it is important to ask how much he knew about

the parents of the children in his classrooms. Although we come to know each other through various opportunities where teachers and parents interact (e.g., school events, emails, telephone calls, and parent-teacher nights), it appears likely that parent-teacher relationships were strengthened considerably by working together towards a particular goal, discussing children's progress regarding Japanese on a more regular basis, exchanging and negotiating their educational visions, and sharing a lot of laughs throughout this course.

Interestingly, before this course, many parents addressed Yuji as Mr Okawa, to signify that he was their children's classroom teacher. However, as the course progressed, the same parents began calling him not only Okawa Sensei (the significance of which was explained to parents) but also Yuji (his first name). This is another example that indicates that relationships shifted to create something different, something that parents and teachers could establish by sharing a larger amount of time and a stronger sense of trust towards each other.

DISCUSSION

This study demonstrated how improved parental engagement facilitated opportunities for children and parents to influence each other's development (vertical and horizontal) in the context of the Japanese course for parents. As our literature review identified, the current scholarship on parental engagement in second/foreign language education tends to discuss its educational values by addressing parents separately from children, based on the assumption that parents influence children's language learning (e.g., Prescott and Orton 2012). However, as shown above, through the series of activities set in this course, the children and parents were able to mutually scaffold each other's vertical and horizontal development in a variety of ways. Thus, this study suggests that an emphasis needs to be placed on this mutual engagement in Japanese learning when viewing, designing and facilitating parental engagement.

It is now clear that mutual influence between children and parents brings about additional benefits, i.e., increased horizontal development rather than just increased vertical development. When a unidirectional influence of parental engagement is assumed, the individual activity and child-parent relationships are unlikely to change. However, child-parent mutual involvement in Japanese learning altered how they engaged with and viewed Japanese learning. To them, learning Japanese became not merely a school subject to study but a social activity where they "[hung] out", enjoyed and shared their "interest and enthusiasm". Furthermore, children and parents gradually came to view each other differently as they understood, acknowledged and respected each other's initiative, effort, persistence, progress, confidence and achievement in Japanese learning. This change transformed their relationships into more harmonious, mutually encouraging and collaborative ones. These positive relationships between children, parents and Japanese learning enhanced children's motivation, confidence and diligence in their own Japanese learning. This interplay between vertical and horizontal development can facilitate development of a child as a whole person, thus putting their wellbeing at the forefront.

The focus on mutuality in this study requires re-addressing what it means to *support* children in language learning. As mentioned, parental engagement concerns "how parents and families 'support' their children's academic achievement and wellbeing" (DET 2018, single quotes added). It is certainly beneficial for children to receive direct support in forms of teaching and guiding from their parents. In high school core subjects that parents are likely to have studied themselves, such as English and mathematics, they often have more knowledge than their children and are able to support their children. However, for subjects that parents often have not studied, such as Japanese, a different approach is needed. This study demonstrated that children can develop their knowledge and skills in Japanese by tutoring and helping their parents who are less advanced in Japanese than themselves, revising language items with their parents, and being exposed to new expressions that are brought back to the home by their parents. Both parents and children could develop their language knowledge and skills through a "good role reverse", by being involved in the varied tasks that were set to promote their collaboration. This suggests that support can take different forms. Importantly, parents do not have to *teach* the subject or *guide* their children with their expertise. Parents' "best support" can be provided not only as guides who walk ahead of children but also as partners who walk alongside their children. When support is viewed in this way, parental engagement can become achievable for subjects like Japanese.

The results of this current study also suggest that teachers reflect upon their views of parents to design a more supportive learning environment for children. Harris and Goodall's study (2007) revealed that, while parental engagement is often regarded as a "good thing" by teachers, parents and children, these three cohorts interpret the term differently. They found that children view parental engagement as being primarily about moral support and interest in their progress, parents

view it as offering support to their children, and teachers view it as a means for improving behaviour (39). These findings cannot be overgeneralised, and we, as educators, need to be cautious about this result. The gap that appears between parents and teachers might confine parents to a limited role for their children's learning or may even exclude them from the process. It is also debatable if teachers can provide the "best support" for their students on their own. Rather, it can be suggested that this best support takes a stronger and more comprehensive form by encouraging parents and teachers to work collaboratively without confining them into certain roles.

The results of this study further indicated that the teachers and participating parents began to construct stronger relationships by sharing their interests, passion and educational visions around Japanese language learning. They shifted the focus of their mutual gaze and came together by reconstructing their expected roles. This shift is a type of horizontal development that enabled teachers and parents to realise their potential to better support their students/children by connecting with each other differently. It seems that the stronger parent-teacher partnership fostered through this course can function as a more solid foundation that enables students' (children's) Japanese language learning at school and home.

CONCLUDING REMARKS

This study questioned an often-fundamental assumption that parental engagement operates in one direction, i.e., parent to student. We investigated how both parents and children can mutually influence each other's learning. The study also explored the potential impact that parental engagement can have on the broader school community. The results discussed above clearly indicate that the Japanese course designed for parents enhanced both parents' and children's vertical and horizontal development, affecting how the notions of support and of parental engagement ought to be reconceptualised.

We used the metaphor of a tree in Figure 1 to illustrate vertical and horizontal development. We conclude by returning to it here. Parental engagement can promote both vertical and horizontal development of children. To nurture the tree or child to become taller and stronger (vertical development; something that is visible to the eye), the tree also requires an extensive network of roots (horizontal development; something that is invisible to the eye). To become a healthier tree, however, the tree (child) also needs a number of optimal conditions (contexts) that support its growth and development. One way this can be achieved, through parental engagement, is discussed in this paper. Through their mutual partnership and interest in the tree, parents and teachers can provide the nourishment that best supports a child's learning and wellbeing.

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APPENDIX I

Summary of schedule, topics, and activities of the Japanese course for parents

WEEK	TOPIC	ACTIVITIES	COOKING LESSON	HOMEWORK
1	Getting to know each other (Self-introduction)	Role-play (Greetings at a gorgeous party)	Welcome sweets	Introduce yourself to your family members in Japanese!
2	Counting in Japanese (age, year grade)	Bingo in Japanese!	Onigiri rice ball	Play Bingo with your family!!
3	Introducing your family members (description)	Ask me about my family		Interview your child using Japanese! (e.g. Personality)
4	<u>Revision Week</u>		Temakizushi	Make onigiri rice balls with your child!
5	Talking about your hobbies, what you like to do, what you are good at	Find your best friends!		Ask your child about what they proud of themselves!
6	Talking about your favourite Japanese foods	Let's use Interactive Whiteboard!		Family time at your favourite Japanese restaurant
7	Expressions and sentences you want to know		Okonomiyaki Yakisoba	Edit your video clips for your presentation with your child
8	<u>Presenation:</u> <u>My Family Video Album</u>		Party!!	

APPENDIX II

Samples of pre- and post-surveys

PRE-SURVEY

Parental Polyglots - Japanese class preliminary survey

Thank you very much for participating in this survey.

This survey aims to obtain some information regarding why you have decided to take this Japanese language course. The survey will be useful for us to design and deliver this course and future courses. Information contained in this survey is strictly confidential, however, we would like to be able to present our findings to several stakeholders such as the school and in other venues. To gain your permission for the information to be used (anonymously), please check the appropriate box below.

[] I give my permission for the information in this survey to be used.

[] I do not give my permission for the information in this survey to be used.

We are planning to set a post-course survey in which we would like to understand your potential change you might experience by having done this course. Please create a pseudonym (a combination of first name and family name) which allows us to link your preliminary course survey (this survey) with your post-course survey. Please avoid names that are considered 'typical' (e.g., John Smith or Mary Jones). You will be asked to write your pseudonym on your post-course survey.

Your pseudonym: _____

1) Have you ever studied the Japanese language before?

If yes,

When?
How long?
Where?

No

2) Have you ever been to Japan?

Yes (give details)

No, but would like to

No, and don't intend to

Never really thought about it

3) Do you have any chance to speak Japanese? Give details

4) Why have you chosen to study the Japanese language in this course?

5) Do you know why your son/daughter chose Japanese at Redlands?

Yes, (give details)

No

6) Do you discuss their study of the Japanese language with your son or daughter?

If yes, what do you discuss with him/her?

If no, why not?

7) What do you want to achieve by doing this short Japanese language course?

8) Any comments for us to consider at this stage of the program?

Thank you for your cooperation.

POST-SURVEY

Parental Polyglots - Japanese class post-course survey

Thank you very much for participating in the post-course survey. This survey aims to obtain some information regarding your experience of learning Japanese language in this course. The survey will be useful for our reflection and evaluation of this course as well for planning future courses. Information contained in this survey is strictly confidential, however, we would like to be able to present our findings to several stakeholders such as the school and in other venues. To gain your permission for the information to be used (anonymously), please check the appropriate box below.

[] I give my permission for the information in this survey to be used.

[] I do not give my permission for the information in this survey to be used.

Please circle the pseudonym that you created for the preliminary survey from the list below.

List of pseudonyms

1) Please evaluate the following aspects of the course by circling the most appropriate number on the scale.

a) Satisfaction

1 - - - - - 2 - - - - - 3 - - - - - 4 - - - - - 5

Extremely low

Extremely high

Provide reasons:

b) Applicability to your situation

1 - - - - - 2 - - - - - 3 - - - - - 4 - - - - - 5

Not applicable

Highly applicable

at all

Provide reasons:

c) Motivation

1 - - - - - 2 - - - - - 3 - - - - - 4 - - - - - 5

Unmotivated

Highly motivated

Provide reasons:

d) Curriculum (e.g. teaching, course content, materials)

1 - - - - - 2 - - - - - 3 - - - - - 4 - - - - - 5

Poor

Excellent

Provide reasons:

2) What, in your opinion, were some of the best things about doing this course?

3) Have your chances to speak in Japanese increased since doing this course? Give details.

4) Did your participation in this course assist your child's language learning? If so, how?

5) What did you think about learning the Japanese language with your child? Why do you think so?

6) What do you think you have achieved by having done this Japanese language course?

7) Did you find it beneficial for you to get to know other parents doing this course? Give reasons.

8) Any further comments?

Thank you for your cooperation.

USING *SHUWA* (JAPANESE SIGN LANGUAGE) GESTURES IN THE JAPANESE CLASSROOM

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ABSTRACT

This paper outlines a new initiative where gestures based on *shuwa* (Japanese sign language; hereafter referred to as 'shuwa') were introduced as a support for language learning in a primary classroom. An original text that aligned with the Australian Curriculum was created to work with the shuwa, which became a platform for language learning. The trial surpassed expectations, with students engaged and successful in the learning intentions.

INTRODUCTION

'I hear and I forget,
I see and I remember,
I do and I understand.'
(Confucius)

There has been a variety of research in the use of gestures to support second language learning. Some studies have focused on the influence of gestures toward auditory learning (Hirata and Kelly 2010), while others have focused on the role of co-speech – gestures that naturally accompany speech. A plethora of research addresses the positive benefits of the use of gestures in language learning, particularly in relation to supporting comprehension and recall of newly acquired language.¹ Rosborough (2004) focuses on “whole body sense making” (227), where the gesture supports comprehension. McCafferty (2002) views the use of gesture as supporting interaction between participants in a social environment. Porter (2016) explores the use of gestures to support second language learning where language classes occurred once a week, and in particular compared the use of visuals on their own to using visuals with gestures. Findings showed that visuals with gestures led to more effective retrieval cues and richer memory traces. Gullberg (2010) suggests gestures used in second language acquisition are interconnected with oral communication, and refers to them as not simply gestures but as a system. This more substantial view of the use of gestures has also been supported by Mathison (2017), who suggests that the use of gestures “enhances mental representations” (289). This would perhaps be a sound argument for the use of *shuwa* (手話; Japanese sign language), which is not only culturally significant in teaching Japanese but also brings a wonderful shared-experience and story-telling element to language learning. I think we would all agree that students learn more from experiences than from vocabulary lessons.

BACKGROUND

RATIONALE

The decision to use *shuwa* to support Japanese language learning was the result of a small group of teachers who met to explore the benefits and pitfalls of using gestures to support language learning. The first challenge faced was that none of the teachers were trained in Japanese sign language. This group met on numerous occasions which led to the JLTAV Shuwa Project, a project coordinated by the Japanese Language Teachers Association of Victoria (JLTAV) and comprising teachers from both primary and secondary member schools. The goal of the JLTAV Shuwa Project is to develop a database of consistent and culturally-authentic signs that can be used by teachers to support Japanese language learning. These signs were all taken from Japanese sign language databases or online sources and were kept authentic except where culturally incompatible (e.g., where signs have a negative meaning in the Australian culture), in which case modifications were made.

In spite of a lack of training in Japanese sign language, this group sourced *shuwa* dictionaries and educational texts, online resources including comprehensive search engines for *shuwa* and video resources, and developed a goal and a timeline. In the three years since this rather small and humble beginning, the goals have grown and the JLTAV Shuwa Project has expanded to include the development of original texts, supporting videos (uploaded to the JLTAV Youtube Channel) and resources.

While the JLTAV Shuwa Project has indeed grown into a significant initiative of the JLTAV, it is in the language classroom where *shuwa* is delivering real benefit. Not only has this trial increased motivation among the students, it has also led to significant improvement in the oral and reading skills of the students.

1 This argument is highly supported by a number of scholars including McCafferty (2002), Tellier (2008), Gullberg (2006 and 2008) Hirata and Kelly (2010), Churchill et al. (2010), Casey et al. (2011), Rosborough (2014), Hirata et al. (2014), Morett (2014), Wakefield and James (2015), Porter (2016) and Mathison (2017).

PRIMARY SCHOOL: SHUWA TRIAL

Year 4 students were the first to engage in using shuwa as co-language in a trial of the unit, *Nekochan to Sakanasan* ("The Cat and the Fish"). This unit was based on an original text created for the Shuwa Project and included not only Japanese sign language for all of the language within the story, but a significant linguistic component including a focus on the use of *furigana* (phonetic guide) with *kanji* (Chinese characters), the introduction of a variety of adjective types, and use of a number of grammatical particles and sentence structures. With each new page of the story, a new linguistic focus was introduced which built upon the previous one. By the end of the unit of work, the Year 4 students were able to read the full text (17 PowerPoint slides in hiragana), read a number of high-frequency kanji, and demonstrate their comprehension through the use of shuwa.

This trial was successful on a number of fronts. The students thoroughly enjoyed the story and the activities that accompanied the story, and commented on the use of shuwa in a positive way, stating that when they didn't use shuwa it was much more difficult to understand the meaning of the text. It is worth noting that as they progressed, some of the signing dropped off a little as students became more confident in their knowledge, while other students used the signs almost subconsciously. The co-learning of shuwa by the students with the teacher contributed to a deeper and more authentic relationship within the classroom which positively influenced classroom behaviour and the overall atmosphere in the learning environment.

The linguistic progress made by the students far surpassed expectations. The student recall of vocabulary and comprehension of the content was quick and thorough, and due to this, learning to read the text in hiragana became almost autonomous.

BENEFITS OF USING SHUWA

Using shuwa provided visual support for comprehension, so when students appeared to struggle with understanding, the teacher was able to sign using shuwa and this triggered the students' memory. The visual connection between the sign, and the lexical item (and at times also the kanji character) allowed the students to visualise the word in the second language and use that to recall the word (Porter 2016). The kinaesthetic aspect of using sign meant that the signs became muscle memory and students were able to use the shuwa to trigger this memory both orally and kinaesthetically. The sign and oral language became a single unit in the students' memory (Tellier 2009). The student use of shuwa became active language learning incorporating multimodal aspects (Tellier 2009) and as a result students were holistically focused on the language. This meant that the students were thoroughly engaged throughout the course of this unit of study which benefited behaviour management.

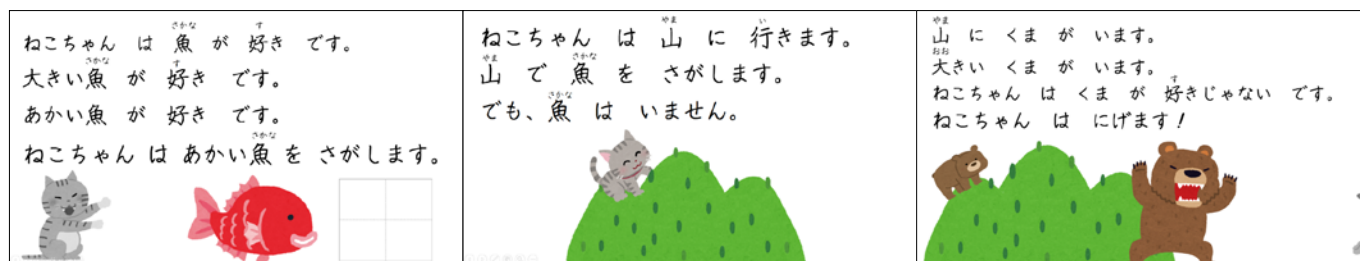
The origin of each of the signs used was discussed when it was introduced. The origins of some of the signs are culturally rich and through the sharing of the story, the language became a shared experience and memory, not just a lexical item.

PROGRAM

The story of "The Cat and the Fish" was designed to address the achievement standards in the Australian Curriculum in the Year 3-4 Band, while engaging students and providing a launching pad for using shuwa to support language learning. Each instalment of the story addressed a new linguistic focus that built upon the previous learning. While the overarching goal was to read a text in hiragana and kanji with the support of shuwa, this unit also met a number of additional Achievement Standards, as outlined below.

INSTALMENT 1

The first three pages introduced the students to the main characters, Nekochan and Sakanasan (Figure 1).

Figure 1: First three pages of the story *Neko-chan to Sakanasan*

The language accompanying this instalment included the use of furigana to support kanji reading, adjective/noun order in sentences, grammatical subject and object particles, and two sentence patterns and the use of both positive and negative verb endings. Students also looked at punctuation, comparing Japanese to English.

In using shuwa, the students were able to recall the vocabulary very quickly, with related shuwa providing clear comprehension clues and shuwa origin stories creating a shared experience in the telling of the tale. For example, the shuwa for 'bear' (くま; *kuma*) is drawing a 'moon' shape from one shoulder to the other, which prompted a discussion about what are often referred to as 'moon bears' (Figure 2).

The shuwa for 'cat' (ねこ; *neko*) is moving one hand up and down like a Japanese 'lucky cat', which again provided an opportunity for a conversation about culture and the origin of the lucky cat. Signs for 'mountain' and 'fish' are also visually similar to the actual object, providing instant comprehension clues for students. Throughout this unit, students were often able to recall the word in response to the sign from the teacher.

Figure 2: Shuwa for 'bear', 'cat', 'mountain' and 'fish' (all shuwa images sourced from <http://hs84.blog.jp/>)

INSTALMENT 2

Repetition of the sentence pattern provided reinforcement for the sentence patterns learned. New kanji were introduced with discussion focusing on how kanji is built in parts. This instalment of the story included the use of counters (which students learned in their previous year of study using the counter for small animals). Students were challenged to count the monkeys in kanji (Figure 3).

Figure 3: Instalment 2 of *Neko-chan to Sakanasan*

The shuwa introduced in this part of the story related to 'tree' (木; *ki*) and 'forest' (森; *mori*), and after a discussion about the shuwa (Figure 4), students felt that these signs closely related to the actual kanji. This opportunity to discuss the possible origin of the sign language led to a deeper understanding of not only the vocabulary items, but also of the kanji and the culture of Japan.

Students were invited to imagine what the shuwa for 'monkey' might be, with some very interesting results, but again resulting in sound comprehension of both vocabulary and shuwa.



Figure 4: Shuwa for 'tree', 'forest' and 'monkey'

INSTALMENT 3

The kanji focus in Instalment 3 built on the previous one, where 'tree' (木; *ki*) and 'forest' (森; *mori*) were introduced, and students were challenged to try to work out the meaning of this kanji using their understanding of how kanji is read and the context in the images (Figure 5). An additional focus in this part of the story was on the double vowel used in the word for 'wolf', i.e., *ookami* (おおかみ), which is an important pronunciation feature in Japanese language, and students discussed other Japanese words that might use similar patterns, coming up with the word for 'big' (おおきい; *ookii*) and the name of the city 'Osaka' (おおさか; *Oosaka*).



Figure 5: Instalment 3 of *Neko-chan to Sakanasan*

Again, students were challenged to anticipate what this shuwa might be and students really focused on the shape and composition of the kanji in this endeavour. When they were finally introduced to the shuwa, they felt it was consistent with other kanji relating to trees (Figure 6).

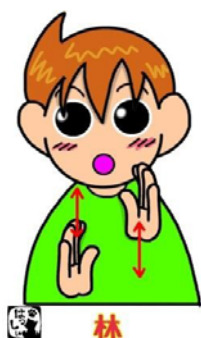


Figure 6: Shuwa for 'woods'

INSTALMENT 4

In this part of the story students explored the concept of compound kanji with the use of 'bamboo forest' (竹林; *takebayashi*) and again provided examples of other kanji in compound words (i.e., two kanji used to write a single word), coming up with 'volcano' (火山; *kazan*), 'one small animal' (一匹; *ippiki*) and 'Japan' (日本; *Nihon*), to name a few. The shuwa which reflects both the object (i.e., bamboo) and the shape of the kanji brought forward much discussion about the origins of language, both sign and oral (Figure 7).



Figure 7: Shuwa for 'bamboo'

An additional focus was on pronunciation of both 'scary' (こわい; *kowai*) and 'cute' (かわいい; *kawaii*), where the initial vowel sounds 'o' and 'a' after the initial consonant 'k' can easily be mispronounced, and the final extended 'ii' is also essential in the pronunciation to differentiate the meaning. These are common issues in pronunciation that students often struggle with. Using the sign language with these adjectives seemed to enable students to be more aware of these pronunciation issues and in this part of the story; using the shuwa not only supported comprehension but also improved pronunciation of the adjectives.

Furthermore, through this discussion students began to take notice of the hiragana representation of long vowel sounds not only in the adjective for 'cute' (かわいい; *kawaii*), but also in the words 'yellow' (きいろ; *kiiro*) and 'big' (おおき; *ookii*) (Figure 8), which contain a similar long vowel.



Figure 8: Instalment 4 of *Nekochan to Sakanasan*

INSTALMENT 5

The kanji focus in this instalment was on identifying different parts of kanji (called radicals) which often carry meaning that contributes to the overall meaning of the character. In this instalment, the focus was specifically on the so-called 'splash' radical (representing the element 'water', occurring on the left side of the character) in the kanji for 'sea' (海; *umi*).

In addition, the students were asked to read more complex sentences using colour adjectives and sentences containing words connected with the particle for 'and' (と; *to*) (Figure 9).

