

NATIONAL SYMPOSIUM
ON JAPANESE LANGUAGE
EDUCATION

ABSTRACTS

BE INSPIRED,
BE INSPIRING

NOVEMBER 4 - 5, 2022

WELCOME

ANNE DE KRETZER

Director / Monash Japanese Language Education Centre



I am thrilled to extend a very warm welcome to all delegates and presenters for the 5th National Symposium on Japanese Language Education 2022. It is indeed exciting that Japanese language educators from around Australia can meet face to face to reinvigorate passion and enthusiasm for teaching Japanese language. Our theme for the NSJLE 2022, 'Be Inspired Be Inspiring' is timely as we emerge from a challenging time. Not surprisingly, over the past two years, our Japanese language educators, collaborated and adapted to recent challenges and developed necessary and useful skills to continue to engage their learners.

We are extremely happy that at the NSJLE 2022 we have every level of education, every state and territory of Australia and Japan represented, it is a wonderful gathering of professionals who come together to share and network with one another, celebrate past achievements and plan for future success.

This is the 5th National Symposium on Japanese Language Education a result of a strong and productive partnership with The Japan Foundation, Sydney and I sincerely thank them for their support, advice and willingness to work with us at the Monash Japanese Language Education Centre to bring the National Symposium on Japanese Language Education 2022 – Be Inspired, Be Inspiring to our teaching community. Since the first NSJLE in Melbourne in 2012, the national profile, participation rates and strength of Japanese language education in Australia has grown and despite the recent situation in the education sphere, Japanese language educators remain passionate and Japanese language education remains robust.

Please relax and enjoy the NSJLE 2022, connecting with your colleagues, acquiring new knowledge, re-energising your passion and being inspired. Thank you for your continued dedication to Japanese language education, your hard work and for participating in the National Symposium on Japanese Language Education 2022 – Be Inspired, Be Inspiring.

SHONO KEIJI

Director / The Japan Foundation, Sydney



Mina sama, NSJLE e youkoso!

After a two-year postponement due to the COVID 19 pandemic, I am extremely excited to be able to welcome you to the 5th National Symposium on Japanese Language Education. After the challenge of the last couple of years, the opportunity to gather face to face and connect with peers again in this format is an extremely welcome one and will no doubt spark ideas and renewed enthusiasm for our shared passion – Japanese language education. The Japan Foundation, Sydney has been supporting Japanese language education in Australia for over 40 years and is immensely proud to partner with the Monash Japanese Language Education Centre (MJLEC) since 2012 to run NSJLE every two years. I would like to extend my gratitude to Anne de Kretser and Hiroko Liu of MJLEC for their tireless efforts and patience in delivering this program.

According to Japan Foundation survey data, Australia as a country boasts the fourth largest number of Japanese language learners in the world (after China, Indonesia¹, and Korea), and the highest number when taking population into account. This ranking is a clear testament to the dedication, knowledge, and passion exhibited by Japanese language educators in this country and has a profound impact on the relationship between our two countries.

I hope that you thoroughly enjoy the next two days of this symposium, gain innovative ideas and networks, and continue to truly embrace the theme Be Inspired, Be Inspiring - now and into the future.

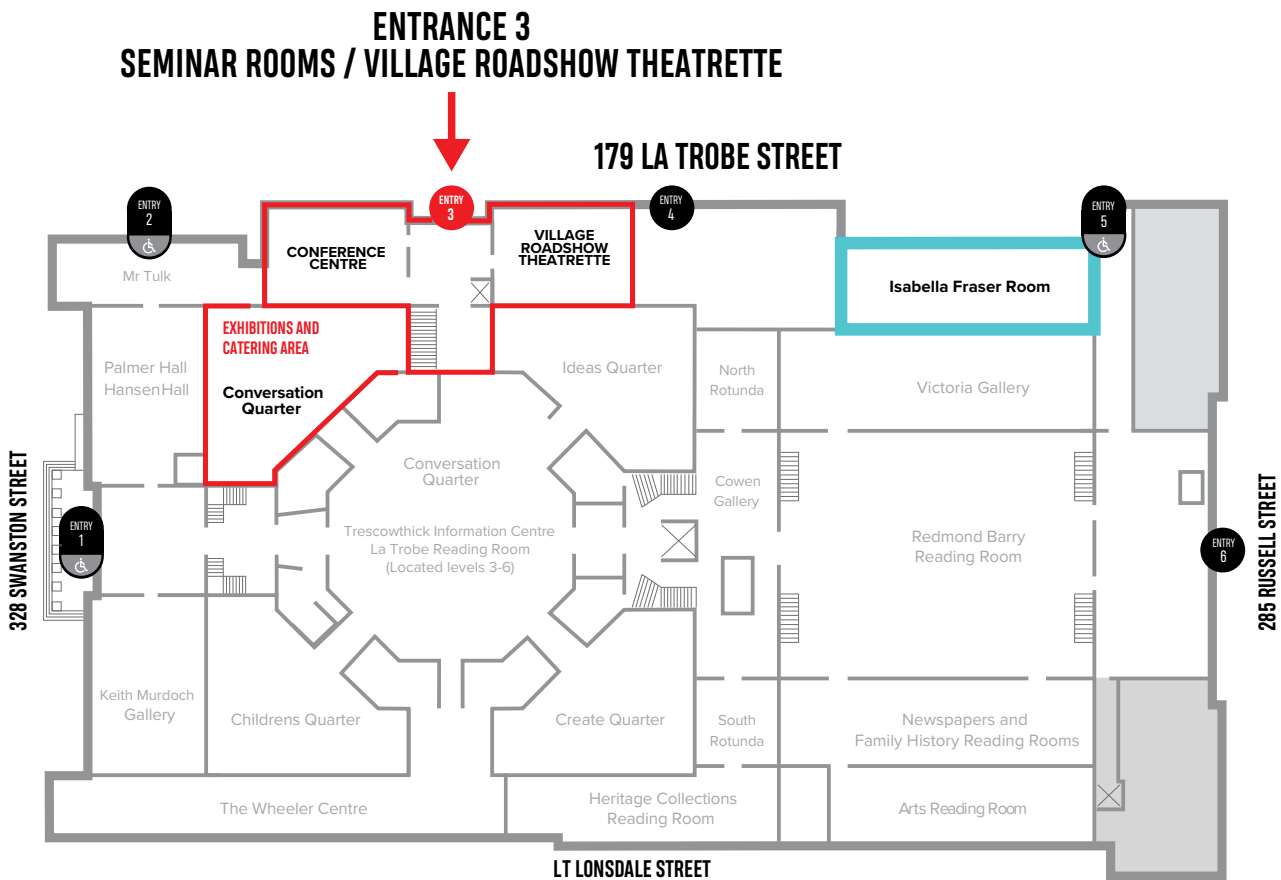
¹ SURVEY REPORT ON JAPANESE-LANGUAGE EDUCATION ABROAD 2018”, The Japan Foundation, Table 1-2-2 Number of learners/number of institutions/number of teachers in each country and region (Ranked by the number of learners in 2018)

DAY 1 – NOV 4, 2022 (FRI)	VILLAGE ROADSHOW THEATRETTE	SEMINAR ROOM 1	SEMINAR ROOM 2	SEMINAR ROOM 4 & 5				
REGISTRATION 8:00am - 8:50am (50min)								
OPENING 9:00am - 9:30am (30min)	OPENING Anne de Kretser Director, Monash Japanese Language Education Centre Keiji Shono Director, The Japan Foundation, Sydney Junji Shimada Consul-General of Japan, Melbourne		Launch of NSJLE 2018 Proceedings Robyn Spence-Brown Monash University Junko Yano The Japan Foundation, Sydney					
KEYNOTE 9:30am - 10:30am (60min)	Adam Voigt G	Leading From Within						
MORNING TEA 10:30am - 11:00am (30min)								
SESSION 1 11:00am - 11:45am (45min)	Ikuko Nakane Toshiyuki Nakamura S T	Are Students Inspired By What Teachers Think Is Inspiring?: Results From Student Motivation And Teaching Practice Projects	Junko Nichols P S	Exploring Social Issues Through Language Learning	Daniel Thomas Ryoki Fukaya P	Strategies For Supporting Holistic Literacy Improvement Through Collaborative Practice Between Language Teachers And English Classroom Teachers	Alison von Dietze G	The Revised Australian Curriculum
MOVE ROOMS 11:45am - 11:50am (5min)								
SESSION 2 11:50am - 12:35pm (45min)	Simon Carey S	Learning About Indigenous Culture And Language In The Japanese Classroom	Kathleen Duquemin P	手話 Supporting Second Language Acquisition In The Japanese Primary Classroom	Jeremy Breaden T	Teaching The Japanese Workplace: From Principles To Practice (And Back Again)	Adam Voigt G	Leading From Within Keynote Follow Up Session
LUNCH 12:35pm - 1:35pm (60min)								
SESSION 3 1:35pm - 2:20pm (45min)	Shingo Gibson-Suzuki P S	Online Tools To Increase Student Engagement And Collect Data	Katy Gilles P	Effective And Engaging Strategies For The Primary Languages Classroom - The Integration Of Shuwa, Realia And TPR	Yuriko Sato T	Current State And Future Perspective Of Nihongo Gakkō, Japanese Language Institutes In Japan	Nick Creed Anthony Oldmeadow Steven Miyazawa Thomas Armstrong P S	Leading Languages At Mernda Central College
MOVE ROOMS 2:20pm - 2:25pm (5min)								
SESSION 4 2:25pm - 3:10pm (45min)	Fusae Nojima P S	Assessment Literacy For Language Teachers - What Assessment Knowledge And Skills Are Required For The Language Classroom?	Kathryn Macfarlane P	Transformational Change In School-Based Languages Education	Kylie Farmer S	Celebrations - A Unit Of Work For Year 8	Keiko Okumura P	コミュニティ言語としての日本語教育の持続可能性ーオーストラリアの言語教育政策を応用した実践からの考察ー
AFTERNOON TEA 3:10pm - 3:40pm (30min)								
SESSION 5 3:40pm - 4:25pm (45min)	Victoria Poulos S	Differentiation For Gifted Students In Language Classes	Kaoru Kadowaki Takako Morita P	Trial Practices Of "Dialogic Language Assessment (DLA) For Japanese As A Second Language" Japanese-English Bilingual Primary Schools	Miyako Matsui G	Connecting With Japanese In The Australian Community: A Case Study From Children Of Japanese-Australian Inter-marriage Families	Shinji Okumura Masae Uekusa P	オーストラリアと日本の小学校をつなぐ異文化間/バーチャル・エクスチェンジプロジェクト
P PRIMARY S SECONDARY T TERTIARY A ADVOCACY G GENERAL								

