NATIONAL SYMPOSIUM ON JAPANESE LANGUAGE EDUCATION

ONLINE PROGRAM

EMPOWERING EDUCATORS, ENRICHING EDUCATION

OCTOBER 30 - 31, 2026

WELCOME

JUNKO NICHOLS
Director / Monash Japanese Language Education Hub

Dear Fellow Educators,

It is a privilege and an honor to welcome you to the 7th National Symposium on Japanese Language Education. As we gather in 2026, this landmark event continues to serve as the pillar of our national professional community, bringing together educators from every corner of Australia who share a unified passion for Japanese language and culture education.

This year's theme, Empowering Educators, Enriching Education, reflects our core mission: providing you with the tools, research, and collaborative networks needed to thrive in this ever-changing educational landscape. To enrich our students' learning journeys, we must first champion and elevate the educators who guide them. Over the next few days, this symposium will provide a vibrant forum to exchange innovative pedagogical practices, explore emerging trends, and create meaningful professional connections.

Japanese language education in Australia remains dynamic and resilient because of your passion, creativity, leadership, and dedication. Day after day, you do far more than teach vocabulary and grammar—you build cultural bridges, nurture global citizens, spark a lifelong curiosity and open hearts and minds in the next generation.

We extend our deepest gratitude for your energy, expertise, and commitment to excellence. We hope the 7th NSJLE leaves you feeling inspired, empowered, and deeply connected to this incredible community. Thank you for being here with us, and we wish you a rewarding, transformative, and memorable symposium.

Warmest regards,
Director
Junko Nichols

TAE MORI
Director / The Japan Foundation, Sydney

I am excited to welcome you to the seventh National Symposium on Japanese Language Education (NSJLE). The Japan Foundation, Sydney is delighted to bring this symposium to you together with the Monash Japanese Language Education Hub (MJLEH).

The NSJLE has been held biennially since its inauguration in 2012, bringing together educators, researchers, and stakeholders from across all sectors of the Japanese language education community. Over the years, it has become an important opportunity for colleagues from around Australia and beyond to learn from one another, strengthen professional networks, and reflect on the future of Japanese language education.

The educational landscape continues to evolve in response to changing learner needs, shifting social expectations, ongoing workforce challenges, and rapid technological developments, including the increasing presence of artificial intelligence in education. Across all sectors, educators are being asked to adapt, innovate, and respond to increasingly complex demands while maintaining meaningful learning experiences for students.

In a time of continued change, it is more important than ever to acknowledge the vital contribution of educators who work tirelessly to support learners and broaden their opportunities. As we look to the future, it is clear that Japanese language education will be shaped by not only technological advancement, but also by the expertise, dedication, and collaborative spirit that educators bring to the profession.

This year's theme, "Empowering Educators, Enriching Education," reflects our belief that investing in educators is fundamental to the future of our field. By building capability, confidence, and connectedness among teachers, we can enrich educational experiences for learners and contribute to a vibrant and sustainable future for Japanese language education. We hope that the presentations, discussions, and conversations throughout this Symposium will encourage new insights, practical ideas, and meaningful professional connections.

This Symposium would not be possible without the support of our presenters, participants, partners, and sponsors. I would like to extend my sincere gratitude for your commitment, generosity, and invaluable contributions. The concept, design, and planning of this Symposium could not have been realised without the expertise, advice and support of Director Junko Nichols and we have greatly appreciated the contribution of administrative assistant Hiroko Liu.

Thank you all for being part of NSJLE 2026. It is our sincere hope that this Symposium will provide a meaningful space for learning, collaboration and professional renewal, and that you will leave feeling connected, encouraged and empowered for the work ahead.

NATIONAL SYMPOSIUM ON JAPANESE LANGUAGE EDUCATION

EMPOWERING EDUCATORS, ENRICHING EDUCATION

DAY 1 – OCT 30, 2026 (FRI)	AFL DINING ROOM	KEITH MILLER	LEGENDS ROOM 2	LINDSAY HASSETT	LEGENDS ROOM 1
REGISTRATION 8:00am - 8:40am (40min)					
OPENING 8:40am - 9:20am (40min)	**OPENING CEREMONY** **David Marsh** — Towards Educator Genki: Turning Trends into Opportunity				
KEYNOTE 9:20am - 10:20am (60min)					
MORNING TEA 10:20am - 10:50am (30min)					
SESSION 1 10:50am - 11:40am (50min)	**David Marsh** — P S T G I Language Teaching Activities that Nurture Student Wellbeing: Some language learning activities do more than build knowledge and skills. They also strengthen psychological and social wellbeing.	**Katherine Brownlee** — S I Backwards Mapping Senior Success: Developing Critical and Creative Thinking Skill in Years 7-10	**Jumpei Miyo/ Kazumi Misawa** — P S G I 対話鑑賞によるシティズンシップを育む教室づくりの可能性―日本語学校における「朝鑑賞」の試み	**Monique Francis** — G I Reimagining Reading in Japanese Language Education: Fostering Motivation, Engagement, and Learner Efficacy	**Hiromi Ikeda/ Kayo Oriyama** — G W オーストラリア・ニュージーランドで継承・繁生（けいしょう）日本語教育に取り組む教師のモチベーションとウェルビーイングを高めるために
MOVE ROOMS 11:40am - 11:50pm (10min)					
SESSION 2 11:50am - 12:40pm (50min)	**Kazuko Glass** — S I Wellbeing as Curriculum Design in Japanese Language Learning (A Conceptual Planning Model for Capability, Connection and Engagement in the Middle Years)	**Nathan Lane** — S I Developing Your Japanese Learning Toolkit Program	**Junko Nichols/ Kazumi Hatasa** — P T I Small Stories, Big Impact: Using Kobanashi with Primary Learners and Beyond	**Mami Yoshino** — P S G I Intrinsic Motivation in Action: A Language Game Students Beg For	**Iori Hamada** — T I Reimagining Beginner Japanese Language Education: An Inclusive and Decolonial Open-Access Curriculum at Scale
LUNCH 12:40pm - 1:30pm (50min)					
SESSION 3 1:30pm - 2:20pm (50min)	**Yoshie Burrows** — S IC Empowering Educators through AI: Developing Custom Chatbots for Senior students to develop Japanese Conversation skills	**Shungo Sawaki** — S I L W Hitting the Optimal Zone of Learning: The Power of Leading from Behind	**Sarah Fang-Ning Lin/ Lily Feiner** — P S G A From the National Gallery of Victoria to the Classroom: Using Art to Support Japanese Language Education	**Keiko Harada/ Naomi Mori-Hanazono** — P S B Bilingual Education の現状、課題、展望	**Sanako Mitsugi** — T I AI as Intercultural Mirror: A Student-Partnered Capstone Model for Developing Job-Ready Japanese Language Graduates
MOVE ROOMS 2:20pm - 2:30pm (10min)					
SESSION 4 2:30pm - 3:20pm (50min)	**Mel Watt** — G I Empowering Ourselves to Empower Others: Building Sustainable Support Networks for Japanese Teachers	**Mami Yoshino** — P S G I Future-Proofing Japanese: An Empathy-Driven Curriculum	**Jo Veen** — P S R IC Breaking the Silence: A Practical Framework for Using AI to Get Students Speaking Japanese	**Kylie Farmer** — P S I Redesigning units of learning for learners	**Satoshi Nambu** — S T C Japanese Language Teaching in the Age of Generative AI: Pedagogy and Assessment in Tertiary Education
AFTERNOON TEA 3:20pm - 3:50pm (30min)					
SESSION 5 3:50pm - 4:40pm (50min)	**Yuichi Deguchi** — P S G I Enhancing Learner Motivation through Multiple Intelligences Theory: A Study Based on Practical Activities	**Sayoko Thompson** — S G W Cold Analysis, Warm Classrooms: How teacher sense-making transforms breakdown in the use of evidence into learning and the emergence of wellbeing	**Nicholas Creed/ Anthony Oldmeadow/ Justin Garrett** — P S A Advocacy - Keeping Japanese front of mind	**Liberty Campbell/ Yoko Sullivan** — S I Want what you have – embracing new language learning pathways in a challenging world	**Sayaka Nakamurashand/ Kanako Ikeda** — P S B 「ことばにしたい！」を育む「書く」活動のデザイン：日本につながる子どもを対象に

P PRIMARY S SECONDARY T TERTIARY R RESEARCH BASE G GENERAL AC AUSTRALIAN CURRICULUM A ADVOCACY IC ICT I INNOVATIVE PROGRAMS L LEADERSHIP C CURRENT STATUS B BILINGUAL/ IMMERSION W WELLBEING

NATIONAL SYMPOSIUM ON JAPANESE LANGUAGE EDUCATION

EMPOWERING EDUCATORS, ENRICHING EDUCATION

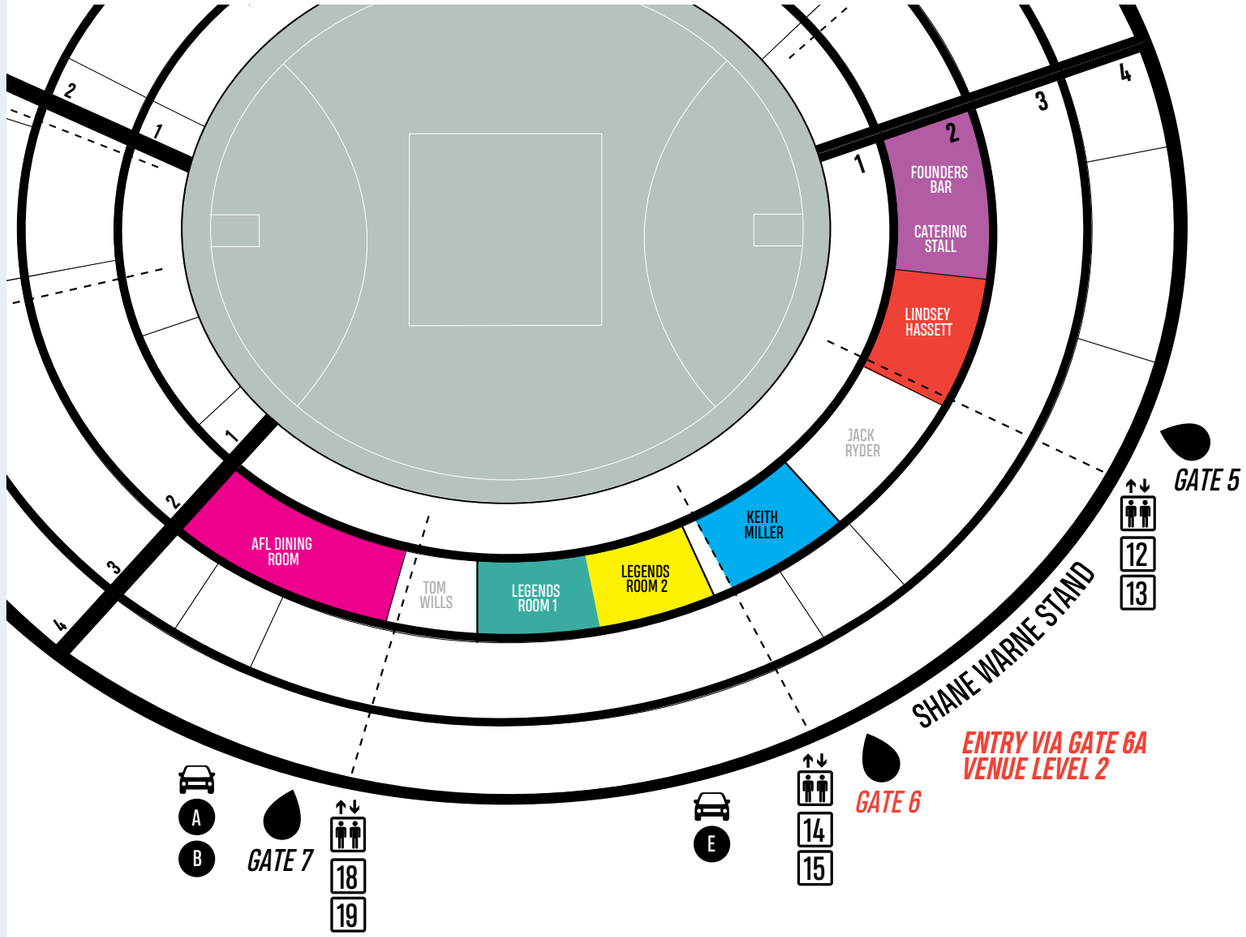
DAY 2 – OCT 31, 2026 (SAT)	AFL DINING ROOM	KEITH MILLER	LEGENDS ROOM 2	LINDSAY HASSETT	LEGENDS ROOM 1
REGISTRATION 8:15am - 8:45am (30min)					
WELCOME 8:45am - 9:00am (15min)	**WELCOME** **Julie Choi** — Working the Current: Connecting Capabilities and the Language Teacher				
KEYNOTE 9:00am - 10:00am (60min)					
MORNING TEA 10:00am - 10:30am (30min)					
SESSION 1 10:30am - 11:20am (50min)	**Shu Ohki / Julie Choi** — P S T R I Identity, Language, Culture: Practical Bookmaking Approaches for the Japanese Classroom	**Susan Carbery** — S G A Reclaiming the Narrative of Japanese Language Education	**Fusae Nojima** — P S R G Japanese language education in Australia: Challenges, tensions and possibilities C	**Belinda Schmitt** — P S I Bringing Japanese to Life Through Yuru-kyara: A Complete Unit of Work from Input to Creative Output	**Andrea Truckenbrodt/ Megan McLaughlin/ Maki Nemoto** — P S I Authentic Texts in the Age of AI
MOVE ROOMS 11:20am - 11:30pm (10min)					
SESSION 2 11:30pm - 12:20pm (50min)	**Benjamin Gibb** — P S T A The parent and the principal	**Ayumi Tamsett** — S A Languages as a Superpower: Advocacy for Japanese and Every Learner	**NAJLTA Session/ Rosanne Jacobs/ Virginia Price/ Elizabeth Hills** — P S G Building Confidence in the Classroom: Practical Strategies for Success in the Japanese Classroom	**Kathryn Tominaga/ Monique Francis** — P S I When teachers become students: Lessons from the other side of the desk	**William Giang** — S T R G IC 'Big' Learning Outcomes: A Corpus-Linguistic Look at ōki-i and ōki-na
LUNCH 12:20pm - 1:10pm (50min)					
SESSION 3 1:10pm - 2:00pm (50min)	**Lauren Wainwright/ Yoshie Burrow** — S I Moving Writers Forward: Building Extended Writing Skills from Junior to Senior Years	**Tracy Ge** — P S I Low-Prep, High-Impact Japanese for Real Classrooms	**Nobuaki Akagi/ Ihan Smaraweera/ Nivritti Kumar** — S T G W Beyond the Classroom: Nurturing Student Belonging Through Participation in Student-led Initiatives	**Josh Durno** — P I Effectiveness of Music in Teaching Japanese	**Yoko Matsuoka** — T R I Mediation ― 異文化間をつなぐ日本語教育活動とその意義
MOVE ROOMS 2:00pm - 2:10pm (10min)					
SESSION 4 2:10pm - 3:00pm (50min)	**Chisato Yoshioka** — P S G I Supporting the Introduction of Beginner Japanese through Waku Waku Nihongo: Localisation and Teacher Support in Practice	**Shanelle Ingram** — S IC I 妖怪を探せ - A Tanken Centre adventure	**Hatsuho Watanabe** — P S IC AI時代の日本語教育―GeminiとNotebookLMがもたらす「共創」の教室	**Nicole Kelly** — P A Supporting Japanese studies in the Literacy classroom	**Modi Zhao** — S T R W Intercultural Friendship as Mutual Adaptation: Exploring Third Space between Japanese and Australian Students
AFTERNOON TEA 3:00pm - 3:30pm (30min)					
SESSION 5 3:30pm - 4:20pm (50min)	**Kathleen Duquemin** — P S I Japanese Curriculum Resources for teachers	**Sayoko Thompson** — S G L Designing for Agency : Leveraging Intercultural Brokerage to Empower Student Leaders and Educators	**Jacqueline Hardman** — R I Understanding Gifted Students in Language Classes: Research, Recognition, and the N5 Microcredential Pathway	**Kathryn Tominaga** — P S I Beyond 1-10: Bringing Numbers to Life in the Classroom	**Tomoki Furukawa/ Keiko Ikeda** — T G I "Pre-arrivalから定着まで"をつなぐデジタル活用型日本語教育モデルの構築 ― 高度外国人材のための多層支援設計
CLOSING 4:20pm - 5:00pm (40min)	**CLOSING**				