Figure 9: Instalment 5 of *Nekochan to Sakanasan*

The shuwa for 'sea' (海; *umi*) instigated a lot of discussion, particularly relating to the 'splash' radical and whether this kind of compound was also represented in the shuwa sign (Figure 10).

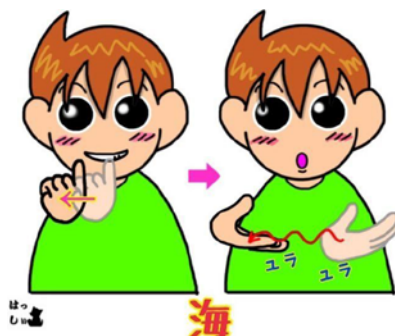
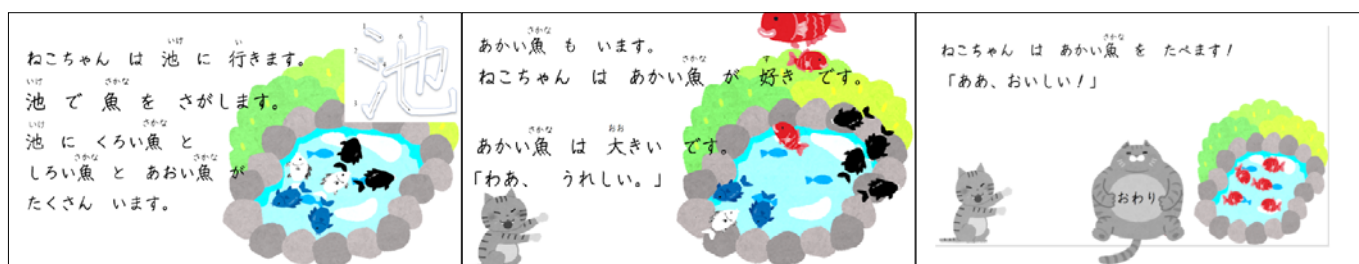


Figure 10: Shuwa for 'sea'

INSTALMENT 6

In this final instalment, the use of the 'splash' radical was further explored with the kanji for pond (池; *ike*) that also included this water element, and students read more complex sentences comprising adjectives and nouns learned throughout the story. At this point, the students were able to read with very little support, although they still used the shuwa to convey the meaning (Figure 11).

Figure 11: Final instalment of *Nekochan to Sakanasan*

Introducing the shuwa for 'pond' led to a discussion around similarities in the shuwa for 'tree' (木; *ki*), 'woods' (林; *hayashi*) and 'forest' (森; *mori*), and whether this was consistent in other related vocabulary items, for example, bodies of water (Figure 12). Through these in-depth discussions around the structure of languages, the students not only developed their understanding of Japanese language, but also expanded their cultural understandings of both Japanese oral and sign language.



Figure 12: Shuwa for 'pond'

The creation of an original text as a foundation for the introduction of shuwa was successful, and creating this text purposefully allowed us to align with the Australian Curriculum standards and incorporate the additional linguistic focal points effectively, while maximising the support that shuwa provided. Certainly, it is worth the effort of creating a text to suit student linguistic and developmental level and learning intentions.

BENEFITS AND PITFALLS

BENEFITS

At the end of this trial in Year 4, the students were able to read the full text with comprehension and did so with confidence. They felt successful and this motivated them to want to learn even more. The inclusion of shuwa changed the atmosphere of the classroom to one where reading was not a passive activity, but rather a fun and high-energy kinaesthetic one. Shuwa provided not only comprehension clues for students throughout the reading of the text, but turned the learning process into a more active one, where students were involved both mentally and physically. Additionally, using shuwa provided additional visual clues for learners who required additional support in their language learning.

The amount of cultural context underlying the shuwa also added a depth to the language learning that turned simple vocabulary lessons into learning experiences. Students' interest in similarities and differences between Japan and Australia was piqued, particularly in relation to native animals (while learning the vocabulary for 'bear') and in the difference between 'woods' (林; *hayashi*) and 'forest' (森; *mori*). By shifting the learning from incidental vocabulary to a shared learning experience, the students' learning was deeper and more comprehensive.

One of the most positive outcomes of using shuwa in conjunction with the teaching of this unit was the commitment of the students. Where traditional reading activities can lead to passivity and opportunities for students to disengage, using shuwa meant that all students were participating in the moment and any disengagement was immediately apparent. This allowed for maximum participation within the classroom and positively benefited the behaviour management of the classroom.

PITFALLS

The major stumbling block in delving into the use of shuwa was in obtaining resources to learn the sign language, and in navigating the various 'dialects' and making decisions about which signs to use. NHK's online shuwa dictionary² was a valuable resource, as was the website *Shuwa Shuwa shushushu*³, particularly due to its search function. In addition, a number of texts were obtained from Japan, which provided further resources. There is still some concern, however, that the shuwa language is being respected and taught effectively given that the teachers using it are all self-taught. This became particularly problematic in relation to particles and other grammatical items that did not have easily accessible resources; in fact, in some cases it was necessary to view lengthy shuwa videos to identify signs that were being used for particles.

2 <https://www2.nhk.or.jp/signlanguage/>
 3 <http://hs84.blog.jp/>

In addition, there are some signs that, while a standard part of shuwa, are not appropriate for use in Australian schools. These had to be modified (e.g., 'brother', which involves raising the middle finger of the hand, and 'siblings' which requires the middle finger of both hands being raised multiple times). These modifications were made after discussion with colleagues and based on similar but less offensive gestures (e.g., using the thumb, rather than the middle finger, as the thumb was used for 'father' and 'grandfather' and therefore reflected the male line of the family).

The final pitfall has both negative and positive aspects. The learning achieved by the students over the course of this trial meant that the future curriculum will need to be rewritten, as the students far surpassed expectations and accomplished nearly all the set work. Certainly, shuwa will continue to feature in these students' learning as they are now quite competent signers (to the extent of this text) and are keen to expand their physical vocabulary. One possible concern is that the students will become so dependent on the co-language of oral and sign that their oral language skills will deteriorate without the physical support of shuwa. This is yet to be seen, but potentially a concern in the future.

CONCLUSION

Throughout this trial period, while shuwa was a focal point of the language learning, students were able to improve their oral and reading skills as well, and the shuwa became a co-language that both supported comprehension and improved communication. Student use of shuwa became almost automatic, but the most exciting result was the confidence with which they used oral language. The explicit instruction on the grammar in the teaching of this text led to an additional benefit. The students became more comfortable in the use of grammatical particles, word order and sentence structure and this carried on in subsequent teaching units. Whether this acquisition was a rote-learning process resulting from explicit instruction or involved acquisition at a deeper level is as yet unknown (Ellis 2002), and perhaps would justify future work in this area with grammatical acquisition as an additional focal point.

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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 (USING TELECOLLABORATION TO CONNECT AUSTRALIAN AND JAPANESE CHILDREN: A CASE STUDY)

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ABSTRACT

The purpose of this paper is to report an attempt of asynchronous telecollaboration amongst Japanese and Australian primary school students. Using an educational social networking site (SNS), students introduced typical cultural events from their own countries in written language. Observing students' engagement and reviewing their reflections, it was acknowledged that exchanging cultural information on the SNS became an authentic and meaningful opportunity in learning foreign languages (FLs). Moreover, the telecollaboration project enabled many students to enhance their motivation in learning FLs and understanding different cultures. Conclusively, telecollaboration amongst primary school students can be significant for enhancing FL learning and triggering intercultural understanding (IU), and thus, a telecollaboration project beyond borders is recommended for FL education for young learners.

はじめに

これからの小学校外国語教育においては、コンピューターやタブレットなどの情報通信技術 (Information Communication Technology: ICT) 機器のさらなる拡充が期待される。とりわけ、Web 2.0 テクノロジーに着目すると、Facebook、Twitter などに代表されるソーシャルネットワークサービス (Social Network Service: 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は、当該目標言語を使用または学習する相手に対して実際に使用するというオーセンティックな言語活用の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」と位置づけられている。Belz (2003: 2) は、テレコラボレーションを「外国語学習と異文化理解のために、言語文化教育のエキスパート (例えば教師) による指導のもとに体系化された電子媒体による異文化間コミュニケーション」とであると定義づけている。

言語教育におけるテレコラボレーションの有効性は、さまざまな研究者によって述べられている。言語教育に関して、例えば Barrs (2012) は、テレコラボレーションは、教室外で目標言語の話者と継続的につながることのできる便利で有効な場となると主張している。また、Pinkman (2005) は、実在の相手が存在する SNS にメッセージやコメントを書くという活動は、意味のあるオーセンティックなライティング活動であると述べている。異文化理解については、曹 (2006) は、日韓の小学生を対象としたテレコラボレーションの活動が、双方の児童が相手の国の文化を理解することの促進につながったと述べている。

本稿では、現在の外国語教育における ICT 活用の重要性と外国との積極的な相互交流の機会の有効性に鑑み、試験的に導入した小学校外国語教育におけるテレコラボレーションプロジェクトの概要、成果ならびに課題を報告する。

背景

ビクトリア州では、政府の方針として言語教育とICT活用の連携を推進している。具体的には、ビクトリア州の教育課程であるビクトリアン・カリキュラム (Victorian Curriculum) において、ICT は言語教育を推進する強力な道具であると述べている (Victorian Curriculum and Assessment Authority 2018)。また、Victorian Curriculum and Assessment Authority (2018) は、ICT を活用したコミュニケーションという側面について、ブログ、SNS やバーチャルクラスルームなどのデジタル教材を活用したオンラインコラボレーションを推奨している。さらには、このような ICT の活用によって、ビクトリア州の子どもたちが、国境を越えた他の国や地域の子どもたちとつながり、オーセンティックな言語使用と異文化理解の貴重な体験ができると期待している。

日本語教育実践に焦点を当てた場合、日本とのつながりについて意識することも肝要である。オーストラリアの日本語教育においては、日本語母語話者との接触場面が極めて少ないことから日本とのつながりを実感しにくく、日本語教師はさまざまな工夫をしている。その一つに、ICT を積極的に活用したネイティブ・スピーカーとの交流促進が挙げられる。例えば、ビクトリア州のいくつかの小学校では、日本の公立小学校とビデオ会議システムを活用した交流活動を行っている (奥村 2016)。ビクトリア州では、教育政策および現場での実践において、ICTの活用は外国語学習と密接につながっており、今後もますます拡充される領域であるといえる。

日本においても、文部科学省が、2014年に「グローバル化に対応した英語教育改革実施計画」（文部科学省2014）を公表し、英語を最優先外国語とした言語教育政策を推進している。とりわけ、2020年全面実施の新学習指導要領では、英語教育の開始が中学年（第3、4学年）に引き下げられ、「外国語活動」として音声重視の活動が行われる。また、新規に導入される高学年（第5、6学年）のための教科「外国語」では、「読む」、「書く」を加えた4技能を扱う。文部科学省は、小学校英語教育の充実に向けて、ICTを活用した情報通信ネットワーク等を通じた国内外の様々な学校との交流を推奨している（文部科学省 2016）。

両国の小学校外国語教育における ICT の活用の推進に鑑みれば、日本語と英語を媒介とするテレコラボレーションは、日本語学習者および英語学習者の双方にとって、オーセンティックな言語活動を提供する貴重な機会となりえるであろう。また、このような機会がさまざまな学校に広がることによって、オーストラリアと日本間の相互尊重、相互理解にもつながると考える。

テレコラボレーションプロジェクトの概要

意義

小学校の外国語学習におけるプロジェクト学習型テレコラボレーションの活動事例はまだ少ない。したがって、異文化理解としての小学校間テレコラボレーションを計画し実行すること、またその効果および課題を検証することは、ICTを活用した小学校の外国語教育における世界とのつながりの発展に寄与すると考える。

参加者

本プロジェクトへの参加児童は、オーストラリア側は、ビクトリア州の公立小学校の 5、6 学年 3 クラスの 70 名であった。すべてが初級日本語学習者であり、事前のアンケート調査によると、学外（課外）においても日本語を学んでいる熱心な児童は、わずか 6% で、31% の児童にとっては異なる言語や文化に触れる機会は学校のみであった。日本側は、東京都の公立小学校の 6 学年 1 クラス、初級英語学習者の 32 名であった。事前アンケート調査では、43% の児童が課外でも英語を学習しており、56% が外国人と英語で接触する機会を持っていた。指導者として、日本の小学校は学級担任 1 名、オーストラリアの小学校は、日本人の日本語専科教師 1 名が参加した。

使用サイト

本プロジェクトでは、教育用 SNS である Edmodo (www.edmodo.com) を使用した。Edmodo は、2008 年に米国で開発された無料の教育用サイトで、英語だけでなく日本語を含めた複数の言語をサポートしている。Edmodo は主に、幼稚園から高校までの児童・生徒を対象とし、学習者、教師、保護者がともに学習を推進、管理するための機能が盛り込まれている。Edmodo では、個人の学習や管理だけでなく、グループ学習も行うことができる。グループの掲示板に文字を書き込むことができる他、写真や動画、また他のサイトのリンクを掲載することもできる。掲示板では、相手の投稿に直接コメントするのみでなく、「いいね」（英語版では、'like'）の機能を使って、相手の投稿に対して、面白い、気に入ったなどの感情を表すことができる。

また、グループコードを共有することによって、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。

本プロジェクトにおける Edmodo の使用理由は、登録した教師および児童のみでの活動ができる安全性と、ビクトリア州の小学校で、すでに、さまざまな教科の授業において、Edmodo を活用していることである。



図1 Edmodo のインターフェイス (サンプル)

準備段階

外国語教育における ICT 活用の重要性と海外との積極的な交流機会の模索に鑑み、日本での小学校教員経験があり、現在日本およびオーストラリアの小学校外国語教育の研究を行っている言語教育研究者（筆者）が、自分自身の大学の英語教育でのテレコラボレーションの実践経験をもとに、小学校外国語教育におけるテレコラボレーションの可能性を模索すべく、プロジェクトを立ち上げた。このプロジェクトには、私的教育機関のスタッフおよび Edmodo 社のスタッフも参加し、チームによってはじめに原案が作成された。原案では、児童の外国語学習に対する負担を考慮し、児童が好きなもの、好きなことなどを目標言語で紹介しあう活動を取り入れた。

その後、言語教育研究者が知っている日本とオーストラリアの小学校各 1 校に計画を打診し、プロジェクト実施について両校の学校長の許可を得た。その際、日本の小学校には、Edmodo について、その安全性や機能を説明し、Edmodo を使用することへの了解も得た。

プロジェクトが正式に各学校によって認可された後、このプロジェクトを担当することになった教員にプロジェクトの原案を提示し理解を求めたが、日本の小学校の校長並びに担当教員から、日本の小学校学習指導要領の内容を踏まえ、社会科との連携を図った文化紹介の活動を行いたいとの希望があり、オーストラリアの日本語教師の同意を得て、文化紹介を扱うテレコラボレーションを行うこととなった。

活動時間および内容の設定については、各小学校のカリキュラムを考慮し、各学校の担当教員にとって過度な負担を与えることのないようにし、プロジェクトチームと各教師が連携し意見交換をしながら、具体的な内容や必要となる教材等を決定していった。

到達目標

児童の到達目標としては、テレコラボレーションによる国際交流活動において、文化紹介の活動を通して、オーストラリアと日本の児童が、異文化理解能力と目標言語学習への意欲を高めることである。

実践

すべての準備が整った 2017年11月から12月の2か月間に本プロジェクトは実践された。活動の内容は、表1が示す通りである。

	活動内容
事前活動	事前アンケートに回答をする。
1時間目	Edmodo の使い方を知る。(日本の児童のみ)
2時間目	個人学習として「自分の国らしいと思う行事」を調べ、小グループで共有する。
3時間目	小グループで行事を1つ選択し、それぞれの目標言語2、3文と画像・絵を盛り込んだ各々の文化を紹介する資料を作成し、掲示板に投稿する。
4時間目	相手の投稿を閲覧し、相手の国の行事について学習し、理解を深める。
事後活動	事後アンケートに回答する。

表1 プロジェクトの活動内容

本プロジェクトは、両校児童の外国語学習および異文化理解に関する実態を把握するために、事前アンケートを両校で行った。アンケートには、「日本語（英語）の学習は好きか」、「外国の文化に興味があるか」、「学校以外で、日本語（英語）を学習する機会はあるか」、「学校以外で日本語（英語）を話す機会はあるか」などの質問を盛り込み、児童の外国語学習への興味・関心と学校外での外国語学習および異文化体験の有無について調査した。アンケートの質問項目は、日本語、英語ともに同内容とした。

前述の通り、プロジェクトに参加したビクトリア州の小学校では、すでに、さまざまな教科の授業において Edmodo を活用しており、児童はその使用に慣れていて、一方、日本の小学校では、SNS 自体使用している児童が少なく、SNS への投稿の仕方、写真等のアップロードの仕方など基本的な操作への理解が必要であったことから、1時間目に Edmodo の使い方について学ぶ時間を設定した。

2時間目では、はじめに双方の教師が、交流相手の国の児童に自国の文化を紹介するという本プロジェクトの活動の目的を説明し、どのようなものが自国らしい文化であり、何を相手の国の児童に紹介するかをグループで話し合い決めてもらった。その後、決定した内容をどのように説明するか、それぞれの第1言語で考えた。

3時間目では、児童が2時間目で考えた文化の内容を目標言語に変換するとともに、Edmodo 上で紹介するための資料を作成した。オーストラリアの児童は、普段の授業でコンピューターを使用する頻度が高くパワーポイントの使用になれているため、資料作成のためにパワーポイントを使用した。文化紹介の題材として、オーストラリア特有の文化といえる「オーストラリア・デー」¹ や「オーストラリアン・ルールズ・フットボール」²、またオーストラリアだけでなく一般的な西洋文化である「ハロウィン」、「クリスマス」、「イースター」も取り上げた(図2)。

日本の児童は、ワードプロセッサの使用に慣れていないため、画用紙を使用した手書きのものを作成した。文化紹介の英文を作成する際、児童の英語能力を考慮し、担任教師が英文作成のための資料を作成し、児童に提示した(図3参照)。紹介する文化としては、「正月」や「七五三」などに加えて、青森県の「ねぶた祭」など全国的に有名な祭を紹介するグループもあった(図4)。

投稿後、双方の児童は、相手の国の児童による投稿に対して「いいね」の機能を使って、相手の投稿に対して好意的な感情を示したり、「たのしそう」、「おもしろそう」などという簡単な日本語または英語でコメントをしたりした。

4時間目では、Edmodo の掲示板で相手国の児童が紹介した文化について、児童がグループで考えを共有し、文化紹介の伝え方の良かった点と相手国の文化の特色について意見をまとめ発表した。

全ての活動終了後、本プロジェクトを通した外国語学習および異文化理解に対する児童の意識の変容を探るため振り返りアンケートを両校で実施した。事後アンケートには、このプロジェクトを通して、「外国語学習にさらなる興味・関心を持ったか」、「自国文化にさらなる興味・関心を持ったか」、「外国文化にさらなる興味・関心を持ったか」などの質問を盛り込んだ。アンケートの質問項目は、事前アンケート同様、日本語、英語ともに同内容とした。



図2 オーストラリア人児童により作成された文化紹介の資料例

1 毎年1月26日にオーストラリアの人々が祝う国民の祝日であり、オーストラリアの建国記念の日にあたる。1788年1月26日にイギリス艦隊がシドニー・コープに到着した事に因んで定められた。

2 ラグビーを基にしてルールが定められたオーストラリア式のフットボールであり、オーストラリアでは、最も古い歴史を持つとともに最も人気がある。毎年9月には、9万人以上の観衆を集めるグランドファイナル(決勝戦)がメルボルンで行われる。

3文の英語で行事の説明をしよう！

①行事名を伝えよう。

Undo-kai is Sports day.

(運動会はスポーツの日です。)

・年越し(大晦日) Toshikoshi	新年の前日 New Years Eve
・正月 Oshogatu	新年の祝日 New Years holidays
・節分 Setsubun	冬の終わりの祝日 holiday for end of winter
・ひな祭り Hinamatsuri	女の子の日 Girl's Day celebration
・お花見 Ohanami	桜を見ること cherry blossom viewing
・端午 Tango	男の子の日 Boy's Day celebration
・七夕 Tanabata	星のお祭り the Star Festival
・夏祭り Natsumatsuri	夏のお祭り Summer Festival
・十五夜 Jugoya	満月のお祭り the night of the full moon

②いつ行われるか伝えよう。

We enjoy it in April.

(私たちはそれを4月に楽しみます。)

注意！
「月」の前には「in」
「日」の前には「on」が
くるよ！
例えば・・・
in April [4月]
on 1 April [4月1日]

ちなみに...	
1月 January	7月 July
2月 February	8月 August
3月 March	9月 September
4月 April	10月 October
5月 May	11月 November
6月 Jun	12月 December

※できる人は enjoy を変えて工夫してみよう！

③行事にまつわる文章を考えよう。

We eat _____.

(私たちは _____ を食べます。)

We wear _____.

(私たちは _____ を着ます。)

We throw _____.

(私たちは _____ を投げます。)

We view _____.

[see, look, watch]
(私たちは _____ を見ます。)

We dance _____.

(私たちは _____ を踊ります。)

We play _____.

(私たちは _____ で遊びます。)

We pray _____.

(私たちは _____ を祈ります。)

We write _____.

(私たちは _____ を書きます。)

図3 英文作成のための資料

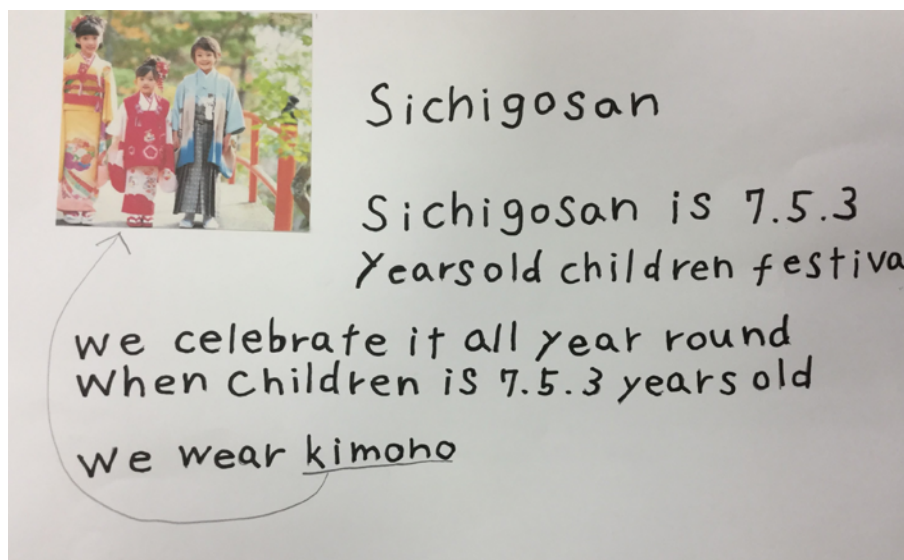


図4 日本人児童により作成された文化紹介の資料例

児童の反応

事後アンケートの結果から、双方の国の児童の多くは、今回のプロジェクトを楽しい経験と捉えていた。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。この点においては、本プロジェクトの到達目標はおおむね達成できたと考えている。この根拠となる児童によるコメント例を紹介する。なお、児童名は仮名である。

Emma: It's fun because we got to work in a group and see what Japanese kids do in English.