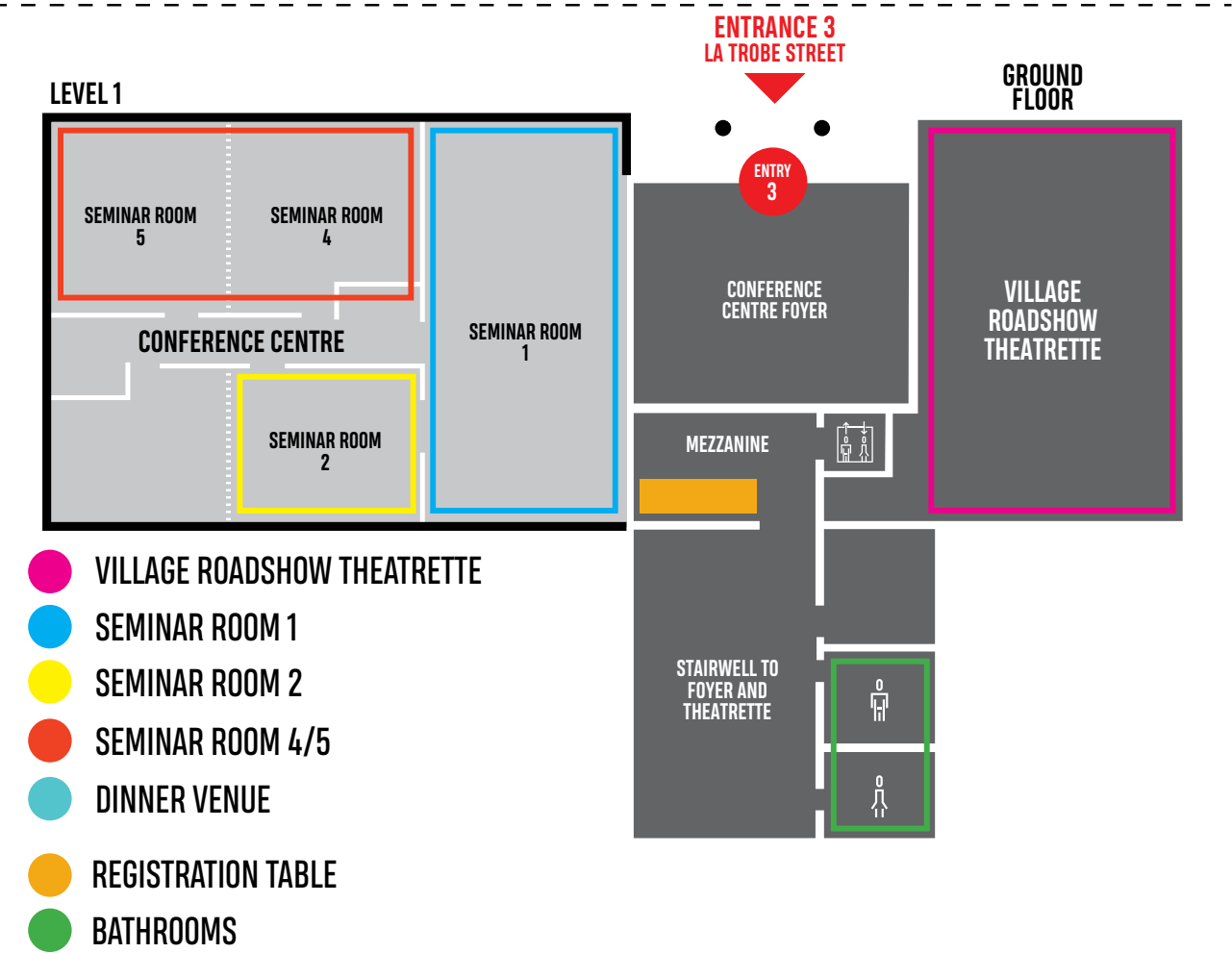
DAY 2 – NOV 5, 2022 (SAT)	VILLAGE ROADSHOW THEATRETTE		SEMINAR ROOM 1		SEMINAR ROOM 2		SEMINAR ROOM 4 & 5	
REGISTRATION 8:15am - 8:45am (30min)								
OPENING 8:45am - 9:00am (15min)	WELCOME Anne De Kretser							
KEYNOTE 9:00am - 10:00am (60min)	Claire Maree G	Beyond Inclusion: Facilitating LGBTQIA+ Affirmative Japanese Language Learning						
MORNING TEA 10:00am - 10:30am (30min)								
SESSION 1 10:30am - 11:15am (45min)	Nathan Lane S	Engaging Students In Their Japanese Learning Through The High Impact Teaching Strategies (HIT)	Jan Chalmer P	Planning For Progress	Kumiko Katayama T	Designing And Delivering Online Japanese Course – Challenges And Evaluation	Ilana Nicolle Kate Satomura P S	Intercultural Understanding And Japanese Language Learning: Using Key Concepts And Questions To Deepen Student Capability In The Japanese Language Classroom
MOVE ROOMS 11:15am - 11:20am (5min)								
SESSION 2 11:20am - 12:05pm (45min)	Katherine Brownlee S	Using Japanese In The Classroom And The Impact On Motivation And Retention	Chihiro Thomson Naomi Kurata Yoji Hashimoto Shoko Ono Kaya Oriyama G	Who Are KEISHOGO Kids? Framing The Increasingly Diverse Learners Of Japanese As Community Language	Claire Maree Maki Yoshida G	'Be Inspired Be Inspiring' - Creating Affirmative And Supportive Learning Environments For LGBTQIA+ Teachers And Learners Of Japanese	Kathryn Macfarlane P	Extending Language Learning With A Read-At-Home eBook Program
LUNCH 12:05pm - 1:05pm (60min)								
SESSION 3 1:05pm - 1:50pm (45min)	Tom Dawson P S	Using Speaking Tables And The Work Of Gianfranco Conti To Increase Student Proficiency	Kyoko Kawasaki S T	Different Types Of Online Collaboration	Nathan Williams S	Quality Pre-moderation & Tools For Engagement	Natalie Pearce P	Planning For Learning: The Potential In A Picture Book
MOVE ROOMS 1:50pm - 1:55pm (5min)								
SESSION 4 1:55pm - 2:40pm (45min)	Liz Johnson Shu Ohki Lily Feiner Sarah Fang Ning Lin P S	Enhancing Viewing And Japanese Language Skills Through Engaging With Art	Yuta Masuda P S	Blended Learning For Differentiation	Megan McLaughlin S	Sharing The Passion For Culture - The Old Tokaido	Kathryn Tominaga Monique Francis P S	The Power Of Story To Drive Acquisition
AFTERNOON TEA 2:40pm - 3:10pm (30min)								
SESSION 5 3:10pm - 3:55pm (45min)	Mayumi Mitsuya P S	What Can We Do For Advocacy After The Pandemic?	Melissa Watt P S	3D Printing For Beginners	Kerry Barrett P S	Shimpai Shinaide	Sumiko Ranjitkumar P	Japanese ICT 101
MOVE ROOMS 3:55pm - 4:00pm (5min)								
CLOSING 4:00pm - 4:30pm (30min)	CLOSING Keiji Shono Director, The Japan Foundation, Sydney Anne De Kretser Director, Monash Japanese Language Education Centre							
P PRIMARY S SECONDARY T TERTIARY A ADVOCACY G GENERAL								

STATE LIBRARY VICTORIA

328 SWANSTON STREET, MELBOURNE VIC 3000



DETAILED VIEW



INFORMATION

DATE

November 4-5, 2022 (Fri-Sat)

VENUE

STATE LIBRARY VICTORIA
328 SWANSTON STREET, MELBOURNE VIC 3000

WEBSITE

nsjle.org.au



INTERNET

The WIFI is open and free -
the name is **State Library Victoria**
and there is no password

EMERGENCY & SECURITY

Emergency and security phone number

SLV Security: 8664 7309.

SLV emergency: 8664 7300

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STALL HOLDERS



Education Perfect



KEYNOTE

ADAM VOIGT

Founder and CEO / Real Schools / VIC



Adam is a real leader who walks the talk. The resident Education Expert for Channel 10's "The Project", his presentations are filled with stories, messages, tools and hope developed from years of successful School Leadership as a Principal in some of Australia's most challenging locations. Adam is a leader & speaker who has genuinely been there and done that.

Adam takes critical messages about schools, learning, culture and leadership and elevates action in the education system through his groundbreaking business, Real Schools, and to the corporate world via Real Learners.

Adam's speaking and programs have taken him across Australia and internationally. Just some of his achievements include:

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- winning his first Principal position at only 35 years of age.
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- Extending his work on The Project to provide education comment on radio for 2GB and 3AW, for various television programs and also as a regular print columnist for the Herald-Sun.

Adam has a passion for empowering as many dedicated leaders and educators as possible with the tools, skills and attitudes necessary to build meaningful, productive relationships wherever they are ... and for these relationships to be leveraged for a new level of learner performance and leadership potential.

DAY1: NOV 4, 2022 (FRI)

ABSTRACT

Leading From Within

Language: English



In this presentation, Adam will outline how leading through your practice is a great way to position languages as a priority in schools and as a critical element of each school's program. We'll explore leadership models and metaphors that enable you to speak up with school leaders about the role of languages in a contemporary school program and how to demonstrate for others the inarguable value in young people learning languages. In the end, it's all about planning and influence ... and it's time we planned to unleash you true potential as an educator.

KEYNOTE

CLAIRE MAREE

Associate Professor and Reader at the Asia Institute /
University of Melbourne / VIC



Claire Maree's expertise lies in the linguistic analysis of identity and mediatization of language styles. She has taught Japanese and Japanese linguistics in Japan and Australia for over 20 years. Claire's third monograph *queerqueen: Linguistic Excess in Japanese Media* (2020, OUP) illustrates how a diversity of gender identifications, sexual orientations, and discursive styles are packaged together to form a homogenous character—the queerqueen. Claire is President, International Gender and Language Association (IGALA) and Co-Coordinator, International Network of Gender, Sexuality & Japanese Language Education (INGS-Japanese). (99w)

ABSTRACT

Beyond Inclusion: Facilitating LGBTQIA+ Affirmative Japanese Language Learning

Language: English



Japanese language learners are eager to explore issues of equity and discrimination around gender and sexuality as it relates to Japanese society, culture and language. Many students (and teachers) are also keen to explore the ways in which they can express their own diverse gender identities and refer to diverse families and loved ones in and through Japanese. How can we, as language professionals facilitate such learning and exploration? I suggest that integrating contemporary trends and developments into the language classroom is key to developing and maintaining safe spaces for all. This is especially relevant as recent surveys indicate that issues of equity and discrimination in regards to gender, sexuality and race are of key concern to Australian youth behind COVID-19 and climate change. Furthermore, surveys conducted in Japan show that public attitudes to LGBTQIA+ people have become more positive over the past decade. In this presentation, I will outline recent developments in education policy and shifts in public attitudes in Japan, before outlining some of the creative ways in which Japanese speakers navigate gendered language norms. I will also invite us to think about how we can aim to build and/or maintain learning spaces which are inclusive and affirmative of sexual orientation, gender identity, expression and sex characteristics (SOGIESC).



SESSIONS

.....
DAY 1





Are Students Inspired By What Teachers Think Is Inspiring?: Results From Student Motivation And Teaching Practice Projects

Language: Japanese



Ikuko Nakane Associate Professor / University of Melbourne / VIC
Toshiyuki Nakamura Lecturer / Australian National University / ACT

ABSTRACT

This presentation is mainly for tertiary and secondary teachers who are interested in motivation and pathway from secondary schools to university.

Attendees will gain insights into what teachers of Japanese are doing to inspire students and what students of Japanese find inspiring in tertiary Japanese language programs in Australia.

Approaches to language education are evolving constantly in a fast-changing world, while student motivations also shift due to increasingly diverse learning opportunities and environments. Contextual factors such as language education policies and level of institutional support also impact on curriculum design and delivery. While Japanese language education in Australia has been resilient in the face of various challenges, there is a sense of crisis that its sustainability is at risk, especially due to the ongoing pandemic/endemic. In this context, it is pertinent to ask ourselves how Japanese language programs and teachers can inspire students to ensure the best outcomes possible.

This presentation first reports on recent survey and interview results from a project led by the Australian Network for Teaching of Advanced Japanese, focusing on tertiary Japanese teachers' teaching practice and perspectives on language education. Then examples will be

shared of project works and activities in their intermediate-advanced level subjects. Following this, the results will be presented of a survey and interviews on student motivations, building upon the teacher survey and interview project above, and conducted by a group of researchers at Australian universities. This section discusses what has inspired intermediate-advanced level students to choose to study Japanese, and what factors/activities in and outside the classroom they find inspiring in their current learning experience. Finally, comparing the results of the two projects, gaps emerging between teachers' approaches to tertiary Japanese language education and motivating factors for students will be examined. Key findings include a need to address connections between students' motivation to use Japanese outside the classroom with the Japanese used in their academic context. The presentation concludes by considering implications for curriculum design, enhancing learning experiences and outcomes, and strategies for sustainable engagement of students in tertiary Japanese language education in Australia.

BIOGRAPHY

Ikuko Nakane (PhD) is Associate Professor at the Asia Institute, University of Melbourne. Ikuko's areas of research are applied linguistics and sociolinguistics, including institutional discourse, multilingualism and language variation. She has been teaching Japanese, sociolinguistics and intercultural communication at Australian universities over 20 years. She is a co-representative of Australia for the Global Network of Japanese Language Education and a co-lead of the Australian Network for Teaching Advanced Japanese.

Toshiyuki Nakamura is a Lecturer in Japanese in the College of Asia and the Pacific at the Australian National University. Before coming to Australia, he worked for universities in South Korea and Japan. His research interests include language learning motivation, language identity, multilingualism, and Bakhtin's theory of language.



Exploring Social Issues Through Language Learning

Language: Japanese



Junko Nichols

Japanese Teacher / Montmorency Primary School / VIC

ABSTRACT

This session is suitable for primary and junior secondary teachers who are interested in learning about ways to incorporate global social issues into their teaching, and help develop students' capacity to engage in the world as global citizens.

This session explores techniques for integrating social issues into our language lessons. Attendees will become familiar with real-life classroom examples and experiences exploring a range of social issues including environmental issues, differing living conditions and hunger. Participants will be introduced to the concept of Global Education and will be provided with a list of useful websites as resources.

Often, as language teachers we are restricted to using simple language in our classrooms due to our students' limited language skills – but this often results in activities that are well below the cognitive level of the students, and that fail to sufficiently engage the students on an intellectual level. Attendees will explore how we can use simple language yet engage students in deeper thought about contemporary social issues. The examples used can be adapted and utilised in the attendee's own lessons.

Our role as teachers is not limited to teaching only language and culture. In order to enable our young people to grow into informed, active, capable global citizens, we need to incorporate elements into our teaching that help them to be more aware and empathise, think and share ideas about a range of contemporary topics. Embedding social issues in language lessons is one way of developing these skills and creating meaningful learning experiences for our students, while strengthening their language ability across a range of contexts.

BIOGRAPHY

Junko Nichols has taught Japanese and English as a Foreign Language at pre-primary, primary, secondary and tertiary levels in Japan, China, England and Australia over the past 25 years. Junko taught CLIL approach with University of Melbourne from 2013 to 2019. She previously taught at a Japanese immersion program at Central Queensland University, and has been involved in language teaching and language teacher training at a variety of schools, using a range of methodologies and approaches.