P PRIMARY S SECONDARY T TERTIARY R RESEARCH BASE G GENERAL AC AUSTRALIAN CURRICULUM A ADVOCACY IC ICT I INNOVATIVE PROGRAMS L LEADERSHIP C CURRENT STATUS B BILINGUAL/ IMMERSION W WELLBEING

MELBOURNE CRICKET GROUND

120 Brunton Avenue,
East Melbourne, Victoria 3002

- AFL DINING ROOM
- KEITH MILLER
- LEGENDS ROOM 2
- LINDSAY HASSETT
- LEGENDS ROOM 1



INFORMATION

DATE

October 30-31, 2026 (Fri-Sat)

VENUE

MELBOURNE CRICKET GROUND
120 Brunton Avenue,
East Melbourne, Victoria 3002

WEBSITE

https://nsjle.org.au

INTERNET

How to connect to MCG WiFi
1. Turn on WiFi settings on your device.
2. Select ‘MCG FREE WiFi’ from list of available networks.
3. A registration page will appear. Enter your details, accept
4. You’re connected!

EMERGENCY & SECURITY

Security
Urgent Stadium Events & Emergency Control:
Call the Stadium Management Centre at **+61 3 9657 8881**

Off ground assistance
Dial 000 for Police/Ambulance/Fire Brigade

PRESENTED BY

MONASH University | MONASH JAPANESE LANGUAGE EDUCATION HUB

JAPANFOUNDATION BRINGING JAPAN TO YOU

PARTNERS

MJS CENTRE

MACQUARIE University

STALLHOLDERS

STALL HOLDERS

やった! YATTA!

Intext Book Company

Wasabi Kids

Pearson

SOUTHERN CROSS CULTURAL EXCHANGE

STUDY KYOTO

EZ Japanese

PalaygoSchool

DAY 1

SESSIONS

KEYNOTE

DAY1: OCT 30, 2026 (FRI)

DR. DAVID MARSH

CEO, MED Finland

Towards Educator Genki: Turning Trends into Opportunity

Language: English

ABSTRACT

Two major shifts are reshaping education worldwide. First, society is redefining what it means to be educated in a technologically interconnected world. Second, advances in cognitive science and language research are placing language education at the center of innovation.

The growing significance of multiliteracies is transforming how we understand language and communication. Research increasingly shows that learning additional languages brings cognitive and broader benefits beyond linguistic competence alone. This strengthens the case for making additional language learning core for all students.

At the same time, transversal competences — creativity, critical thinking, collaboration, and intercultural understanding — are increasingly essential. Japanese, with its multiple scripts and culturally embedded communication patterns, offers particular value in fostering abstraction, perspective-taking, and conceptual agility.

By turning these trends into opportunity, language education can cultivate both learner and educator genki — renewing energy, resilience, confidence, and future readiness in an era of digitally saturated lives.

BIOGRAPHY

Dr. David Marsh (Fellow of the Royal Society of Arts, London) is actively involved in developing bilingual education globally, and a key architect of Content and Language Integrated Learning (CLIL). His current initiative, The Children of Cyberspace: Adapting Learning Processes and Spaces, explores how schools can redesign practices, environments, and pedagogies to enhance young people's wellbeing and readiness for an uncertain future.

DAY 1: SESSION 1

P S T G I

Language: English

Language Teaching Activities that Nurture Student Wellbeing: Some language learning activities do more than build knowledge and skills. They also strengthen psychological and social wellbeing.

DavidMarsh CEO, MED Finland / Finland

ABSTRACT

Target Audience
This is for primary, secondary, tertiary educators, as well as researchers, interested in understanding how certain language learning activities can enhance the wellbeing of children and young people.

Outcomes
Participants will have engaged in identifying specific language teaching activities linked to wellbeing and understand how these activities support both psychological and social development.

Focus
Youth mental wellbeing has become a major concern in education systems worldwide, including Australia. Schools are responding through whole-school approaches, preventive programmes, and increased student support. However, one important resource often remains under-recognised: learning an additional language. Certain language teaching activities not only promote learning, but also strengthen wellbeing. These may operate at a:

- Psychological level (e.g. self-acceptance, resilience, managing thoughts and emotions)
- Social level (e.g. sense of belonging, connectedness, fulfilment in relationships)

Some curriculum areas, particularly languages, mathematics, and physical education can be understood as emotionally sensitive domains. They engage learners' identities, values, and performance expectations, and can intensify emotions such as anxiety, confidence, curiosity, and vulnerability.

Within this context, while Japanese language education can heighten uncertainty (e.g. speaking, grammar, Kanji), it can also provide powerful opportunities to foster agency, efficacy, connection, and wellbeing when specific activities are used intentionally.

This session will focus on five key activities that are seen as generators of psychological and social wellbeing which some say further justify language learning as bringing 'fresh air into the curriculum'.

Insights/Conclusion
Recognizing certain activities that provide added value for strengthening student wellbeing that goes beyond the learning of language, and which further justify resourcing additional language learning in schools.

BIOGRAPHY

Dr. David Marsh (Fellow of the Royal Society of Arts, London) is actively involved in developing bilingual education globally, and a key architect of Content and Language Integrated Learning (CLIL). His current initiative, The Children of Cyberspace: Adapting Learning Processes and Spaces, explores how schools can redesign practices, environments, and pedagogies to enhance young people's wellbeing and readiness for an uncertain future.

https://davidmarsh.education

DAY 1: SESSION 1

S I

Language: English

Backwards Mapping Senior Success: Developing Critical and Creative Thinking Skills in Years 7-10

Katherine Brownlee Head of Languages / Gosford High School / Japanese Teachers' Association of NSW / NSW

ABSTRACT

Target Audience
This presentation is aimed at secondary teachers of Japanese who are looking for techniques and strategies to further develop students' critical and creative thinking skills in Years 7-10 to better prepare them for the cognitive demand of Year 11 and 12 assessment.

Many students struggle with the cognitive demands of Year 11 and 12, where they must demonstrate not only language knowledge but also the ability to summarise, draw conclusions, justify ideas, and analyse language. Junior assessment tasks tend to target vocabulary, grammar, and comprehension of overall gist or concrete specific details, which is only a small component of assessment in Years 11 and 12. The session is most relevant for teachers working in NSW, however, teachers from any state, sector and level of education who are seeking to enhance their programs will benefit from this session.

Outcomes
By demonstrating how even simple beginner-level texts can include cognitively demanding questions, teachers will not only gain access to sample texts, but also gain practical strategies to adapt and create their own materials in the future.

Focus
As passionate language teachers and speakers of Japanese, we want to encourage more students to continue their language studies through to the end of Year 12 (and ideally beyond). However, the low enrolments in Year 11 and 12 courses across Australia tell us that this is an ongoing challenge. Senior secondary language study is frequently characterised by a significant escalation in cognitive demand, often leading to diminished student achievement, reduced motivation, and declining enrolment in advanced courses. This session addresses one strategy for teachers to mitigate this transition by strategically bridging the gap between junior (Years 7–10) and senior (Years 11–12) programs. It explores the role of backward mapping in embedding senior-level skills, expectations, and assessment practices into earlier stages of learning in developmentally appropriate ways.

This improved alignment between junior and senior courses gives students more time to understand and master the 'hidden' aspects of the course - the examination techniques and critical and creative thinking skills that are easily overlooked. Importantly, this approach does not advocate teaching to the final course examination; rather, it emphasises the design of purposeful, cognitively engaging listening, reading, and writing tasks. Through the use of richer, more nuanced texts, students are encouraged to engage in deeper processing, moving beyond surface-level comprehension strategies such as keyword identification. This, in turn, fosters both linguistic proficiency and socio-emotional understanding, better equipping students both for the complexities of senior study and also for the realities of communication with other people - the ability to read between the lines and infer meaning, tone and intent is essential for the real world, not just an exam.

Insights/Conclusion
The key realisation for attendees is that the challenge of senior study is not simply the volume of content, but the sudden concentration of cognitive demands that have not been explicitly developed earlier. By redistributing these demands across Years 7–10 through intentional task design, teachers can normalise higher-order thinking from the outset. This approach enables students to progressively build the skills required to interpret, justify, and evaluate meaning in context, rather than encountering these expectations for the first time in Years 11 and 12.

BIOGRAPHY

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

DAY 1: SESSION 1

P S G I

Language: Japanese

対話鑑賞によるシティズンシップを育む教室づくりの可能性―日本語学校における「朝鑑賞」の試み

Jumpei Miyo Director, Center for Global Education and Exchange / Musashino Art University / Japan
Kazumi Misawa Professor / Musashino Art University / Japan

ABSTRACT

Target Audience
日本語教育における対話鑑賞の実践研究はまだ限られており、研究は緒についたばかりである。そこで、本発表では、対話鑑賞を取り入れたいと考える日本語教師を主な対象として、その方法と教育的意義について考察する。

Outcomes
対話鑑賞の具体的な方法論とその効果を知ることで、シティズンシップ教育としての日本語教育実践の一つの可能性として、対話鑑賞に取り組むことができる。なお、対話鑑賞とは、元ニューヨーク近代美術館教育部長のフィリップ・ヤノウィンらが共同開発したVisual Thinking Strategies を基に日本で発展した鑑賞教育である。美術作品について語り合うことで、論理的思考力、批判的思考力、コミュニケーション能力などの育成が期待される。

Focus
日本国内の日本語学校で取り組んだ「朝鑑賞」の効果を、実践の記録、学習者へのアンケート、教師へのインタビューから明らかにする。対話鑑賞の一形態である「朝鑑賞」とは、小中学校のホームルームの時間を使って学級担任の教員のファシリテートのもと、15 分程度対話鑑賞を行う活動である。この活動を通じて、教員、生徒双方に変化が生まれ、生徒たちが主体的に学ぶようになり学力の向上が見られることが報告されている。学校教育の成果と比較しながら、日本語学校での効果について論じる。

Insights/Conclusion
考察の結果、主体的な発言への意欲（あるいは安心感）、他者の声を聞くことの大切さへの気づき、対話による新しい価値観への気づき、また一連の活動を通じた新しいことばの獲得が見られた。教師からは普段の活動とは違う学生の発言から学生を知る機会になる、自身の企画する活動の一つの指針になるなど、授業運営に対してポジティブな意見が聞かれた。これらの成果は、「朝鑑賞」の導入が日本語学習において効果的であることを示唆する。特に、主体的に意見を述べ、他者の意見を尊重し、対話を通じて新しい価値に気づく、あるいは新しい価値をともにつくっていくということは、近年注目されるシティズンシップ教育としての日本語教育が目指すところである。

BIOGRAPHIES

Jumpei Miyo holds a Ph.D. in Japanese Language Education from Waseda University. After teaching at Incheon Foreign Language High School and Tokuyama University, Jumpei is currently Professor in the Faculty of Art and Design at Musashino Art University. His research focuses on life story research and narrative-based approaches in Japanese language education. His publications include Life Story as Japanese Language Education (2015), Multicultural Coexistence through Industry–Academia Collaboration (2021), and Opening Language Education through Narrative (2021).