Justin: We get to share things with kids our age that live in a different place.

日本側では、英語学習や外国文化理解へのさらなる興味関心の高まりを示す児童が多くみられた。具体的なコメント例は以下の通りである。なお、名前は仮名を使用している。

さとし：エドモドをやって、もっと英語を話したいし、英語が分かったら、世界の見かたも変わるし、英語が楽しいともっと思える。
 ともこ：日本と全然違う文化とかもあれば、少し似ているものもあって、面白い。外国の文化はまだまだ知らないのがあり、もっと知りたいと思い、興味を持った。

一方、双方の児童の中には、外国語学習そのものに否定的な見方をするものもいたことも注視すべきである。具体的なコメントには次のようなものがあった。

Jeff: (I don't want to learn Japanese) because I won't use this language in the future.
 ゆうた：エドモドは楽しかったけど、英語は苦手だし、使いたいとは思わない。

成果と課題

テレコラボレーションを実践した双方の教師による振り返りから、本プロジェクトの成果と課題を述べる。

成果

オーストラリア側の成果の一つに、児童が、自分達の投稿に対して、日本人児童から「いいね」やコメントを受け取ることができ、タイムラグなく相手の反応を見ることができたことによって有意義な交流となったことが挙げられる。とりわけ、「いいね」の機能は、目標言語を書くことに慣れていない外国語学習初級者同士の交流でも、相手に自分の感情を示すことができる点において有効であったと考える。

また、教師は、活動の進捗状況を確認しながら、指導や計画を随時調整できたことから、SNS を活用したコミュニケーション活動を取り入れることによって、言語教育の柔軟性と利便性を高めることができるという可能性を認識した。

日本側の成果としては、振り返りアンケートの結果から、多くの児童が、外国語でのコミュニケーションの楽しさを感じることができたことがある。それは、通常の外国語活動の授業での日本人児童同士によるコミュニケーションとは異なる、外国人とのつながりを喜び活動する態度として観察された。さらには、外国人との実際のコミュニケーション活動体験が、英語学習へのさらなる興味関心へとつながり、プロジェクト終了後、児童がアルファベットを書く活動を空き時間等に自主的に取り組む様子が見られるようになった。このような日本人児童の変容は、英語を書くことへの意欲向上と認められる。

課題

一方、本プロジェクトには、双方の学校に共通する課題も見出された。その一つは、事前準備段階において教師による積極的な交流ができなかったことである。今回の実践では、現場教師の忙しさを理由に、計画についてはプロジェクトチーム主導で行い、内容の連絡調整については、チームの担当者が、それぞれの教師とやりとりをした。事前準備段階

から、教師同士が自己紹介を含めた交流を行いながら、プロジェクトについての意見交換やそれぞれの児童の実態等の情報交換ができればよかったと考えている。今回のプロジェクトの指導者がどちらも日本人であったことの利点を教師の相互交流、相互理解に活かすことができなかった。

プロジェクトにおける児童の活動は、文化紹介に特化した。児童による活発なコミュニケーションのためには、自己紹介などの児童に身近な内容を取り上げた活動内容が妥当であったと考える。文化紹介等は教科統合（今回の場合、外国語と社会科）の側面が強いが、教科統合に関連するトピックについては、語彙の難易度が上がってしまう場合がある。それぞれの外国語学習のレベルと児童の実態を考慮した上で、テレコラボレーションで扱うトピックやタスクを考える必要もある。

おわりに

本プロジェクトが示した通り、外国語学習におけるテレコラボレーションによる体験的な活動は、伝える相手が実在し、伝える内容が明確であることによって、言語や文化への関心意欲の高まり、そして目標言語と異文化理解能力の向上の大きなきっかけとなると考える。また、テレコラボレーションによって、世界の子どもたちがつながり、交流することは、外国語や文化に対する意欲や能力を高めるだけでなく、外国語学習のボーダーレス化を実感させてくれるのであろう。

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日本語学習者のための HANDS-ON 体験型教材:「発見」体験を 創出する教材をめざして (DEVELOPING HANDS-ON MATERIALS FOR JAPANESE LANGUAGE LEARNERS: CREATING 'A-HA' MOMENTS WITH TEACHING MATERIALS)

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ABSTRACT

It is important for teachers to find a motivator for their learners that leads them to continue learning Japanese positively and autonomously, especially when they are JFL (Japanese as a foreign language) students. The key is to ask "How can teachers create the conditions within which learners will motivate themselves?", not "How can teachers motivate learners?" To create these conditions, more 'a-ha' moments are needed in the learning experience. The hands-on material called "The Japan Pack" aims to do just this; through it, students are able to discover new language and culture through everyday items, increasing their skill in the Japanese language. These everyday items introduce more usable language, hence making different cultures interesting, more accessible and more relatable to learners. Furthermore, they create a better understanding of Japanese culture and society and allow students to rediscover their own culture and society through the experience. This leads to a more sustainable integrative orientation and intrinsic motivation.

はじめに

本稿は、「学習者をいかに主体的に学習に向かわせるか」という問題意識のもとに実施した実践を報告するものである。JSL (Japanese as a second language) ではなく JFL (Japanese as a foreign language) として学ぶため、動機づけがより難しい海外の日本語学習者を、「ことばを学ぶこと」と「発見体験」を結びつけることにより、より主体的に学習できることをめざした「日本語学習者のための hands-on 体験型教材—日本パック」とその実践について報告する。

動機づけに関する先行理論 —「学習者を動機づける」とは

海外における JFL としての日本語教育の場では、「教師は学習者をどのように動機づければ良いのだろうか?」という問いに常にさらされる。さらに言うならば、「他者をどのように動機づけるか」ではなく、「どのようにすれば他者が自らを動機づける条件を生み出せるか」(デシ・フラスト 1999) という問いから逃れられない。海外の中等教育レベル(中学生・高校生)の学習者に日本語を主体的に学んでほしい、日本文化への一過性の興味だけでなく、持続的に「日本」と「日本語」への興味を持ってほしいと望むとき、我々は学習者を報酬によって、罰によって、強制によって学習に向かわせようとすることがある。しかし、そのような方法で一時的に動機づけられたとしても、その意欲は長続きしない。

第二言語学習における動機づけ研究では、その言語を学習する気にさせる原動力になっている動機は「統合的動機づけ (integrative motivation)」「道具的動機づけ (instrumental motivation)」と呼ばれる。その言語を使う集団とコミュニケーションしたい、その社会や文化を知りたいという理由に支えられるのが「統合的動機づけ」で、良い成績や仕事を得るためなどの損得、実利的な理由に支えられるのが「道具的動機づけ」である。フランス語と英語という2つの異なる言語・文化的背景を持つ環境でカナダ人学習者に対する動機づけ研究を行ったガードナーとランバート (Gardner and Lambert 1972) は、統合的動機づけを持つ学習者の方が第二言語学習に成功しやすいと考えたが、学習者の置かれた状況、条件などにより結果には異なりがあるようだ。

例えば、日本語学習者の動機づけについての調査では、中国の大学の日本語学科で学ぶ学習者を対象としたものがあり、道具的動機づけ(将来日系企業に就職し、日本の大学院に進学したいなど)が高い学習者の方が成績が良いという結果が出ている(郭、全 2006)。和田、宋 (2012) は、学習動機と継続的な学習の関連性について、韓国人の日本語学習者を対象に調査を行ったが、その結果、統合的志向 (integrative orientation) による日本語学習者は、学習を継続する傾向が高く、道具的志向 (instrumental orientation) による日本語学習者は学習を継続する傾向が低いことが分かった。また、JSL と JFL の動機づけと学習の継続性の関係について韓国人日本語学習者を対象として調査した李 (2003) によると、動機づけにおいては JSL 日本語学習者は JFL 日本語学習者よりも高いにも関わらず、その高い動機が持続しない。その理由の一つとして JFL の学習者は JSL の学習者より自己効力感を感じにくいことが指摘され、JFL の学習者の動機づけを持続させるためには自己効力感を感じさせる環境づくりが重要であることが示されている。

教育心理学の分野における動機づけ理論の一つ、自己決定理論 (self-determination theory) (Deci and Ryan 2002) では、動機づけを、自己決定の度合いが低く、「家族や教師に勧められたから」「必修科目だから」などの、外部からのある種の強制によって他律的に取り組む「外発的」に動機づけられた(外発的動機づけ extrinsic motivation) 状態から、知的好奇心や楽しさを感じたことから生じる積極的、自律的に自ら進んで「学びたい」という「内発的」な動機づけ(内発的動機づけ intrinsic motivation) に移行していく段階的なプロセスと捉えている。そして、この学習者の動機づけの発達を促すための条件として「自律性の欲求」「有能感への欲求」「関係性の欲求」の3つを満たすことが重要だと考えられている。

「自律性の欲求」とは自分の行動を自己決定し責任感を持ちたいという欲求であり、「有能感への欲求」とは自分自身への自信や自分の能力を示すことへの欲求で、「関係性の欲求」とは周囲の人々や社会と密接に関わりたいという欲求のことだが、これらの欲求が満たされると、学習者は内発的に動機づけられるとされる。

日本語学習場面においては、「自律性の欲求」が満たされた状態とは、自らニーズや興味を認識し、日本語学習を自らを選択している状態、「有能感への欲求」が満たされた状態とは、日本語使用によって何事かを成し遂げること、それによって得られる達成感、「関係性の欲求」とは、日本語や日本文化・社会、日本語使用者あるいは日本語指導者との関係性が満たされた状態というように置き換えられるだろう。ターゲット言語である日本語との接触・日本語体験のほとんどが教室内での活動に限られ、この3つの欲求を環境の中で満たされにくい JFL の学習者の場合は、「外発的動機づけ」から「内発的動機づけ」への動機づけプロセスについて意識し、これらの3つの欲求を満たすようにすることが、より重要だと考えられる。

これらの先行研究と、海外の日本語学習者についての調査結果を併せ考えると、学習者の所属する社会と日本との関係、日本の国際社会の中での経済的・政治的な位置、学習者の所属する社会自体の変化に伴い、学習者にとっての日本語の位置づけは移り変わっていくものであり、動機づけを道具的なものに求めても、統合的なものに求めても、それは脆弱なものと言わざるを得ない。また、国・地域、教育段階によって、学習を成功へ導く動機が異なる上に、海外の日本語学習者の最も大きい層である初等・中等教育レベルの日本語学習者にとって、進学・就職・昇給が報酬として常に有効に働くとは考えにくい。

そこで、もっと根本的に学ぶことの楽しさに立ち返ることができ、なおかつ日本語に対する動機づけ、特に「内発的動機づけ」を高めるためのメソッドとして、体験型教材を開発し、これを活用した授業実践を行った。

体験型教材のコンセプト

内発的動機づけ (intrinsic motivation) は、「活動することそれ自体がその活動の目的であるような行為の過程、つまり、活動それ自体に内在する報酬のために行う行為の過程」(デシ・フラスト 1999) を意味するが、これを日本語学習に当てはめると、日本語を学ぶ活動それ自体の中に「好奇心」「楽しさ」「体験」「達成感」を学習者が自律的に見出せるということになるだろう。それを可能にする学習活動に欠かせないことは「発見 (‘aha moment’)」ではないだろうか。日本語による「発見」の瞬間を学習活動の中に組み込むために、「モノ」と「ことば」を組み合わせる「発見」に導く活動を意識的に教材化した。

「ことば」は身近で日常的なものであり、「生活」したり「思考」したりするために使う道具である。言語学習においては、「ことば」の役割として強調されるのはコミュニケーションの道具としての役割である。そしてその次には、思考の道具としての役割であろう。しかし、「ことば」は、知らなかったことの「発見」と「理解」のための道具でもあるだろう。

体験型教材を開発するにあたり、「ことば」の「発見と理解」の役割を重視し、次の3点をコンセプトの柱とした。

- まず、①何かの「ための」日本語学習ではなく、単純に「おもしろい」と思える活動をめざすこと、
- そして、②ステレオタイプを強化するオリエンタリズムとしての日本文化の強調ではなく、身近なものにこそ生きた文化や価値観が現れ、そこにこそ発見があると考え、
- 最後に、③日本文化・社会への興味が「日本語」学習のおもしろさや達成感につながるように、身近な文化を「体験」し「発見」する場を作り、その「発見体験」には「ことば」の介在があること、である。

教材を作成し、実践をする際、常に意識すべきことはことばを使用した学習体験と日本語による発見である。

体験と発見がしやすいように、教材作成の際には、「自文化の知識」「現在の日本語知識」「現在の日本文化理解」を利用しながら、体験教材を「見る」「触る」「読む」そして「推測」することができるもの、そして、「考える」「比較する」「感動する」「不思議に思う」「おもしろがる」などの活動が起こりやすいように「日本語で日本文化・社会を発見する」体験と「自分の所属する文化・社会を再考する」体験が作りやすい「モノ」で構成することを意識した。

教材作成上の留意点—日本語教育と博物館教育の融合

教材作成には、博物館のアウトリーチ教育のための hands-on materials (資料を館外へ貸し出すためのスーツケースキット) の手法 (中牧・森茂・多田 2009) を取り入れ、「日本語教育」のためのアウトリーチ教材として体験型教材「日本パック」(図1、2) を作成した。博物館のアウトリーチ教育のためのスーツケースキットは、「実物を見に行くことができない人のために、実物を持ち込む」という考え方だが、この考え方を適用した「日本パック」は、「個人的」「直接的」「体験的」な日本・日本語との出会いと発見の場を JFL の教室に持ち込むという手法だ。

「日本パック」を作成するにあたって、留意したのは以下の点である。まず、管理しやすく、モジュールとしても使いやすくするために、すべてのアイテムに番号をつけ、また、モジュールごとにアイテムカード(図3)を作成した。

また、「本物」'authentic' であることも JFL の教室では大事であると考え、アイテムは「本物」を揃えた。食品や化粧品などは、パッケージの形態やそこに描かれた絵や写真などの視覚情報をヒントにして、日本語の文字情報を読み、理解するという日本語使用場面を教室に持ち込むことができる典型的なアイテムである。日本で日本語を使用して生活している場面を生き生きと想像できる活動でもあろう。しかし、「本物」であるため、使用期限がある内容物の処理が必要である。そこで、これらのアイテムの作成、管理には博物館学専門の教員の協力を仰いだ。博物館では、「本物」を展示するために、中身が「ある」ように中身を取り除く方法が使用されている。取り除いた跡が分からないように開封し、内容物を取り出し、内側を洗浄し、あたかも中身がそのままであるかのように代替物を詰めるという処理を施した。

また、「文化」だけにフォーカスするのではなく、文化の発見に「ことば」を使うもの、「ことば」へのフォーカスをさせやすいものをアイテムに選ぶことも意識した。文化体験だけでなく言語活動がそこにある「ことばを使用した学習体験」が実現できるアイテムを選択した。さらに、学習者が母語・自分の文化で持っている知識が有効に使えるように、身近に感じられる「モノ」を選ぶことも重要である。身近であること／身近に感じられることにより比較の視点を持ちやすいからである。

実践例

「日本パック」は 2014年から実際に使用及び貸出を始め、これまでに、韓国の高等学校での実践、オーストラリアの高等学校への貸出と実践、インドネシアの高等学校への貸出での実践がある(表1)。本稿では、韓国、そしてオーストラリアでの実践例を報告する。

韓国での実践例

韓国では、東国大学校師範大学附属女子高等学校で筆者が実践を行った。この高等学校では、選択授業としての日本語クラスが週1回（50分授業）設置されており、実践した際は、高校2年生クラス29名と高校3年生クラス23名の編成であった。学習者のレベルは入門～初級で、日本語を独習している学習者も数名いた。それぞれのクラスで1時間ずつ、「日本パック」を使用した授業を実施した。

学習目標は「パッケージの日本語を読み取る」「語呂合わせ・オノマトペを理解する」「自分の国の受験文化と比較する」とし、授業は次の手順で行った。

まず、持参した「日本パック」のスーツケースを見せ、「スーツケースの中に何があるでしょう?」と問いかけ、学習へと動機づけた。次に、スーツケースの中から「日本の高校生のカバン」を取り出し、身近で日常的なものを自分の経験をもとに「予測」し「発見」する作業を行った。これは、学習者自身の生活経験を学習に生かすことと、「ある日本の高校生のカバン」を見せることにより、日本・日本語・日本人との個人的なつながりを感じさせることを意図している。そして、「合格祈願おかし」を読み解く活動を、ワークシート（図4）を使用したグループワークとして実施した。

韓国では日本と同様、あるいはそれ以上に「大学受験」が高校生の生活の中で、大きな関心事である。そこで「受験文化」を比較し、自文化の再発見へと促す意図もあり、「合格祈願おかし」のアイテムを使用した。グループワークでは実際に「モノ」を手に取り、パッケージに書かれている文字を読み取り、情報を集めてワークシートに答えなければならぬため、学習者一人一人が、主体的に関わり、また、入門レベルの学習者であっても、自分の国の「受験文化」という知識と、目の前にある「モノ」とそこに書かれてある「日本語」から読み取れる情報を組み合わせて、主体的に活動に参加することができる。

授業後に学習者へのアンケートを実施した。活動についての感想を自由に記述するアンケート項目では、ほとんどの学習者が「日本パック」を使用した活動を肯定的に捉えていることが分かる記述があった。「とてもおもしろかったし、次もまたこんな活動が多くあればいいと思います」「（パックの中身）すべてが不思議で、絶対日本に旅行に行きたい」「直接、日本の物を持って来てくれて、生き生きと感ずることができたし、日本についてもっと勉強したいという気持ちになりました」「とても不思議で楽しく、新しい時間でした」「日本の高校生がどんなふうなのかわかっておもしろかった」「双方向の疎通の授業が楽しかった。特に食べ物体験がよかった」「完全にいちばんいい経験になりました。日本に行って、探訪しながら過ごしたいです」「たびたびこんな活動があったらいいと思います」「おもしろかったし不思議なものが多かった」など、体験をとおして日本や日本語とつながりを感じられたことへの言及と、活動での達成感の獲得を示すコメントが得られた。

オーストラリアでの実践例

オーストラリアでは、Port Lincoln High School Year 8 (Y8) (中学2年生相当) の選択科目としての日本語のクラスで実践を行った。この実践はTAとして派遣されていた田中亜衣さんに依頼し実施した（田中亜衣さんは筆者が担当する日本語教員養成課程の卒業生）。Y8のクラスは19名の編成で、学習者は入門レベルであった。学習目標は「日本パックの中身が何か、どうやって使うか、何が違うか発見する」とし、スーツケースの中の以下の5つのアイテムを使用した。

- ①スクールバッグ(教科書、書道セット、お弁当箱)
- ②筆箱
- ③化粧ポーチ
- ④合格グッズ
- ⑤制服、ファッション雑誌

授業は、次の手順で行った。まず、ワークシート(上記の①～⑤のアイテムについて「パッケージに何が書いてあるか」「初めて見るものはあるか」「オーストラリアのものと違うところは」などを問うもの。授業実施者が作成)を配り、各グループのテーブルにパックの中身を置く。次に4～5人のグループで「モノ」を手に取り、情報を読み取り、ワークシートの問いに答えていく。そして最後に、活動のフィードバックを行った。

オーストラリアでの実践の場合、Y8のクラスだったため、また文化的・社会的背景が日本とは大きく異なるため、「合格祈願おかし」などを読み解くのは難しかったことが問題点として挙げられる。一方、「制服」は着用することも可能で、「毎日着るのか?」「公立でもこのような制服があるのか?」「スカートは短くしてもいいのか?」など疑問を持ち、良い反応が見られた。

学習者に人気があったものとしては、まず、気軽に触ることができ、自分たちのものと「同じだが違う」ところがおもしろい「文房具」、そして、2段重ねで、お箸も内蔵することができるなど構造が面白く、「バラン」や「たれびん」など小物も豊富な「お弁当箱」、最後に不思議な「モノ」が入っている「化粧ポーチ」だった。「化粧ポーチ」の内容物の中で、特に「アイプチテープ」に興味を持った学習者が多く、「なぜ二重まぶたにしたいのか?」という疑問が生まれ、ここには、自文化、そして異文化への気づき、比較の視点の萌芽が見られる。

実際に使用した田中さんからは、「学習者たちが今まで見たことないものをどのように扱うか、取り入れるかというのが一番の課題だった。説明だけの授業にはしたくないが、限界もあり、Y8 の場合ひらがなを読んで考えるということも難しい」というフィードバックを得た。

体験型教材「日本パック」の課題

貸出も含めた実践から、課題が見えてきた。まず、教室の中に「今」実際に使用されている本物の「モノ」を持ち込むという意味から、改訂が必要であるということだ。ただし、アイテムはモジュール化されているため「日本パック」の内容を一度に全て入れ替える必要はなく、「教科書」や「制服」のように長期で使用可能なものと、「スクールバッグ」「化粧ポーチ」のようにその時の社会の様子や流行が反映されやすく、一定の期間ごとに改訂が必要なものがある。したがって、モジュールごとに必要に応じてアップデートすればよい。

次に、使用する国、機関、学習者の年齢などによるアイテムとその使用法の調整が必要であるという点だ。今回は中等レベルの学習者向けとして作成したため、「日本の高校生」の生活を感じられるような内容構成にしているが、初等レベル向け、中学生向けには、またそれに合わせた内容構成が必要となる。

また、媒介言語の使用も学習者に合わせて調節する必要がある。これまでの実践では、学習者が自ら「モノ」に書かれてある日本語情報を読み解くことも意識したが、学習者が「発見」を体験することを重視しているため、媒介言語もある程度使用している。韓国での実践後のアンケートには「先生が韓国語を使ったので、大きな負担がなく、お菓子を利用して授業をするのが面白かった」という回答があった。学習者が安心して「発見体験」に取り組めるようにする手段