Strategies For Supporting Holistic Literacy Improvement Through Collaborative Practice Between Language Teachers And English Classroom Teachers

Language: Japanese



Ryoki Fukaya Japanese Teacher / Huntingdale Primary School / VIC

Daniel Thomas English Classroom Teacher / Huntingdale Primary School / VIC

ABSTRACT

This presentation is for Primary school teachers seeking strategies to enrich their language teaching through collaboration with classroom teachers in their setting. Attendees will be presented with simple, achievable strategies for developing collaborative practice between language teachers and classroom teachers. Moreover, attendees will be able to apply these strategies to advocate for language learning and support holistic language development and student growth.

This presentation will discuss the challenges faced by language teachers in the context of Huntingdale Primary School, an English/Japanese bilingual school, throughout its transition to a 50/50 instructional model of bilingual immersion. In this setting, Japanese language teachers have taken the role of full-time classroom teachers as part of this program's implementation, sparking a major shift in mindset from LOTE teaching, with limited face-to-face time, to deeper and more cohesive teaching of literacy.

This presentation will discuss how strong communication and the development of collaborative practice between Japanese and English classroom teachers has been instrumental in the successful implementation of the program, which has led to comprehensive student learning growth across all areas of literacy: Japanese, English and Mathematical. Moreover, improved communication and collaboration has led to more authentic, meaningful learning experiences to stimulate deeper thinking and curiosity in learners.

This presentation will finally explore simple and achievable strategies for developing collaborative practice across diverse primary school contexts. These strategies, focusing on small changes at the individual, team and whole-school level, will enable language teachers to become more connected with students, teachers and the school community, whilst also advocating for the myriad of holistic, long-term benefits of literacy across languages.

In conclusion, taking small steps to create change will lead to more collaborative language practices in schools, which support student literacy development through the common belief that every teacher is a language teacher.

BIOGRAPHY

Ryoki Fukaya is a Japanese classroom/music teacher working at Huntingdale Primary School. He is an enthusiastic proponent of holistic bilingual education, whose goal is to empower students with life-long learning to maximise their possibilities. He creates an inclusive learning environment where students can develop their intercultural understanding, critical thinking and problem-solving skills.

Daniel Thomas is an experienced English classroom teacher, Team Leader and the Head of Student Wellbeing working at Huntingdale Primary School. He is a passionate advocate for bilingual education and strongly believes in the life-long benefits of language learning. His philosophy for teaching focuses on a holistic, integrated approach to student learning through authentic, meaningful experiences across languages.



The Revised Australian Curriculum

Language: English



Alison von Dietze

Curriculum Specialist / ACARA / QLD

ABSTRACT

Target Audience

This is for all teachers of Japanese from Foundation to Year 10.

Outcomes

Attendees will have gained an understanding of the revised Australian Curriculum for Japanese, which has just recently been endorsed. They will see what has changed and why, and will be able to consider how this may be reflected in their own programs in the near future.

Focus

What is new in the Australian Curriculum: Japanese? What changes will I need to make to my programs? Are there any support materials to help me with the changes?

Insights/Conclusion

This session looks at the revisions to the Australian Curriculum: Japanese, what has changed and why. It will demonstrate updated functionality of the website and how these features can assist teachers in their teaching and learning programs. It will also showcase a new resource that teachers may use if they wish, designed to assist teachers with differentiating their Japanese language programs for different entry points into language learning and/or to cater for students with a variety of backgrounds and experiences.

BIOGRAPHY

Alison von Dietze is a Curriculum Specialist on the ACARA Languages Team, Alison von Dietze has an in-depth knowledge of the recently endorsed Australian Curriculum. Alison is a former Japanese teacher, with many years teaching experience in primary, secondary and tertiary contexts. She is looking forward to providing information to make teachers excited about working with the new curriculum for Japanese.



Learning About Indigenous Culture And Language In The Japanese Classroom

Language: English



Simon Carey

Japanese Teacher / Banksia Park International High School / SA

ABSTRACT

This presentation is for teachers interested in incorporating learning about Indigenous Japanese (Ainu) and Indigenous Australian language and culture as part of their Japanese programs.

Attendees will walk away with a range of ideas on learning about Ainu and Indigenous Australian language and culture and be inspired to implement them within their own Japanese classrooms. Focus topics include - connection to land, spirituality, belief systems, family, art, food, clothing, language, and traditions.

The presentation will incorporate examples of assessment tasks, units, lessons, and resources focusing on Indigenous culture and language which align with Australian Curriculum Strands, General Capabilities and Cross Curriculum Priorities. Additionally, attendees will be introduced to the 8 Aboriginal Ways of Learning pedagogy and be provided with an example of how this pedagogy can be utilised to maximise student engagement and learning about kanji alongside Aboriginal dreaming stories. Examples of student learning outcomes will also be shared.

Teaching about Indigenous languages and culture can be intimidating, and it is tempting to leave it to other subject areas to address this important cultural material. By engaging with the community, using quality resources, and learning alongside our students, we too can create engaging and meaningful learning experiences about Indigenous cultures in the Japanese classroom. This presentation will inspire and instil within attendees the confidence to achieve this within their own Japanese programs.

BIOGRAPHY

Simon Carey has over 15 years experience as a teacher of Japanese, English, physical education, outdoor education, science and HASS in Australia and Japan. He is currently teaching Japanese and physical education at Banksia Park International High School on Kurna land, South Australia. Simon spends most of his free time with his wife and three young children, and his interests include cycling, surfing, reading, and cooking.



手話 Supporting Second Language Acquisition In The Japanese Primary Classroom

Language: English



Kathleen Duquemin

Japanese Teacher / Gardenvale Primary School / VIC

ABSTRACT

This presentation is for language teachers with an interest in the use of 手話 (Japanese sign language) to support Japanese language learning.

There has been significant research into the use of gesture or sign to support second language acquisition, and the types of gestures have included negotiated gestures, natural 'teacher' gestures and rhythmic hand gestures to name a few.

The JLTAV Shuwa Project decided to use 手話 to support Japanese language learning due to the natural connections between the oral and sign language (for instance in the use of unique Japanese language (such as 新幹線、お寺、神社), cultural content, and visual and kinaesthetic support that 手話 brought to the language acquisition process.

The JLTAV Shuwa Project began in 2018 with the development of video resources based on 手話 to support an often used picture book in Japanese primary language classrooms: Brown Bear. Since then, this team has developed unique texts aligned with the National Curriculum, initiated the JLTAV Youtube Channel to share video resources with teachers, and has started a small movement amongst teachers who find this methodology has a positive influence on their students' learning.

In this presentation, participants will be introduced to the latest text that has been developed by the JLTAV Shuwa Project for use in the Japanese language classroom. They will learn the related 手話 and participate in a number of learning activities connected to this unique

text. Resources will be shared with participants so that they can take them straight into the classroom to use with students.

BIOGRAPHY

Kathleen Duquemin holds a Master's Degree in Applied Linguistics and Graduate Diplomas in Japanese Language and in Primary Education. She has been involved in curriculum development for second language education, and as a writer and curator in the development of digital resources for Japanese language learning. She currently teaches Japanese from Foundation to Year 6 and has implemented the Australian Curriculum within the classroom, using shuwa to support a dynamic, engaging and inclusive learning environment. Kathleen is the co-ordinator of the JLTAV Shuwa Project



Teaching The Japanese Workplace: From Principles To Practice (And Back Again)

Language: English



Jeremy Broaden

Associate Professor / Monash University / VIC

ABSTRACT

This presentation is designed for those involved in designing and teaching tertiary-level Japanese language, society, culture and other aspects of 'Japanese studies' broadly defined, especially to students considering pursuing work opportunities in Japan after graduating. Participants will explore how Japanese studies can prepare students for working in Japan and Japanese organisations elsewhere, as well as helping to develop generic workplace competencies. Participants will be encouraged to share their own experiences, with the aim of fostering a community of practice around workplace-oriented teaching and learning in Japanese studies. Drawing on the results of surveys on the experiences of Japanese studies graduates working in Japan, the presentation focuses particularly on the question of how to enable students to mobilise specific objects of Japan-related knowledge in practical workplace situations while maintaining a critical awareness of the assumptions and biases on which such knowledge is constructed. The presentation highlights the challenges and opportunities that arise for teachers as they navigate a complex landscape of work-related knowledge and practice and address expectations of different stakeholders including academic researchers, university authorities and employers, as well as a highly diverse student body.

BIOGRAPHY

Jeremy Broaden is Associate Professor of Japanese Studies at Monash University. He has coordinated and taught a wide variety of undergraduate units on contemporary Japanese society and Japanese language and as well as contemporary Asian studies. He was convenor of Monash University's Major in Japanese Studies from 2018 to 2021. Jeremy's research focuses on education and employment in Japan. Current funded projects include meritocracy and education reform in postwar Japan and West Germany (Australian Research Council) and migrant entrepreneurs in rural and regional Japan (Toyota Foundation).



Leading From Within Keynote Follow Up Session

Language: English



Adam Voight

Education Expert / The Project

ABSTRACT

In this presentation, Adam will outline how leading through your practice is a great way to position languages as a priority in schools and as a critical element of each school's program. We'll explore leadership models and metaphors that enable you to speak up with school leaders about the role of languages in a contemporary school program and how to demonstrate for others the inarguable value in young people learning languages. In the end, it's all about planning and influence ... and it's time we planned to unleash you true potential as an educator.

BIOGRAPHY

Adam Voight is a real leader who walks the talk. The resident Education Expert for Channel 10's "The Project", his presentations are filled with stories, messages, tools and hope developed from years of successful School Leadership as a Principal in some of Australia's most challenging locations. Adam is a leader & speaker who has genuinely been there and done that.

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Online Tools To Increase Student Engagement And Collect Data

Language: English



Shingo Gibson-Suzuki

Japanese Teacher / Catholic Regional College Caroline Springs / VIC

ABSTRACT

With the advancement of technology in education, teachers have access to an abundance of online based ICT tools and websites to engage students and assist them with their language learning. This session is aimed at Japanese teachers seeking to incorporate various ICT tools to increase student engagement in class while checking their understanding and collecting student data at the same time. Attendees will become familiar with various inclusive, formative assessment tools, which can be used in both ICT and non-ICT classrooms as not every school has the luxury of having classes with every student connected to the Internet.

The presentation will focus on different ways to incorporate online based formative assessment tools that are easy to set up and use in both primary and secondary language classrooms. Attendees will get to experience each ICT tool as learners and have opportunities to discuss and share their ideas and possibilities on how they think different tools can be used. ICT tools can stimulate student engagement and give teachers immediate insight into how each student has responded to their learning environment. Using ICT tools does not need to be complex or burdensome to be effective.

BIOGRAPHY

Shingo Gibson-Suzuki currently teaches Japanese and Music at Catholic Regional College Caroline Springs. Shingo has presented at JLTAV conferences, and the National Symposium in the Japanese Language Education on multiple occasions. While teaching at Taylors Lakes Secondary College, he was selected as a finalist in the Victorian Education Excellence Awards in 2014 and 2015 as well as in the Polycom Teaching Excellence Awards in 2013. Shingo is also the founder of the Japanese Language Teachers of Australia Facebook Group, which consists of 4000 members from around Australia sharing Japanese teaching ideas.



Effective And Engaging Strategies For The Primary Languages Classroom - The Integration Of Shuwa, Realia And TPR

Language: English



Katy Gilles

Japanese Teacher / Sydney Catholic Schools / NSW

ABSTRACT

This presentation looks at how to combine digital learning with realia and sign language to provide well remembered Japanese learning, resulting in successful language production for all students in primary schools. It utilises the essential question: "How can I tour guide my family around Japan?". While addressing the lack of communication producing language learning, time constraints and differing entry level abilities for Japanese integration into the curriculum. Outlining the following steps taken for students to achieve successful communication: programming, digital course, shuwa, realia, TPR, sharing resources with participants.

BIOGRAPHY

Katy Gilles has been a Japanese teacher in Primary and High schools for over 20 years. Varying her career with music and Montessori teaching, a Master of Theology and a pastoral care role, she now enables students to learn Japanese in the online environment. She relishes the fruitful relationships built in continuing to support the over 100 co-learner teachers using Japanese Online to integrate Japanese into the other KLAs in NSW.



Current State And Future Perspective Of Nihongo Gakkō, Japanese Language Institutes In Japan

Language: English



Yuriko Sato

Associate Professor / Tokyo Institute of Technology / Japan

ABSTRACT

Target Audience

This is for those who have an interest in Japanese language institutes catering for international students in Japan (*Nihongo gakkō*; hereafter 'JLIs'), which account for one-fourth of the total Japanese language institutions and educate one-third of the total Japanese language learners in Japan (Agency for Cultural Affairs, 2020). They have also played a crucial role in recruiting students from new source countries in South and Southeast Asia and attaining the target of 300,000 international students in Japan.

Outcomes

Attendees will be able to deepen their understanding of the current situation of JLIs, which fell into management crisis because of the drastic decrease of entrants as a result of the Japanese government's entry ban to prevent the COVID-19 infections. They will also be informed of the recent Japanese government initiatives related to this sector, such as the reform based on the Act on Promotion of Japanese Language Education (2019) and the Basic Policy for the Comprehensive and Effective Implementation of Measures to Promote Japanese Language Education (2020), and the measures to resume the number of international students and to promote online education.