Kazumi Misawa completed the Master's Program at the Graduate School of Fine Arts, Tokyo University of the Arts. After working as a junior high school art teacher, Chief Curator at the Museum of Modern Art, Saitama, and Associate Professor at Bunkyo University, he has served as Professor in the Teacher Training Program at Musashino Art University since 2008.

DAY 1: SESSION 1

G I

Language: English

Reimagining Reading in Japanese Language Education: Fostering Motivation, Engagement, and Learner Efficacy

Monique Francis Japanese teacher/Author / JapanEasyReads / VIC

ABSTRACT

Target Audience
This session is intended for Japanese language educators across primary, secondary, and tertiary contexts, as well as teacher-researchers interested in literacy and reading development. It will particularly benefit those seeking to better understand how to foster student motivation and engagement in reading, especially within the context of script-based languages.

Outcomes
By the end of this session, attendees will be able to articulate key principles of Self-Determination Theory as they relate to reading motivation, recognise the potential of approaches such as Cold Character Reading in supporting comprehension in script-based languages, and reflect on how these ideas might inform their own teaching practice. Participants will leave with increased awareness of alternative approaches to reading and curiosity to explore these further in their own contexts.

Focus
This presentation explores how reading can be reimagined in Japanese language classrooms to support motivation, engagement, and learner efficacy. Informed by Self-Determination Theory (Deci & Ryan, 1985), it considers how autonomy, competence, and relatedness shape students' experiences of reading. The session also introduces Cold Character Reading (Waltz, 2015) as an approach to engaging with script-based texts. Insights from the Early Literacy Project, a school-based initiative focused on early Japanese literacy development, will be used to illustrate classroom practices, including extensive reading and low-stress reading activities.

Insights/Conclusion
The central insight is that reading development is strengthened when students engage with texts in ways that promote autonomy, build confidence, and minimise cognitive overload. Moving beyond a sole focus on accuracy and memorisation, a shift toward meaning-focused and student-centred reading experiences can foster greater motivation and sustained engagement.

BIOGRAPHY

Monique Francis is a passionate advocate for acquisition-based language learning. As the founder and author of JapanEasyReads, she creates easy-to-read books and uses Comprehensible Input (CI) strategies to create language experiences that are meaningful, inclusive, and confidence-building. She supports fellow teachers in moving toward acquisition-driven, student-centered teaching by sharing practical tools and encouragement, with a strong emphasis on extensive reading as a cornerstone of language acquisition.

DAY 1: SESSION 1

G W

Language: Japanese

オーストラリア・ニュージーランドで継承・繋生（けいしょう）日本語教育に取り組む教師のモチベーションとウェルビーイングを高めるために

Hiromi Ikeda PhD Teaching Fellow (Japanese) / Monash University / VIC
Kayo Oriyama Lecturer in Japanese Studies / The University of Melbourne / VIC

ABSTRACT

Target Audience
本発表は、日本国外、特にオーストラリア・ニュージーランド において、日本語教育や日本語 CL 校（補習授業校及びコミュニティランゲージスクール）に関わる人々、とりわけ教師の働きやすさやモチベーション保持、安定した教師の確保、またそれに伴う教育の質の向上に関心を持つ教育機関の運営関係者、教師、保護者、研究者を対象に行う。

Outcomes
この発表は、日本語 CL 校という特殊な環境で働くためのモチベーションやウェルビーイングに影響を与える可能性のある様々な要素について、参加者の理解を深めることを目的としている。特に、何が理由で CL 校の仕事を辞めたいと思うのか、或いは何が CL 校での勤務を続けるモチベーションに繋がっているのかについて、アンケート調査結果から浮き彫りになった教師の本音を知ることで、教師のモチベーションとウェルビーイングの両方を高め、最終的には教師の安定確保と教育の改善につなげていく方策を考えるきっかけを得ることができる。

Focus
親や家族など日本との繋がりを持ちつつ日本国外で暮らす子どもたちは年々増えている。そうした子どもたちを対象に継承語（Heritage Language）または繋生語（Community Language）として日本語を教育する場である日本語 CL 校は、オーストラリア・ニュージーランドの各都市部でも数多く開講され増加傾向である。しかし、時間やリソースなどが非常に限られた環境におかれており、それらの多くでは、教師の安定した確保が慢性的な課題となっている。この発表では、２０２５年３月から４月にかけて実施したオーストラリアまたはニュージーランドの日本語 CL 校で働いた経験のある教師６４人を対象とした匿名オンラインアンケートの結果を紐解き、日本語 CL 校で働く教師のモチベーションやウェルビーイング、それらを向上させるための方策について考察する。具体的には、アンケートで明らかになった改善されるべき勤務実態、仕事を辞めたい理由については解決策を探る一方で、日本語 CL 校で働くモチベーションとして挙げられた回答については、教師らが自己成長できる仕組みづくりや、自身の貢献をよりよく実感できるためにできることを検討する。

Insights/Conclusion
教師の勤務状況とモチベーションの現状について理解することは、教師のモチベーションとウェルビーイング、さらに教育の質を向上させるために重要である。教師のモチベーションを高め、保持するための具体策を講じることこそが、日本語 CL 校での充実した継承・繋生語教育を安定的に提供することにつながると言えるであろう。

BIOGRAPHIES

Hiromi Ikeda is a PhD teaching fellow in the School of Languages, Literatures, Cultures and Linguistics at Monash University. She has been teaching Japanese at various institutions in South Korea and Australia since 2010, and she has extensive experience teaching Japanese as a heritage language to primary and middle school students.

She completed a Master's of Applied Linguistics at the University of Melbourne in 2019. Her current research project investigates the various practices and motivations in family language policy within Korean-Japanese cross-cultural families in Australia and South Korea.

Dr Kaya Oriyama is a lecturer in Japanese Studies at the Asia Institute, the University of Melbourne. Her research (https://findanexpert.unimelb.edu.au/profile/912333-kaya-oriyama) is multidisciplinary, investigating the mechanism of, and factors involved in heritage/community Japanese development and maintenance in Australia and New Zealand (heritage/community Japanese phonology and literacy, transnational and mixed-heritage Japanese identities, heritage/community Japanese education, language policy including family language policy) and their implications for Japanese language education and language education policy. She is a founding member of the Australian Network for Japanese as Community Language.

DAY 1: SESSION 2

S I

Language: English

Wellbeing as Curriculum Design in Japanese Language Learning (A Conceptual Planning Model for Capability, Connection and Engagement in the Middle Years)

Kazuko Glass Japanese teacher, Language Coordinator / Open Access College / SA

ABSTRACT

Target Audience
This presentation is designed for secondary Japanese language teachers and curriculum leaders seeking practical, classroom-based strategies to improve student engagement, wellbeing, and language learning outcomes in the middle years. It is particularly relevant for educators working with diverse learners, including those with limited prior literacy in Japanese, and in online learning contexts with students from diverse school settings where connection, participation, and wellbeing require intentional design.

Outcomes
Participants will gain practical strategies for designing Japanese language lessons through conceptual planning that integrates wellbeing, cultural learning, and language acquisition. They will be able to implement structured classroom routines, such as positive lesson entry practices, brief brain breaks, and language-based check-ins, to support student readiness and engagement.
Participants will also analyse Year 9 and Year 10 unit designs that demonstrate how conceptual sequencing supports progression in language learning, supported by targeted language scaffolding that builds learner confidence and independence.

Focus
This presentation outlines a curriculum design model that integrates wellbeing, cultural learning, and language acquisition through conceptual planning. It features two units: a Year 9 unit, Wellbeing in Japan, which explores renewal and hope through New Year traditions, physical wellbeing through rajio taisō (radio exercise), and mindfulness through hanami (flower viewing); and a Year 10 unit, Washoku and Sustainability, examining community, relationships, and sustainability through Japanese food culture.
The model sequences cultural and linguistic concepts across year levels to support coherent progression in language development and meaning-making. Learning is designed through connected concepts rather than isolated skills, enabling cognitive depth and accessibility as students revisit and deepen their understanding of key cultural and linguistic ideas over time.
Targeted language scaffolding, including visual supports for script recognition and writing, and structured sentence-building approaches, supports learner confidence and independence within the conceptual learning sequences.
Wellbeing is embedded through structured routines such as positive lesson entry practices, brief brain breaks, and language-based check-ins as informed by the Berry Street Education Model and adapted for online learning contexts. These provide predictable learning structures that enhance engagement and participation. These strategies also support consistency and engagement in face-to-face settings.
The approach aligns with the Australian Curriculum: Languages and the South Australian Curriculum, supporting capabilities such as intercultural understanding, multilingual thinking, self and social responsibility, while fostering dispositions of reflection, empathy, and community-mindedness. The approach also aligns with emerging expectations for the South Australian Certificate of Education (SACE) in capability development and learner independence.

Insights/Conclusion
Wellbeing, cultural learning, and language acquisition are most effective when designed as an integrated curriculum system rather than separate priorities. Conceptual sequencing supports both cognitive development and sustained engagement in language learning. Consistent, Predictable Routines (CPRs) support student readiness and reduce cognitive load, particularly for beginner learners. Targeted language scaffolding builds confidence and supports independence, while authentic cultural contexts enhance relevance and engagement.
Overall, integrating wellbeing, conceptual progression, and language scaffolding strengthens participation, confidence, and learner growth in middle years Japanese language learning.

BIOGRAPHY

Kazuko Glass has experience teaching Japanese from early years through to tertiary level in Australia and has been teaching at Open Access College, an online school in South Australia, since 2013.
She is passionate about Japanese language and culture education and is dedicated to creating safe, supportive learning environments where students feel confident to participate and engage. She is committed to inspiring young people to develop a lasting interest in languages and to grow as confident, interculturally aware global citizens.

DAY 1: SESSION 2

S I

Language: English

Developing Your Japanese Learning Toolkit Program

Nathan Lane Deputy Principal Teaching and Learning / St Mary MacKillop College / VIC

ABSTRACT

Target Audience
Learners of Japanese need to be explicitly taught strategies to help them memorise all the language introduced to them including the scripts, vocabulary and grammar. This presentation is for secondary teachers of Japanese interested in understanding strategies to equip their students with the skills to take ownership of their progress in Japanese, and to approach their study of Japanese with purpose and clarity.

Outcomes
The aim of the presentation is to introduce participants to research-informed strategies that can be implemented in a sequential manner in Japanese classrooms to help students learn how to learn. Each strategy has been mapped across Year 7 to 10 and follows a three-stage cycle of implementation: activate, apply, and reflect, with Japanese specific examples provided.

Focus
The focus of the presentation is not simply on what students learn in their Japanese lessons, but on how they learn. Teachers will be taken through a program that they can embed in their Year 7 to 10 classes which maps the explicit teaching of strategies to help students master the content they are introduced to in their Japanese classes. The strategies include: active reading, retrieval practice, spaced practice, interleaving, and explaining through connections. The strategies have been mapped out from Year 7 to 10 so they can be introduced sequentially and at a time when students will use them most in their Japanese lessons.

Insights/Conclusion
Embedding this program in the teaching and learning of Japanese emphasises the importance of metacognition and students learning how to learn, so they can approach their study of Japanese with confidence and they can grow in independence as learners. Through implementing this program across Year 7 to 10 Japanese, students will develop a repertoire of tools that will support them in their study of Japanese, and tools that they can also apply to their studies in other curriculum areas. Participants will also be able to reflect on the strategies they currently use to support their students learning Japanese.

BIOGRAPHY

Nathan Lane has been teaching Japanese in Victorian Government and Catholic secondary schools for over twenty-five 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.

DAY 1: SESSION 2

P T G I

Language: English/Japanese

Small Stories, Big Impact: Using Kobanashi with Primary Learners and Beyond

Junko Nichols Director / Monash Japanese Language Education Hub / VIC
Kazumi Hatasa Professor Emeritus / Purdue University / USA

ABSTRACT

Target Audience
This session is designed for Japanese language educators working in primary, secondary, and tertiary contexts. It will be particularly valuable for teachers of upper primary students, but the approach is adaptable for older learners, including secondary and university students. Educators interested in communicative pedagogy, culturally embedded teaching practices, and creative classroom strategies will benefit from this presentation.

Outcomes
After attending this session, participants will be able to design and implement Kobanashi-based learning activities in their own classrooms. They will gain practical strategies for using short, structured stories to develop listening, speaking, reading, and presenting skills. Attendees will also learn how to scaffold storytelling tasks to suit different proficiency levels and adapt materials for older learners.

Focus
This presentation will demonstrate how Kobanashi (short humorous stories) were used with senior primary students to enhance language acquisition and cultural understanding. It will outline the lesson sequence, scaffolding strategies, and student tasks. Examples of student work and reflections on classroom implementation will be shared. The session will also discuss how the approach can be extended to secondary and university contexts by increasing linguistic complexity.