として、状況に合わせて、媒介言語の使用も柔軟に考えてもよいのではないだろうか。ただし、媒介言語は「説明」のために使用するのではなく、学習者の「発見」と「考えること」を手助けするための使用にとどめるべきである。

そして最も大きい課題は、アイテムを言語学習につなげるファシリテーターとしての教師の役割が重要であるという点だ。体験型教材「日本パック」の実践においては、「モノ」を説明したのでは意味がなく、「モノ」から学習者自身が「発見」体験をし、そこに日本語が介在することが重要である。そのために、学習者の文化・社会的背景、日本語・日本文化経験に合わせて「モノ」を選定し、教材として使用したときに学習者の発見の瞬間を生み出せる仕掛けを作ることが、教師の役割である。アイテムを「説明」するのではなく、学習者の「発見」と「思考」を手助けするという立場を常に意識し、そのための仕掛けを授業の中に作り出さなければならない。

結論

そもそも「ことばの学習はもっと楽しいものであったはず」という考えから始めたこの実践だが、異なる社会・文化を学ぶことはいつも「発見の瞬間」の連続であり、その「発見」に学習言語・日本語が介在すれば、「ことば」を学ぶことへの内発的動機につながり、学習者を次の学習へと向かわせる原動力になるだろう。おもしろい「モノ」に出会い、それにつながる異文化・社会を発見し、そして、その発見から自分の文化や社会を再発見する。学習言語である日本語でその瞬間を作り出すことを意図したこの実践は、学習者の日本語学習の場での自己効力感を高めることができたのではないだろうか。

期間	貸出先	使用者
2014年6月	東国大学校師範大学附属女子高等学校 (韓国)	和田綾子
2014年8月 ～2015年1月	Port Lincoln High School Japanese room (オーストラリア)	田中亜衣さん (甲南女子大学日本語教員養成プログラム修了生)
2015年12月 ～6月	SMA Labschool Rawamangun (高等学校) (インドネシア)	坂本愛美さん 日本語パートナーズ※
2015年1月 ～6月	国際交流基金 ジャカルタ日本文化センター (インドネシア)	日本語パートナーズ (4カ所で利用。いずれも高等学校)
2015年8月 ～2017年4月		

表1 日本パック貸出先

※日本語パートナーズとは、2014年から国際交流基金アジアセンターが実施している派遣事業で、アジアの中学・高校などに、現地の日本語教師や生徒のパートナーとして授業のアシスタントや、日本文化の紹介を行うもの。

日本語・日本文化パック 「日本の女子高生の日」パック 収納方法



合格グッズ

- ・絵本
- ・雑誌 など

参考資料



B スクールバッグ



「B1-1 生徒手帳」は
外側のポケットに
入っています。



インナーベルトを
留めてください。

スーツケースは
しっかり閉めて
最後はベルトで
固定してください。



図1 Hands-on materials「日本パック」

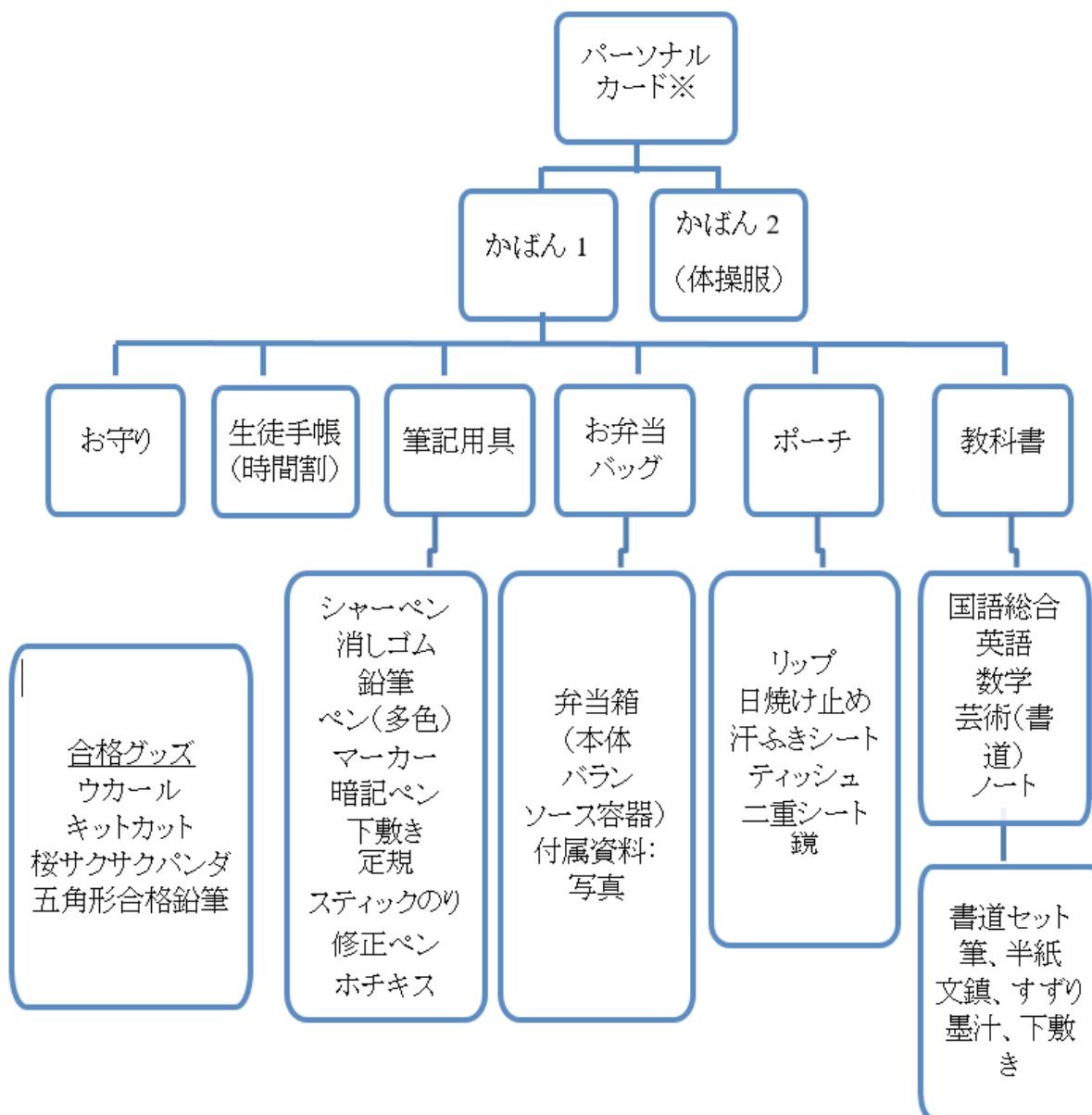


図2 Hands-on materials の内容構成

女子高生/バック (韓国・オーストラリア向け)

※パーソナルカードとは、バックの所有者として設定した「女子高生」の情報カード。家族構成や趣味などが記されている。



図3 アイテムカード例

읽어 보자! 생생 일본어
알아 보자! 생생 일본문화

にほん か し
日本のお菓子 B



いろいろな
あじがあります。

しけん う
試験に 受か〜る



평소의 패키지

ごう かく き がん
合格祈願

한국어로 써도됩니다.

1. この お菓子 の 名前は? ^{か し なまえ}

2. いつもの パッケージと

なにが ちがいますか? ^{평소의 패키지와}
무엇이 違いますか?

3. いつ 食 べますか? ^た

언제 쫌 먹는 것일까?

4. どうして そう 思 いますか? ^{おも}

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日本語クラスで使用する 新しいメソッド「ボイスサンプル プロジェクト」の提案 (USING VOICE SAMPLES IN JAPANESE CLASSES: A PROPOSED TEACHING METHOD)

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ABSTRACT

Language teachers can turn students' voice samples into active-learning projects to teach several aspects of language including listening, pronunciation, writing, and new vocabulary. In this study, students firstly listened to a voice sample several times and attempted to write it down correctly. Teachers were then able to check how many mistakes students made in terms of *sokuon*, *hikuon*, or grammar/conjugation errors. Secondly, students practised reading words aloud again and again with good articulation and intonation in preparation to make a copy. After that, teachers recorded the students' own voice samples, adding music and sound effects. It was thought students would be encouraged by listening to their own voice samples. I attempted to use these materials with students whose levels were higher than N1 in Japanese-language classes in a university in Japan. The following interview and evaluation by rubric indicate that students' motivation to learn increased as a result, with higher levels of participation in class than previously recorded.

はじめに

言語教育の中で学習者のコミュニケーション能力を向上させるには、音声をとまなう指導は欠かせないものだ。発話および聞き取り能力が重要だからである。一方、適切なイントネーションやポーズを習得する練習は、文法や漢字の学習より後回しにされることが多く、発音や表現に関する練習は困難だと感じる教師も多いのが現実である。そこで、学習者自身が音声表現能力の向上に取り組める活動として、プロの声優やナレーターが、広報活動のために作成する「ボイスサンプル」作成の過程を取り入れる指導を行うと効果があるのではないかと着想した。

一つの作品が2分ほどと短く、学術的解説、CM などさまざまな場面を想定した原稿を読み上げる「ボイスサンプル」は、音声表現力の獲得にとって有用な素材となる。言語教育のクラスで、ボイスサンプルを単なる音読みリソースとして使用するだけでなく、ボイスサンプルを作成する一連の活動を実行すれば、学習者が音声素材を聴取して原稿を作成し、それを練習して読み上げ、録音するというプロジェクトベースの活動であるアクティブラーニングとして位置づけることもできる。また、「ボイスサンプル」が外国語教育に応用された先行研究はまだ報告されていない。

筆者はこのプロジェクトを授業内で実施するための教師研修をすでに香港、シドニー、トロント等の国際交流基金等でおこなった。この研修では、日本語母語話者の日本語教師も、非母語話者の日本語教師も同様の条件で活動し、お互いに学びあうワークショップを行うこともできた。

ボイスサンプルプロジェクトの概要

ボイスサンプルとは

「ボイスサンプル」ということばは、なじみが薄い用語であろう。前述したように、声を仕事のツールとして使用している職業人のテクニカルタームである。ボイスデモとも表現することがあり、プロとしての自分の声を聴いてもらう声の名刺のようなものである。いずれにしても、1本が2分ほどと短く、学術的解説、CM などさまざまな場面を想定した原稿を読み上げ、それに背景音楽 (background music 以下、BGM) を付加したり効果音を入れて、聞く人を惹きつける構成になっている。録音の冒頭部分に自分の名前を名乗り、自己紹介をおこなう構成になっているものが多いのも、ボイスサンプルの特徴である。実際には、ナレーター、声優、司会業、フリーアナウンサーなど、声の仕事をする職業人の声によるポートフォリオだと言える。

先行研究

これまで、音声を素材とした言語学習の方法やそれに関する研究としては、ディクテーション、ディクトグロス、シャドーイングなどがある。短い文を扱うディクテーションから、まとまったものを聞いて文章を再生するディクトグロス、また、同時通訳の訓練方法であるシャドーイングなどが言語学習には応用されている。とくにシャドーイングに関するものは、日本語教育においても、英語教育においても、日本国内では相当数の論文が抽出できるが、シャドーイングだけの練習はボイスサンプルを使用した方法とは異なるので、ここでは取り上げない。シャドーイングとディクテーションを組み合わせたものについては、小川 (2018) が上級者でも効果がみられたという実践報告による研究結果を発表している。その他、茅野 (2006) も同様にシャドーイングとディクテーションを組み合わせた観察を発表している。しかし、ボイスサンプルあるいはボイスデモを教材として使用した報告は王・大塚 (2017)、王・シャープ・善積 (2018) のほかは見られず、新しい着眼点の指導法である。

ボイスサンプルを使用した指導法

ボイスサンプルの作成を日本語教育に応用した手順は以下の通りである。

1 原稿準備	Prepare script
2 読みあげの練習	Practice reading aloud
3 読みあげの指導	Get coaching
4 録音する	Record
5 録音を聞く	Listen to own voice sample
6 保存版録音	Record final version
7 編集、BGM、効果音付加	Edit, add BGM, sound effects

まず、原稿の準備をする。原稿の準備には以下の二つの方法がある。

- ・教師が用意した原稿を学習者に渡す。
- ・学習者が音源を聞いて原稿に書き起こす。

時間的に可能であれば、学習者が音源を聞いて書き起こす作業をさせることが望ましい。音源を繰り返し聞くことにもなり、ディクテーション作業をすることになるので、学習者が聞き取れている箇所とそうでない箇所が明確になるからである。

次に、それを読み上げる練習をさせる。そのためには、学習者が繰り返し音源を聞き、個々の音の発音やアクセントだけでなく、速さやポーズの長さなどもオリジナルに近づけるように留意して、練習するように指示をする。

練習して読み上げたものを学習者各自に録音させて、クラスで学習者同士がそれを聞き、互いに感想を述べたり、次の録音の参考にしたりすることができる。

最後に、それぞれが課題として提出用の録音を行うことを宿題とする。また、これに BGM や効果音を付けることも作業の一つである。これは、オリジナルの音源に BGM がついているということも一つの理由だが、クラスで練習する際にも、教師が学習者の練習用に BGM を用意して流すことを行っている。その理由は二つあげられる。第一の理由は、任意の音楽とともに学習したものは、その音楽とともに記憶されやすく、当該音楽が流れると記憶した内容も再生されやすいと考えられ、すでに谷口 (1989) では「音楽による気分が語の記憶に影響を与える」ことを明らかにできたという実験結果が報告されている。第二の理由は、学習者が練習した内容を教室で発表する際、音楽が流れることによって自分の声がある程度マスキングされ、過度な緊張をせずに発表できると考えられるからであり、これについては、すでに石橋・加藤・村上) において、BGM にはマスキング効果もあることが報告されている。学習者によっては、人の前で読み上げることに慣れておらず、恥ずかしい、あるいは早く終わらせたいという気持ちで、読み上げ速度が必要以上に速くなってしまう場合もあるが、そうした雰囲気や人前での緊張感からのマスキング効果も期待できるという理由で、このメソッドでも BGM とともに読み上げをおこなうという方法を選択し、録音にも BGM を付加している。さらに、学習者が自分の好きな音楽を付けるということで、この作業を楽しんで行えるということも期待し、課題の一つとしている。

こうした一連の作業の中で、とくに原稿準備の段階では、ボイスサンプルとなる音源を選び、それを聞いて書き取るという作業をするので、結果的にはいくつかの音源を何度も聞いて、それらの中から自分の練習したいボイスサンプルを選択するという流れになり、その後、さらに選択したものを繰り返し聞いて書き取り、原稿にするという活動をする。この段階で、目的を持って日本語を一定時間聞くことになり、日本語に接する機会の少ない海外の日本語学習にとっては、とくに有益な時間になると期待できる。

音源を聞いて作成した原稿を教師、あるいは TA (Teaching Assistant = 授業補助の大学院生) 等がチェックする段階では、どのような日本語の間違ひがあるのかということも確認可能である。たとえば、促音や引き音 (長音) を含む語彙の書き取りができていない場合は、音の聞き取りだけではなく、語彙の習得が不十分であるとも予測できる。また、動詞の場合、例えばテ形の促音を間違えて書き取っていれば、活用を正しく習得していないということも観察できる (正: 見ている → 誤: 見っている)。こうした観察は、学習者の日本語能力の評価に用いるルーブリックの評価尺度として用いることもできる。

次の図1 は、学習者が書き取ったものの一部である。

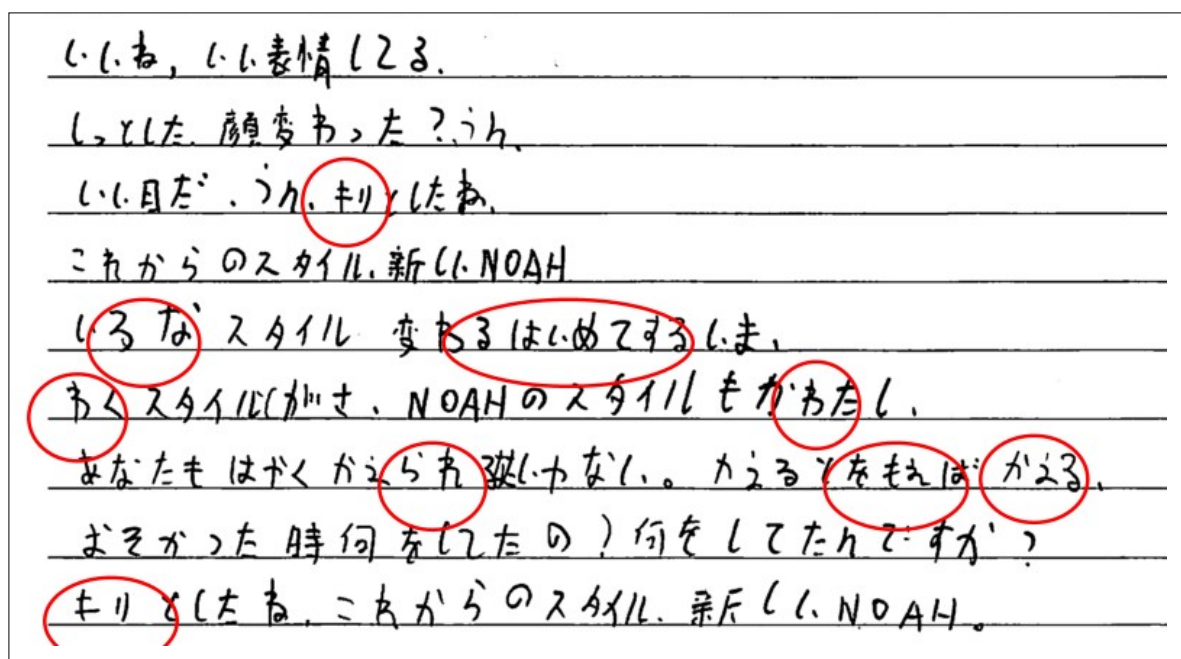


図1 学習者の書き取り例 (TOYOTA NOAH のテレビコマーシャルより)

で囲んだ部分は、学習者の書き取りが適切ではなかった部分である。促音が抜けていたり、「ワーク」というカタカナ語であるべき個所が、「わく」などとなっていることが見て取れる。

また、録音については、IC レコーダーを使用すれば、よい音質で録音できるが、スマートフォンの録音機能でも代用できる。その場合は編集ソフトに読み込めるファイル形式で保存することが必要である。以下に紹介するフリーソフトウェアである Audacity を使用する場合、非圧縮ファイルである .wav 拡張子で保存する必要がある。しかし、例えば iPhone の場合、ファイルの拡張子は .m4a という圧縮ファイルなので、Web 上のソフトウェアなどを使用してファイルを変換しなければならない。

録音の編集は、筆者の場合、以下のフリーソフトウェアを使用している。

Audacity <https://www.audacityteam.org> (2019/ Jan 10)

著作権フリー音楽サイトは以下を使用している。

「甘茶の音楽工房」 <https://amachamusic.chagasi.com> (2019/ Jan 10)

効果音は以下を使用している。

「効果音ラボ」 <https://soundeffect-lab.info> (2019/ Jan 10)

図2は、Audacityを使用して、音声録音、BGM、効果音を付けた編集画面である。
上の層が学習者の録音音声、中間層がBGM、下の層が効果音である。

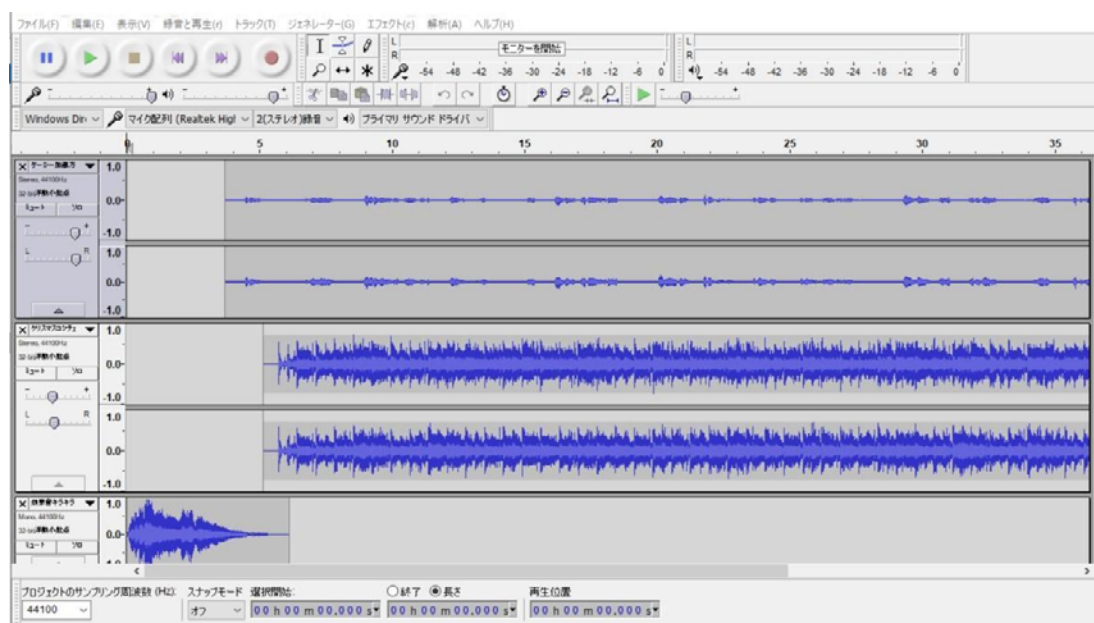


図2 Audacity 編集画面

実践例について

現在、著者が担当しているのは日本の大学の学部1年生の日本語のクラスである。「日本語音声理解」という科目で、1回90分のクラスであるが、音源選びから学習者の録音提出まで、6回授業をおこなった。また、共同研究をおこなっているカナダのカルガリー大学における日本語のクラスでも実施してもらい、1回 50分のクラスで、録音提出まで3回授業をおこなった。宿題として課す量によって、授業に費やす時間は変わってくる。以上の 2か所は、ともに大学における実施例だが、日本の大学の学習者は新日本語能力試験の程度は N1 以上であり、カナダの学習者は、N4～N2と、学習者によって日本語のレベルは異なる状況である。

このプロジェクトの効果

前述したプロジェクトをおこなうことにより、音声指導だけではなく、音源を聞いて書き取り、作成した原稿をもとに読む練習をおこない、声に出して韻律的特徴も練習するという、言語の 4技能を活用した練習が可能である。

また、音源を繰り返し聞くことにより目標言語の音声を習得するので、これを教材にすることによって、何をどのように聞いて練習するのかという指示が出せればよいので、日本語が母語ではない教師にとっても、音声指導の授業をおこなうことが大きな負担ではなくなると思われる。