Focus

The rapid spread of online education can be an opportunity and a threat for JLIs. This presentation will look at the cases of a few JLIs that have delivered online classes to international students

and established collaboration with overseas educational institutions and consider the factors that can pave the way for JLIs' sustainable business model.

Insights/Conclusion

Online education will be a new mode for international students' preparatory education. JLIs need to find the best mix of online and face-to-face education considering the educational cost-effect and sustainability of their institutions.

BIOGRAPHY

Yuriko Sato is an Associate Professor at the Tokyo Institute of Technology. Her research interests include international student policy and Japanese language education. She was awarded the Best Paper Prize by the Association of International Student Education in 2013 and the Best Teacher Award from her university in 2007 and 2013.

She provides lectures in Video Training Materials for New Japanese Language Teachers (Association for the Promotion of Japanese Language Education). Her recent work: Sato, Y., Breaden, J. & Funai, T. (2020). *Nihongo Gakkō: The Functions and Dysfunctions of Japanese Language Institutes in Japan*. *Japanese Studies* 40(3), 333-352

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Leading Languages At Mernda Central College

Language: English



Anthony Oldmeadow Principal / Mernda Central College / VIC

Nicholas Creed Assistant Principal / Mernda Central College / VIC

Steven Miyazawa Curriculum Leader of Japanese / Mernda Central College / VIC

Thomas Armstrong Curriculum Leader of Japanese / Mernda Central College / VIC

ABSTRACT

1) Target Audience Who is it for? Who will benefit from your presentation? (e.g., “This is for secondary teachers seeking methods for using social media in the Japanese Classroom.”)

This presentation is for Japanese language teachers and school leaders seeking motivation and inspiration for developing, expanding and reshaping existing Japanese programs.

2) Outcomes What will attendees be able to do after your presentation? (e.g., “Attendees will walk away with 3 social media plans for Yr.7-12 and feel confident about implementing them.”)

Attendees will walk away with strategies to engage whole school communities, including staff, students and parents, in expanding and enriching a language program to support student learning and engagement. These strategies will be presented along with examples of successful activities and initiatives, in addition to systems and structures established to attain success.

3) Focus What will your presentation focus on? (e.g., “It will look at the challenges of using social media in the classroom and offer practice-based methods to deal with them.”)

Presentation Overview

This presentation will cover the steps taken at vision, structure, system and curriculum levels to develop and expand the nascent language department from the ground up in a P-12 setting, including reflections and observations from the College Principal, Assistant Principal and the Japanese Curriculum Leaders.

To start the presentation, our College Principal will share the vision that drives languages instruction at the College. He will unpack the history of languages at Mernda Central College and explore the partnerships and networks the program has established. The College Principal will

also explore the alignment the program continues to have with College values, and how it has become a cornerstone in promoting learning across the College.

The Assistant Principal will then explore the mechanics of how the program has been build and developed, looking at the timetable structures, groupings of students, collaborative teaching, and flexible learning options across the College. The Study Tour, and its planning and impact, will also be explored.

Finally, the Curriculum Leader/s will then share the pedagogical approaches at the College designed around meeting students at their point of need. Resources will be shared, along with discussing cross disciplinary opportunities, online learning and lunchtime clubs.

Background Statement

Mernda Central College opened its doors in 2017, and by the following year had introduced Japanese as a study for all Secondary Students. The College has maintained a focus on ensuring all students who study Japanese can experience success.

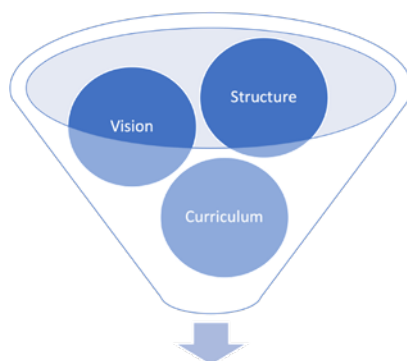
The Japanese department has continued to grow and flourish. There are now six Japanese teachers and a language assistant employed at the College, and Japanese is taught

from prep to our highest level, which is Year 12. With nearly half of all students electing to take the language stream 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 imbed the Japanese language and culture. Plans are also in place for the construction of a Japanese Zen Garden for our middle and senior school students. 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 the sister school Shoyokan 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 over 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 is benefitting from the program's continual growth at Mernda Central College.

The College aspires to be known for its rich and vibrant Japanese program aimed to inspire student learning in and beyond the language classroom and has launched a Japanese enrichment program in 2022. This is an opt in program for Year 7 students aimed at enhancing these student's experiences learning a language and has received interest from students across our feeder schools.



Japanese @ MCC

4) Insights / Conclusion What will be the “light bulb moment” for attendees? Or, your message in a nutshell. (e.g., “Using social media doesn’t need to be complicated.”)

With the alignment of the College vision, appropriate systems and structures, and a curriculum planned and targeted at achieving success for all students, Japanese language programs can flourish in schools. By sharing challenges and successes, this session will inspire and motivate educators to consider developing and expanding new programs in the future, as well as concrete strategies for engaging with school leadership and networks to advocate for language learning.

BIOGRAPHIES

Anthony Oldmeadow is the Principal for Mernda Central P to 12 College. Anthony has been with the College since the start of 2020 and was officially appointed to the role of Principal in June 2020. Prior to his appointment at Mernda Central, Anthony has been involved in the start-up of two new schools from their first day. Anthony worked as a Leading Teacher and Assistant Principal at Laurimar Primary School when it opened in 2010 and then as an Assistant Principal in the Junior (Prep to 4) and Middle (5 to 8) school at Hazel Glen College since it opened in 2014. Throughout his career, Anthony has worked extensively with adolescent students across multiple schools in both Physical Education and Classroom settings. Anthony has also had time working in the Northern Metropolitan Region as an ICT support coach for schools across our network. He has gained valuable experience in all settings and is passionate about working with children to achieve their best. Anthony has a strong

interest in P to 12 education settings. He is passionate about student engagement, wellbeing and success and is committed to learning about the way students develop through the Prep to 12 continuums. Anthony loves harnessing the power of ICT and seeing how it can be utilised in schools to engage, support and strengthen students’ understanding of curriculum concepts. Anthony is considered a family man who tries to stay fit. He has been involved in a wide range of sports throughout his life as both a competitor and coach.

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

Steven Miyazawa the Curriculum Leader of Japanese in the Middle School at Mernda Central College. He has been teaching Japanese since graduating with postgraduate qualifications in education from The University of Melbourne in 2013. Prior to his postgraduate study, Steven attended Sophia University, Tokyo, on a one-year exchange program, which afforded him the opportunity to enrich his cultural and linguistic knowledge about his subject area. Steven moved to Mernda Central College in 2018 to help start the College’s new Japanese language program.

He is passionate about the education of young adults and is a strong advocate of second language learning.

Thomas Armstrong has been working at Mernda Central College since 2019 and is the Curriculum Leader of Japanese in the Senior School at Mernda Central College. Thomas completed a Bachelor of Arts, majoring in Japanese at La Trobe University (Melbourne Campus), including a semester exchange at Momoyama Gakuin University, Osaka. Thomas subsequently completed a Graduate Diploma of Education (Secondary). He has lived and worked extensively in Japan as part of the Japan Exchange Teaching (JET) program. He is passionate about Japanese language education and providing students with a rich and challenging learning environment.



Assessment Literacy For Language Teachers - What Assessment Knowledge And Skills Are Required For The Language Classroom?

Language: English



Fusae Nojima

Project Director - ACER / Australian National University / ACT

ABSTRACT

Target Audience

The presentation is for primary (upper) and secondary language teachers seeking more information about assessment literacy for teachers.

Outcomes

Attendees will walk away with assessment skills and knowledge required for language teachers in the Australian context and gain understanding of the assessment resources available to them.

Focus

Language teachers are required to have a range of assessment skills and knowledge to be able to design and select appropriate assessments, use assessment data to support pedagogical decisions, and communicate assessment results to students and parents. This ability is known as 'language assessment literacy' (LAL) (Coombe, et al., 2020, Inbar-Lourie, 2008). Despite the fact that designing and using assessment is commonplace for language teachers, assessment literacy is still a relatively new concept for language teachers. What they need to know about assessment is different from that of language test specialists. Which assessment skills and knowledge are necessary components of assessment literacy for language teachers? What kind of resources are available to increase their knowledge in this area?

The current study proposes a systematic review of policies and assessment resources available in Australia. A document analysis method will be used to collect, review and analyse publicly available policy documents and assessment resources, specifically for Japanese language teachers. Key features and issues will be identified, in order to illuminate the skills and the knowledge that language teachers require in order to implement assessment practices that align with education policy tools such as curricula and frameworks. The new Australian Curriculum Languages (Japanese) - version 9.0 will also be part of the review.

Insights/Conclusion

This study aims to identify existing assessment tools and potential areas of need for language teachers who are tasked with implementing state and national curricula in the classroom.

References

- Coombe, C., Vafadar, H., & Mohebbi, H. (2020). Language assessment literacy: What do we need to learn, unlearn, and relearn? *Language Testing in Asia*, 10(3), 1-16. <https://doi.org/10.1186/s40468-020-00101-6>
- Inbar-Lourie, O. (2008). Constructing a language assessment knowledge base: A focus on language assessment courses. *Language Testing*, 25(3), 385-402. <https://doi.org/10.1177/0265532208090158>

BIOGRAPHY

Fusae Nojima is a PhD student in Applied Linguistics at the Australian National University. She works at the Australian Council for Educational Research (ACER) as a project director, where her responsibilities are to manage multiple projects including the development of language assessments for school-aged students. In her current and previous professional roles, Fu has been involved in test development for over 15 years.



Transformational Change In School-Based Languages Education

Language: English



Kathryn Macfarlane

Founder & Director / Reading's a Breeze! / NZ

ABSTRACT

This presentation is relevant for all teachers seeking to improve learning outcomes in school-based Language programs, in particular in the area of use of the target language for classroom communication.

Attendees will come away with an awareness of the complex changes required to achieve transformational change, as well as a clear pathway forward for immediate, medium-term and long-term action.

The Autonomous Language Learners (ALL) Approach which was developed as a comprehensive, transformational change strategy to address a number of factors impeding oral language learning outcomes in school-based foreign language programs. It is an innovative, multi-faceted approach comprised of 8 Key Strategies, which have been drawn from the fields of Organisational Change Management, Instructed Second Language Acquisition and Learner Autonomy. In combination, these 8 strategies are designed to ensure Language program structures support learning and encourage self-regulation of language use by learners.

The ALL Approach was the object of a professional learning program delivered to 89 Catholic schools in Victoria between 2016 and 2020, with 16 of these consenting for data gathered to be used for an evaluation study. This presentation will focus on the results of this evaluation study, which provide rich data that policy planners, curriculum developers, educational leadership and Language educators should use to develop a new future for Languages education.

By implementing this combination of strategies, it is possible to envisage this future state as one in which policy and implementation will come together to meet learning objectives and expectations, overcoming obstacles which have plagued school-based Language education in Australia for decades.

BIOGRAPHY

Kathryn Macfarlane's research interests over her 30 years in Languages education have included bilingual parenting strategies, bilingual education, foreign language education and translanguaging. She was responsible for implementing one of the very early Content and Language Integrated Language (CLIL) programs in Melbourne in 2003.

Kathryn has used her professional and academic experience to develop an innovative approach to transformational change in primary years' foreign language education; The Autonomous Language Learners (ALL) Approach. She worked closely with Catholic Education Melbourne (CEM) between 2016 and 2020 to co-design and deliver a comprehensive professional learning program, aimed at supporting schools to implement The ALL Approach. In 2020, Kathryn completed her doctoral study at Monash University, investigating the impact of the implementation of The ALL Approach in schools, receiving the Penny McKay Memorial Award for contribution to Languages education.



Celebrations - A Unit Of Work For Year 8

Language: English



Kylie Farmer

Executive Member / MLTAV / VIC

ABSTRACT

This session will provide an overview of a new Japanese unit of work available free online for teachers to use or adapt for their Year 8 students. It is designed to engage students through innovative use of technology, strategic use of High Impact Teaching Strategies and meaningful opportunities to learn and use Japanese language.

It is based on the Victorian Curriculum: Japanese (7-10 sequence) and includes the unit planner and all teacher and student resources required for the 12 lesson sequence (14 resources in total). In this unit, students work together to plan a celebration, discussing possible dates and times, as well as food they would like. The unit culminates in a celebration of learning, an individual or class 'party' which will allow students to share work created throughout the unit.

BIOGRAPHY

Kylie Farmer is a Languages Education Consultant. She provides Professional Learning, facilitates Teacher Networks and provides coaching to support quality teaching of Languages. She is an experienced primary teacher of Japanese, having taught using the CLIL approach in a bilingual setting. She works with teachers of all languages across Early Years, Primary and Secondary levels and is actively involved on the executive of the MLTAV and AFMLTA. She is passionate about supporting students to be confident and engaged language learners.