Insights/Conclusion
The key message of this session is that short, culturally rich stories can create meaningful, memorable language learning experiences. Kobanashi provides a structured yet flexible framework that builds confidence, supports identity development, and encourages authentic communication. Even simple stories can generate deep learning when thoughtfully scaffolded.

BIOGRAPHIES

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 30 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.

Kazumi Hatasa received his Ph.D. in Education from University of Illinois at Urbana-Champaign in 1989. He started teaching at Purdue University in 1988 and retired in 2025. He is currently a professor emeritus in School of Languages and Cultures. He was Director of the School of Japanese at Middlebury College from 2004 to 2018. His published books include Nakama (co-authored, Cengage Learning) and Meshiagare (Kurosio Publisher). Recently, he has been working on applications of VR technologies in language instruction. He has also been working with professional rakugo performers.

DAY 1: SESSION 2

P S G I

Language: English

Intrinsic Motivation in Action: A Language Game Students Beg For

Mami Yoshino Japanese Curriculum Coordinator (7-12) / Foxwell State Secondary College / QLD

ABSTRACT

Target Audience
This practical workshop is designed for upper primary and secondary Japanese teachers seeking to boost engagement through intrinsically motivating classroom experiences.

If you are looking to enrich your program with fun, curriculum-aligned, and screen-free ways for students to use Japanese, this session is for you. Discover how to transform your classroom into a space of collaboration and connection, where students eagerly ask, “When can we play again?”

Fun by design and purposeful in practice, this adaptable activity can be used across a wide range of units, topics, and year levels.

Outcomes
Attendees will experience the student-favourite activity Nakama Uchi and discover how purposeful play can increase motivation, participation, and positive classroom culture. They will leave equipped to implement the game confidently in their own classrooms using practical strategies that support high engagement and smooth behaviour management. Participants will also gain the skills to adapt the activity for different year levels, language topics, and macro skills, making it a flexible and reusable tool for enriching Japanese learning.

Focus
This session explores how educators can respond to the needs of today’s learners through engaging, low-preparation learning experiences. It examines the characteristics of Gen Alpha students and why collaboration, autonomy, movement, challenge, and social interaction are powerful drivers of success.

Using the highly successful classroom activity Nakama Uchi as a case study, the presentation will demonstrate how motivation can be intentionally designed into language learning.

Insights/Conclusion
This session invites teachers to be brave — to step back, trust the process, and allow students to take greater ownership of their learning.

Attendees will see how purposeful play can create memorable learning moments, strengthen language acquisition, and foster a genuine sense of belonging. When motivation comes from within, engagement becomes sustainable, meaningful, and joyful.

BIOGRAPHY

Mami Yoshino is a Queensland state secondary Japanese teacher with 15 years of experience teaching Years 7–12. Drawing on her love of gaming, she designs learning experiences that foster intrinsic motivation and collaboration, transforming language lessons into memorable shared experiences. Mami’s work centres on building belonging through play — without sacrificing rigour or purpose.

DAY 1: SESSION 2

T I

Language: English/Japanese

Reimagining Beginner Japanese Language Education: An Inclusive and Decolonial Open-Access Curriculum at Scale

Iori Hamada Senior Lecturer / Monash University / VIC

ABSTRACT

Target Audience
This presentation is designed for Japanese language educators at secondary and tertiary levels, as well as curriculum designers interested in inclusive teaching and open educational resources (OER). It will particularly benefit educators who wish to incorporate more diverse and critically informed perspectives into beginner-level courses while continuing to use existing textbooks.

Outcomes
Participants will gain practical strategies for integrating inclusive and open-access materials into beginner Japanese courses. They will be able to identify ways to introduce alternative cultural perspectives, design simple reflective learning tasks, and adopt flexible models for partial implementation alongside established textbooks.

Focus
This presentation examines the design and implementation of an open-access introductory Japanese language curriculum developed for a large undergraduate unit. Drawing on decolonial and EDI-informed approaches to language education, it explores how beginner-level teaching can move beyond simplified representations of culture. It focuses on curriculum design, large-scale implementation, and student learning experiences, using anonymised student feedback to illustrate how learners engage with more inclusive and diverse materials.

Insights/Conclusion
The presentation argues that meaningful curriculum transformation does not require complete replacement of existing textbooks. Instead, small, strategic integration of inclusive and open-access materials can significantly reshape how students understand language and culture. The key insight is that beginner-level teaching is a critical stage where more nuanced and reflective perspectives can be introduced in practical and sustainable ways.

BIOGRAPHY

Iori Hamada is a Senior Lecturer in Japanese Studies at Monash University, Australia. Her research and teaching focus on inclusive and decolonial approaches to language education, as well as migration, gender, and social inclusion in Australia–Japan contexts. She is the author of an open-access Japanese language textbook that integrates Equity, Diversity, and Inclusion (EDI) principles into beginner-level teaching. Her work combines critical pedagogy with curriculum design and has been recognised through teaching excellence nominations.

DAY 1: SESSION 3

S IC

Language: English/Japanese

Empowering Educators through AI: Developing Custom Chatbots for Senior students to develop Japanese Conversation skills

Yoshie Burrows Faculty Leader: Languages / Loreto College, Ballarat / VIC

ABSTRACT

Target Audience
This presentation is designed for secondary teachers seeking effective ways to use technology to support skill development in the Japanese language classroom. It explores the potential of artificial intelligence (AI) to enhance student learning, with a particular focus on speaking proficiency in the Victorian Certificate of Education (VCE) context.

Outcomes
Evaluate and consider some of the issues relating to AI tools for Japanese language learning, including the technical, administrative, and compliance steps required to implement them safely in a secondary school environment. In addition, alternative methods to voice-to-voice chat for supporting the development of students' speaking skills will be explored.

Focus
Drawing on a comprehensive research and testing project conducted in 2025, the session outlines the development and implementation of custom-built AI chatbots designed to support student performance in VCE Japanese conversation exams and School-assessed Coursework (SAC) tasks. Developing spontaneous conversational fluency is often a significant challenge for senior students, particularly within the time constraints of the classroom. The project investigated how AI tools could provide accessible, on-demand speaking practice aligned with curriculum requirements.
The presentation provides a detailed case study of the implementation process, highlighting the technical, administrative, and compliance considerations involved in introducing AI tools within a secondary school environment. Practical insights into budgeting, privacy, and approval processes are shared to support educators in evaluating and adopting similar technologies in their own contexts. In addition, the pedagogical applications of AI are examined through the use of targeted prompt engineering techniques aligned with VCE assessment criteria. These approaches demonstrate how AI can be used to provide structured, level-appropriate feedback while maintaining appropriate levels of challenge for learners.
Evidence of student learning outcomes, including student reflections, is presented to illustrate the impact of the initiative. The session also considers emerging developments in AI, particularly alternatives to voice-to-voice interaction, and their potential to further support speaking skill development.

Insights/Conclusion
Finally, it will consider the next stage of the project, exploring how emerging AI developments—particularly in voice-to-voice interaction—may further enhance immersive language learning. By sharing both the successes and challenges of this initiative, the session aims to inspire educators across primary, secondary, and tertiary contexts to thoughtfully and responsibly integrate AI into Japanese language education.

BIOGRAPHY

Yoshie Burrows is the Faculty Leader of Languages at Loreto College, Melbourne, with over 30 years of experience teaching Japanese across Years 7–12. She has led curriculum design and assessment practices, with particular expertise in senior secondary Japanese, including VCE. Yoshie is also an author of Japanese language textbooks and has contributed to the development of classroom resources that support effective and sustainable language learning. Her professional interests include integrating technology and fostering communicative competence in the classroom.

DAY 1: SESSION 3

S I L W

Language: English/Japanese

Hitting the Optimal Zone of Learning: The Power of Leading from Behind

Shungo Sawaki International Baccalaureate / Assessment, Reporting & Data Use Leading Leader / The Mac.Robertson Girls' High School / VIC

ABSTRACT

Target Audience
This presentation is designed for educators, school leaders, and curriculum designers seeking to cultivate high-challenge, high-support learning environments. It is particularly relevant for teachers who feel tension between the educator they aspire to be and the educator they have time to be, navigating the competing demands of curriculum coverage, assessment pressures, and the emotional labour of teaching. The session will benefit those aiming to strengthen student autonomy, creativity, and engagement while maintaining academic rigour and relational trust. It is also suited to leaders interested in supporting staff through pedagogical frameworks that balance cognitive challenge with emotional safety.

Outcomes
Attendees will gain practical and conceptual tools to enhance their teaching practice. They will learn how to apply the principle of Compassion with a Roar, a framework that integrates strength, clarity, and empathy to create optimal learning conditions. Participants will explore strategies for bridging the gap between aspirational teaching ideals and the realities of limited time, competing priorities, and diverse student needs. They will examine ways to move beyond formulaic or compliance-driven approaches to curriculum, shifting from "cut-and-paste teaching" toward intentional, dialogic learning experiences. The session will also introduce the "jin and tonic" approach, which blends cognitive challenge with emotional attunement to support deeper learning. Additionally, attendees will consider how to streamline innovation—embracing tools and technologies that genuinely enhance learning while avoiding the overload that often accompanies new initiatives. By the end of the session, participants will be equipped with actionable strategies to create classrooms where students feel both supported and stretched, and where teachers can sustain meaningful, energising practice.

Focus
The presentation focuses on the central challenge faced by many educators: becoming the teacher one wants to be within the constraints of time, energy, and institutional expectations. Teaching often oscillates between extremes—rigid, data-driven instruction on one end and unstructured, emotionally driven exploration on the other. This session argues that optimal learning emerges not from choosing one side but from integrating both. Compassion with a Roar offers a model for doing so, emphasising clarity of expectations, relational warmth, and purposeful challenge. The session will critique traditional teaching models that prioritise coverage over connection and will explore how educators can foster student agency, creativity, and collaborative problem-solving. It will also examine the evolving role of technology—from photocopiers to AI—and question whether the proliferation of tools has genuinely improved learning or simply increased cognitive load for teachers and students. The concept of Chotto is Motto (less is more) will be used to illustrate how intentional simplification can lead to deeper engagement and more sustainable practice.

Insights/Conclusion
The key insight of the presentation is that effective teaching requires a dynamic balance of strength and compassion. When educators align high expectations with emotional connection, students develop resilience, curiosity, and confidence. The session highlights that teaching excellence is not about pursuing idealised perfection but about finding a sustainable equilibrium that enables both teachers and students to thrive. By embracing intentionality, relational trust, and thoughtful challenge, educators can create learning environments that inspire lasting growth and empower students to become autonomous, motivated learners beyond the classroom.

BIOGRAPHY

Shungo Sawaki is known for creating sensei-tional learning experiences where 1+1 can infinity and students are encouraged to explore with curiosity, generosity, and shared responsibility. His work centres on building strong, collaborative learning communities and designing innovative, compassionate approaches that elevate engagement and outcomes. With 27 years at The MacRobertson Girls' High School, he has led across Senior School, International Baccalaureate, and Assessment, Reporting & Data Use. His broader contributions include roles with JLTAV, VCAA, and DEECD. Recognised through awards such as Teacher of the Year and LOTE HAT, he continues to influence high-expectation, student-centred practice.

DAY 1: SESSION 3

P S G A

Language: English

From the National Gallery of Victoria to the Classroom: Using Art to Support Japanese Language Education

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

ABSTRACT

Target Audience
This presentation is for primary and secondary Japanese language teachers who are interested in using works of art, exhibitions and gallery resources to support meaningful language learning. It will be especially relevant for teachers who may not have a background in art or art history but would like to explore accessible ways to bring art, culture and real-world contexts into the Japanese language classroom.

The presentation will also benefit teachers who are planning gallery excursions, looking for professional learning opportunities, or seeking resources to adapt art into their classrooms. While the presentation will draw on the National Gallery of Victoria's (NGV) programs and resources, the ideas and strategies shared will be adaptable for teachers from any state.

Outcomes
Attendees will feel more confident using artworks as prompts for purposeful language use and student expression, and for creating meaningful cultural links and contexts for language learning. They will be able to identify NGV programs, professional learning opportunities and resources relevant to Japanese language education, and gain practical ideas for selecting artworks and exhibitions that connect with their teaching goals, student interests and curriculum needs. Teachers will walk away with activities they can use straight away, including strategies for close looking, vocabulary building, describing and comparing artworks, student discussion and creative responses in Japanese.

Focus
This presentation will focus on the role of art in helping students move beyond learning grammar and vocabulary in isolation. While these foundations remain important, today's learners also need opportunities to engage with how language is used meaningfully in cultural, visual and real-world contexts. Artworks offer rich connections to culture and ideas, and invite students to observe, interpret, express opinions and make personal connections.

Insights/Conclusion
The key message is that Japanese language teachers do not need to be art experts to use art meaningfully in their teaching. With the right questions, resources and activities, art can become a powerful prompt for purposeful language learning and self-expression. It can help students use Japanese to describe, respond, interpret, question and connect ideas, while recognising art as a form of expression shaped by culture, identity and lived experience.

BIOGRAPHIES

Sarah Fang-Ning Lin is an Educator at the National Gallery of Victoria (NGV) and a language teacher. She develops and delivers learning programs inspired by the NGV Collection and exhibitions for students, teachers and community audiences, and is passionate about making art accessible, welcoming and meaningful for everyone through inclusive and culturally responsive learning experiences.