学習者からのフィードバック

学習者に、学期が終わった段階で、前期・後期の両方で行ったボイスサンプル作成練習についてフォローアップ調査を実施したところ、以下のような内容の回答があった。なお、当調査は、学期が終わって成績を提出したあとに実施しているものである。

学習者への設問は以下の内容で、Wordファイルに書き込んだものを、メールで送信してもらったものである。

設問：「ボイスサンプルを作成した感想を書いてください。具体的に、難しかったことや、よかったと思うことなどを書いてください。」

学習者からの回答をテキストマイニングソフトの Kh-Coder にかけて頻出語と特徴語の分析を行い、さらにクラスター分析をおこなって隣接グループに属する語から記述をひろい、そこから質的に記述すると以下のようになった。

- ・何度も練習したので、発音がよくなったと思う。
- ・話す速度を調節するようになった。
- ・聞き取る能力が上がったと思う。
- ・違う自分を発見できた。
- ・ストレス解消にもなる。
- ・録音は大変な作業である。

個々人のフォローアップ調査をおこなった理由は、学習者個人の発音に関する能力、発話への取り組みは、能力の数値化によって可視化するのではなく、質的な変化を観察することを主眼とするべきであろうという判断からである。例えば、日本語を発話するのがおもしろいと思えるようになるか否か、参加する姿勢が変わるか否かなどのような観点を設定して、継続的に観察したいということからこのような方法をおこなった。

学習者自身も単純に「うまくなりました」などの表現ではなく、どのような点が伸びたと感じたか、どのように取り組んだか、何がたいへんだったのか、あるいは、特に難しさを感じなかったのかなど、詳細に表現することもできており、そのこと自体が積極的に取り組めたと評価できる回答となっている。日本の大学でおこなった調査の実際の回答を、学習者 A、B、C、D、E の記述したものについて、以下に紹介する（原文のまま）。

学習者A (中国出身)

前期の絶叫型のものは、なんか違う自分を見つけたような気がしまして、それにストレス発散に役立ちそうです。後期のナレーションは発音に厳しいので、練習するたびに、自分の発音が良くなった気がします。話すときはまだですが、文章を読む時に促音や長音を注意するようになりました。話すときもできるだけ注意していますが、内容を考えるだけでもう精一杯で、注意しようとしてもなかなかうまくできません。

学習者B (中国出身)

中国の南エリアの出身で、「ら」と「な」の音が時々間違えて発音した事があります。録音した音声でその点を気づきまして、何遍もの練習を通じて以前よりだいぶよくなったと思います。

学習者C (中国出身)

自分で素材を聞いて、原稿を作って、聞き取る能力が上がったと思います。日本語を話すとき、ゆっくり話すこと、しっかり発音することとイントネーションはとても重要なことだとわかりました。私は日本語を話す時、日本語で発表する時、よくスピードが速いと言われます。この授業で、ゆっくり話すことは大事だとわかりました。とても役に立つだと思います。今後も、意識しながら、日本語を話したいです。
ボイスサンプルを作った時一番大変なことは録音です。練習して、よく間違っていたところを繰り返して、何回も録音しました。とても大変でした。私はパソコンが苦手ですから、録音に音楽を付けることも難しいと思います。

学習者D (中国・香港特别行政区出身) 前期のボイスサンプルはせっかくなのでよくナレーションやCM で聞く声優さんのボイスサンプルを選びました。内容も各パートの雰囲気が違うのでボイスサンプルを作る点としてもいいんじゃないかなと思ってます。後期は前にボイスサンプルをやったので、ナレーションをやりました。
元々もっと長いやつにするつもりだったのですが、これくらいの長さがいいのかなと思って。ちょうどこの番組を見返

してたので、ナレーションもいい感じだし、この番組を切り取って課題にしました。大変だったところは実際あまりなく、強いて言えば部屋がちょうど大きな道路の横にあるので、車がどんどん通り過ぎていく音がマイクに入ってしまうことですね。なので録音は深夜か早朝に録ってます。

学習者E (中国出身) 最初、前期のCMを読むとき、緊張のせいで、ついついに速さが早くなって、発音も間違いところが多く出ました。しかし、最後バージョンは、最初のものと比べて、ずっとよくなりました。

そして後期で練習した時は、前期で練習の時より、楽になりました。

問題点

この練習は、Web 環境がない教室や、コンピューター設備や録音ツールが何もないと実行が難しい。また、録音室などがあるとかかなりよい録音が可能である。ICT をクラスで取り入れていない教員には、少々取り入れにくい指導法かもしれないが、今まで実際のクラスを観察していると、若年層の学習者たちはあまり問題なく取り組んでいることがわかる。また、得意な学習者が苦手な学習者を手助けして行うピア学習にもなり、この指導法を取り入れることによって、クラス内のラポールも形成されることが観察できている。

また、学習者の成果である録音の一部を YouTube にあげてあるので以下に URL を記載しておく。日本の大学のクラスで作成したものと、カナダのクラスで作成したものであり、いずれも学習者からは了承の書面を得ている。

ボイスサンプル1 <https://youtu.be/VI97Db-L2Cg> (日本) (2019/Jan 10)

ボイスサンプル2 https://www.youtube.com/watch?v=S9_ypn1w46s&feature=yout.be (カナダ) (2019/Jan 10)

さらに、ボイスサンプルの音源であるプロのナレーターのボイスサンプルの例は以下の URL である。各ナレーターには授業での使用と掲載の許可を得ている。

オオツカメイコ https://www.youtube.com/watch?v=IwJ4eJ2R_Gc (2019/Jan 10)

藤本隆行 <https://www.youtube.com/watch?v=pQFuc9loDws> (2019/Jan 10)

島田洋子 <https://www.youtube.com/watch?v=yOPVs52OTnk> (2019/Jan 10)

おわりに

このメソッドでこれまで試みてきた例を概観すると、学習者の日本語の運用能力が初級であっても上級であっても、選択するボイスサンプル次第で練習を実施し、録音記録を作成することは可能であることがわかる。また、聴取も産出も稼働する4技能を使用する練習となる。とくに、録音した学習者自身の声を聴くということは、これまでの練習ではあまりおこなうことがなかった作業であるが、学習者が自分の出来栄を自覚するのに最も適した方法であると思われる。

自分の録音を聞いたり、他の学習者の録音を聞いたりし、工夫した音楽や効果音を付ける作業が面白いと感じる学習者も多いからか、日本、カナダの両大学のクラスでは、学習者の参加度が上がったと教師が感じたという報告を得たが、今後は、学習者へのフォローアップ調査の回数と量を増やし、採集した資料から、質的分析を行う予定である。

また、以上のような指導法について、多くの日本語授業で取り入れてもらうためには、まず、教師研修が必要であろうという判断から、最初に述べたように教師に対する研修を実施した。

また、ナレーターの協力も得ているので、今後は、教室で使えるリソースを蓄積し、Web 上で共有できるようにすることも計画している。

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付記

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SUPPORTING MIXED-GROUP LANGUAGE LEARNING THROUGH COMMUNITIES OF PRACTICE AND BOUNDARY CROSSING

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ABSTRACT

Tertiary teachers of Japanese are able to observe the outcomes of school Japanese language education in the students who enter their courses after completing Year 12. However, there are few similar opportunities for school teachers to see what their students will learn if they continue their studies at university. This paper has two purposes: one is to inform secondary school teachers of what awaits their students after they leave school and enter a university Japanese program, as well as their potential graduate destinations. The other is to share with school teachers and other general readers details of the UNSW Japanese program, which aims to connect students and others using Japanese, and to illustrate how the concepts of Communities of Practice and Boundary Crossing can be applied to language programs.

INTRODUCTION

The authors of this paper teach Japanese at UNSW Sydney (the University of New South Wales, Sydney). We receive a number of students who have studied Japanese in secondary school into our university classes and see the outcome of school Japanese education embodied in these students. However, school teachers of Japanese do not usually have opportunities to see what their students learn once they graduate high school and continue their Japanese studies at university. This is especially evident in experienced teachers who have been teaching for a number of years and may not be familiar with current university practices.

This paper has two purposes: one is for secondary school teachers to find what awaits their students after they leave school and enter a Japanese program at university (in this case, UNSW). The other is to inform school teachers and other general readers about the concepts of Communities of Practice and Boundary Crossing used within the UNSW Japanese program, which aims to connect students and others using Japanese.

BACKGROUND

THE UNSW JAPANESE PROGRAM

At UNSW, we offer a full range of Japanese courses from absolute beginner to professional level courses. High school leavers with HSC Japanese experience enter directly into intermediate-level courses. They may study Japanese as elective courses while carrying one or more majors in different disciplines, or they may major in Japanese studies as a single major or in double-major/double-degree structures. A typical student for us will enter our program after completing HSC Japanese, and major in Japanese studies as part of a double-degree program. These students often go on exchange to Japanese universities for one semester in their second or third year. At the end of their university career, they enrol in the Japanese Capstone course, the final course for those who major in Japanese studies.

Our Japanese program at UNSW aims to foster students who can connect with each other and with other Japanese speakers by using Japanese. Underpinning this aim is the theory of sociocultural understanding of languages and learning; that is, we learn languages as we make social connections. Our program is envisaged as a network of Communities of Practice (Wenger 1998, Thomson 2017) where each Japanese course forms a community and our students engage in Boundary Crossing; that is, they move between multiple communities (Aoyama 2015, Ishiyama 2018). This paper takes the Capstone course as an example to show how we operationalise these theoretical constructs in our program.

COMMUNITIES OF PRACTICE (COP)

A CoP is a type of community where 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. In teaching Japanese in Australia, we design our program to provide students with a clear purpose for using Japanese. Students are given opportunities within the program to use their Japanese skills in real-world contexts by meeting with a variety of people. The concept of CoP works well to achieve this type of learning environment.

In this CoP, students regularly engage in interactive activities using Japanese with other members of the community, who are their peers, classroom teachers, senior student supporters who regularly attend junior classes, postgraduate student supporters, and native-speaker supporters. They form a 'community' (Wenger 1998) of people who share a 'domain' (Wenger 1998) for purposes of learning and supporting the learning of the Japanese language. They engage in shared 'practices' (Wenger 1998) of pair-work role plays, interviews and so on. Our students learn as they participate in these practices, with support from various types of scaffolding from other members of the community. Every student can draw support from the unique strengths of their peers. The roles of supporter and the supported are interchangeable depending on the strength of the members and the tasks they are engaged in. Participation of more capable senior students and native-speaker supporters brings yet more variety to the practices. In other words, our students never learn alone. Concrete examples of how the UNSW Japanese CoP operates are illustrated in Thomson (2017). Our Japanese program CoP is illustrated in Figure 1.

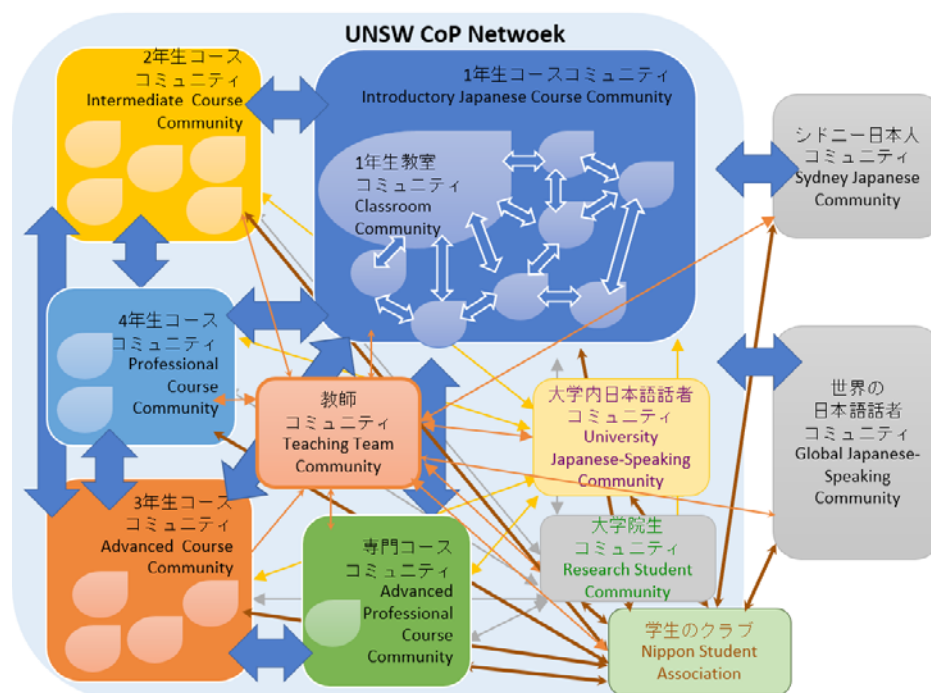


Figure 1: UNSW CoP Network

BOUNDARY CROSSING

While our students participate in a variety of practices in their own CoPs, they also engage in Boundary Crossing by moving between multiple CoPs. Cross-boundary Learners (CBLs) are those who move between two or more situations and, through that process, connect the communities. CBLs learn as they move to a new community and by participating in the different and unique practices of the new community. Furthermore, Boundary Crossing mutually transforms CBLs and all the communities they are engaged with (Ishiyama 2018).

CBLs typically experience two types of learning: 'vertical learning' and 'horizontal learning' (Aoyama 2015; see Figure 2). Vertical learning refers to mastery or acquisition of knowledge and skills, such as new vocabulary and using new grammatical structures. While vertical learning can be seen in a single community, horizontal learning is particularly characteristic of Boundary Crossing. It refers to noticing new ideas and gaining new perspectives, as we compare how, what and why two communities do things. An example of horizontal learning could be the personal development of a senior student who participates in a beginner Japanese class community as a teacher's assistant. The senior students can assess their own Japanese ability against beginner students. Simultaneously, they are perceived as advanced speakers by both beginner students and their teacher. As a result, they develop a new identity as an advanced-level user of Japanese. This boosts their confidence and motivation for studying Japanese, whilst also developing a greater sense of responsibility and care for their *kōhai* (juniors).

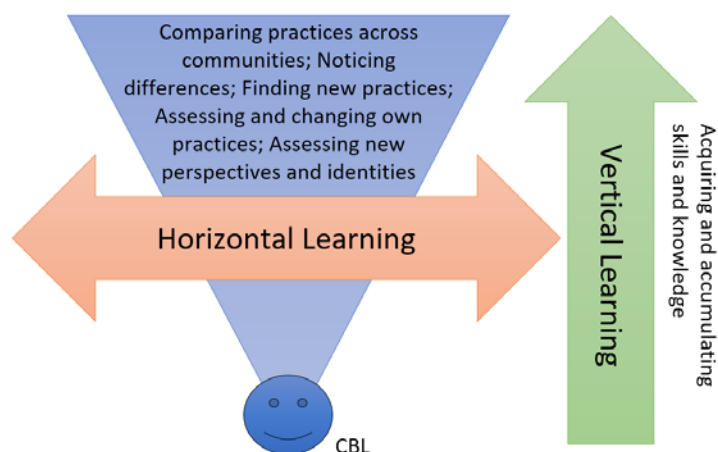


Figure 2: Learning by Cross-boundary Learners

PROGRAM

The Capstone course is the last course for those who major in Japanese and consists of three hours of face-to-face classes per week for 13 weeks. The course offers the students an opportunity to conduct a small group-research project on various aspects of Japan, and then present their findings in Japanese to members of the UNSW Japanese program CoP and to the members of the Sydney Japanese community at a student conference. The student conference is managed by the students of the Capstone course with support from the students of other courses who enter the Capstone community as they cross the course boundary. The roles of Capstone students in relation to the conference include contacting Japanese media, advertising the event, creating the conference program booklet and corresponding with guests, while the roles of students from other courses include acting as MCs at the conference, managing the registration desk and setting up the venue.

The backgrounds of our students are quite diverse in two different ways. Firstly, they have a variety of expertise in addition to Japanese studies; the majority of our students take double degrees combining the Arts and Social Sciences degree with another undergraduate degree. Many students are taking an Engineering, Commerce or Science degree simultaneously with their Japanese major within the Faculty of Arts and Social Sciences (FASS). Some of our students are majoring in both Education and Japanese within FASS to pursue future careers as Japanese teachers at high school. Secondly, the Japanese language proficiency levels vary among the students. Some start learning Japanese with us, which means they have been studying Japanese for only two and a half years, while others have completed the Japanese HSC subjects and have been studying Japanese for almost nine years. We also have quite a few heritage-language students.

Students in the Capstone course are placed into small groups of 4-5 each. The teachers carefully form these groups by considering each member's Japanese language proficiency level, their gender and ethnic backgrounds, their interests, their expertise, and their requests. Typically, in one group there will be 2-3 students who have completed HSC Japanese at their high schools alongside 2-3 students who started learning Japanese with us at the university. Once groups are formed, students liaise with other members in their group to define their research topic and commence their research. Different students possess different strengths in a group and they utilise those strengths for achieving their common goal. Those who have stronger Japanese language skills help other students' Japanese, while those who have strong research skills can lead the group research. We often see that one or two students in each group have excellent organisational and interpersonal skills and they are great assets for sustaining the collaborative group work effectively and minimising frustrations encountered by the group members.

The students also organise the conference by themselves with the support of the teachers and students of other courses. They are allocated to different groups for these tasks. For example, one group works on public relations by contacting local Japanese media such as Nichigo Press as well as officials and companies such as JETRO and the Japanese Consulate to request to advertise the conference in their newsletters. A different group may work on creating the program booklet for the conference. They organise a photoshoot day for the class and discuss with their peers about designs and photos to be included in the program, after which they create the whole program booklet.

The conference is a showcase of the UNSW Japanese studies community, not just of the Capstone students. The first-year students help out where non-complex Japanese usages are required, such as being a time-keeper and photographer, while ex-Capstone students take the MC roles. The advanced Japanese students are at the guest registration desk, asking guests' names and receiving their *meishi*. These tasks are mostly performed using Japanese. Also, many other students from our Japanese courses come to the conference to listen to presentations and support the Capstone students.

During an intermission and a small party after the conference, the students have an opportunity to talk with the guests and other students. Those opportunities are great for socialising as well as for discussing their research findings.

The Capstone conference itself forms part of course assessment for the students. The audience evaluates each group's presentation and how they handle a question-and-answer session. They also evaluate the conference overall, and those marks are used as formal assessment. The teachers evaluate the progress of each student and give their feedback to students individually, to the group, and to the whole class constantly during the semester. In addition, the students also evaluate their peers and themselves at the end of the semester.

A short clip of our 2017 Capstone conference can be viewed at <https://tinyurl.com/UNSWCapstone2017>.

BENEFITS AND PITFALLS

INSIGHTS

The concepts of CoP and Boundary Crossing are working in our Capstone course. 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 boosts their motivation. The students apply Japanese in a real-life context, practise by peer collaboration, enhance their Japanese communication skills, and subsequently find and become role models of the UNSW CoP. Our students develop a sense of belonging to their course community, and to the overall Japanese program community. In the process, the students cross the boundaries between multiple communities within the UNSW CoP network, to support and be supported by each other. They also cross the boundaries into the Sydney Japanese community and engage in various practices using Japanese, while members of the Sydney Japanese community join us at our conference and undergo their own new learning experiences. Cross Boundary Learning happens at both ends (Ishiyama 2018).

The experiences of the Capstone course give the students not only the joy of connecting with others and crossing boundaries to see and experience new communities, but also enhance their graduate capabilities. Some of our Capstone graduates are currently working locally at high schools, at the Board of Studies, at universities in Japan, in the JET program, at Japanese enterprises in Japan, or for international firms.

PITFALLS

The motivation of students varies in any course, and our students are no exception. As a result, some students put less effort than others into the course and create an uneven workload. We have created both peer- and self-assessment systems for evaluating how much everyone contributes to the project work. This evaluation system has been effective in understanding whether any unbalanced work contribution occurs within groups; however, it has been unable to change the situation.

Furthermore, the course requires high commitment and is time consuming. Students take other subjects at the university and have other commitments in their lives. We need to consider their lifestyles and might have to reduce the workload to meet their needs.

CONCLUSION

This paper showcases one of our Japanese courses, providing an example of how the Japanese program is designed at UNSW. It is intended to give school teachers an understanding of what awaits their students after they leave high school and enter a university Japanese program. It also demonstrates how the UNSW Japanese program aims to connect our students with other Japanese users, and how the concepts of Communities of Practice and Boundary Crossing can be applied in a language program. We hope that language practitioners will find this paper informative and helpful in understanding the benefits of practising these new approaches in language learning.

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図書館と日本語クラスの連携： 情報リテラシー支援を通して 図書館の言語教育現場への 参加の試み (BRINGING THE LIBRARY INTO THE JAPANESE LANGUAGE CLASSROOM: ENHANCING STUDENTS' INFORMATION LITERACY)

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ABSTRACT

This report describes the information literacy support given to students of intermediate and advanced Japanese courses at the University of Technology Sydney, with the cooperation of the library at The Japan Foundation, Sydney. Students were instructed how to effectively use selected digital information services to find appropriate Japanese literature at information literacy sessions. The post-session survey shows that students gave favourable assessments of the session content, noting that it was of benefit to their course assignments. This report concludes that the information literacy session helped students better locate Japanese literature to refer to in their assignments. Furthermore, the outcomes achieved from out-of-classroom-style instructions prompted students to study autonomously. Since a considerable number of the students experienced difficulties finding good search keywords due to their limited vocabulary, methods to help students find more effective keywords should be investigated further.