コミュニティ言語としての日本語教育の 持続可能性—オーストラリアの言語教育 政策を応用した実践からの考察—

Language: Japanese



Keiko Okumura

Assistant Professor / Meiji Gakuin University / JAPAN

ABSTRACT

Target Audience

本発表は、世界中の日本語を背景に持つ人々（Japanese Background Speakers; 以下 JBS）への複言語・複文化教育およびキャリア教育に携わる教育者を対象とする。特に、日本国外の補習授業校等で JBS の日本語教育に携わる教員や、国内外の高等教育機関で多様な言語的・文化的背景を持つ学生の教育に携わる教員に向けて行う。

Outcomes

コミュニティ構成員一人一人をつなぐ言語と、国家と世界をつなぐ言語の教育として、ミクロとマクロの双方でとらえているオーストラリアの言語教育政策は、オーストラリアはもとより、日本国内外の JBS に対する日本語に関わるキャリア教育につながるものである。

Focus

本研究では、まず、オーストラリアの言語教育政策について概観する。特に、コミュニティ言語教育の指針と国の支援内容について述べる。次に、発表者自身が関わった、オーストラリア・ビクトリア州の JBS の子どもたちに対するコミュニティ言語としての日本語教育実践と、日本の大学に在籍する JBS に対して行ったキャリア教育実践を振り返り、コミュニティ言語教育の効果と課題、および持続可能性について考察する。

Insights/Conclusion

日本語によるコミュニティ言語教育は、国内外の JBS が多文化社会におけることばとキャリアパスの関係について考え、将来に向けてことばの学びに対する動機づけを高めたという点で機能したといえる。

BIOGRAPHY

Keiko Okumura is an Assistant Professor in Global and Transcultural Studies at Meiji Gakuin University, Japan. She received a Master in Japanese-Language Education in 2008 from the Graduate School of Japanese Applied Linguistics in Waseda University, Japan. Her research interests are Japanese language education, language education for Japanese background speakers, citizen literacy, multiculturalism and Japanese education for foreign care workers.



Differentiation For Gifted Students In Language Classes

Language: English



Victoria Poulos

Japanese Teacher, Gifted and Talented Coordinator / Hillcrest Christian College / VIC

ABSTRACT

Target Audience

This presentation is for all primary and secondary teachers who are seeking to understand the specific needs of gifted or high achieving students in their classes and want to learn how to effectively differentiate curriculum and instruction to increase engagement for these students.

Outcomes

Attendees will develop a deeper understanding of the needs of gifted students, learn what the government policy is surrounding gifted education, and feel confident to adapt curriculum to match student needs, creating a supportive learning environment for all learners.

Focus

It will address the challenges teachers face when they have gifted students in their class who learn at an advanced pace to other students. It will be demonstrated how to design and implement curriculum to meet the needs of all learners, prevent students from becoming bored with curriculum that is too easy or too slow, and juggle the different demands with the diverse range of abilities often present in language classes.

Insights/Conclusion

Differentiating for gifted students in the language class can appear more challenging than it is. Understanding not only the needs of gifted students, but the principles behind effective differentiation, will make delivering engaging lessons simple and rewarding. By catering for gifted students effectively, the hope is that they are motivated to continue in their Japanese studies and make a significant contribution to cross cultural connections.

BIOGRAPHY

Victoria Poulos has been teaching Japanese for over 25 years in both primary and secondary classes. She is currently completing her Masters in Gifted Education at UNSW and has been the Gifted and Talented coordinator at Hillcrest Christian College for over a decade. She is a passionate educator and comes with much experience to share and inspire others with.



Trial Practices Of "Dialogic Language Assessment (DLA) For Japanese As A Second Language" Japanese-English Bilingual Primary Schools

Language: Japanese



Kaoru Kadowaki Professor / Setsunan University / JAPAN

Takako Morita Japanese Literacy Leader / Caulfield Primary School / VIC

ABSTRACT

日英バイリンガル校における『外国人児童生徒のためのJSL対話型アセスメント (DLA)』の試み
日英バイリンガル校では、教科の内容を部分的に日本語で教えるCLILの形式で日本語指導がなされている。また、オーストラリアのカリキュラムに沿った評価が行われている。しかし、これらの評価は生徒の日本語能力そのものを測定しているわけではない。したがって本研究では、6年間のバイリンガル教育の成果としての日本語能力を示す方法の一つとして、日本の文部科学省が作成した『外国人児童生徒のためのJSL対話型アセスメント (以下「DLA」)』を6年生対象にバイリンガル校2校で行った。DLAは、日本の小学校で外国人児童を指導するためにその時点での生徒の日本語の「話す」「聞く」「読む」「書く」能力を測定することを目的に作成された。本発表では、特に1対1の面接形式の「話す」の実践を中心に述べる。「話す」では、語彙のチェック、Q&A、ロールプレーなどを行うが、詳しいマニュアルがあるため現場の日本語教師が実施しやすい。現在日本の日本語教育で研究されている「話す」能力の測定は、多くは成人学習者を対象にしたものである。しかし、DLA「話す」は子どもを対象にしているため、オーストラリアのバイリンガル小学校のみならず、中学・高校の日本語能力測定においても活用することが十分可能である。オーストラリアの小学校において、今回実施した統一化された共通テストのような「話す」能力の評価が行われたのは画期的であると言える。

In Australian primary schools offering English-Japanese bilingual education, Japanese language is taught using the CLIL (Content and Language Integrated Learning) approach, which partially teaches the content of subjects in Japanese. The students' understanding of subjects offered in the Australian Curriculum as well as their Japanese proficiency associated with such subjects are assessed as academic performance in the school. Nevertheless, the methodology and approach to measure their Japanese proficiency itself have not been established yet.

This research aims to examine whether "Dialogic Language Assessment (DLA) for Japanese as a Second Language" can be adopted to assess Japanese language ability as a result of 6 years of bilingual education at two bilingual schools. DLA was published by the Ministry of Education, Culture, Sports, Science and Technology of Japan, and it is used to measure Japanese language abilities of "speaking," "listening," "reading," and "writing" for non-Japanese students in order to support them at primary schools in Japan. DLA materials are readily available for downloading from the internet.

In this presentation, the focus is on the practice of "speaking" in a one-on-one interview including vocabulary check, Q & A and role play. One of the key findings is that DLA "Speaking" is an effective tool to assess Japanese proficiency of not only students at bilingual primary schools, but also Japanese learners at secondary schools. It is easy for Japanese language teachers to conduct DLA which has a detailed teachers' manual since DLA is especially designed for children. Most of the measurements of "speaking" ability currently being studied in Japanese language education are aimed at adult learners. This trial is groundbreaking in the way that the Japanese speaking assessment such as the standardized common test was carried out in Japanese language education at primary schools in Australia.

BIOGRAPHY

Kaoru Kadowaki is Professor in the Faculty of International Studies at Setsunan University in Japan, was Visiting Professor of The University of Queensland from 2017 to 2018. At Setsunan University, Kaoru teaches how to teach Japanese to Japanese students who want to become Japanese language teachers, and Japanese language and culture to international students. Her research interests are acquisition of Japanese language as a second language and teacher training. She has conducted research on Japanese language education at primary and secondary schools outside Japan such as South Korea, Thailand, Indonesia and Australia, receiving Grant-in-Aid for Scientific Research (2012-2014, 2015-2018, 2019-2023) from Japan Society for the Promotion of Science.

Takako Morita teaches Literacy and Numeracy in Japanese, and serves as the Japanese Literacy Leader at Caulfield Primary School in Victoria. She is also a member of the Teachers Executives, Bilingual School Network, working in the field of bilingual education. Prior to moving to Australia, Takako taught Japanese as a Second Language at tertiary level in Tokyo. She holds a Bachelor of Arts (Major in Spanish) from the University of Massachusetts, and a Master of Teaching from the University of Melbourne.



Connecting With Japanese In The Australian Community: A Case Study From Children Of Japanese-Australian Intermarriage Families

Language: English



Miyako Matsui

Japanese Teacher / University of Wollongong / NSW

ABSTRACT

This presentation is for parents and teachers who seek to discover how the Australian community can support children of Japanese background to maintain their Japanese language and cultural identities. Eleven children from six Japanese-Australian intermarriage families and four adults who were raised in such families participated in the study. The study focuses on parents' and children's experiences in relation to opportunities to use Japanese at home and in the community.

The research revealed that children who have strong connections with other Japanese families in the local community or who attend Japanese community language schools have a stronger sense of Japanese cultural identity than those without these contexts for use and identification with their Japanese heritage. Nonetheless, Japanese parents' use of Japanese in the home with their children was also a strong factor in maintaining children's Japanese language use although there were considerable challenges in committing to use Japanese regularly. It was evident that both the Japanese parents' home practices and commitment and the community connections were vital factors in maintaining Japanese language and culture with their children. The findings also demonstrated that children who have not developed Japanese proficiency but have considerable exposure to Japanese culture and interaction with Japanese people show strong Japanese cultural identities.

Increased challenges were experienced by participants living in regional cities or rural towns, as they have fewer opportunities for personal interaction with Japanese people compared to those in metropolitan cities.

While there are challenges for parents to use Japanese in the home, engaging with the findings of this study will provide parents and teachers opportunities to think about how the community can assist children of Japanese background to have increased exposure to Japanese language and culture in English-language dominated Australian communities.

BIOGRAPHY

Miyako Matsui has been a qualified language teacher both in Japan and in Australia for over 20 years. She recently completed her PhD at James Cook University and teaches Japanese at the University of Wollongong. Her experience in living in Japan and Australia since childhood inspired her interest to research heritage language and cultural maintenance. She wishes to further develop her knowledge of the community language programs and language studies at schools in Australia.



オーストラリアと日本の小学校をつなぐ異文化間バーチャル・エクスチェンジプロジェクト

Language: Japanese



Shinji Okumura Associate Professor / Bunkyo University / JAPAN
Masae Uekusa Japanese Teacher / Tecoma Primary School / VIC

ABSTRACT

Target Audience

本発表は、主に小学校並びに中学校の言語教師に対して、外国語教育の中でVE(Virtual Exchange :VE)の実践事例を提供するものである。

Outcomes

2021年に実施されたこのプロジェクトでは、言語文化的インタラクションを促進するために、さまざまなアプリケーション(Padlet, Google Meet, Kahoot)を使用した。この実践事例は、多様なアプリケーションを使用した異文化間VEの計画・実施の参考となるであろう。

Focus

本発表では、VEプロジェクトの実際と日本語教師による振り返りを中心に報告する。新型コロナウイルスパンデミックによる影響で、VEプロジェクトの実施期間が度重なる州のロックダウンと重なり、児童の活動が限定的になるなど難しい状況であったが、その中で参加児童の学習意欲を高め、日本語と英語でVEを行うという新しいチャレンジの場を提供できたという点で有意義であった。オーストラリアから情報を発信する機会が限られてしまったことに改善の余地がある。

Insights/Conclusion

今回のプロジェクトは、オーストラリアの児童にとって言語学習が自らの生活に結び付いた新しい経験となったようである。VEは、大規模な準備、施設やデバイスが必要という印象を持たれがちであるが、ある程度のインターネット環境と教師のPCがあれば十分実施が可能である。本事例が、さまざまなアプリケーションを使用した異文化間交流例として認知され、多くの児童・生徒にその機会が提供されるようになることを期待している。

BIOGRAPHY

Shinji Okumura obtained his doctoral degree in Applied Linguistics at Monash University. He is currently an Associate Professor of English in the Faculty of Information and Communications at Bunkyo University, Japan. He has served as a reviewer for Computer-Assisted Language Learning. His research interests are focused on technology-enhanced language learning and foreign language education in primary schools. Dr. Okumura has conducted virtual exchange projects for young language learners involving the global community to enhance their foreign language learning and intercultural understanding.

Masae Uekusa obtained her master's degree in Applied Linguistics and postgraduate degree in Education at Monash University. She is currently a primary school teacher at three government schools in Victoria. Her research interests are foreign language education in Australia and Japan, ICT-based language teaching, and gesture-based language teaching methods. She participated in Dr. Shinji Okumura's research "Using telecollaboration to connect Australian and Japanese children: a case study" at 2018 NSJLE conference.



SESSIONS

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DAY 2



Engaging Students In Their Japanese Learning Through The High Impact Teaching Strategies (HITS)

Language: English



Nathan Lane

Deputy Principal, President-JLTAV / St Mary MacKillop College / VIC

ABSTRACT

Target Audience

This presentation is suitable for secondary teachers who are interested in developing their knowledge of the latest contemporary pedagogies to support the learning and teaching of Japanese.

Outcomes

During the presentation participants will understand how:

- they can be agents of change at the classroom level.
- an action research model can be used to trial different teaching strategies with a focus on improving student learning outcomes and engagement.
- the High Impact Teaching Strategies (HITS), an instructional model for explicit teaching, and a Project Based Learning (PBL) framework can be used to engage students and to enhance their learning outcomes in Japanese.

Focus

The focus on student engagement in Japanese in the junior secondary years was driven by the data from student learning surveys at my school that revealed student engagement as an area to focus on for growth. Addressing student engagement and enhancing learning outcomes was initially addressed through implementing the High Impact Teaching strategies (HITS) in the Year 9 Japanese curriculum. In the first instance, this was achieved by trialling the different HIT strategies through an action research model. An instructional model was then implemented, which embedded the High Impact Teaching Strategies (HITS) in a model of explicit teaching. The focus on student engagement was taken a step further and a Project Based Learning (PBL) model was also trialled. This blended the High Impact Teaching Strategies (HITS) and instructional model, and also focused on developing the 21st century skills of creativity, communication, collaboration and critical thinking.