Lily Feiner is a Gallery Teacher at the National Gallery of Victoria (NGV). She previously taught Japanese to secondary students in Victorian government schools and is passionate about using art to explore Japanese history and culture. She advocates for learning beyond the classroom to build authentic communication, confidence, and enjoyment in language learners.

DAY 1: SESSION 3

P S B

Language: English/Japanese

Bilingual Education の現状、課題、展望

Keiko Harada Biliteracy/Numeracy Learning Specialist & Japanese teacher / Huntingdale Primary School / VIC
Naomi Mori-Hanazono Assisstant Principal / Huntingdale Primary School / VIC

ABSTRACT

Target Audience
This presentation is designed for primary and lower secondary educators, including classroom teachers, bilingual and language teachers, and curriculum leaders working in multilingual or CLIL informed settings. It will particularly benefit those involved in Japanese–English bilingual programs and educators seeking to strengthen biliteracy and numeracy through integrated approaches.
It is also relevant for teachers aiming to enhance collaboration between language, content, and wellbeing, and for those who value the inclusion of students' home languages and cultural identities as essential to learning.

Outcomes
By the end of this session, attendees will be able to:
- Articulate a three pillar framework integrating Japanese learning, English language development, and home language support.
- Apply a CLIL approach to connect language and content within inquiry learning.
- Use effective scaffolding strategies to support diverse learners.
- Design learning that builds conceptual understanding, biliteracy, and confidence.
- Strengthen collaboration with teachers, Education Support Teams, and families.

Participants will leave with practical strategies and increased confidence in supporting multilingual learners through meaningful, connected learning experiences.

Focus
This presentation highlights a bilingual education journey grounded in the belief that "we are using language to learn and learning to use language" (David Marsh). It demonstrates how CLIL pedagogy, embedded in inquiry learning, supports students to develop Japanese and English simultaneously. The session explores three interconnected pillars:
- Teaching concepts and skills in Japanese.
- Developing language and literacy in English.
- Strengthening learning through home language and family partnerships.
- Key practices include:
- Valuing students' linguistic and cultural identities.
- Understanding learners' strengths and needs.
- Using targeted scaffolding to support language and content.
- Creating a safe environment where mistakes are part of learning.
- Building collaboration between Japanese and English teachers, support teams, and families.

Wellbeing is emphasised as a foundation that enables students to engage confidently in cognitively and linguistically challenging learning.

Insights/Conclusion
The key insight is that effective bilingual learning is not about translation, but about designing experiences where language, content, and wellbeing are integrated. When educators align practices across languages, value home languages, and create safe environments for risk taking, students engage more deeply and confidently. The "light bulb moment" is recognising that authentic language use in meaningful contexts—supported by strong relationships and collaboration—is what drives successful Bilingual Education. Strong bilingual outcomes grow from intentional design, collaboration, and trust in students' linguistic and cultural strengths.

BIOGRAPHIES

Keiko Harada is a passionate and dedicated educator who has been teaching at Huntingdale Primary School since 1997, where she serves as the Biliteracy and Numeracy Learning Specialist. She is a strong advocate for bilingual education, with a particular focus on integrating a CLIL (Content and Language Integrated Learning) approach to support students in using language meaningfully while learning. As an active member of the Bilingual School Network executive, Keiko contributes to the design and delivery of professional learning for teachers. She believes that building strong, respectful relationships is fundamental to student success and is committed to creating safe, inclusive environments where students can take risks, build confidence, and thrive.

Naomi Mori-Hanazono is an Assistant Principal with over 30 years of experience in education. She has a strong background in bilingual education and is deeply committed to student wellbeing and community connectedness. Naomi's work focuses on creating inclusive, supportive learning environments where students feel confident and engaged. She has a particular interest in fostering a love of language learning and exploring practical ways educators can inspire and support students to become motivated, lifelong language learners. Through collaboration with staff, families, and communities, Naomi continues to advocate for meaningful, student-centred educational practices.

DAY 1: SESSION 3

T I

Language: English/Japanese

AI as Intercultural Mirror: A Student-Partnered Capstone Model for Developing Job-Ready Japanese Language Graduates

Sanako Mitsugi Lecturer in Japanese / University of Queensland / QLD

ABSTRACT

Target Audience
This presentation is for tertiary Japanese language educators, particularly those teaching advanced-level courses or designing capstone experiences. It will also benefit program coordinators seeking to integrate AI, intercultural learning, and employability skills into language curricula in a structured and sustainable way.

Outcomes
By the end of this session, attendees will understand a transferable task model for integrating AI into language teaching in a critical and pedagogically meaningful way. They will gain insight into how scenario-based learning can be used to develop intercultural judgement alongside language proficiency, and how student–staff partnership can support the design of relevant and engaging curriculum. Attendees will also leave with concrete examples of tasks and implementation strategies that can be adapted to their own teaching contexts.

Focus
This presentation introduces an Advanced Japanese capstone course designed in response to increasing pressure to produce "job-ready" graduates and to address the impact of AI on communication. The course uses a scenario-based learning cycle in which students diagnose intercultural communication breakdowns, analyse them using relevant frameworks, propose contextually appropriate responses in Japanese, and critically evaluate AI-generated outputs addressing the same scenarios. Here, AI is treated not as an answer, but as a perspective that often reveals intercultural mismatch. The project also incorporates student–staff partnership in the co-design of tasks and assessment criteria. In addition, the course design is exploring the inclusion of industry-informed scenarios through engagement with external partners.

Insights/Conclusion
AI does not resolve intercultural communication—it exposes its limits. By leveraging this, educators can shift advanced language learning toward developing judgement, adaptability, and real-world communication skills.

BIOGRAPHY

Dr Sanako Mitsugi is a researcher and educator specialising in second language processing and Japanese language pedagogy. Her research examines the cognitive mechanisms underlying second language comprehension, with a particular focus on prediction-driven models in morphosyntactic processing. At UQ, She designs advanced-level Japanese curricula that integrate intercultural learning, critical thinking, and emerging technologies such as AI. She currently leads curriculum development initiatives, including the design of an Advanced Japanese capstone course that emphasises real-world communication and student–staff partnership.

DAY 1: SESSION 4

G I

Language: English

Empowering Ourselves to Empower Others: Building Sustainable Support Networks for Japanese Teachers

Mel Watt President Japanese Language Teachers of South Australia, Highly Accomplished Teacher / JLTASA President and Japanese Teacher at Warradale Primary School / SA

ABSTRACT

Target Audience
This session is designed for Japanese language educators, teacher association leaders, and university educators seeking practical and sustainable ways to support Early Career Teachers (ECTs) while also strengthening teacher wellbeing, connection, and professional sustainability across all career stages. It will benefit educators interested in mentoring, professional learning, and building supportive networks within the language teaching profession.

Outcomes
Attendees will explore strategies that support and retain ECTs, including mentoring approaches, targeted professional learning opportunities, and collaborative networks such as hub groups and professional associations. Participants will also consider how professional connection and meaningful engagement can positively impact teacher wellbeing, motivation, and long-term sustainability within the profession. Practical ideas for maintaining professional energy, protecting wellbeing, and avoiding burnout will also be explored.

Focus
The presentation focuses on the growing need to strengthen support structures for Japanese language teachers at a time when teacher shortages and increasing numbers of educators leaving the profession continue to impact schools across Australia. It will highlight initiatives led by the Japanese Language Teachers' Association of South Australia (JLTASA), including the New and Returning Teachers workshop, alongside additional mentoring and support strategies currently being developed and trialled to better support ECTs. The role of hub groups, association events, professional networks, and language-focused professional development will also be explored as important sources of encouragement, collegiality, and renewed professional energy.

The session will examine how experiences such as attending conferences, participating in workshops, and connecting with colleagues can leave educators feeling re-energised and professionally reconnected. It will also explore the reciprocal nature of mentoring and professional support, highlighting how experienced teachers can gain renewed motivation and purpose through supporting others.

Insights/Conclusion
Through practice-based examples and guided reflection, participants will be invited to consider how associations, universities, schools, and individual educators can work collaboratively to create stronger and more sustainable support systems for Japanese teachers nationally.

The key insight underpinning this session is that professional support is not a one-way process. Mentoring, collaboration, and connection can empower both new and experienced teachers, contributing to a more connected and sustainable future for Japanese language education.

BIOGRAPHY

Mel Watt is a passionate Japanese language educator with close to 20 years of teaching experience. She was certified as a Highly Accomplished Teacher and assessor in 2025, reflecting her dedication to high-quality teaching practice and supporting the development of others. Mel teaches Reception to Year 6 Japanese at Warradale Primary School and is the current President of the Japanese Language Teachers' Association of South Australia (JLTASA), where she actively contributes to strengthening language education across the state.

DAY 1: SESSION 4

PSGI

Language: English

Future-Proofing Japanese: An Empathy-Driven Curriculum

Mami Yoshino Japanese Curriculum Coordinator (7-12) / Foxwell State Secondary College / QLD

ABSTRACT

Target Audience
This practical session is designed for primary and secondary Japanese teachers seeking to future-proof their curriculum to gift students with lifelong skills.

If you want to feel empowered to engage and serve a diverse and complex range of learners, this session is for you. This may include, but is not limited to, students who are disengaged, ready to be extended, have a disability, lack confidence, and/or question why Japanese is relevant for their future success.

Participants will explore an empathy-driven approach to the traditional “family” unit — one that prioritises belonging, connection, and relevance in today’s classrooms. Grounded in real classroom practice, this session supports educators to feel confident and empowered in delivering learning that is both meaningful and enriching for students’ lives beyond the classroom.

Outcomes
Attendees will leave with adaptable ideas, strategies, and classroom-ready resources from a reimagined family unit titled Omoiyari.
The session will showcase unit overviews, engaging brain breaks, collaborative activities, authentic texts, and purposeful tasks across all macro skills (listening, reading, viewing, speaking, and writing).

Participants will gain practical tools they can implement immediately, with flexibility to suit a range of contexts from primary through to secondary classrooms, supporting a future-focused and sustainable approach to Japanese curriculum design.

Focus
This session explores an innovative, empathy-driven curriculum aligned with Version 9 of the Australian Curriculum. It demonstrates how language learning can authentically embed key priorities, including the United Nations Sustainable Development Goals, Japanese cultural values, and 21st-century capabilities.

Rather than adding to teacher workload, the unit models how a future-proof approach can be integrated into existing programs to deepen learning, strengthen engagement, and enhance student outcomes.

Insights/Conclusion
Not all learners want to — or are able to — create a traditional family tree. However, all students deserve the opportunity to develop the language and skills needed to build healthy, respectful relationships.

By shifting the focus from structure to empathy, this session highlights how future-proofing Japanese is not about adding more content, but about teaching what matters most. Educators are empowered to enrich learning in ways that are purposeful, inclusive, and enduring — enabling students to think globally and act locally.

BIOGRAPHY

Mami Yoshino is a state secondary Japanese teacher with 15 years of experience. She has held multiple roles with the QCAA and was nominated for the 2023 Griffith University Excellence in Secondary Teaching Award. Mami brings her love of pedagogy and student engagement to life by helping educators foster positive, purpose-driven, and enduring teaching journeys.

DAY 1: SESSION 4

PSRIC

Language: English

Breaking the Silence: A Practical Framework for Using AI to Get Students Speaking Japanese

Jo Veen Evaluation Partner / University of Canterbury / Aotearoa/New Zealand

ABSTRACT

Target Audience
"Anyone? Anyone? Anyone?"
Every Japanese language teacher knows the feeling — a silent room, a speaking task, and students who understand the language but simply won’t use it. AI tools promise a solution, but without the right approach, they just add noise.
This presentation gives Japanese language teachers a clear, practical framework for using AI intentionally to shift the classroom conditions that keep students silent.

Outcomes
Attendees will leave with a practical framework for designing AI-mediated speaking activities that actually work — grounded in real New Zealand secondary classrooms. They will gain a clearer understanding of what AI tools can and cannot do for speaking participation, which specific classroom conditions AI is well-placed to shift, and how to make deliberate design choices that get results rather than just adding technology to the mix.

Focus
AI tools are landing in Japanese language classrooms fast — but knowing which tool to use is only half the challenge. The harder question is how to design with them deliberately. This presentation explores that question directly, sharing emerging guidelines developed through close collaboration with secondary Japanese language teachers working in authentic classroom contexts.

The framework emerges from an in-progress doctoral research project using Design-Based Research methodology, in which secondary Japanese language teachers work as genuine co-designers to develop and test AI-mediated approaches in their own classrooms.
Central to this framework is a reframing of the speaking problem itself. Student reluctance is not simply a student issue — it emerges from the social conditions of the classroom. Fear of judgement, peer exposure, and the high-stakes feel of whole-class tasks all create conditions that silence students. Many of these conditions are within a teacher’s control to reshape.
The framework presented here helps teachers understand which classroom conditions most affect speaking participation, what the specific affordances of AI tools are for shifting those conditions, and how to translate that understanding into practical, purposeful lesson design.

Insights/Conclusion
The key insight is this: AI tools are not a speaking solution — they are a design opportunity. Used without intention, they change very little. Used with a clear understanding of their affordances and the classroom conditions they can shift, they become a genuinely powerful lever for getting students talking. This presentation gives teachers that understanding, along with a practical, adaptable framework they can take straight back to their classrooms.

BIOGRAPHY

Jo Veen is a doctoral candidate at the University of Canterbury whose research explores how secondary Japanese language teachers can use AI-mediated tools to enhance student speaking participation. Building on a master's degree examining mobile technology and willingness to communicate in language learning, Jo brings a research interest in technology and second language speaking. With twenty years of Japanese teaching experience and a background as a curriculum and assessment adviser in languages at the New Zealand Ministry of Education, Jo brings classroom knowledge and system-level perspective to research that is both rigorous and practically grounded.