1. はじめに

本稿では、国際交流基金シドニー日本文化センター（以下 JPF Sydney）の図書館員とシドニー工科大学（以下 UTS）中級・上級日本語コースの教師が協働で実施した学習者への情報リテラシー支援「図書館セッション」についての取り組みを紹介する。このセッションは、2018年に UTS の計4クラスで授業の 1コマ（12時間）を充てて実施した。学習者である UTS の学生が、日本文化や社会事情をリサーチする際、新聞・雑誌記事やウェブサイトをオンライン上で読むことを支援するのが目的である。本稿では、情報リテラシーの観点から、図書館と日本語の教室が連携して言語教育を支援する例を紹介し、図書館の言語教育現場への参加の可能性を示唆したい。

2. 背景

2.1. 情報リテラシー

情報リテラシーについては、従来から図書館がその教育的役割を大きく担ってきた。Bordonaro (2013) はアメリカの大学図書館で看過されがちな第二言語学習者を利用者として考慮し、ニーズを見極めることで、適切な支援が可能であることを示している。情報リテラシーは、自律学習に基づく生涯学習の基礎を支える能力ととらえられる (Bundy 2004)。一般にアクセス可能な情報が量・手段ともに増加の一途をたどる現代において、情報格差が拡大している (梅田 2005) ことと同時に、質が保証されない情報の増加も懸念される。Hock (2007) は外国語教育において、教師が言語や文化の知識を与えるだけでなく、学習者自らが探索・評価選択した情報を自身の技能や知識へと転化させる能力育成の必要性を主張し、情報リテラシー指導を意識的に組み入れることを提案している。高橋 (2012) はアメリカの大学で初級日本語学習者クラスにおいて情報リテラシー指導のためのセッションを実施し、自律学習へつなげる可能性を示唆している。

今回 JPF Sydney と UTS との協働を促すきっかけとなったのは、双方が大学で日本語を学ぶ学生に、コース終了後も学習を続け、日本への興味・関わりを保持してもらいたいという希望を強く持っていたことがある。そのため、生涯学習の要である学習者の自律性を促進するためにも、情報リテラシーの重要性を確認しあった。梅田 (2005) が、生涯学習について「自分の人生を主体的に生きるために、他者に依存した情報収集ではなく、自分に必要な情報を自分の手で取ることが重要なのだという考えに立脚した学びである。」(梅田 2005:62) と述べるように、自律的に情報を取り入れるためのサポートは、長期的展望にのっとって学習者を支援していくことにおいて意義があるだろう。教育の現場では、カリキュラムの変更など大きな改革は難しいのが現状であるが、本稿で紹介する単発のセッション¹は、比較的実現しやすい事例ではないだろうか。

2.2. UTS中級・上級日本語コースと課題

UTS の中級コース 2クラスと、上級コース 2クラスを対象に支援を実施した。どのコースでもリサーチ課題が成績評価に組み込まれている。中級コースでは、使用教科書²に沿ったトピックで、小グループディスカッション、またはグループリサーチの発表を行う。上級コースは、コンテンツに焦点を当てた授業を展開しており、学期ごとにテーマも異なる。対象となった上級コースは「Japanese films and pop culture」と「Japanese language and identity」である。両コースとも学生がテーマに合うトピックを自由に選び、学期最後に小論文にまとめ、口頭発表も行う。

1 実施にあたっては、国際交流基金関西支部の報告 (浜口・畠中 2013) を参照している。特に第二言語話者を考慮したハンドアウトの作成や、参加者が事前に検索語を選んでおくなど、参考になる点が多かった。

2 岡まゆみ 他 (2009) 『上級へのとびら』くろしお出版

学生はインターネットを日々利用しており、教師からの指示がなくても教室内外で多くのアプリ、辞書・翻訳機能、学習支援ツールなどを使用しているが、学生からはリサーチする上で適切な資料を探し出し、読みこなすのは困難だという声が上がっていた。一方教師は学生が参照する情報や文献に、信憑性が疑わしいデータやネット上にあふれている個人の偏った意見が使われていることに懸念を感じていた。つまり学習言語である日本語で、目的に合った適切な情報を見つけ出し、その質を見極めるためには、ツールを利用するスキルに留まらない、言語力・読解力・批判的判断力までに及ぶ高度な総合的能力が必要である。そこで、以前から授業の一環として行なっていた図書館訪問を発展させ、より効果的な支援を行いたいと考えた。

2.3. これまでの JPF Sydney 図書館の日本語履修大学生への支援と問題点

JPF Sydney 図書館は日本語教育と日本文化・社会事情を取り扱う約18,000点のコレクションを有し、これまでも近隣大学で日本語を履修する学生に対する支援として図書館ガイダンスとレファレンスサービスを行ってきた。

図書館ガイダンスでは、まず JPF Sydney 図書館コレクション概要と目録使用について説明し、続いてオーストラリア国内の他図書館の蔵書を横断検索できる Trove³ やインターネット上で公開している日本語学術文献を探す CiNii Articles⁴ を紹介するのが、これまで大学生向ガイダンスの定番であったが、学生からの反応は鈍かった。情報リテラシーに焦点を当てたセッションを行うにあたり UTS の教師と意見を交換し合い、次の三つの問題を確認した。

- ・ガイダンスで紹介した目録や情報サービスでは、文章中の日本語難易度で検索結果をフィルターできない。学生は数ある検索結果の中から、自分が読みこなせる文献を見つける作業に疲れてしまうのではないか。
- ・Google など一般検索エンジンの検索結果から、情報の質まで考慮して情報を選び取るのは、学生の限られた日本語読解力と背景知識では難しいと考えられる。そうであれば、一般検索エンジンに代わる情報サービス、特に収録されている情報の主題や難易度が限定されていて、課題のテーマに合致するサービスを学生に提示すべきではないか。
- ・どのような情報検索であっても、適切な検索語を選び出し、そこから最適な検索結果を導き出す行為には代わりはない。そこでは満足できる検索結果を得るまで、検索語の見直し・再検索を繰り返すのだが、学生が日本語で類義語・関連語を知っているとは限らない。再検索のための類義語・関連語を効率的に知る方法はないか。

一方レファレンスサービスは、学生が個々に来館し、図書館員に自身の情報検索ニーズを伝え、情報検索の支援を得るパーソナルなサービスであるが、教育的見地から二つの問題点があることを確認した。

- ・図書館員が検索ツールの選定、検索語の選定・見直し、検索結果の評価など情報リテラシースキルに関わる部分を代行することが多いので、学生自身にスキル養成の機会を与えないことになる。
- ・応対する図書館員や状況によって、学生が受ける支援の質・量が変わってくる。学生自身の力量と関係ない要素が提出課題の出来不出来を左右するのは、評価の不公平につながる。

3 <https://trove.nla.gov.au/>

4 <https://ci.nii.ac.jp/>

3. 大学生の日本語学習者に向けた情報リテラシー支援の実際

3.1. 2018年前期の情報リテラシー支援

これまでの情報リテラシー支援方法での問題点を共有した後は、具体的にどの程度の支援を今回行うのかを確認した。以下は支援の方向性と実際に 2018年前期に行った情報リテラシー支援の内容である。

- 課題のテーマに直結したガイダンスを行う。

図書館目録や Trove など、課題のテーマに関係なく汎用的に使う情報サービスに興味を示す学生は少数であった。学生の日本語力を補うため、テーマに沿った検索語や書架分類番号をハンドアウトで提示した。また中級程度で読める図書のディスプレイを行った。課題のテーマを事前に話し合っておくことで、ガイダンス中に全学生に均一な情報提供が可能となった。

- 信頼するに足る記事を使用することを推奨する。

著者、出版社、刊行メディアなどの書誌要素も記事の信頼性を計る要素であるが、日本語資料の背景知識に乏しい学習者には判断が難しい。今回上級の学習テーマに「Japanese films and pop culture」があったので、権威ある映画批評誌『キネマ旬報』を紹介した。さらに、デジタルコピーのないキネマ旬報は CiNii Articles で記事単位の書誌情報を検索後、書架にある収録号・掲載ページを探すという図書館利用プロセスの原点を実例で説明できた。

- アプリなどコンピュータ支援による課題遂行を推奨する。ポップアップ辞書『Rikaikun』⁵、ふりがな付与『ひらひらのひらがなめがね』⁶、語注自動作成『リーディングチュウ太』⁷を紹介した。支援ツールの使用・不使用は個々の学生の判断に委ねたが、Google Translate で英文和訳して課題執筆することは禁じた。

3.2. 2018年後期の情報リテラシー支援

前期ガイダンス後の学生の反応から、学生は課題執筆に直結する情報リテラシースキルを習得することに前向きであるが、日本語でのオンライン検索のためには、言語能力を補うストラテジーが必要だと感じた。そこで後期は一步進んで、読解支援ツールや信頼性がある情報サービスを実際に利用する演習を取り入れて、躓いている学生をその場で支援することにした。図書館員が事前に情報サービスを選定、収録情報の内容と質、読解支援ツールとの相性を教師に説明し、了承を得ておいた。限られた演習時間を学生自身の課題テーマに使うために、テーマと検索キーワード設定を演習日までの宿題にしておいた。以下、使用した情報サービスである。

- コトバンク⁸

無料オンライン事典サイト。著名な出版社が刊行した事典 120タイトル以上を横断検索できる。主題についての正しい背景知識や関連語を見つけることがリサーチの取り掛かりには必要で、匿名編集ではない権威ある事典を参照させるため取り上げた。主な収録事典は以下の通り『世界大百科事典 第2版 (平凡社)』『ブリタニカ国際大百科事典 小項目事典 (ブリタニカ・ジャパン)』『日本大百科全書 (小学館)』『知恵蔵 (朝日新聞出版)』『デジタル版 日本人名大辞典+Plus (講談社)』

5 <https://chrome.google.com/webstore/detail/rikaikun/jipdnfibhldikgcjhfnomkfpcebammhp>

6 <http://www.hiragana.jp/en/>

7 <http://language.tiu.ac.jp/>

8 <https://kotobank.jp/>

- リサーチ・リサーチ⁹

日本で行われた意識・行動調査結果を検索できる無料サイト。サイト運営者が調査結果をすべてタグ付で要約しているので、学生は平易な要約を読んで情報の取捨選択を効率的にできる。調査元のレポート全文も要約にあるリンクからアクセス可能。一般検索エンジンでも数値を伴う調査情報は探すことはできるが、検索結果にノイズが多いので今回このサイトを取り上げた。

- Factiva¹⁰

Dow Jones 社が運営するビジネス情報データベースで、UTS 図書館の利用ライセンスでログインした。世界各国の新聞記事を収録し、日本語新聞も全国紙のみならず、スポーツ紙、地方紙、業界専門紙など多数収録。また『週刊東洋経済』といったビジネス雑誌も収録。総務省情報通信政策研究所が行った調査¹¹によると、新聞記事は他のメディアに発表された記事と比べて信頼性があると考えられており、また機能面でも Factiva は横断検索で複数の新聞から記事を効率的に収集できることから今回取り上げた。新聞記事は上級履修者の日本語読解力に相応しい文章難易度と教師が判断したので、特に上級コースの演習では Factiva に時間を割いた。

演習では、これらの情報サービスを検索し、前期で紹介した読解支援ツールを併用して記事を読むことを体験してもらった。また演習内容を後で復習できるようにマニュアル「Workshop: Find Japanese newspaper articles, read them with computer assisted tools」（資料1）を学生に配布した。

4. アンケート結果と分析

前期・後期とも、セッションに参加した学生を対象にアンケート調査¹²を行った。

4.1 前期

前期は中級クラス・上級クラスがそれぞれ教師とともに JPF Sydney 図書館を訪問、セッションを行った。

4.1.1 前期 中級 （受講者数：47人）

前期は図書館訪問の後に、中級・上級クラスとも自由記述形式でアンケートを施行した。セッションの効果について問うものであったが、中級クラスでは「色々なリンクなどの情報が役に立った」というセッションの有用性を指摘したコメントの他に「日本語をクラスの外で聞く機会がないので、ガイダンスが日本語で行われたのはとてもよかった」また「セッションのあとでも、自分のトピックに関連した資料を見つけられなかった」というコメントが見られた（回答は資料2を参照のこと）。

ここで特筆すべきは、学生の関心分野で図書館員が予め選書し、サンプルとしてディスプレイしたことであろう。セッション後、学生がめいめいサンプル図書を手に取り自主的に話し合っており、課題遂行に向けてのブレインストーミングに繋がった。図書館を利用した自律学習の一步とみてよい。

9 <https://www.lisalisa50.com/>

10 <https://www.dowjones.com/products/factiva/>

11 総務省情報通信政策研究所（2016）『平成 27 年情報通信メディアの利用時間と情報行動に関する調査：報告書』

12 アンケート調査は UTS Human Research Ethics Committee の承認を得て実施した（承認番号：ETH18-2685）。

4.1.2 前期 上級 (受講者数:18人)

一方、上級でも「クラス外活動で、学習への動機が一層高まった」と教室外での活動の効果を指摘する回答が見られた。また「一人で文献を探すのは容易ではない。分からない漢字が多すぎるため。セッションが文献検索に大いに役立った」という回答もあった(資料3)。

また上級クラスに課されるリサーチプロジェクトにおいて、18名中 6名がセッションで紹介された文献やオンライン資料を引用していた。残りの学生のプロジェクトにはセッションで学んだことが反映されていなかったのは、セッションは学生にとって、有用ではあるものの実用的ではないのかも知れない。後期には更なる工夫を凝らす必要があると感じられた。

4.2 後期

後期は図書館訪問型のセッションではなく、JPF Sydney 図書館員に協力を仰ぎ、大学のコンピューターラボにてセッションを実施した(詳細は 3.2 を参照)。

セッション事前アンケートでは、中級・上級ともに言語を特定しない情報リテラシー能力を自己診断してもらった。セッション事後アンケートでは、セッションの有用性や効果について選択式回答で評価してもらい、自由記述コメント欄を加えた(資料4)。

4.2.1 事前アンケート結果 中級(受講者数:35人)、上級(同:18人)

中級・上級とも、90%以上の学生が日本語を使用してのリサーチを「問題なく敢行できる」とする一方、「日本語で読みながらのリサーチ」には「あまり自信がない」と回答している。また同数の学生が、リサーチに際し、「インターネットで得られるニュース記事や雑誌、論文や書籍を参考にしている」と回答した。

中級では「リサーチ時に何が一番難しいと感じているか」という問いに対し、「漢字」「キーワードの発見」「時間がかかりすぎる」「時間の使い方」などの回答が挙がった。上級でも「語彙を調べるのに時間がかかる」「漢字や専門用語の読解に時間が取られる」という意見が圧倒的であった。

4.2.2 セッション後のアンケート結果と分析

選択式の質問「セッションで得たリサーチスキルは、自分のリサーチに活かせるか」では、中級では 75%の学生が「活かせる」としたのに対し、上級では 100%が「活かせる」と回答している。また「セッションの後では、日本語及び日本文化を学ぶ際に、図書館の蔵書を効果的に利用できそうだ」というコメントに関しては中級では「非常にそう思う」が 37.5%、上級では 72.7%、とレベルによって回答に差があった。これは日本語能力の差だけではなく、コースで要求されている課題の差からくる印象ではないかと推察する(資料5)。

一方、中級の自由記述式のコメントには「セッションのおかげで、これまで日本語の記事を探せなかったのに、方法が分かって本当によかった。グーグルはターゲットが広すぎて使いこなせなかったので」「丁寧にリサーチのやり方を教わったので、データベースをより効果的に使えそうだ」また「信頼できる情報源の見つけ方と読み方がわかって有用だった」「情報へのアプローチの仕方を再考するよい機会となった」とあった。課題遂行にあたり目的に適った情報を見つけ出し、その質を見極めるスキルの向上に繋がる活動であったと言えよう(資料6)。

上級のコメントでは具体的に「Factiva が役立ちそうだ」「Rikaikun の導入が有難かった」とツールについての言及が目立った(資料7)。

その一方で、中級、上級に共通したコメントに「キーワードが探しきれなかった」「もっと絞り込んだリサーチができるようなセッションを」など、数名の学生にとっては不十分なセッションであったことも判明した。次回の課題としたい。

5. 結論

今回実施した「図書館セッション」は、以下の点で非常に有意義であったと言える。

- コースの課題を遂行する前に、クラスメート、教師、図書館員と協働でインターネットを使用した効果的なリサーチ方法を学ぶことにより、学生が課題テーマを絞りやすくなり、入手したい日本語文献をイメージしやすくなった。
- 日本語での情報収集にあたり、学生には情報リテラシーの支援が必要であることが改めて確認された。必要な支援を得ることで信頼性ある多様な日本語文献に触れることから、豊かなりサーチに結実すると考えられる。
- 日本語クラスと JPF Sydney 図書館の連携により、課外活動が可能になり、教室外で日本語でのガイダンスを経験し、自主的に文献を調べるなど、学生の自律学習を促す機会になった。

未解決の問題としては、学生が日本語での検索語選出に苦労していた点で、プロジェクトのトピックによっては、百科事典等使用しても検索結果につながる類義語・関連語を見つけ出せなかった点、それによって得られた情報量に差が出たことが挙げられるだろう。今後どのようなアプローチが効果的か、引き続き検討の余地があると考ええる。

今回の協働セッションにより、学生の日本語情報リテラシー能力が向上し、さらなる日本語学習への動機に結び付くことが期待されている。また、大学在学中のみならず生涯学習の過程においても活用されればと願っている。

謝辞

本プロジェクトの実施、本稿の執筆にあたり、UTS の平井泰氏、JPF Sydneyの齊藤真実氏にご協力、ご助言をいただきました。ここに記し、感謝を申し上げます。

資料1: マニュアル Workshop: Find Japanese newspaper articles, read them with computer assisted tools.

This resource is provided as a separate PDF file for download from the NSJLE 2018 Proceedings website.

資料2: 2018年前期 中級 セッション後のアンケート (記述式回答より抜粋)

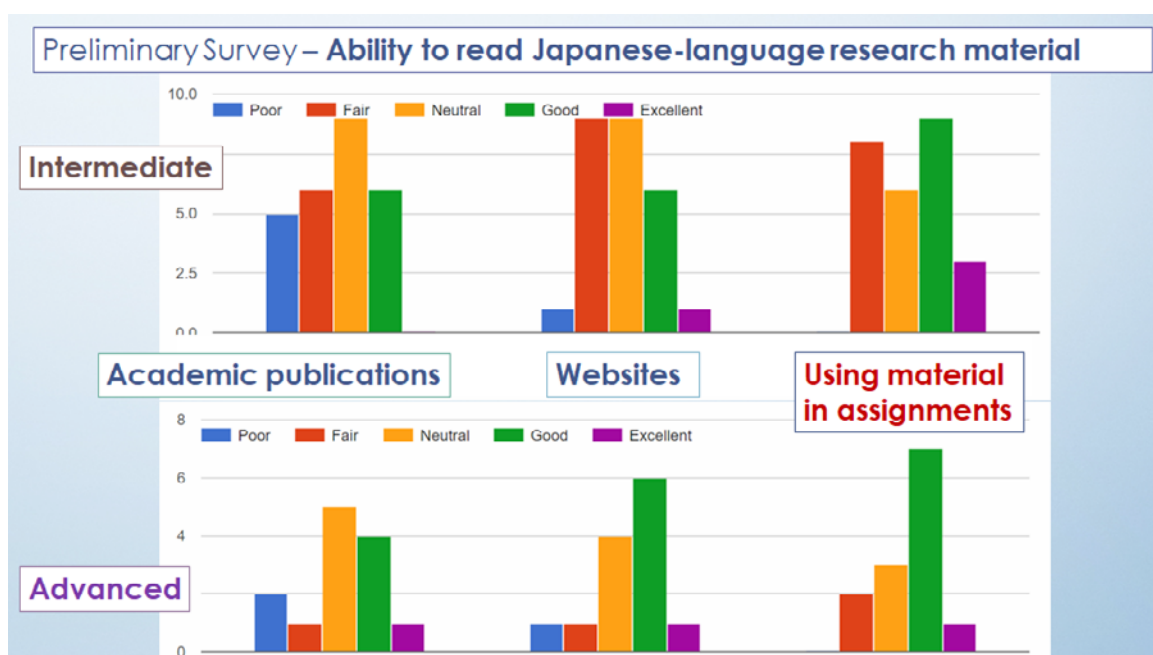
- Valuable resources were introduced.
- The links that were introduced on the slides look useful.
- There were some new discoveries for me in the use of the Library catalogue.
- It was great to be able to hear a Japanese librarian giving us guidance, as I don't have any opportunity to listen to Japanese aside from hearing my teachers at university.
- All the books that were displayed for us today were related to our research, which was helpful.
- I could not find any resources about Japanese baseball, which is my topic.

資料3: 2018年前期 上級 セッション後のアンケート (記述式回答より抜粋)

- The library seems to contain a lot of books, which I should find useful for my research.
- It was really good to find out that the library has many magazines and DVDs. I would like to spend more time there to look for what I want.
- Having a short excursion to the place itself was really uplifting and showed me opportunities I can make the most of.
- I actually came to the library in the previous summer holidays to look for Japanese fiction to read. I could not find any though, as they seemed to have a lot of kanji that I could not understand. After today's visit, however, I now feel that I can find something suitable for my level of Japanese.
- The library is clean and seems to contain a lot of books, but I am not sure yet about online searching/ referencing.

資料4:

2018年後期中級・上級 事前アンケート (選択式回答の結果)



2018年後期 中級 事前アンケート（記述式回答より抜粋）

What are problems or difficulties you have experienced conducting research in Japanese?

- Too many/too few results, hard to find relevant results sometimes
- Finding relevant articles for the topic I chose, finding articles that are recent and not too old
- The lack of ability to read Japanese articles due to kanji and trouble understanding some websites.
- Japanese may be too high advanced for my level, or there is too much kanji I do not know so my understanding of the reading may be at a very low level.
- When there's a lot of unknown vocabulary, it gets tedious to read.
- Finding the right keywords, using the right databases, filtering relevant information
- Amount of time taken to read through articles

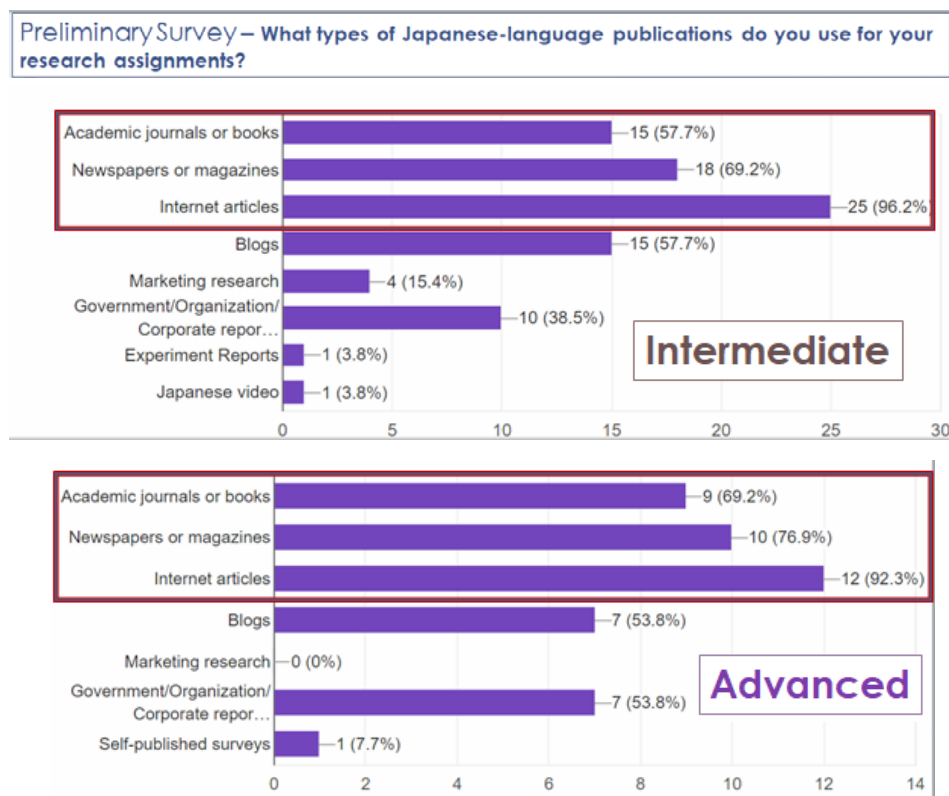
2018年後期 上級 事前アンケート（記述式回答より抜粋）

What are problems or difficulties you have experienced conducting research in Japanese?