This presentation will outline the way the High Impact Teaching Strategies (HITS) and instructional model for explicit teaching were implemented in the Year 9 Japanese program, as well as explain how the HITS, instructional model and 21st century skills were combined to teach Japanese through a Project Based Learning (PBL) framework. Teachers will be able to reflect on the pedagogies that are presented during the session and how they could work in the context of their schools.

Insights/Conclusion

The results of the trial showed that when the next round of student surveys was completed, the suggested area for growth had shifted from student engagement. This indicated that some success had been achieved through the trial of a different approach to teaching Japanese. Using contemporary pedagogies to teach Japanese also addresses the issue of retention. When students are engaged in their learning of Japanese, hopefully they are inspired to continue the subject in the post-compulsory years.

BIOGRAPHY

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



Planning For Progress

Language: Japanese



Jan Chalmer

Japanese Teacher / Gippsland Grammar / VIC

ABSTRACT

This presentation is for teachers of Primary Japanese. After considering curriculum guidelines and planning suggestions, attendees will be encouraged to reflect on their teaching and learning programs. The focus will be on using learning intentions that move away from listing activities towards considering what students will be able to know, understand and do by the end of a unit/year level. Whilst language needs to be recycled, it is essential students feel their knowledge and skills are improving. Attendees will discover that 'planning for progress' guides learning and makes assessment more focused and meaningful.

BIOGRAPHY

Jan Chalmer is an experienced, dedicated and passionate teacher of Japanese. She currently teaches students from ELC to Year 6 in a regional independent school in Victoria. Jan constantly strives to improve her teaching practice to deliver the best outcomes for her young students. She keenly trials and utilises ICT to incorporate activities not previously possible. Jan has presented at numerous State conferences and enthusiastically shares ideas through the Facebook group for Japanese teachers. She is a Life Member of the JLTAV, an award recognising her contribution to the teaching of Japanese.



Designing And Delivering Online Japanese Course – Challenges And Evaluation

Language: English



Kumiko Katayama

Senior Lecturer / Griffith University / QLD

ABSTRACT

Target Audience

This presentation is mainly for teachers/ academic staff at tertiary institutions who are looking into delivering Japanese classes remotely. It may be useful for teachers in secondary education who are interested in delivering the lesson online.

Outcomes

Attendees will be able to learn how to utilise two platforms - Collaborate Ultra and Echo 360 - and other online materials to assist online teaching and learning. Like many tertiary institutions in Australia, Blackboard Learn is used as a platform for Blended Learning by Griffith University. Collaborate Ultra is one of the products in Blackboard, which assists an online collaboration between instructors and learners as well as amongst learners. On the other hand, Echo360, Active Learning Platform, is used to host recordings of automated lectures on-campus. This platform also enables instructors to make recordings on a desktop computer by using Universal Capture.

This presentation will explain how these synchronous and asynchronous methods of learning were effectively used in online Japanese language classes in order to keep learners engaged in learning Japanese. It will also include assessment issues in online Japanese courses.

Focus

It will look at the challenges in delivering Japanese classes remotely and how the two online platforms were utilised to facilitate students' learning the Japanese language. It will also look into assessment methods in assessing four macro-skills online.

Insights/Conclusion

Although face-to-face language class is preferred by most of the students in my Japanese courses, online delivery can be an alternative way of teaching and learning Japanese, especially students who cannot physically attend classes because of work or living in a remote part of Australia.

BIOGRAPHY

Kumiko Katayama is a senior lecturer in the School of Humanities, Languages and Social Science, Griffith University. She has been teaching Japanese since 1993 and has always been taking on an active role in promoting language learning and teaching not only within her institution but also to wider communities all around Southeast Queensland. Her roles include program director and course convener of many different levels of Japanese courses. She holds a PhD in applied linguistics. She is knowledgeable in languages learning and teaching through research. Her research interests include teaching methodology in the Japanese language and the application of the Sociocultural Approach in second language teaching and learning. She is recently awarded a senior fellowship of the Higher Education Academy. Kumiko has been a convenor for the Queensland Japanese Speech Contest since 2013 and a member of sub-committee of Australian Japanese Language Speech Contest Finals organised by Japan Foundation Sydney.



Intercultural Understanding And Japanese Language Learning: Using Key Concepts And Questions To Deepen Student Capability In The Japanese Language Classroom

Language: Japanese



Ilana Nicolle Languages and Global Education Leader / Henley High School / SA
Kate Satomura Japanese Teacher / Adelaide High School / SA

ABSTRACT

What is the difference between intercultural and cultural studies? How are we supporting our students to develop intercultural understanding capabilities to help them thrive in our interconnected world? How do we talk with students, leaders and parents about why intercultural understanding is important? This workshop will explore answers to these questions utilising the Australian Curriculum: Languages and the Australian Curriculum Intercultural Understanding Learning Continuum. Participants will also consider how key questions and concepts can be utilised to develop student's intercultural understanding capability. Examples and practical tips on approaches to develop intercultural understanding in the upper primary and lower secondary language classroom will also be shared. Participants will leave the session with clear language to advocate for the importance of developing intercultural understanding, practical starting points for planning for intercultural understanding and examples of using visible thinking strategies to develop rich intercultural understanding and language learning opportunities.

BIOGRAPHY

Ilana Nicolle is the Languages and Global Education leader at Henley High School. She has been teaching Japanese since the early 2000s to students in years 5-12 in both Independent and Government schools. In 2019 Ilana joined the Languages team for the SA Department of Education working with teachers across the state. From there she moved to the department's International Education Strategy as the curriculum lead for intercultural understanding across the curriculum. Ilana has shared her passion for language education and intercultural understanding through these roles and in her roles on MLTASA and JLTASA.

Kate Satomura is a Japanese teacher currently working at Adelaide High School. She has taught Japanese from Junior Primary to Secondary in Independent, Catholic and Government schools, including five years teaching in an International Baccalaureate PYP school. Before teaching Japanese, Kate worked as an ALT in Japan for many years. In 2013 she moved back to Japan with her family to work in a tiny primary school in rural Nagano for a year. At the beginning of 2018 Kate began her Visible Thinking journey, going on to complete the Harvard School of Education, Project Zero online courses, Visible Thinking and Creating Cultures of Thinking.

Ilana and Kate have worked together in a number of roles, including at Seymour College and the Department for Education, Curriculum and Learning Division. Ilana has presented workshops on intercultural understanding and Languages education. Kate has also presented workshops on Making Thinking Visible in the Language Classroom. They have presented workshops together at the Educators SA conference 2021 and JLTASA conference 2022.



Using Japanese In The Classroom And The Impact On Motivation And Retention

Language: English



Katherine Brownlee

President -JTAN, Japanese Teacher / Japanese Teachers' Association of NSW / Gosford High School / NSW

ABSTRACT

What is the most motivating thing for our students? To use and understand the target language. If our students don't feel successful, how long can we keep them engaged? Are promises of "in 5-6 years you will be able to..." the best we can do? Of course, it takes more time to learn a language than what we have available, but can we do more with what we have?

This session is for secondary teachers wanting to increase their target language (TL) use in the classroom. It seems natural that a foreign language class would be conducted in the TL, but for many reasons, this is often not the case. When we reflect on our teaching, we may realise that we spend a lot of time teaching about Japanese rather than genuinely using Japanese for authentic communicative purposes.

I will present the journey that I and my faculty have embarked on over the last few years, and attendees will reflect on their own classroom practice, and learn how some small shifts can significantly increase TL use. Barriers may include:

- Concerns about our own language proficiency
- Uncertainty about how to teach Japanese grammar in Japanese
- Belief that we can't use Japanese with beginner students
- Concerns about behaviour management

In my case I realised that the biggest issue I faced was that I didn't have anything interesting I could talk about with my students. Many units of work didn't lend themselves to building interesting or in-depth natural conversations and so I felt unable to sustain an interaction with my students that they would engage with for more than brief and token periods of time.

I will share some of the transformational ideas and approaches I have gained through reflection on my own practice, learning from overseas colleagues using comprehensible input, and the shift in my perspective on what it means to use the TL in the classroom and how our faculty has made small and sustainable changes towards greater use of TL.

Key words: comprehensible input, target language, engagement, motivation, success, achievement.

BIOGRAPHY

Katherine Brownlee currently teaches Japanese and French 7-12 in New South Wales, Australia. Passionate about the learning and teaching of languages, Katherine has taught Japanese at tertiary level, and French, Italian and Japanese in comprehensive and selective secondary schools. She is the current president of the Japanese Teachers' Association of NSW and has presented at workshops and conferences on a range of topics. Katherine has a strong interest in student retention, engagement and motivation at all levels of learning and is always looking for more effective strategies, techniques and approaches to further increase student uptake of languages. Her areas of interest are co-creating units of work and assessment tasks with students, how to use the target language more effectively in the classroom and how formative assessment can be used to increase student achievement and confidence.

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Who Are KEISHOGO Kids? Framing The Increasingly Diverse Learners Of Japanese As Community Language

Language: English



Chihiro Thomson Professor / UNSW Sydney / NSW

Naomi Kurata Lecturer / Monash University / VIC

Yoji Hashimoto Chief Editor of ANJCL Newsletter / ANJCL / TAS

Shoko Ono Japanese Lecturer / University of Technology Sydney / NSW

Kaya Oriyama Subject Coordinator-Japanese Studies / University of Melbourne / VIC

ABSTRACT

Japanese language education in Australia has typically dealt with second language learners of Japanese. However, the recent rise in the number of children with Japanese connections presents a new challenge to the teachers. This presentation is for school and tertiary teachers who teach, or may in future teach, students with connections to, or background in, Japan. This may also be of interest to the parents of these students.

This presentation will discuss these children whom we call *KEISHOGO* (繋生語) kids. *KEISHOGO*, or Japanese as community language, is contrasted with *Keishogo* (継承語), which is traditionally translated as “heritage language”. *KEISHOGO* is defined as the language that is born from connections with parents, family, and friends, that creates further connections, generates new meanings, and passes these connections on to the next generation, and that is used in and evolves through contact with the Japanese-speaking community. In 2021 and early 2022, a nation-wide interview-based study involving parents and teachers of these children, as well as young adults who grew up as *KEISHOGO* kids, was conducted. This Japan Foundation funded research included interviews with 126 participants. In this presentation, we will describe who these children are, what their characteristics might include, and what their typical strengths and weaknesses are, with the purpose of supporting the teaching of classes which may include these children.

We will further introduce “*Watashi-go Portfolio*” as one way to positively manage the classroom diversity. We will also discuss ways to empower teachers who may feel unsure about having students with Japanese-language background in their classrooms. We hope this presentation will inspire classroom teachers to have good understanding of *KEISHOGO* kids, and to make their classrooms inclusive and inspiring to all students.

BIOGRAPHIES

Chihiro Kinoshita Thomson is Professor of Japanese Studies at UNSW Sydney. She is a multi-award winning teacher of Japanese. Her research interests include Australian learners of Japanese as a second and community language, and their communities of practice. Her most recent book is *Foreign Language Learning Communities of Practice: Mechanisms for Participatory Learning* (2017). She has published numerous papers including “From Keishogo (Heritage language) to KEISHOGO (Community language): An examination of language of children with connections to Japan” in *Journal for Children Crossing Borders* (2021). She currently leads the Australian Network for Japanese as Community Language (ANJCL).

Naomi Kurata is a lecturer at Monash University in Australia. Her research interests include teaching and learning Japanese as a foreign and community language, language learners’ motivation and identity, and sociolinguistics. She is the author of *Foreign language learning and use: Interaction in informal social networks* (London: Continuum, 2011) and a co-editor of *Social networks in language learning and language teaching* (London: Bloomsbury, 2021). Her recent publications include “The effects of social networks on L2 experiences and motivation” in this book. She is a member of the ANJCL and has conducted KEISHOGO research targeting parents and teachers in Victoria.

Yoji Hashimoto has taught in several universities in both Australia and Japan, including Monash University, The University of Melbourne, and most recently in the University of Tasmania from which he retired at the end of 2020. Yoji’s teaching-related expertise includes overseas studies and school-university connections. His research interests include language maintenance, language & identities, TJFL/TJSL (Teaching Japanese as a Foreign/Second Language) and COIL (Collaborative Online International Learning). He has co-authored and/or has been involved in the development of several Japanese language textbook series in both Australia and Japan. Yoji is the current Chief Editor of ANJCL Newsletter.

Shoko Ono has been teaching Japanese language and culture in various Australian institutions for many years. She currently lectures Japanese Language and Culture at the University of Technology Sydney, and lecturer of Japanese language at the Japan Foundation, Sydney. She is one of the founding members of Australian Network for Japanese as Community Language (ANJCL). Her interests include how educators can effectively support the further development of young heritage Japanese language users, as well as teaching Japanese language learners at advanced and upper-advanced levels.

Kaya Oriyama is a Subject Coordinator in Japanese Studies at the University of Melbourne. Her areas of research are heritage/ community language maintenance, transnational Japanese / Japanese-heritage identities, Japanese as additional/community language acquisition, heritage/ community language education, plurilingualism and plurilingual literacy, and language policy. Her recent publications include "Social networks with purpose: Heritage Language Networks of Practice among transnational and transcultural Japanese youth in Sydney" in Carhill-Poza and Kurata (Eds.), *Social Networks in Language Learning and Language Teaching*, Bloomsbury (2021).