DAY 1: SESSION 4

P S I

Language: English

Redesigning units of learning for learners

Kylie Farmer Languages Education Consultant / Ant House / VIC

ABSTRACT

Target Audience
Designed for teachers keen to rethink their units of learning to engage their students in confidently developing language skills.

Outcomes
Be inspired and supported to design units of learning for Japanese which:

- engage learners
- consider cognitive load
- address ACv9
- include explicit teaching
- support quality learning
- get students speaking
- are a joy to teach :)

Focus
View recently filmed footage showcasing quality Japanese teaching practices
Explore sample units, planning templates, useful resources
Enjoy learning together.

Insights/Conclusion
Reconsider your unit design from your student's perspective to build engagement in learning and joy in teaching.

BIOGRAPHY

Kylie Farmer is a Languages Education Consultant. She facilitates Professional Learning 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, Secondary and Tertiary levels and is actively involved on the executive of the LTV and AFMLTA. She is passionate about supporting teachers and students to be safe, happy, engaged and confident language learners.

DAY 1: SESSION 4

S T C

Language: English

Japanese Language Teaching in the Age of Generative AI: Pedagogy and Assessment in Tertiary Education

Satoshi Nambu Senior Lecturer / Monash University / VIC

ABSTRACT

Target Audience
This is for tertiary teachers to share methods recently implemented at a university in response to the rise of generative AI and related technologies. It will also be beneficial for secondary teachers, offering insights into how tertiary Japanese language teaching has been shaped by these technological changes.

Outcomes
Attendees will gain insights into how to respond to the rise of generative AI in Japanese language teaching and how to actively incorporate it into classroom activities and assessments, rather than ignore it or prohibit its use.

Focus
It will address the challenges and methodological approaches to implementing the ‘appropriate’ use of generative AI in classroom activities and assessments, as well as how educators can retain assessments that effectively measure students’ own language ability.

Insights/Conclusion
Generative AI is, of course, often perceived as a concern and potential issue, but it is not merely something that impedes Japanese language education or language learning. With appropriate guidance, it can instead serve as a valuable resource that enhances students’ language ability.

BIOGRAPHY

Satoshi Nambu joined Monash in 2017. He was awarded a Research Fellowship for Young Scientists by the Japan Society for the Promotion of Science (2015–2017) and served as a postdoctoral researcher at the National Institute for Japanese Language and Linguistics (NINJAL). Satoshi has been working closely with NINJAL as a research project member of their two projects (Corpus and Multilingual projects). He was awarded a Japan Foundation Research Grant in 2020.

DAY 1: SESSION 5

P S G I

Language: English/Japanese

Enhancing Learner Motivation through Multiple Intelligences Theory: A Study Based on Practical Activities

Yuichi Deguchi Japanese language teacher (retired) / VIC

ABSTRACT

Target Audience
This session is primarily aimed at primary school Japanese language teachers, but it also contains content that can be useful for secondary school teachers.

Outcomes
Participants in this session will be able to use the activities introduced as they are in their own classes. They will also be encouraged to reflect on how to engage students and spark their interest.

Focus
In this session, using the topic of Hiragana as an example, specific activities based on Multiple Intelligences (linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, and intrapersonal) will be introduced. Participants will also have the opportunity to experience the activities themselves.

Insights/Conclusion
Through this session, participants will come to recognise that each student has different interests and ways of understanding. They will gain the insight that by incorporating a variety of approaches based on the theory of Multiple Intelligences, it is possible to create a more accessible and enjoyable Japanese learning environment for a wider range of students. The key message is not to rely on a single teaching method, but to flexibly combine a range of strategies. By doing so, student engagement increases, leading to improved learning outcomes.

BIOGRAPHY

Yuichi Deguchi worked as a Japanese language teacher at Catholic primary schools in Warrnambool, Victoria, for around 30 years until 2024. At his busiest, he taught at up to seven different primary schools in a single week. Incorporating the theory of Multiple Intelligences proposed by Dr. Gardner of Harvard University, Yuichi developed and implemented original activities designed to engage a wider range of students and spark their interest in learning Japanese. His original resource collection has been made freely available to both members and non-members alike, with the understanding and support of JLTAV.

DAY 1: SESSION 5

S G W

Language: English

Cold Analysis, Warm Classrooms: How teacher sense-making transforms breakdown in the use of evidence into learning and the emergence of wellbeing

Sayoko Thompson ACT Japanese Network Leader, Japanese Teacher, Higher Duties Allowance (Wellbeing) / Gungahlin College / ACT

ABSTRACT

Target Audience
This presentation is intended for secondary Japanese language teachers working in mixed-ability classrooms, particularly those facing challenges in preparing students for assessment tasks while maintaining engagement. It will also be relevant for educators interested in assessment literacy and sustainable teaching practices. It will benefit teachers seeking data-informed approaches that support both student learning and teacher wellbeing.

Outcomes
Attendees will be able to identify patterns of breakdown in students' use of evidence, apply structured feedback approaches to support recovery, and understand how teacher sense-making can sustain both learning and wellbeing in assessment contexts.

Focus
This presentation examines a recurring phenomenon in senior Japanese classrooms: students who appear engaged during lessons often experience significant breakdown when responding to open-ended assessment tasks. In particular, many students struggle to use evidence to construct responses, despite demonstrating understanding of content during classroom activities. This suggests a gap not in knowledge, but in assessment literacy—specifically, in understanding what it means to respond to a question using evidence. This difficulty is further compounded by the nature of open-ended tasks, where students are required not only to comprehend input, but to select relevant evidence, organise ideas, and construct responses in alignment with assessment criteria. Without an explicit understanding of these expectations, students often default to partial or general responses.
Analysis of student responses revealed that this breakdown was characterised by the absence of evidence, minimal or incomplete responses, and misalignment with the task. These patterns indicate structural gaps in response construction rather than a lack of engagement or effort.
A deliberately challenging mock test was introduced not only to reveal this breakdown, but to intentionally create conditions in which it would occur. This reflects a broader instructional design in which moments of instability are embedded to prompt deeper engagement and reconstruction. Rather than responding through emotional reaction, the teacher adopted a data-informed and structured approach, using standardised feedback to make gaps in response construction visible.

Insights/Conclusion
Following this intervention, students demonstrated a clear shift from anxiety and confusion to more strategic engagement, including increased awareness of response structure, time management, and evidence use. Classroom observations and student reflections indicated a pattern of recovery, where initial breakdown led to renewed confidence and a stronger sense of direction. This recovery often followed a V-shaped trajectory, where an initial drop in confidence was followed by rapid improvement once students recognised and addressed specific gaps in their responses.
This study argues that breakdown is not a failure of learning, but a failure of response construction. When interpreted through teacher sense-making, such moments can become productive opportunities for learning. Furthermore, the findings suggest that wellbeing is not simply a condition that precedes learning, but is generated through the process of confronting difficulty, making sense of it, and rebuilding understanding.
By maintaining an analytically disciplined stance while sustaining a supportive classroom environment, teachers can navigate emotional demands without overextension. This enables both student growth and teacher sustainability in complex classroom contexts. This highlights the importance of making learning processes visible through assessment practices.

BIOGRAPHY

Sayoko Thompson has been teaching Japanese in Canberra since 2013 across both primary and secondary settings, and currently teaches Years 11 and 12 at Gungahlin College. She advocates for the sustainability of Japanese programs in the ACT and has served as ACT Japanese Network Leader since 2022. Since becoming a House Coordinator in 2023, her work has focused on wellbeing, working across whole-person approaches and classroom practice to support students' thinking in navigating system pressures.
She currently holds a Higher Duties Allowance (Wellbeing) and is a graduate of Central Queensland University, Rockhampton.

DAY 1: SESSION 5

PSA

Advocacy - Keeping Japanese front of mind

Language: English

Nicholas Creed Assistant Principal / Ngayuk College / VIC
Anthony Oldmeadow Principal / Ngayuk College / VIC
Justin Garrett Instructional Leader / Ngayuk College / VIC

ABSTRACT

Target Audience
This presentation is for primary and secondary teachers seeking practical strategies to advocate for, build, and expand their Japanese language programs. It will particularly benefit educators in strengthening the visibility of Japanese within their school context, whether they are working to maintain an existing program or grow a new one.

Outcomes
Attendees will leave with a range of actionable strategies to effectively advocate for their Japanese program at both school and system levels. They will understand methods for communicating effectively with leadership, including specific language and strategies for engaging in dialogue with principals.

Focus
This presentation will unpack the concept of advocacy in schools, and how to use it as a key tool for strengthening Japanese programs. It will explore what effective advocacy looks like in practice, highlighting strategies that work and those that do not work.
The presentation will look at the alignment of Japanese programs with school priorities, including the embedding of Japanese within whole-school planning. Across all strategies, it will highlight the imperative nature of a solutions-focused outlook when advocating. The presentation will also offer a chance to hear directly from an experienced principal, sharing years of knowledge and advice through specific examples.

Insights/Conclusion
The key message is that advocacy is not just about major program changes, it is also about day-to-day conversations, consistent solutions-based practices and initiatives, and ensuring that Japanese stays 'front of mind' in school and network contexts.

BIOGRAPHIES

Nicholas Creed is the Assistant Principal of Strategy and Operations at Ngayuk College. He completed a Bachelor of Arts at The University of Melbourne alongside a Diploma in Modern Languages (Japanese). Nicholas subsequently completed a Graduate Diploma of Education (Secondary), and in 2012 completed a Professional Certificate in Education (CLIL). Nicholas taught Japanese and History for 12 years at Mount Waverley Secondary College, then moved to Mernda Central College in 2018 to establish their Japanese program. He has extensive experience teaching Years 7-12 Japanese in both traditional, adaptive and flexible learning environments. Nicholas joined Ngayuk College as a foundation Assistant Principal in Term 4, 2025, prior to the College opening in 2026. He is passionate about advocacy for the study of Japanese language and culture and leading the establishment and expansion of Japanese programs.

Anthony Oldmeadow has been in education for over 25 years, holding Assistant Principal and Principal roles across multiple schools in the Northern suburbs of Victoria. He is the Foundation Principal of Ngayuk College, bringing a strong commitment to educational excellence and purposeful school leadership. Since commencing his role in April 2025, he has led the establishment of a positive, inclusive culture focused on high expectations, strong relationships, and student success. Anthony is a passionate advocate for cultural diversity and global education, with a particular interest in Japanese culture. He believes that developing cultural understanding is essential in preparing young people to thrive in an increasingly interconnected world. During his time as Principal of Mernda Central College, Anthony led a range of significant initiatives to improve teaching, learning, and student engagement. A notable legacy project was the creation of a Japanese garden, inspired by his vision to embed cultural learning within the school environment. This space remains a powerful symbol of connection, reflection, and the importance of global perspectives in education.

Justin Garrett is the Instructional Leader at Ngayuk College. He holds a Bachelor of Education from Monash University (Gippsland), initially majoring in Psychology. After living in Kanagawa for four years, he completed a Postgraduate Course in Japanese at La Trobe University (2005) and a Professional Certificate in CLIL from Melbourne University (2013). Justin has taught at various metropolitan schools, including Sunbury College, Monbulk College, Buckley Park College, and Mernda Central College and held various positions of responsibility, including as International Student Coordinator. He focuses on creating programs that build unique and meaningful connections between language and culture. Throughout his career, Justin has led over 14 study tours to Japan and has extensive experience teaching Japanese from Year 7 to VCE.

DAY 1: SESSION 5

SI

Want what you have – embracing new language learning pathways in a challenging world

Language: English/Japanese

Liberty Campbell Learning Partner (Head Office Lead of the Cross Campus Centre) / Catholic Schools Broken Bay Cross Campus Centre / NSW
Yoko Sullivan Japanese teacher / Catholic Schools Broken Bay Cross Campus Centre / NSW

ABSTRACT

Target Audience
Despite the growing global popularity of Japan and its culture, enrolments in Japanese language courses – particularly at senior levels – have not increased proportionally. This workshop for secondary teachers will provide participants with both new perspectives and concrete plans to pivot their teaching to meet the future they face.
Teachers will be encouraged to move beyond the 3 Gs of language teaching (ganbaru, gaman and gakkari) to find their hibana (spark) 火花 in new models of language learning that meet the needs of students, the school executive and passionate teachers.
The content of this presentation will be presented in a mixture of English and Japanese.

Outcomes
Attendees will walk away with 5 alternative options to the traditional k-12 pathway, developing skills in how to generate their own power from a resource poor position.
Ideas for workshops with students and staff as well as strategies for out-of-the-box timetabling will be shared with lived examples from the Cross Campus Centre. Ways to incorporate assessment tasks into hands on excursions will also be outlined and ideas for cross-curricular collaborations that meet the needs of the next generation.

Focus
This workshop will help language teachers identify:
- what they want
- what others want
- the middle ground that may be ripe for development
- alternative pathways they may not have considered
- These alternate pathways include options such as:
- The Language Elective 1 – A case study of a school that teaches three 100-hour courses across Year 8-10 then runs Stage 6 Beginners courses for Year 11 and 12
- The Language Elective 2 – A case study of a school that timetables French and Japanese across two teachers in a new version of blended learning
- The Two-school Model – two schools sharing teachers and students where school A teaches Language A and School B teaches Language B across systemic and independent lines

Insights/Conclusion
The joy of the language classroom should not be forgotten. It is time to find your unique space among the opportunities on offer.