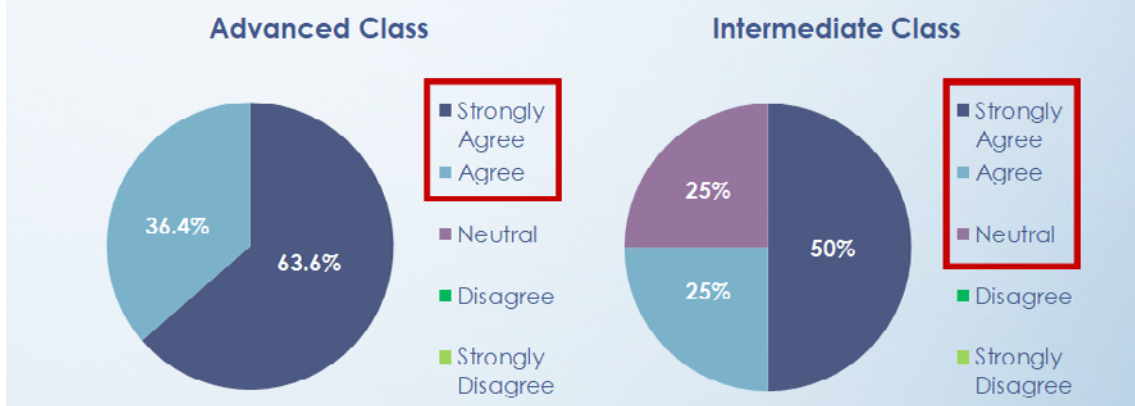
- The sheer intensity of grammar and vocabulary in more academic articles makes it a very time consuming process. Firstly, you must be able to read everything, then understand everything by its isolated parts, then understand the text as a whole, and then understand the article as a synthesised text.
- It takes longer to research and checking everything and making sure you understand everything
- Reading kanji, understanding technical vocabs, and finding the right resources
- Finding a variety in sources of relevant data.
- Getting a rough idea whether an article is relevant before putting the effort into reading and translating the whole thing. It's discouraging when you finally understand it only to find it is not relevant.

資料5:

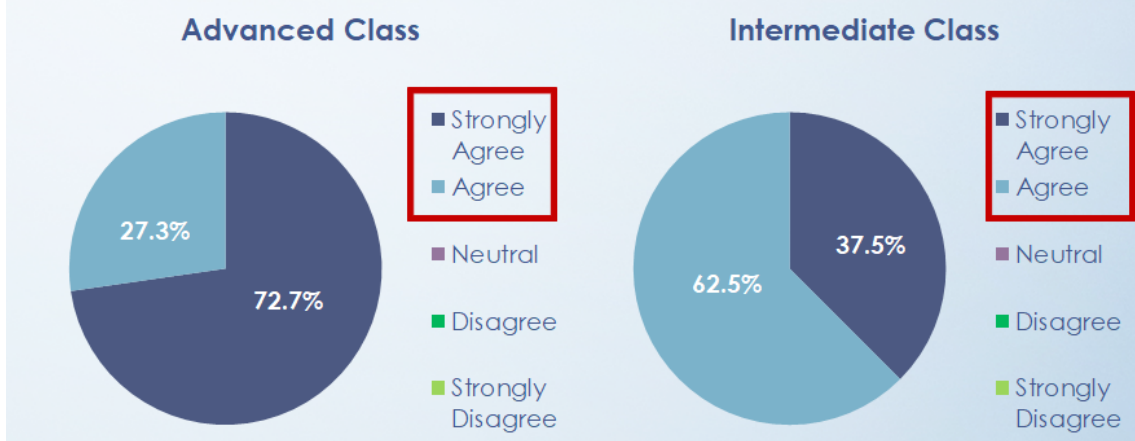
2018年後期中級・上級 セッション後のアンケート（選択式回答の結果）



The skills acquired in the session will be useful when completing my research assignments in the Japanese course



The session will help me use library resources more effectively to study Japanese language and culture



資料6: 2018年後期 中級 セッション後のアンケート (記述式回答より抜粋)

- It was a productive and helpful session.
- I thought it was very informative and helpful as previously I had no idea how to research for Japanese articles or resources, and the ones on Google were too advanced (in their use of Japanese) for me.
- The library session was well structured and informative.
- Showing us how to search for resources step-by-step helped with better understanding how to use Japanese search engines.
- Learning not only websites we could go to, but pop ups we could use to view the meanings of Japanese words on any website as we were browsing.
- Provided information on how to find credible Japanese sources and ways to read them
- Explanation on how to use search engine and keywords. Also, their strengths and weaknesses.
- It was useful to see demonstration of many different websites in regards to the Japanese research task.
- It made me reconsider how I should approach looking for sources.
- The sources were not comprehensive and did not cover a variety of topics one might want to research

資料7: 2018年後期 上級 セッション後のアンケート (記述式回答より抜粋)

- Useful to know how to use keyword searches and sort through articles
- Showing different resources I wasn't aware of before was inspiring.
- The handouts, the translation tools, and Factiva will be quite useful.
- Introduction of the online resources like *rikaikun* was much appreciated.
- It was informative and encouraged me to use Japanese resources (newspaper) for my assignment.
- Thank you for taking the time to explain these resources, if they weren't introduced today I probably would not have used them.
- Didn't really cover how to generate key words.
- It was useful but needed to be more tailored to specific types of research

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GRADUATES' USE OF JAPANESE LANGUAGE IN THE WORKPLACE¹

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ABSTRACT

Underscoring a series of government initiatives promoting language education in Australia and New Zealand, particularly Asian language education, is the presumption that the study of a language will lead to greater employment opportunities. Anecdotal evidence suggests that some university Japanese language learners anticipate using their Japanese language skills in the workplace and/or that their language skills will help them gain employment. Yet, no research specifically addresses these questions.

This article discusses the results of a 2017 online survey of graduates of Japanese language from Australian and New Zealand universities between 1997 and 2016. Responses were received from 67 graduates, 60 of whom had used their language skills in at least one role post graduation. In almost 30% of cases this role was located in Japan. The discussion covers the degrees completed by all respondents, the reason(s) why they studied Japanese at university and whether they expected to use their language skills in the workplace at the time of graduation. Interestingly, improved employment opportunities was not the primary reason for graduates studying Japanese. Discussion also covers the specific language skills used, as well as the regularity of use. Discussion of spoken skills also covers the level of skill used. The results show that spoken skills are the most commonly used skill in the workplace, followed by reading and writing. Almost 80% of graduates who used their spoken skills did so at the basic or advanced level, and almost 74% used their spoken skills on a daily basis.

A number of graduates' comments on the use of Japanese language skills in the workplace are also discussed. Graduates recommend that language students undertake professional/technical studies in addition to their language studies. The results have implications for careers advisers, university marketers and degree administrators.

1 This project was funded through a LHA Challenge Grant. It has UOW Ethics Approval (2017: 308).

INTRODUCTION

Anecdotal evidence from university language classrooms—especially at the advanced level—suggests that a number of language learners hope to use their linguistic skills in their post-graduation employment and/or believe that their language studies will provide them with an added advantage in seeking employment. Yet, little research has considered whether or how graduates use their language skills in the workplace. This is despite many of the Australian Federal Government's language policies over the last three decades or so being instrumentalist in nature and predicated on the idea that language skills—especially Asian language skills—would lead to employment opportunities. The former Federal Labor Government's now archived "Australia in the Asian Century White Paper" (hereafter, 'Asian Century White Paper'), for instance, suggested that Asian language skills would be useful for "building capacity" for Australia's engagement with its regional neighbours, and that the development of Asian language literacy would lead to employment opportunities for speakers of Asian languages (PM&C 2012). The Joint Australia-Japan Working Group's "Strengthening Japanese Language Learning and Support for the Australian-Japanese Business Academic Relationship" report (2010) recommended improved support for career opportunities and incentives for Japanese language learners, but few new initiatives have emerged. The one notable exception is the inclusion of an internship in the Federal Government's flagship New Colombo Plan Scholarship Program (The New Colombo Plan Scholarship Program 2018 n.d.), although this is, understandably, not restricted to Japanese language learners. The Australian Council of Learned Academies (ACOLA) in its 2015 "Smart Engagement with Asia: Leveraging Language, Research and Culture" report, highlights various sectors (e.g., science) where engagement with Asian countries would benefit from language development (ACOLA 2015) but does not address the issue of how languages are used at present.

Due to the dearth of research into the employment of language graduates, irrespective of the language, it is largely unknown how university language graduates are using their language skills in the workplace. One exception is Ward (2016), who discusses the level of skill and regularity of use of Japanese language in the workplace by graduates in the five years post-graduation. According to Ward, graduates with both majors and minors in Japanese were most likely to use their Japanese language skills in their first position post graduation, in most cases using only their spoken skills and at a basic/beginner level (2016, 156). Ward recommends that further research be undertaken into the field. In line with this recommendation, a questionnaire was developed to investigate graduates' motivations for studying an Asian language at university, whether they used their language skills in the workplace and whether they expected to use their language skills in the workplace at the time of graduation.

JAPANESE LANGUAGE AND THE USE OF LANGUAGE SKILLS

The teaching of Japanese in Australia has a long history. James Murdoch was appointed to concurrently teach Japanese at the University of Sydney and the Royal Military College, Duntroon, in 1917 (Sissons 1986). Until the 1980s, enrolments in Japanese language classes tended to be low compared to European languages but from late that decade, as the Japanese economy expanded rapidly, there was a "tsunami" of enrolments (Lo Bianco 2000). However, the collapse of the Japanese economy in the 1990s had an adverse effect on enrolments. As an indication, enrolments in Japanese at Australian universities stood at 6,387 in 1990, but by 1993-1994 had risen to 9,697, which constitutes an increase of 51.8% in four years (The Japan Foundation 1992, 1995). By 1998, enrolments had fallen slightly to 9,593, but by 2003 were down to 8,520 or a fall of 12.1% since 1993-1994 (The Japan Foundation 2000, 2005, 1995). Whilst enrolments recovered to register 9,682 in 2012, there was a sharp decline to just 6,420 in 2015 (The Japan Foundation 2013, 2017).² In New Zealand, 965 students were enrolled in a Japanese language course as part of a bachelor's degree in 2010, but by 2018 enrolments had declined to 690 (Education Counts 2019). The fall in enrolments in both countries occurred despite the appeal of Japanese popular culture (e.g., *anime* and *manga*) as a motivational factor encouraging students to learn Japanese. According to one survey of language educators, 54% believed that an "interest in manga, anime, J-Pop etc" was a reason for their students learning Japanese (The Japan Foundation 2013, 6). This is broadly in line with a Northwood and Kinoshita Thomson study, which found that the third most common reason given by students for continuing their language studies was that they "enjoy reading manga, watching anime and drama" and that 76% of advanced level students express an interest in those activities (2012, 341). From a different perspective, Armour and Iida (2016) show that consumers of Japanese pop culture were interested in learning Japanese, but this interest did not necessarily mean studying in a formal setting.

2 The 2012 figures include 2,445 undertaking a major in Japanese, 6,677 studying Japanese as an elective and 560 as extracurricular studies. In 2015, the figure for students undertaking a major was 1,354, whilst 4,745 were enrolled in Japanese as an elective and 321 as an extracurricular subject.

According to The Japan Foundation, in 2015 Australia was ranked no. 4 in the world in terms of the number of Japanese language learners and had the highest number per 100,000 people (The Japan Foundation 2017). Whilst pop culture may be a factor in students learning Japanese, discussions with learners indicate that at least some of them hope to use their language skills in the workplace; that is, they are aspiring towards what Nakamura (2015) refers to as the “career domain”.³ This anecdotal evidence is supported by research by Curnow and Kohler (2007) who considered secondary school students’ reasons for continuing their language studies, and Northwood and Kinoshita Thomson’s (2012) study of university students’ reasons for continuing their Japanese language studies. According to Curnow and Kohler, a “small” number of secondary students continued with their language studies (albeit not specifically Japanese) “for career-related reasons, although the justification was not related to a particular career goal” (2007, 22). That is, the continuing students think that their language studies “might help in the future” or “can help in a future career path” (Curnow and Kohler 2007, 22). Northwood and Kinoshita Thomson found that 47% of advanced level students thought that Japanese was “useful for my career” (2012, 341) whilst 75% of students “who already spoke another language...indicated that Japanese might be of practical benefit to their career” (2012, 351). Despite learners’ stated interest in learning a language for career purposes, only limited research has focused on whether graduates use their language skills—Japanese or otherwise—in Australian workplaces. According to Enderwick and Akoorie’s study of successful and non-successful exporters in New Zealand, language graduates were employed primarily in “marketing” related roles (1994, 12). Webb’s small-scale study of language graduates from one university in the United Kingdom showed that 96% use their language skills in their employment and 54% held “jobs where foreign languages were essential” (Webb 2010, 32). In their study of Irish exporters, Clarke (2000) found that “[t]he ability to read a communication in a foreign language” was considered the “most important language skill required” whilst “writing ability” was the “least important” (2010, 86). In the Australian context, 79% of the linguistic functions graduates report using at work are “oral” and only 19% were reading (11%) or writing (8%) (Kinoshita Thomson 1996, 27). Ward’s (2016) research also found that oral skills were used more than reading and writing skills.

The lack of research on the use of language skills in the workplace is disconcerting in light of the globalisation of business operations that has led to an increased global recruitment of staff. The British Council report “Culture at Work”, which details the results of a survey of the criteria that employers in nine countries (although not Australia) look for when selecting employees, notes that many consider candidates’ ability in “speaking a foreign language” (2013, 13). However, Phillip (sic) Turner, Director, Global Stakeholder Affairs, Fonterra NZ, commented that “[i]f someone comes into a job interview here and says they’re fluent in a language, does that make me more likely to employ them than someone that doesn’t? (No, it doesn’t)” (Corder, Kawai and Roskvist 2018, 47). From a different angle, Michael Byrne, Chief Executive of Linfox, in his criticism of Australia’s education standards commented that his company was increasingly hiring staff from Asia because they “speak four or five languages” (SBS News 2014). Yet, one of the respondents to this survey commented that “[i]n my experience, there are limited jobs in Australia where language ability is a requirement. But students with a passion for languages can find opportunities—or make their own.” Irrespective of whether this respondent’s experience is common or not, too little research has focused on whether, or how, graduates use their language skills in the workplace. Moreover, as Bashfield (2013, 11) indicates, there are “few recognisable measures of the success” of policies outlined in documents such as the Asian Century White Paper. Without research, such measures cannot be developed.

SURVEY QUESTIONS

In order to understand if employment opportunities figured in graduates’ reasons for studying an Asian language at university and whether they expected to use their language skills in the workplace at the time of graduation, a short questionnaire was developed and made available online. The target population was graduates who had completed a major or a minor⁴ in an Asian language in Australia or New Zealand between 1997 and 2016. The questionnaire was available for about four weeks from late August 2017 and a total of 128 responses were received. This paper deals only with the 67 responses received from graduates of Japanese. The questionnaire comprised a series of multiple-choice and short-answer questions. Some questions were compulsory (for example, questions relating to degree completed and the industry sector where they used their language skills) whilst others were optional. The questionnaire specifically asked graduates to answer in terms of the role/position in which they had used their language skills the most. That is, respondents were asked to focus on only one role/position post graduation. Questions addressed sex, the industry sector of the role/position and the role/position

3 Nakamura’s (2015) use of “career domain” is loosely based on Unemori et al’s “career/education” thematic self category.

4 A minor typically constitutes four consecutive language subjects.

title. In terms of the use of spoken skills, the questions addressed the regularity and level ('Basic', 'Intermediate' and 'Advanced') of use. The definition of the three levels was based on The Japan Foundation's 'JF Standard' (Japan Foundation 2015). Questions on the use of graduates' Japanese reading and writing skills also addressed the same issues, but after the survey had gone live it was found that the descriptions for intermediate- and advanced-level reading and writing skills were incorrectly uploaded. Consequently, discussion on reading and writing refers only to whether the graduates used their reading and writing skills and the regularity of use, and not the level of use.

At the end of the questionnaire, the graduates were given the option to leave a comment for present and future Japanese university language learners about employability using language skills. Over half of respondents left comments. A number of these comments are discussed below.

SURVEY RESULTS

RESPONDENT BACKGROUND

An invitation to participate in an anonymous online questionnaire was sent by email to graduates of the Chief Investigator's (CI) own institution as well as to coordinators of Japanese at other Australian and New Zealand universities to forward to their graduates. In addition, the invitation was posted on the Japanese Studies Association of Australia (JSAA) Facebook page and to a number of other organisations (e.g., the JET Alumni). The invitation encouraged recipients to forward the invitation to their contacts. Through this modified cascade approach, a total of 67 responses were received from graduates of Japanese.⁵ Of these, 61 (91.04%) were graduates of Australian universities and six (8.96%) were graduates of New Zealand universities (Figure 1). In terms of Student Type, 92.54% were domestic students and 7.46% were international students (Figure 2). All but one of the international students were female and had studied in Australia. The fifth international student was male and had graduated from a New Zealand university. For brevity, the respondents from both Australian and New Zealand universities and the domestic and international student cohorts are discussed together. Almost all graduates (66) had completed a major in Japanese, with only one graduate (1.49%) completing a minor.

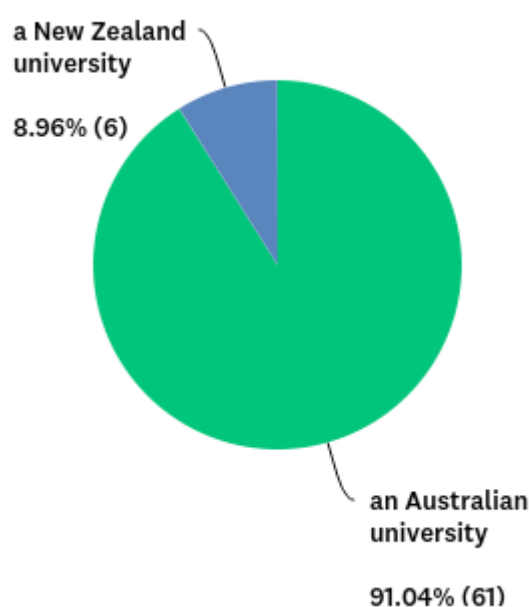


Figure 1: Respondents by Australian and New Zealand university

5 Due to the 'optional' nature of some questions, not all questions received the same number of responses.

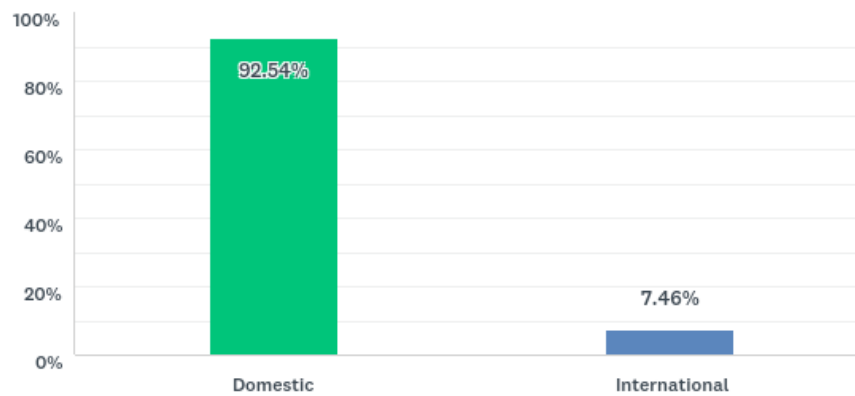


Figure 2: Student Type: Domestic or International

Almost two-thirds of the respondents (41 or 61.19%) were female and 26 (38.81%) were male (Figure 3). It is unclear how accurately this breakdown reflects the female/male Japanese language major and minor cohort, but anecdotally in many universities female students outnumber male students at the upper levels.

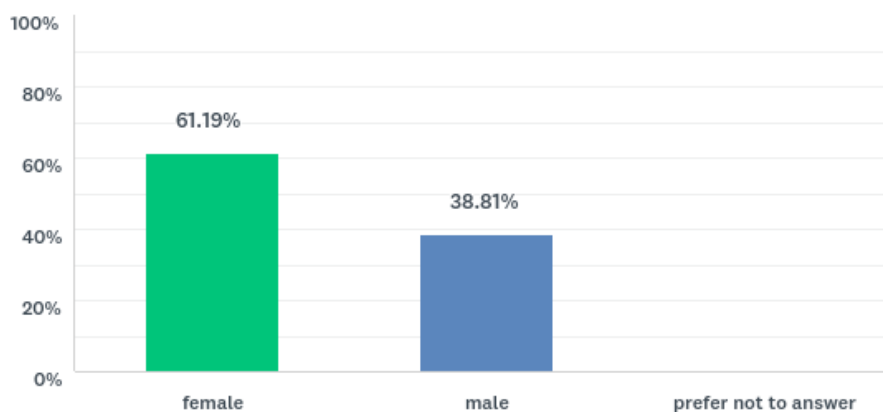


Figure 3: Respondents by sex

In terms of the degrees which the respondents had completed, the highest proportion had completed a Bachelor of Arts (BA) (41.79%), with combined degrees (32.84%) the next most common (Figure 4). One student also completed a Diploma of Languages, which is usually studied concurrently with another degree program. No graduate completed a single degree in Engineering or Science, although two completed a BA/Bachelor of Science, one completed a BA/Bachelor of Medical Science and one completed a Bachelor of International Studies/Bachelor of Science (Honours). The most common combined degrees completed were the BA/BCommerce (four graduates) and the BA/BEducation (also four).