‘Be Inspired Be Inspiring’ - Creating Affirmative And Supportive Learning Environments For LGBTIQ+ Teachers And Learners Of Japanese

Language: English



Claire Maree Associate Professor and Reader at the Asia Institute /University of Melbourne / VIC

Maki Yoshida Lecturer / RMIT University / VIC

A presentation by the International Network for Gender and Sexuality in Japanese Language Education; INGS J
INGS J is coordinated by Claire Maree, Jotaro Arimori, Megumi Watanabe & Maki Yoshida

ABSTRACT

1) This presentation is for secondary and tertiary teachers who wish to build more inclusive Japanese language education and learning spaces for LGBTIQAA learners and teachers.

2) Through participation in the session, attendees will develop strategies to facilitate greater LGBTIQAA inclusivity in teaching materials. They will also have the opportunity to build collaborative and supportive networks with peers across the sector.

3) The presentation will focus on the challenges of creating LGBTIQAA inclusive language materials. We will offer practice-based examples from our teaching and discuss challenges we have faced in advocating for change. We encourage attendees to share their experiences and brainstorm strategies that will be relevant to their individual teaching environments and communities.

4) Issues to do with gender and sexuality in Japanese language education are often sidelined as irrelevant to the Japanese language context, however, we believe that a collaborative approach will enable us to be better advocate for the importance of creating affirmative and supportive learning environments. We are eager to develop resources with colleagues across the sector and to share these resources on the INGS J website. Together we can inspire change!

BIOGRAPHIES

Claire Maree PhD is Associate Professor and Reader at the Asia Institute, University of Melbourne. Claire has been involved in Japanese language education in Japan and Australia as both a learner, teacher and researcher.

Maki Yoshida PhD is a lecturer in Global and Language Studies at RMIT University, Australia. Maki has taught Japanese for nearly 20 years in Australia and Japan and aims at contributing to a more inclusive educational environment and society through research and teaching.



Extending Language Learning With A Read-At-Home eBook Program

Language: English



Kathryn Macfarlane

Founder & Director / Reading's a Breeze! / NZ

ABSTRACT

This presentation is relevant for all teachers seeking to extend learning beyond the limitations of a restricted Languages timetable.

Attendees will come away with a list of high-frequency, functional classroom vocabulary, trial access to a sample eBook, lesson plans, and additional learning materials.

The presentation will focus on a series of bilingual read-aloud eBooks with interactive learning activities, developed in collaboration with the Monash Japanese Language and Education Centre. The texts were drafted using high-frequency, functional classroom language and include animated illustrations designed to captivate young learners. School subscriptions allow these engaging resources to be used by the entire school community, both in the classroom and at home. Enabling daily contact with focus language and structures with participation by the whole family can significantly increase language retention and accelerate progress. Participants will be guided through use of the eBooks in the classroom and will workshop additional texts using high-frequency vocabulary.

The timetable (particularly in primary years) has been the single most limiting factor for Australian Languages Education. This presentation will provide one clear strategy for overcoming this challenge.

BIOGRAPHY

Kathryn Macfarlane's research interests over her 30 years in Languages education have included bilingual parenting strategies, bilingual education, foreign language education and translanguaging. She was responsible for implementing one of the very early Content and Language Integrated Language (CLIL) programs in Melbourne in 2003.

Kathryn has used her professional and academic experience to develop an innovative approach to transformational change in primary years' foreign language education; *The Autonomous Language Learners (ALL) Approach*. She worked closely with Catholic Education Melbourne (CEM) between 2016 and 2020 to co-design and deliver a comprehensive professional learning program, aimed at supporting schools to implement The *ALL Approach*. In 2020, Kathryn completed her doctoral study at Monash University, investigating the impact of the implementation of The *ALL Approach* in schools, receiving the Penny McKay Memorial Award for contribution to Languages education.



Using Speaking Tables And The Work Of Gianfranco Conti To Increase Student Proficiency

Language: English



Tom Dawson

Japanese Teacher, JLTASA President / Gleeson College / SA

ABSTRACT

How did you learn your first language? Was it by picking up a pencil and beginning to write the alphabet in your crib? No! You would have first learnt by listening to your parents, before learning to speak, then read, then write. But what order does the traditional second language classroom typically focus on for the sake of proficiency and fluency? ひらがな、ひらがな、ひらがな、ね! Should learning hiragana take preference over developing students' speaking ability? In our modern, increasingly tech-savvy world, where Google Translate can read road signs and script through a smartphone camera, perhaps it is time for a different approach. Various Conti methodologies were used by Gleeson College to flip the focus from writing to listening and speaking for their Year 7 beginners following the introduction of Year 7 to High School in South Australia – with impressive results. Students now enter their second year of high school Japanese unafraid of saying simple sentences, by simply incorporating risk-free speaking and listening activities and games into lessons. This session will benefit all teachers from primary to secondary settings who want to be able to incorporate a greater focus on speaking and listening into their classroom, but especially teachers of secondary school with new language learners entering at Year 7. After this workshop, participants will have a deeper understanding of the 'Conti method' rationale, and several games and activities to incorporate upon their return to their classrooms. WARNING: this presentation will contain romaji!

BIOGRAPHY

Tom Dawson is an Early Career Teacher in his fifth year at Gleeson College and current JLTASA President. A senior Japanese teacher by trade, he has enjoyed the fun, energetic environment teaching Year 7s over the past couple of years. His focus in recent years is giving students back some of the traditional control teachers hold in the classroom, eg by having them complete a 'Choose Your Own Assessment' each year, and using low-risk speaking strategies for beginners to make them feel more comfortable.



Different Types Of Online Collaboration

Language: English



Kyoko Kawasaki

Lecturer / The University of Western Australia / WA

ABSTRACT

Target Audience

This is for tertiary and secondary teachers who are considering online collaboration activities with Japanese universities and schools. This presentation will present some examples that could serve as springboard for a future planning. For more than two years, we have not been able to send our students to Japan nor to receive anyone from Japan. With the sudden spread of online communication tools, many teachers have considered and/or are considering online collaborations. This presentation will share some examples of what can be done with those who are considering these activities.

Outcomes

The participants will be given some ideas about how to create an opportunity for their students to collaborate or communicate with students in Japan. Three types of teacher-led activities and one activity initiated by the students will be discussed. The presentation will cover examples of what can be done online, necessary preparations, challenges, benefits, and students' feedback.

Focus

The focus of this presentation is the practical experience. Using the following four types of collaboration examples, the experiences of the teachers and the students will be discussed.

- One-off meeting with group discussion (Using Japanese-only on Zoom with everyone and with breakout rooms)
- One-off meeting with group presentations (Using Japanese and English on Zoom with everyone and with breakout rooms)

- Semester-long collaboration in group projects (Using Japanese and English on Zoom and various communication tools.)
- Regular meetings with group discussion (Using Japanese and English on Zoom mainly in breakout rooms)

Insights/Conclusion

Limited time and class size (big or small) need not hinder the opportunity to collaborate. There are possibilities for every form of a group and even a one-off short event can make a significant impression on the students.

BIOGRAPHY

Kyoko Kawasaki has studied Japanese language education (International University, Tokyo), applied linguistics (Indiana University, USA), and linguistics (The University of Melbourne) and has been teaching the Japanese language for over 30 years. She is currently teaching post-ATAR first year Japanese and advanced Japanese at the University of Western Australia. Her primary research interest lies in technology in education and language learning in the community.



Quality Pre-moderation & Tools For Engagement

Language: English

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Nathan Williams

State Secretary & Japanese Convenor / MLTAQ Inc. Japanese Network / QLD

ABSTRACT

Target Audience

This workshop is aimed at teachers of junior secondary 7-10.

Outcomes

Attendees will walk away with new skills to lift A-C performance and engage parents and students.

Focus

Using both English and Japanese, This session will illustrate how using a range of intentional curriculum collaboration and pre-moderation processes, inspired by Lyn Sharatt's curriculum work on 'clarity and consistency', along with intensive rapport building has assisted in lifting the performance of an average Year 7 cohort to almost 100% A-C in an open-ended writing task.

By the end, attendees will have explored the below strategies, and will walk away with ready-to-implement templates and examples for their own setting:

- **Example of intensive relationship building / engagement with parents** (example email/phone conversations, Class Reward System, Celebrating Success Certificates, Learning Snapshots and Flipped Homework with Parents)

- Using a **Data Wall** to intensively case manage students
- **Quality Pre-moderation processes** – alignment planner, anchor chart, band plan to unit plan to task to learning goals, analysing data
- **Band Folio cover sheets** – adopting a band approach rather than a unit mark, to assist in intensive tracking of a discrete aspect of the achievement standard, and to monitor performance comparative across tasks
- **Rewriting Marking Rubrics, Using Bump it Up Walls, Learning Goals & Quality Models** – to assist in more accurate & consistent judgments, and offer clear models of how each skill is performed at different levels: C, B, A.
- **A-C Checklists & Scaffolds**, including for spontaneous writing & speaking (travel, festivals & manga) to reduce workload during drafting, and target feedback

Insights/Conclusion

Investing focused time and energy on pre-moderation processes, and intensive relationship building with parents can assist in improving the quality of teaching, make feedback to learners more meaningful, and reduce time spent on, and improve the accuracy/reliability of, marking.

BIOGRAPHY

Nathan Williams is the State Secretary & Japanese Convenor of the MLTAQ. He began his career in the federal Department of Education (DEEWR), before transitioning to life as a Japanese teacher, and in 2016 was the Guest Teacher to Saitama. During the pandemic, he's focused on leadership with new funding and PD opportunities, advocating and giving a voice and responding to concerns across P-12. With degrees in language, international relations & counter-terrorism, Nathan recently participated in the Australia-Japan Youth Summit, sponsored by the Australian and Japanese ministries of foreign affairs. His dream is that by World Expo 2025 (Osaka) or 2032 Brisbane Olympics, Queensland will have either an online pedagogical centre of excellence, or an active and meaningfully engaged Principal's Alliance.



Planning For Learning: The Potential In A Picture Book

Language: English



Natalie Pearce

Japanese Teacher / St Mary's Anglican Girls' School / WA

ABSTRACT

This presentation will demonstrate how to develop a rich unit of work based around a creative text. I will discuss topics such as how to include grammar, managing the cognitive load of a task, incorporating script development and task differentiation. Sample Australian Curriculum aligned units that I have developed for early, middle and upper primary learners will be shared along with units suitable for beginner high school students. There will be many practical ideas that can be incorporated into your current resources or help to give you a scaffold for developing new units of work. Teachers who are familiar with the Japanese Educational Language Resources books (www.nihongoshop.com) may be particularly interested in attending, as I will be referencing several of these books.

BIOGRAPHY

Natalie Pearce teaches Japanese at St Mary's Anglican Girls' School in Perth. She has been involved in curriculum development for second language education spanning from Foundation to Year 10 and undergraduate teacher education at Curtin University. Natalie enjoys learning from her language teaching colleagues and sharing ideas for engaging programs. This has led to her presenting at several state and interstate conferences such as the NSJLE, JLTAV Annual Conference and AFMLTA Biennial Conference. Presentations have included themes such as CLIL, teaching languages to young learners, using creative texts and teaching Japanese poetry.



Enhancing Viewing And Japanese Language Skills Through Engaging With Art

Language: English



Liz Johnson Japanese Teacher / Sacre Coeur / VIC
Shu Ohki Japanese Teacher / University of Melbourne / VIC
Lily Feiner Gallery Teacher / National Gallery of Victoria / VIC
Sarah Fang Ning Lin Gallery Teacher / National Gallery of Victoria / VIC

ABSTRACT

Outcomes

Attendees will gain an understanding and appreciation of how the physical art gallery space and online gallery space can create opportunities for students to develop their viewing skills and practise their language skills in an authentic setting by engaging with works of art from Japan.

Focus

We are a team of Japanese Language Educators and Gallery Teachers from the National Gallery of Victoria who have collaborated to develop innovative programs and resources for Japanese learners since 2017. For this presentation, we will focus on how engaging with works of art, both in and outside of a gallery space, can simultaneously develop students' viewing and language skills. The skill of viewing is a critical aspect of language learning that students can practice throughout the primary and secondary years. A gallery space also provides opportunities for students to investigate artifacts and historical objects from Japan, which enhances their intercultural understanding.

The speakers will use the N.I.C.E (Notice. Interpret. Create. Evaluate.) and V.T.S (Visual Thinking Strategies) frameworks to demonstrate the different structures language learners can use to practice both language and viewing skills by engaging with a work

of art, and by doing so empower Japanese teachers with confidence to approach artworks and artifacts without the necessity of prior knowledge about the chosen work. Using the resources developed by the team, which will be shared, the participants will be encouraged to participate in facilitated conversations about a work of art in Japanese and experience the benefits of such teaching and learning strategies. Participants will also be challenged to consider their own use of target language in their teaching practices, and how creating opportunities for students to engage with contents beyond the textbooks and the classrooms can reinforce their success and interest in Japanese learning.