BIOGRAPHIES

Liberty Campbell is the Subject Matter Expert (SME) for Languages in the Broken Bay diocese and the author of the Jblog textbook series. She currently leads the Cross Campus Centre which provides blended learning courses for students across the eight secondary schools of Broken Bay diocese.
She is passionate about enabling Japanese teachers and students to embrace new learning opportunities afforded by technology and thinking outside the box. Liberty has spoken at various conferences for the MLTANSW, JTAN, JLTAV, DETNSW and at the National Symposium for Japanese Teaching.

Yoko Sullivan is an experienced teacher of Japanese, who has worked with students in the mandatory Year 8 classes all the way to Year 12 Continuers. Her current focus is igniting a passion for Japan in Stage 5 students taking the JPEX course, a Non-RoSA, non-language elective course. She also teaches the Stage 6 Japanese Beginners course for the Cross Campus Centre.
Originally from Odawara, Yoko shares her talents in ikebana, tea ceremony and Japanese cooking to inspire students' interest in the language behind the culture. She offers a current and informed perspective on Japanese society, with particular expertise in contemporary pop culture, media, and emerging social issues.

P S B

Language: Japanese

「ことばにしたい！」を育む「書く」活動のデザイン：日本につながる子どもを対象に

Sayaka Nakamurashand Japanese language educator / Japanese language education / New Zealand
Kanako Ikeda Japanese-Language Education Specialist/ The Japan Foundation Japanese-Language Institute, Urawa / Japan

ABSTRACT

Target Audience
ケイショウ語（Heritage Language / Community Language）として、日本国外で「日本につながる子ども」の日本語を支援する教育関係者および家庭で子どもの日本語を支える保護者を対象とする。特に、書く活動に苦手意識をもつ子どもへのアプローチを探している実践者に有益である。

Outcomes
参加者はワークシートの作り方や子どもとの関わり方に対する視点、日々の活動に「書く」ことを取り入れるための手がかりを持ち帰ることができる。具体的には、①「書く」ことへの抵抗感を和らげるための具体的な活動デザイン、②子どもの思考を揺さぶるトピックやメッセージの作り方、③子どもの自己表現を支える応答、④学習者に応じてワークシートをアレンジする視点、⑤子どもの姿をどのように捉え、反応や変化の方向性をどう見取るかという観点、である。 これらの視点は、書く活動を「評価」ではなく「対話」として捉え直す手がかりとなり、子どもが安心して書き始め、自信を育むための土台となる。

Focus
国際交流基金日本語国際センターが運営する「みんなの教材サイト」では、世界各地で「日本につながる子ども」を支援する実践者 6 人の学習活動や教材例を紹介している（2026 年 5 月公開）。本発表では、その一つである「『ことばにしたい！』『書けた！』が生まれる：『今日のトコトントコトン』」を取り上げ、書くことへの抵抗感を和らげるための活動デザイン、ワークシートの設計意図、トピックの焦点化の効果、そして活動を通して見られた子どもの反応の傾向について概観する。

Insights/Conclusion
「いい作文」を求めないこと、ひとつのことに焦点化することで、書くことへの心理的ハードルを下げられる可能性がある。また、教師のどのような内容も受け止める姿勢や、エンパワメントを意識した簡潔な返事が、子どもの安心と自己表現につながるという視点を得られる。ワークシートは学習者に合わせて柔軟に設計でき、トピックも無限に生み出せるため、さまざまな現場で応用可能である。書く活動を日々のルーティンとして取り入れることで、子どもが自分の思考や感情に気づき、それをことばにする力を育む機会となり、実践者にとっても子どもの新たな一面を発見するきっかけとなり得る。

BIOGRAPHY

Sayaka Nakamurashand is a Japanese language educator with a Master's degree in Japanese Language Education. She supports culturally and linguistically diverse learners from preschool to university level. Having taught in Hiroshima and Aotearoa New Zealand (NZ), she now works with learners from a range of backgrounds in the Wellington region through supplementary education, community-based classes, individual tutoring, and literacy-focused initiatives. Her learners include many who use Japanese as a heritage language. Sayaka also organises online gatherings for supporters of plurilingual children, manages the portal site "Aotearoa Hukuhuku," and creates accessible resources such as the "Plurilingualism and Home Languages" leaflet and the "Watashi-go Portfolio NZ Edition."

Kanako Ikeda has been working as a Japanese-Language Education Specialist at the Japan Foundation Japanese-Language Institute, Urawa, since September 2018. At the Institute, she is involved in teacher training programs for international Japanese-language educators and in projects that share learning practices of children connected to Japan who live outside Japan and learn Japanese as a heritage or community language.

DAY 2

SESSIONS

KEYNOTE

DAY2: OCT 31, 2026 (SAT)

DR. JULIE CHOI

Associate Professor, Additional Languages,
Faculty of Education. The University of Melbourne, Victoria

Working the Current: Connecting Capabilities and the Language Teacher

Language: English

ABSTRACT

In most classrooms, students bring far more than what gets measured. Their languages, stories, and ways of knowing are present in the room, yet rarely treated as resources for learning. Curriculum, pedagogy, and assessment culture are organised in ways that keep students' funds of knowledge and identity largely hidden, not because students lack capability, but because they lack opportunities to connect what they already know to what the classroom is asking of them. Drawing on Arts-Rich Translanguaging Pedagogy, this keynote introduces the concept of connecting capabilities and presents a case study of multilingual secondary students whose sophisticated thinking became educationally visible through multimodal, arts-rich approaches. Using a theoretical framework that maps what learners bring, how affect and cognition work together, and the conditions that make learning possible, this talk invites language teachers across all levels to consider how these ideas might reshape what they notice, value, and build on in their own teaching. The test is the test. What happens in the learning that surrounds it does not have to be.

BIOGRAPHY

Dr. Julie Choi is an Associate Professor in Language and Literacy Education at the University of Melbourne and the developer of Arts-Rich Translanguaging Pedagogy. A teacher educator and critical applied linguist, she teaches across the Master of Teaching, TESOL, and Modern Languages Education, and works with parents, young learners, low literacy learners, and second-generation speakers in community settings. She researches the embodied, affective, and aesthetic dimensions of multilingual meaning-making for language and literacy learning, including the role of digital tools and AI, and is the author of multilingual picture books, including Kimchi Is for Everyone, that open up language and literacy practices for the reclamation of voice, identity, and belonging among multilingual speakers.

PSTRI

Language: English

Identity, Language, Culture: Practical Bookmaking Approaches for the Japanese Classroom

Shu Ohki Lecturer / The University of Melbourne / VIC
Julie Choi Associate Professor / The University of Melbourne / VIC

ABSTRACT

Target Audience
This hands-on session is designed for primary and secondary school teachers seeking innovative ways to bridge language, culture and personal identity in their Japanese classrooms. It will also be highly relevant to Japanese language educators in community language schools, as well as those working in tertiary and private sectors who wish to embed culturally responsive, identity-centred practice.

Outcomes
Participants will produce their own 8-page books during the workshop, modelling a classroom task that is simple to implement and adaptable across levels. Through active creation, teachers will experience first-hand how collaborative bookmaking encourages authentic Japanese use—speaking, listening, reading and writing—around personally meaningful topics.
The session will illuminate how bookmaking can stimulate exploration of heritage, belonging, and cultural transmission. Attendees will leave with practical, ready-to-use resources: activity sequences, language scaffolds, assessment ideas and differentiation strategies to support diverse learners and heritage speakers. By the end, participants will have a plan for implementing bookmaking projects that promote communicative competence, cultural awareness, and student agency in their Japanese programs.

Focus
This session examines the pedagogical affordances of bookmaking for bridging language, culture, and personal identity in Japanese classrooms. Drawing on research-informed approaches—identity-based frameworks, translanguaging, and funds-of-knowledge perspectives—it will show how multimodal book projects create authentic communicative purposes and meaningful contexts for language use. Practical demonstrations will cover task design, collaborative processes, language supports, formative assessment, and ways to support cultural transmission. Participants will observe and discuss classroom exemplars that balance teacher scaffolding with student autonomy. Overall, the focus is on actionable, evidence-informed practice that empowers teachers to make language learning culturally relevant and personally significant.

Insights/Conclusion
Bookmaking is a creative, pedagogically robust approach that supports learners' ability to use and understand Japanese in meaningful contexts. It foregrounds identity, heritage, and belonging, demonstrating that language learning extends beyond forms and facts to include cultural transmission and personal meaning.

BIOGRAPHIES

Dr Shu Ohki is a lecturer working in the field of Languages teacher education and Content and Language Integrated Learning (CLIL) at the Faculty of Education, the University of Melbourne. He coordinates various subjects for the Master of TESOL and Modern Languages programs and the Master of Teaching TESOL and Languages learning areas. Prior to joining the Faculty of Education, he worked as a Japanese and Science teacher in a Victorian government secondary school. His research focuses on language teachers' professional knowledge and practice CLIL Pedagogy.

Julie Choi is an Associate Professor in Language and Literacy Education at the University of Melbourne and the developer of Arts-Rich Translanguaging Pedagogy. A teacher educator and critical applied linguist, she teaches across the Master of Teaching, TESOL, and Modern Languages Education, and works with parents, young learners, low literacy learners, and second-generation speakers in community settings. She researches the embodied, affective, and aesthetic dimensions of multilingual meaning-making for language and literacy learning, including the role of digital tools and AI, and is the author of multilingual picture books, including Kimchi Is for Everyone, that open up language and literacy practices for the reclamation of voice, identity, and belonging among multilingual speakers.

SGA

Language: English

Reclaiming the Narrative of Japanese Language Education

Susan Carbery Japanese teacher / Maleny State High School / QLD

ABSTRACT

Target Audience
This presentation is directed at secondary Japanese language teachers struggling to rationalise the constant advocacy for and justification of their subject.

Outcomes
Drawing on school-based experience, this session proposes a shift from promotion of Japanese language to positioning. Rather than advocating for Japanese language as cultural enrichment, teachers need to frame it as Asia literacy, partnership readiness and future workforce capability. This session will propose strategies that can be employed to align Japanese language with whole-school priorities, strengthening retention, and embedding languages within cross-curricular and strategic planning conversations?

Focus
This presentation challenges the prevailing narrative that Japanese language education is in decline because students aren't interested in Japanese, or that Japanese is no longer a relevant language. Secondly, it challenges the idea that it is the sole responsibility of teachers to advocate for their subject – that post-compulsory retention is successful solely due to the language teacher.

Insights/Conclusion
It is far too simplistic and convenient to claim irrelevance and/or the lack of advocacy as the reasons for the decline in Japanese language education. This decline is due largely to a structural invisibility of all language education in Australia. Language education in its entirety is in decline. Language programs are gradually and systematically marginalised through timetabling pressures, shifting leadership priorities and the perception that languages are enrichment programs rather than an essential capability. This trend creates a cycle of soft attrition.
It is time for Japanese language teachers to reclaim the narrative of Japanese language education.

BIOGRAPHY

Susan Carbery is a Japanese language teacher within the Queensland State school system and has been teaching Japanese as a foreign language in Queensland for the past twenty years. She has taught languages for 30+ years in several different countries, and at primary, secondary and tertiary levels. Like many language teachers, Susan has struggled with the constant demand of justifying the role of languages within the curriculum.

DAY 2: SESSION 1

P S R G C

Language: English

Japanese language education in Australia: Challenges, tensions and possibilities

Fusae Nojima PhD student / Project Director (ACER) / Australian National University / Australian Council for Educational Research (ACER) / VIC

ABSTRACT

Target Audience
This presentation has been designed with Japanese language educators and school leaders in mind - Ideally those who are interested in sustainable practice and future-forward pathways for Japanese language education in Australia. It will particularly benefit teachers seeking to better understand current national trends and the structural and pedagogical challenges influencing everyday classroom practice. The presentation may also be relevant for curriculum leaders and teacher educators interested in supporting sustainable language programs and strengthening professional learning within the Japanese language education community.

Outcome
Attendees will gain insight into some of the current challenges shaping Japanese language education in Australia and reflect on how these challenges influence teaching practice and student engagement. This presentation will also encourage collaborative reflection and highlight the importance of communities of practice in supporting teacher learning, professional resilience and sustainable program development. Attendees will be encouraged to consider how collaborative professional dialogue and shared practices may contribute to more responsive and context-sensitive approaches to Japanese language teaching across diverse educational settings.

Focus
This presentation examines the current state of Japanese language education in Australia through a combination of published national data, previous research findings and teacher perspectives from a recent study. Drawing on findings from school-level survey data reported in DeKrezer (2010) and student perspectives on continuation and discontinuation of Japanese language study explored in Spence-Brown (2021), the presentation discusses ongoing challenges affecting the sustainability of Japanese language programs, including structural constraints, student retention, learner engagement and increasing learner diversity.
The presentation will also discuss findings from the presenter's own study exploring teachers' experiences and perceptions of contemporary Japanese language classrooms. Through teachers' lived experiences, particular attention will be given to the ways teachers navigate structural constraints, diverse learner needs and tensions between curriculum expectations and classroom realities. The presentation will further explore how these challenges influence teachers' sense of professional agency, their capacity to sustain student engagement and their efforts to create meaningful learning experiences within limited institutional conditions.
Building on these findings, the presentation proposes communities of practice (Wenger, 2000) as one possible approach for supporting more sustainable and context-responsive Japanese language education. Rather than viewing current challenges as issues for individual teachers to tackle independently, the session will explore how collaborative professional learning, shared reflection and ongoing dialogue among educators may strengthen teacher support, professional agency and program sustainability. Opportunities for professional development and teacher collaboration will also be discussed as practical ways of fostering stronger professional connections within the Japanese language education community.