Over two-thirds of graduates (67.16%) had completed a double major as part of their degree. The most common major other than Japanese was Politics and International Relations (4), whilst Asian Studies (4) and Asia-Pacific Studies (2) accounted for another six graduates. An additional eight graduates completed a major in another language (two in French and one each in Italian, Korean, German, Chinese, Spanish and Indonesian). Of the seven graduates who had completed an Honours program, three replied regarding the discipline of their Honours program: one completed an Honours in Japanese Literature, one in Japanese Studies and one in Science.

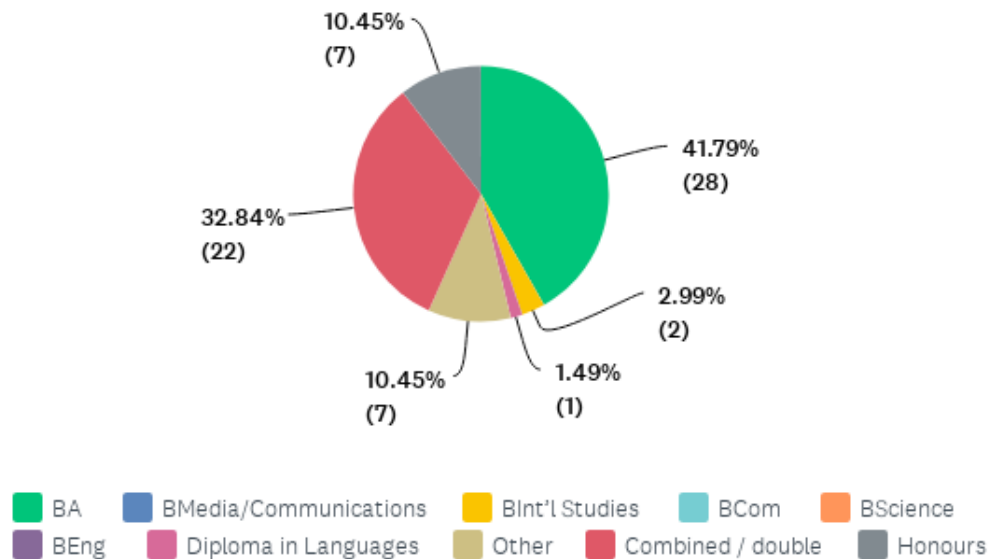


Figure 4: Respondents by degree(s) which they completed

As it was anticipated that graduates may have had more than one reason for studying Japanese, the question relating to the reason(s) for studying Japanese at university allowed for multiple answers. The most common reason (88.06%) was 'General interest' which was followed by 'Belief in ability to speak more than one language' (55.22%) and 'I thought that it would help me get a job' (50.75%) (see Figure 5). That is, just over half of respondents believed that studying Japanese would be beneficial for their employment opportunities. A minority of graduates (9 or 13.43%) studied Japanese because a language was a requirement of their degree. Similarly, despite anecdotal evidence that the number of students with at least one parent born in Japan had increased over the two decades covered by the survey, less than 3% replied that they studied Japanese for 'Heritage' reasons. The 11 respondents who indicated that they had studied Japanese for 'Other' reasons included three who had returned from exchange in Japan and one who replied that they wanted a "qualification to go with their language ability". This indicates that a small number of graduates had lived in Japan prior to commencing their Japanese language studies at university. It is unclear whether their language background provided these graduates with more opportunities in the workplace than those who began their language studies at university.

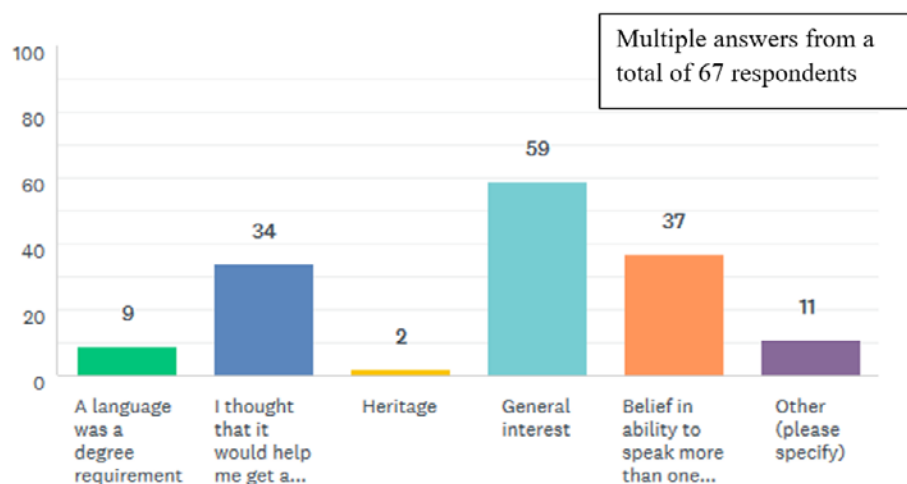


Figure 5: Reason(s) for studying Japanese at university

Interestingly, an overwhelming majority (91.09%) of graduates indicated that at graduation they expected to use their language skills in the workplace (Figure 6). As discussed below, whilst only six graduates did not expect to use their language skills, in practice seven did not use any language skills (see Figure 8). Of the six graduates who did not think they would use their language skills, four left a comment. Three replied that they had "changed their career goals", "pursued a career related to the other degree" or similar. The fourth replied that they had "not attained a high enough standard". These responses indicate that some students change their career aspirations after they commence their tertiary studies. More

research on this issue as well as on skill achievement levels is required. On the latter issue, an interviewee in a recent New Zealand report on languages commented that “I think it is questionable what you can do with the Japanese language that you have learnt only for a few years at university” (Corder, Kawai and Roskvist 2018, 47). That is, university level language studies are not necessarily sufficient for language proficiency.

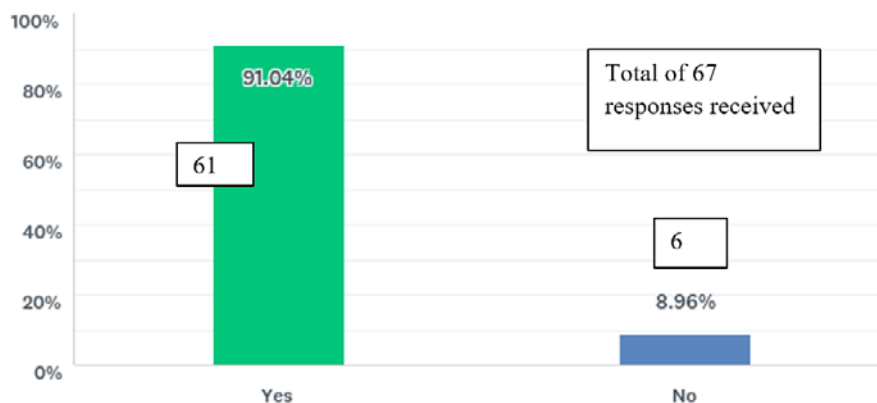


Figure 6: Expect to use language skills in employment at the time of graduation

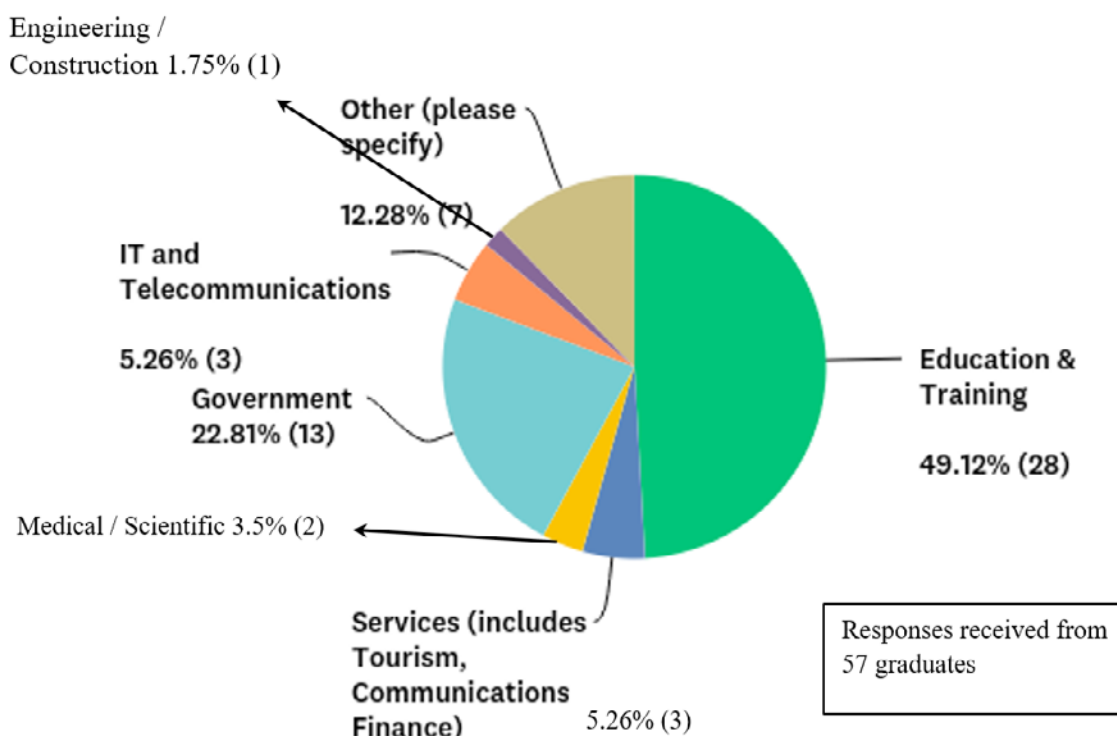


Figure 7: Industry sector of position where Japanese was most used

The 'Education & Training' sector was the most common industry sector where the graduates' role/position using their Japanese skills was located (Figure 8). In terms of position type, 25 (43.86%) of the respondents described their position as 'Educator/Trainer' whilst 12 (21.05%) described their role as 'Administrative' and 10 (17.54%) described it as 'Technical/Specialist' (Table 1). The number of respondents working as an 'Educator/Trainer' (25) is lower than those employed in the 'Education & Training' Sector (28), which means that not all graduates working in that sector are educators. Yet, it is unclear whether the high proportion of respondents working in the 'Education & Training' sector reflects the reality for Japanese language graduates or whether it is a reflection of the dissemination of the survey by Japanese-teaching related organisations, such as the Japanese Teachers' Association of NSW (JTAN) and JET Alumni (JETAA). Members of associations such as JTAN are primarily employed in either primary or secondary schools and this would have an impact on the results, especially in terms of the level and regularity of use. For example, primary school teachers are unlikely to use 'Intermediate' or 'Advanced' level skills, although they may use their skills on a daily basis. Of the 25 who worked as an 'Educator/Trainer', ten (40%) indicated that the role was in Japan. However, more research is needed to better understand where language graduates—Japanese or otherwise—find employment post graduation.

Position Type	No. of responses	Percentage
Administrative	12	21.05%
Educator/Trainer	25	43.86%
Management	2	3.51%
Technical/Specialist	10	17.54%
Other	8	14.04%
<i>Total</i>	<i>57</i>	<i>100%</i>

Table 1: Role/Position description

LANGUAGE SKILLS

Of the 67 graduates of Japanese who responded, 60 or 89.55% used their language skills in at least one role/position after graduation (Figure 8). This proportion is significantly higher than in Ward's (2016) pilot study but is one less than the number of graduates who at the time of graduation expected to use their language skills. Of the 58 respondents who replied regarding the location of the role, 37 (63.79%) replied that it was in Australia, two (3.45%) that it was in New Zealand and 19 (32.76%) that it was in another country. Of the latter, 17 (29.31% of all respondents) replied that the role was in Japan. That is, almost 30% of the graduates who used Japanese at work, did so in Japan. It is possible that a number of graduates worked in 'Teaching in Japan' roles, including those on the JET Program.

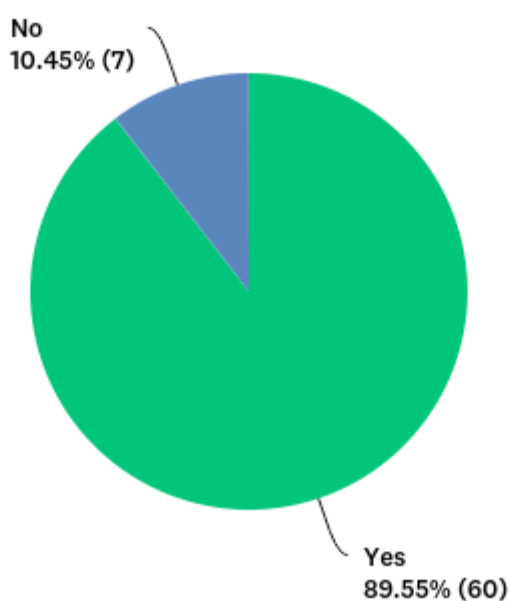


Figure 8: Proportion of graduates who used any Japanese language skill in the workplace

Five of the seven graduates who had not used their language skills left a comment as to the reason: one wrote that "the job nature does not require the language. Does not coincide with my other degree"; one wrote that language skills were "not recognised/valued"; another wrote "not required"; one wrote they were "not relevant, and my language skills were not high enough for the type of jobs I would have liked to apply for"; and the other wrote "no jobs".

Of the graduates who used their language skills, just over 95% used their spoken skills (Figure 9). This makes spoken skills the most commonly used skill, which is in line with the studies undertaken by Kinoshita Thomson (1996) and Ward (2016).

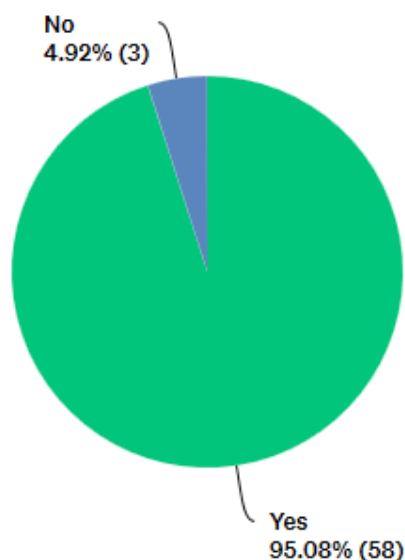


Figure 9: Respondents who used their Japanese spoken skills

In regards to the frequency of use, most graduates used their spoken skills 'On a daily basis' (73.68%) whilst 10.53% of the graduates used their spoken skills 'Once a week' (Table 2). An additional 15.79% (nine out of 57) used them 'As required' or on an inconsistent basis.

Regularity	No. of responses	Percentage
On a daily basis	42	73.68
Once a week	6	10.53
Once a month	0	0
As required	9	15.79
<i>Total</i>	<i>57</i>	<i>100</i>

Table 2: Regularity of use of spoken skills

In terms of the level of Japanese spoken skills used, 42.11% of respondents used their language skills at the 'Basic' level whilst 36.84% of respondents used 'Advanced' level skills (see Table 3). The high proportion of graduates who used 'Advanced' level skills is encouraging and indicates that there is not only a significant number of graduates with this level of skill but they are also using their skills. More research on the contexts where advanced-level skills are being used is needed. Interestingly, intermediate-level skills were used by the least proportion of graduates. In terms of the combination of sectors and skill level, of the 24 who used their skills at the 'Basic' level, 15 were employed in the 'Education & Training' sector. That is, more than half of the respondents who used basic-level spoken skills were employed in that sector. This is a probable reflection of the level of skills taught in that sector and/or the possibility that they taught English.

Level	No. of responses	Percentage
Basic (e.g., participate in conversations on common work-related topics in informal context)	24	42.11
Intermediate (e.g., summarise and/or describe issues raised at meetings)	12	21.05
Advanced (e.g., give presentations on specialist topics, adapt language appropriately for different audiences, be interviewed in the language)	21	36.84
<i>Total</i>	<i>57</i>	<i>100</i>

Table 3: Level of spoken skills used

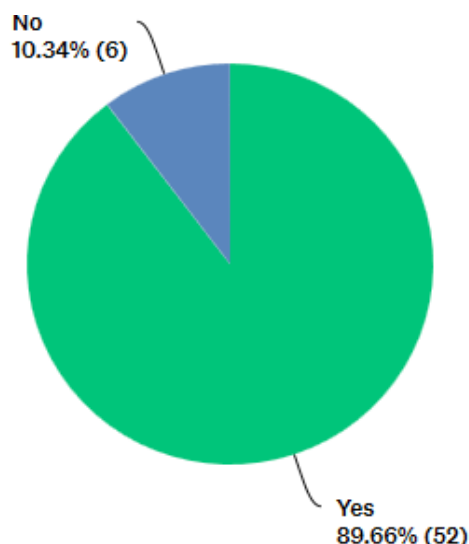


Figure 10: Use of reading skills

In regards to the use of their reading skills, almost 90% (52 of 58) used this skill (Figure 10). The proportion of graduates using this skill is significantly higher than in both the Kinoshita Thomson (1996) and Ward (2016) studies. This result could be partially explained by the high proportion of graduates employed in the 'Education & Training' sector. In terms of the regularity of use of their reading skills, 37 (72.55%) used them 'On a daily basis' whilst nine (17.65%) indicated that they used them 'As required' (Table 4). The use of graduates' reading skills on a daily basis is far higher than the results of the Ward (2016, 156-157) study which showed that less than half of the respondents with a major used their Japanese reading skills on a daily basis.

Regularity	No. of responses	Percentage
On a daily basis	37	72.55%
Once a week	4	7.84%
Once a month	1	1.96%
As required	9	17.65%
<i>Total</i>	<i>51</i>	<i>100</i>

Table 4: Regularity of use of reading skills

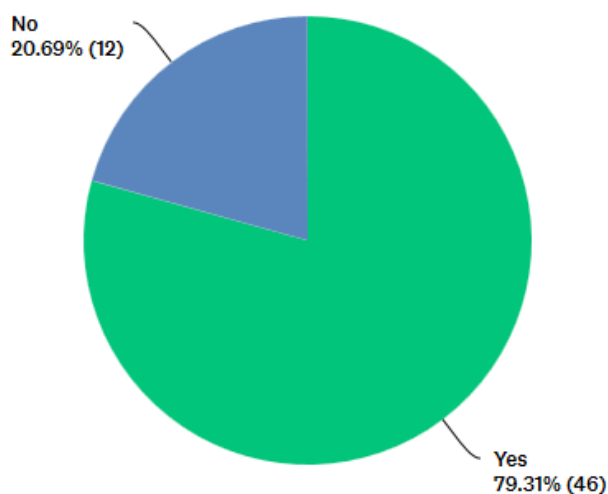


Figure 11: Use of writing skills

In terms of writing skills, 79.31% of respondents reported using this skill. However, in comparison to the use of reading skills, twice as many did not use their writing skills. In regards to the regularity of use, 29 of the 44 graduates who use their writing skills reported using them 'On a daily basis' whilst seven (15.91%) reported using them 'Once a week' (Table 5). The remaining eight (18.18%) used their writing skills 'As required'.

Regularity	No. of responses	Percentage
On a daily basis	29	65.91%
Once a week	7	15.91%
Once a month	0	0
As required	8	18.18%
<i>Total</i>	<i>44</i>	<i>100%</i>

Table 5: Regularity of use of written skills

Finally, more than 35 graduates left comments/suggestions for present or future university Japanese language learners regarding employment using language skills. One common theme was the need for students to undertake technical/professional studies in addition to the study of Japanese. The following two comments are examples:

Language is essential to differentiate yourself in a tight labour market but tends to be icing on cake – so ensure you have a technical qualification as well eg economics or law or science.

Language/culture by itself will not be enough for employment beyond something like the JET program or academia. You must have another qualification or interest under your belt that is not language-related (i.e. public policy, accounting, audit, law, finance). Find the industries in which your country/language are strong in Australia. Examples include mining, engineering, and professional services such as financial advisory, law, audit or something similar. In short, your foreign language/culture skills will be of use in the long run, but you MUST have a professional skill or qualification (the plus-alpha as they call it in Japan) to offer a prospective employer.

The above comments are broadly in line with comments mentioned in Ward (2016). Other graduates noted the importance of the skills that language learners develop in the process of language learning (e.g., 'soft' skills such as intercultural understanding) and the need for ongoing engagement with the language to maintain proficiency. Examples include:

It isn't all about employability, it is about understanding others who are not like you. Learning a language opens up a world of culture, difference, acceptance and richness.

Actively look for ways to engage with native Japanese speakers on a regular basis. Since graduating, as I haven't had the chance to use my Japanese language skills my level of Japanese has dropped back to a beginner's level unfortunately.

CONCLUSION

The results of this study show a complexity as to how university graduates use their Japanese language skills in the workplace and why they chose to study Japanese. Significantly, the results show that a high proportion of graduates are using their language skills in the workplace in at least one role post graduation. Moreover, in line with Kinoshita Thomson (1996) and Ward (2016), speaking is the most commonly used skill, followed by reading and writing in that order. Importantly, a high number of graduates use their spoken skills at an advanced level and, compared to both the Kinoshita Thomson (1996) and Ward (2016) studies, a higher proportion of graduates use their reading and writing skills. This latter difference could be due to the high proportion of responding graduates employed in the 'Education & Training' sector where the teaching of reading and writing skills is an essential element of the curriculum. The results also show that a number of graduates use their skills on an 'As required' basis, which indicates that they are not used regularly. Such a scenario could potentially have a negative impact on graduates' ability to maintain their linguistic skill levels. The results also show that whilst over 50% of graduates study Japanese because they think it will be useful for their employment prospects,

an even higher proportion do so for 'General interest' or because of a 'Belief in ability to speak more than one language'. That is, perceived employment opportunities are not necessarily the main reason for graduates to have studied Japanese. Importantly, a high proportion expect at the time of graduation to use their language skills in the workplace and, for the most part, this expectation is met. However, in nearly 30% of cases, the role is located in Japan. Whilst such a situation indicates that graduates of Australian and New Zealand universities are successful in gaining employment in Japan, it could indicate that there is a lack of 'value' placed on language skills by Australian (and possibly New Zealand) businesses. Yet, it could also be a reflection of graduates' strategic use of a sojourn in Japan to improve their language skills.

These considerations clearly indicate that more research is needed on the employment of language graduates. Research incorporating interviews which specifically addresses how graduates use their language skills would provide greater clarity on the employment by industry sectors, location of the role as well as the regularity and level of use. Research on graduates' comments about their language skills being "not valued/recognised" by business is also needed. Finally, whilst not specific to language graduates, research into students' changing career aspirations during university studies would be of use to university teaching staff and administrators.

The results of this study have implications for career advisers, university marketers and degree-structure administrators, particularly in terms of the need for students to develop technical or professional skills in addition to their language skills. The results also have implications for policy makers; government programs encouraging and/or supporting language studies are important, but business needs to be engaged more so that opportunities for language graduates (or even internships) are available and there is greater recognition of the value of language skills.

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