Insights/Conclusions

We aim to inspire Japanese language educators to think outside of the traditional classroom setting and demonstrate the learning and teaching opportunities gallery spaces provide. We will support teachers with case studies of learning activities based on Japanese artworks and artifacts that develop students' language skills and intercultural understanding. We will also empower Japanese teachers with learning resources and new skills that can be applied in their own teaching practices.

BIOGRAPHIES

Our group of Japanese Language and Art Educators consists of Liz Johnson, Primary/Secondary Japanese Teacher, currently Language assistant Sacre Coeur Glen Iris. Shu Ohki, Japanese Teacher. Lily Feiner, Japanese Teacher/Gallery Teacher NGV, Sarah Fang-Ning Lin, Japanese Teacher/Gallery Teacher NGV.



Blended Learning For Differentiation

Language: English



Yuta Masuda

Japanese Teacher / Our Lady of the Sacred Heart Catholic College / NT

ABSTRACT

Target Audience

This is for both primary or secondary teachers who are seeking to efficiently differentiate the class instruction to meet the learning needs for more students than now. This session will also benefit teachers who are seeking useful technology for daily classroom settings.

Outcome

Attendees will understand how to structure differentiated lessons so that s/he does not have to always search innovative lesson plans, while being already busy with all the other commitments. Once understood how differentiated lessons should be organized, the attendees may simply repeat the same structures for the next units.

Focus

Unit sequence to complete every unit with 12 lessons. This structure will allow you to teach 2 levels (eg: Beginner and Intermediate) all by yourself through blended learning (direct instruction and technology combined) Scaffolding (I DO, WE DO, YOU DO) during the direct instruction. I will show you the actual lesson videos. Quizlet and teacher-made instructional videos are embedded in unit sequence Visible learning to unpack materials for our students

Insights/Conclusions

If you would like to make a real difference in your classroom, then please join us!

Past presentation

<https://youtu.be/BYEgNwrwUPg>

Reference

<https://drive.google.com/file/d/1x38Hp2UwJrazVLC1QxvPVgdkuUTf1sUH/view?usp=sharing>
Class Website <https://sites.google.com/view/yutafromtokyo>

BIOGRAPHY

Yuta Masuda has been teaching Japanese at Our Lady of the Sacred Heart Catholic College in Alice Springs for the last 6 years since 2016. His assignment includes YR 4-9, spreading over 3 different campuses. Yuta enjoys engaging as many students through visible technology and differentiation. Before joining the current school, Yuta completed the Special Education Licensure program in 2015, where he visited various classrooms/subjects and saw different teaching styles in action as a practicum student supporting students. That is when he met a Math Teacher using both blended learning and differentiation. It was an eye opening experience for Yuta, and he now can no longer teach without this strategy!



Sharing The Passion For Culture - The Old Tokaido

Language: English



Megan McLaughlin

Head of Japanese / Melbourne Grammar School / VIC

ABSTRACT

Target Audience

This presentation is primarily for secondary teachers seeking ideas for using culturally rich material in the Senior Secondary Japanese Classroom.

Outcomes

Attendees will walk away with some example materials for teaching about the Old Tokaido (旧東海道), some strategies for developing their own culture-rich topics and for using images to develop cultural understanding and speaking skills.

Focus

What is it that we, and similarly Japan-besotted others, think about when Japan is mentioned? Hopefully not the correctness of our particles or the size of our kanji repertoires!

I was heavily involved in projects to develop and train teachers in Intercultural Language Teaching and Learning (ICTL) during the 2000s and have subsequently been prompted to plan for greater inclusion of culture-rich resources in CLIL and special research projects. In response to some personal experiences in Japan and a desire to find a topic for my Year 12 students in 2020 that would be both quintessentially cultural and able to meet a range of student interests, I decided to start researching The Old Tokaido. Now into my third year of teaching this topic (and my third year of creating and gathering resources to support it), I am enjoying my choice and the breadth of individual responses to it that my students have provided. This presentation will have two main foci:

- to introduce The Old Tokaido, share my experience teaching this topic and present some of my resources as an example of an area of rich cultural interest.
- to explore the possibilities for developing viewing skills – using image to extend the complexity and cultural sophistication of speaking tasks.

Investigating aspects of traditional culture and social identity is no longer difficult to resource and is an effective way of bringing greater sophistication and interculturality into the classroom.

BIOGRAPHY

Megan McLaughlin is the Head of Japanese/Acting Head of Languages at Melbourne Grammar School, a current member of the MLTAV Committee & PL Subcommittee and a past President of the JLTAV. Megan has been teaching Japanese for over 30 years and been involved in a range of projects supporting the teaching and learning of Languages across Australia. Megan has particularly interests in differentiation and curriculum renewal and since the early 2000s, when she worked on national projects to do with Intercultural Language Learning, she has sought to include more culturally rich topics and authentic resources in her own teaching.



The Power Of Story To Drive Acquisition

Language: English



Kathryn Tominaga Japanese Teacher / St Mary MacKillop Primary School / QLD

Monique Francis Japanese Teacher / FCJ College Benalla / VIC

ABSTRACT

Target Audience

This presentation is for primary/secondary/tertiary teachers who are interested in the power of story to engage learners and unlock natural, unconscious language acquisition.

Outcomes

Attendees will be directly involved in the character and story co-creation process that is central to TPRS (Teaching Proficiency through Reading and Storytelling).

Focus

Be immersed in the creative process and reap the personal and linguistic benefits of increased autonomy, competence and relatedness.

Insights/Conclusion

The story as a catalyst for a Comprehension-based Communicative Language Teaching model.

BIOGRAPHIES

Kathryn Tominaga is a primary school teacher of Japanese with over 15 years teaching experience and over 40 years of life experience in the Japanese language. She strives to facilitate language acquisition in students that withstands the test of short lessons and extended holidays. Comprehension-based Communicative Language Teaching has been transformative in Kathryn's classroom and contributed greatly to the teacher and student experience of autonomy, competence and relatedness in the Languages classroom.

Monique Francis has been teaching Japanese at primary and secondary levels since 1997. Her light bulb moment came in 2017 when she first experienced Comprehension-based Communicative Language Teaching as a student and was immediately hooked. In 2021 Monique was involved in an action research project focussed on promoting greater student engagement through the fostering of intrinsic motivation. She has observed positive change in both her students' and her own motivation levels and confidence using the language.



What Can We Do For Advocacy After The Pandemic?

Language: English



Mayumi Mitsuya

Senior Language Consultant / The Japan Foundation, Sydney / NSW

ABSTRACT

Target Audience

This session targets Japanese teachers who feel the need for advocacy but have no time to prepare the necessary materials. The content is suited specifically for secondary school teachers whose students will soon be making decisions on whether to choose Japanese for the first time or to continue with their Japanese study.

Outcomes

Attendees will learn how to produce their own brochures and PowerPoint presentations using templates which can be used to introduce and explain their Japanese language programs to students and parents, and also provide information on the benefits of studying Japanese.

Focus

Teachers are the most powerful advocates to promote their Japanese language programs within their schools. However, they find themselves busy with their daily classes and often do not have time to prepare suitable materials for advocacy. To support these teachers, the Japan Foundation has created an advocacy kit and made it readily available on our website. The kit consists of brochure templates for beginner students and parents, a PowerPoint presentation for teachers and an advocacy flyer describing future opportunities for Japanese learners. All of the templates are editable, allowing teachers to create their original advocacy resources incorporating relevant information about their program. This session will showcase the content within the kit and help participants to understand how to use it effectively. Furthermore,

additional useful resources and websites will be introduced, which provide information on Japan and Japanese language-related institutions, travel, sister schools and exchange programs.

Insights/Conclusion

The pandemic has had a strong impact on language education. Restrictions on human mobility and school exchanges have led to a loss of interest in foreign countries and languages, leading to a decline in student motivation; or in the worst case scenario the elimination of foreign language programs entirely. Now that the pandemic situation is starting to ease, the time has come to focus on advocacy.

BIOGRAPHY

Mayumi Mitsuya is Senior Language Consultant at the Japan Foundation, Sydney. Currently, she has been involved in teacher professional development around Australia and New Zealand, and resources development. Before joining the Japan Foundation, She taught Japanese in language schools and universities in various countries. She also worked for the Japan Foundation in Germany, Italy, and France.



3D Printing For Beginners

Language: English



Melissa Watt

Japanese Teacher / Warradale Primary School / SA

ABSTRACT

With the recent obsession with STEM in schools, it is more than likely your site has one, if not several 3D printers! If you want to capitalise on this technology by incorporating it into your Japanese lessons or classroom displays, then this is the session for you!

3D Printing for Beginners suits Japanese teachers of all year levels because the ideas for engaging and creating with this technology are limitless. You will be given plenty of inspiration and guidance to discover how you could use a 3D printer to suit your context. Special needs students, dis-engaged students, Junior Primary, High School - this technology can engage them all.

The basics of 3D printing technology will be explained in this session but don't worry - you don't have to be "tech savvy" to leave this session armed with all the tools you need to get creating right away! You will be taught a basic design for a 3D printing project suitable for both Primary and High-School students in a free CAD program that will be easy to duplicate with your own classes.

Links to the Australian Curriculum and ideas for cross curricular approaches will be discussed with particular focus on how this technology is relevant in a Japanese classroom. Participants will get to play with some 3D printed resources that have been tried and tested in Mel's classes and with her colleagues. Mel is eager to share how her students and colleagues have responded to these 3D printing projects this year!

BIOGRAPHY

Melissa Watt's passion for teaching Japanese was ignited during a school exchange program to Japan in year 11. After University studies, Melissa lived in Japan for almost 2 years, spending most of her time in the Tottori Prefecture. She started her career as a High School Japanese and Humanities Teacher. About 7 years ago an opportunity arose to teach Primary School Japanese, and she has never looked back. Melissa is currently teaching R-6 Japanese at Warradale Primary School, South Australia and is the JLTASA Secretary.



Shimpai Shinaide

Language: English



Kerry Barrett

Japanese Teacher / Kinglake West Primary School / VIC

ABSTRACT

This session is for teachers who are starting Japanese at a new school or introducing Japanese to a school. When you hit the Japanese classroom, students will have had a range of different language learning experiences, preconceived ideas about Japan and the Japanese language, or parents who are not keen on their child learning another language. As educators, we need to be aware of these issues, then create a safe, engaging, realistic and courageous environment for our Japanese learners. Those attending the session, will leave with strategies in creating a positive learning environment and making a positive impact in the school community. Primary school examples will be provided but can be adapted to secondary school.

Shimpai Shinaide focuses on breaking down the barriers and negative mindsets to learning a language, establishing a safe and positive classroom, keeping language learning real and embracing the whole school community. The presentation will step attendees through a plan for the first term of language learning; establishing Japanese classroom norms, incorporating the school values into the Japanese classroom, recognising student feelings, language and cultural learning expectations, the 'final product', and sharing with the community.

The motto for this session is Shimpai Shinaide, Nihongowa Tanoshii.

BIOGRAPHY

Kerry Barrett has been teaching Japanese for over 20 years in the secondary sector and more recently made the exciting change to teaching primary school students. She has introduced the Japanese language at a P-12 College, a small primary school and a rural primary school. Kerry has a passion for creating enthusiasm among students to learn the Japanese language and inspire students to broaden their knowledge and understanding of the Japanese people, their culture and customs.



Japanese ICT 101

Language: English



Sumiko Ranjitkumar

Japanese Teacher / Oakleigh South Primary School / VIC

ABSTRACT

The main focus of this session is around how, we can utilise technology to help primary school students increase their knowledge of the Japanese language whilst also allowing the students to gain valuable basic knowledge/skills in computer programming.

This session is aimed at teachers who currently teach grade 1-6, and specifically those teachers who are seeking to combine/incorporate computer literacy with language skills in a fun, engaging manner for the students. There is a strong link between Technology and Japan, given Japan is a producer of high-tech products that are exported globally through recognisable brands.

The session will explore various activities using specially designed technological tools to achieve two crucial outcomes mentioned above as well give an appreciation into the Japanese technological sector, which can be used to further entice student interest in Japan, Japanese language and culture.

Teaching ICT or programming to primary school students doesn't need to be complicated; we can use fun; interactive games that encourage students to not only participate actively but to build more engaged appreciation of a second language whilst also learning a key skill in the technology stream of education. The aim of this is to encourage primary school students and spur their interest in pursuing STEM subjects in the future where STEM subjects are becoming a more relevant skill in many jobs of the future.

Attendees will be provided with instructions, guidance and specialist material that can be used directly or modified to better suit the classrooms and/or students. The presenter is happy to assist in answering any question post the session that involve the above topic.

BIOGRAPHY

Sumiko Ranjitkumar is a specialist language teacher who teaches Japanese language courses for students from grade 1 to 6 at Oakleigh South Primary School.

Sumiko believes that second language skills are not only a fundamental part of academic excellence, but are also the essential building blocks in enabling students to become true global citizens. She has been instrumental in the Oakleigh South Primary Annual Japanese student exchange program.

In addition to managing the Japanese curriculum for the school, she tutors number of VCE Japanese students from various private schools around Victoria. Sumiko is a native speaker as she was born and raised until the age of 13 in Osaka, Japan.