Insights/Conclusion
The key message of this presentation is that many of the challenges facing Japanese language education are interconnected rather than isolated classroom issues, shaped by the broader ecology of teaching and learning. Understanding the conditions influencing student engagement, retention, learner diversity and teacher practice can support more realistic, sustainable and context-sensitive approaches to Japanese language education.
At the same time, the presentation highlights the strengths, adaptability and professional knowledge of Japanese language teachers working within these complex contexts. By fostering collaborative professional dialogue and communities of practice, educators can share strategies, support one another and build more sustainable and responsive Japanese language programs. The presentation emphasises the importance of collective professional learning, collaboration and professional connection in strengthening the future of Japanese language education in Australia.

BIOGRAPHY

Fusae Nojima is a part-time PhD student in Applied Linguistics with over 15 years of experience in language assessment and test development. She currently works as a Project Director at Australian Council for Educational Research (ACER), where she manages multiple projects, including the development of language assessments for school-aged learners. Her research interests focus on Japanese language education and assessment.

DAY 2: SESSION 1

P S I

Language: English

Bringing Japanese to Life Through Yuru-kyara: A Complete Unit of Work from Input to Creative Output

Belinda Schmitt Japanese Teacher / Woodcroft College / SA

ABSTRACT

Target Audience
This workshop is designed for teachers of Japanese working in primary and lower secondary settings. Both early-career and experienced teachers will gain ready-to-use strategies, games, assessment ideas, and a complete unit framework that can be adapted across a range of year levels.

Outcomes
After this presentation, attendees will be able to design and implement an engaging Yuru-kyara unit of work, or adapt the framework to a different topic, to develop vocabulary, speaking, and intercultural understanding through meaningful tasks. They will leave with practical strategies for introducing new language through rich comprehensible input, scaffolding student output through games and interactive activities, and using creative assessment tasks that connect Japanese language learning with students' own local context.

Focus
This presentation will focus on using the popular Japanese concept of Yuru-kyara as the basis for a complete, engaging unit of work that builds language skills through culture. It will demonstrate how to move students from initial curiosity and cultural understanding, to explicit vocabulary learning, to structured speaking and writing tasks through games, comprehensible input, and scaffolded output. The session will also focus on assessment design, showing how students can apply their learning creatively by designing, introducing, and describing their own Yuru-kyara inspired by a local area or landmark.

Insights/Conclusion
The key message of this presentation is that highly engaging, culturally authentic topics can become powerful vehicles for purposeful language learning. Attendees will see how a playful concept like Yuru-kyara can be carefully structured into a rich unit that develops vocabulary, communication skills, creativity, and intercultural understanding. The "light bulb moment" will be recognising that when students are emotionally invested in a topic, language output becomes more natural, confident, and meaningful.

BIOGRAPHY

Belinda Schmitt is a passionate and enthusiastic Japanese language teacher who is committed to making language learning fun, engaging, and authentic. She teaches students from ELC to Year 6 and loves bringing Japanese to life through songs, games, and interactive activities. One of Belinda's passions is designing and creating fun and exciting resources for the Japanese language classroom and she's always on the hunt for new, engaging ways to immerse her students in the beauty of Japanese language and culture.

DAY 2: SESSION 1

PSI

Authentic Texts in the Age of AI

Language: English

Andrea Truckenbrodt Lecturer in Languages Education / University of Melbouren / VIC
Megan McLaughlin Teacher of Japanese / Melbourne Boys Grammar School / VIC
Maki Nemoto Teacher of Japanese and Design & Technology / MacRobertson's Girls High School / VIC

ABSTRACT

Target Audience
This presentation will resonate most strongly with those who are looking for ideas around how to include authentic texts into their teaching and with those who strive to develop greater curiosity and open-mindedness in their students through their engagement with other languages and cultures – in our case, Japanese. It will also explore the role of AI-generated texts in this space.

Outcomes
This presentation will locate the use of authentic and AI generated texts within current scholarship and provide a range of research-informed teaching and learning activities. A key part of the presentation will be two very different case-studies showcasing the use of authentic texts in real classrooms; one making use of photos/scans of fragments of text in authentic situations as a viewing-based lesson-starter activity and the other making use of art and design to encourage student motivation and real-world engagement.

Focus
Andrea will provide time-poor teachers with an overview of the current research and pedagogies relevant to this AI enriched text space and then contextualize two classroom examples. Participants will leave with a clear understanding of the linguistic, intercultural and motivational affordances of authentic and AI generated texts.

Megan has always collected tickets, brochures and other examples of potentially useful and interesting material as well as taken photos of things that seemed interesting, quirky and accessible to students. Her current "Mini Texts" projects is designed to put these items to use to engage students, prompt development of their viewing skills and encourage their curiosity and discernment about languages and cultures beyond themselves.
Maki aims to deliver intercultural education that invites students to express their own cultural identities. She designed a unit combining Japanese and Visual Arts in which students analyse a famous Japanese artwork, research works from Japanese or their own cultural backgrounds using NGV resources, and learn language structures to describe visual imagery. Students then create their own artworks incorporating cultural symbols and explain their meaning in Japanese through a final writing task and gallery walk. By engaging with both target and home cultures through language learning, the unit encourages students to reflect on identity and culture.

Insights/Conclusion
Using authentic texts can be a daunting proposition but it can also bring excitement, a stronger sense of relationship/sharing and significant enrichment into the classroom in simple and manageable ways.

BIOGRAPHIES

Andrea Truckenbrodt is a Languages Teacher Educator at the University of Melbourne. She is a member of the LTV committee and has worked closely with teachers of Japanese producing language teaching materials that support students' literacy and intercultural understanding. She is particularly interested in innovative language approaches that engage and extend Languages learners.

Megan McLaughlin teaches at Melbourne Grammar School, is a past-President of the JLTAV and a past-Treasurer of both the LTV and AFMLTA. She has been teaching Japanese for over 40 years and been involved in a range of projects supporting the teaching and learning of Languages and Cultures across Australia. She has a particular interest in the use of authentic texts in the classroom from the earliest stages of Languages learning.

Maki Nemoto teaches at The Mac. Robertson Girls High School and is a recent graduate of The University of Melbourne. She has a particular interest in intercultural language teaching and in integrating visual arts and cultural materials into the Japanese classroom. Drawing on her background in art and design, Maki aims to create engaging learning experiences that connect language, culture, and creative practice.

DAY 2: SESSION 2

PSTA

The parent and the principal

Language: English

Benjamin Gibb Adjunct Associate Lecturer | Head Teacher LangEGIAOIGuages, EAL/D & International Studies / The University of Newcastle | St Ives High School / NSW

ABSTRACT

Target Audience
This session is designed for Japanese educators wanting to connect, share professional experiences, and collaboratively explore the shared, complex questions facing our field.

Outcomes
Participants will gain new connections and critical perspectives to consider for their context.

Focus
The practice and professional development of language teachers naturally focuses on students and teachers. Who are the other key stakeholders? How is elective subject uptake impacted by their perspectives on second language and/or Japanese learning? How valid are these views, and why may they hold them?

This 'critical, but not cynical' discussion-based seminar aims to consider the reality of language teaching in 2026 with a cold eye and a warm heart. Participants will begin by considering what community perspectives on language learning within our Australian context may be, by looking at an eclectic range of data. There will be regular pauses to reflect upon and share how this resonates with your professional experiences, perspectives and questions through discussion with colleagues.

Through flipping these 'sticky questions', space will be created to explore this question as a group of professionals:

"How can we continue to offer the core of our KLA to our students— interaction, cultural competence, self-discovery, belonging and wonder— while sustainably thriving and moving forward?"

Insights/Conclusion
This session aims to provoke more questions than it does provide answers. Participants will leave with insights, glimmers, critical considerations about 'making it work' within their context, and new collegial connections.

BIOGRAPHY

Benjamin Gibb is an adjunct associate lecturer and sessional academic in languages education at the University of Newcastle, and co-Head Teacher Languages, EAL/D and International Studies at St Ives High School in Sydney. "Belonging, independence, self-acceptance, adventure & global competence for young people through languages & culture education."

DAY 2: SESSION 2

S A

Language: English

Languages as a Superpower: Advocacy for Japanese and Every Learner

Ayumi Tamsett Japanese teacher / Dubbo Christian School / NSW

ABSTRACT

Target Audience
This presentation is for secondary Japanese teachers, head teachers and language educators working in diverse high school settings. It is ideal for those looking for practical, inclusive ideas to support different learners in the same classroom, while also building support for Japanese as a valued and worthwhile subject in their schools.

Outcomes
- Recognise simple, practical ways to create a welcoming Japanese classroom that celebrates student diversity
- Use teaching approaches that build student confidence, motivation and a positive sense of identity
- Consider how strong support and high expectations help position Japanese as a valuable, future-ready subject
- Take away ideas they can easily adapt to suit their own school and better support student success

Focus
Language teachers play a unique role in education, developing communication skills, cultural understanding, empathy and personal identity. This presentation explores how secondary Japanese language education can function as powerful advocacy for both the subject and the diverse learners it serves. High school Japanese classes include students with varied strengths, needs, motivations and post-school pathways. Rather than a challenge, this diversity is reframed as a strength. Through inclusive lesson design, flexible learning structures, scaffolded tasks and high expectations, Japanese language learning can become an equaliser, supporting engagement, confidence, agency and academic rigour through realistic, classroom-based strategies that can be implemented immediately.

Insights/Conclusion
This session highlights that advocacy in Japanese language education begins with everyday classroom decisions, not additional programs or resources. When teachers design learning that values difference, promotes belonging, and maintains high expectations, the classroom becomes a space for developing confidence, empathy, and transferable life skills. Participants will gain a renewed view of Japanese as a subject with strong advocacy potential, along with practical ideas for inclusive practice that support learner diversity and the long-term sustainability of secondary Japanese programs.

BIOGRAPHY

Ayumi Tamsett is a passionate Japanese teacher who loves giraffes and teaches in the Central West of NSW. She grew up in Kochi, a small city on Japan's Shikoku island. Before becoming a classroom teacher, she worked for eight years as a school chaplain at a public high school. Despite living in a town with few Japanese residents, Ayumi's lifelong love of languages fuels her dedication to inspiring engaged, confident Japanese-speaking students and sharing appreciation for Japanese culture with every learner.

DAY 2: SESSION 2

P S G

Language: English

Building Confidence in the Classroom: Practical Strategies for Success in the Japanese Classroom

Rosanne Jacobs Head of Languages/President of JLTAWA / Mater Dei College in Perth / WA
Virginia Price Japanese Teacher / MacKillop Catholic College / NT
Elizabeth Hills Japanese Convenor / Languages Teachers Queensland / QLD

NAJLTA Session

This presentation is designed for beginning and early-career Japanese language teachers, graduate teachers, and educators new to teaching Japanese who are seeking practical, classroom-ready strategies to build confidence and establish effective teaching practices.Beginning teachers are often challenged in balancing curriculum requirements with the need to foster student engagement, and professional responsibilities. Establishing effective classroom routines, selecting appropriate learning activities while creating a supportive learning environment as a beginning teacher can be difficult. With the demands put on teachers by administration, students, parents, and even ourselves, building an effective Japanese language program for Generation Alpha in this digital age can be overwhelming.
This session explores practical, classroom-tested strategies that support the development of successful Japanese programs. Topics include designing engaging activities, hints for staying organised and building a positive classroom for learning.
The session aims to equip teachers with adaptable tools that strengthen both classroom practice and student outcomes while fostering enthusiasm for Japanese language learning. Participants will gain strategies for establishing positive classroom practices and creating sustainable teaching approaches that promote long-term success from leading Japanese teachers.

BIOGRAPHIES

Rosanne Jacobs is Head of Languages at Mater Dei College in Perth and has been President of JLTAWA since 2013. She has taught at primary and secondary level, in both Government and Private systems. Rosanne has also served as Language Consultant at the Catholic Education Office and held a variety of leadership roles within her schools, including Behaviour Management Mentor, Literacy Coach and Acting Deputy Principal.

Virginia Price recently returned to the Northern Territory after over thirty years of teaching experience in Japan. She has taught English and Japanese in both Japanese and Australian secondary schools, and at universities in Japan. Virginia now teaches Japanese to secondary students and advocates for quality language education through her role as President of the Language Teachers' Association of the NT (LTANT).

Elizabeth Hill was appointed as the Japanese Convenor for LTQ in 2026. She was previously the Convenor of the Brisbane Japanese Secondary Speech Contest.

In 2025, Elizabeth participated in the Osaka Global Program for Japanese teachers at the Japan Foundation Japanese-Language Institute, Kansai. She has taught Japanese from Prep/Kindergarten through to Extension Japanese in Queensland and New South Wales.

Outside of teaching, Elizabeth coaches judo in Gladstone and occasionally in Rockhampton. She is also a qualified judo referee.

DAY 2: SESSION 2

PSI

Language: English

When teachers become students: Lessons from the other side of the desk

Kathryn Tominaga Teacher of Japanese / St Mary MacKillop Primary School / QLD
Monique Francis Japanese teacher, Author / JapanEasyReads / VIC

ABSTRACT

Target Audience
This session is for primary and secondary teachers of Japanese who want to better understand the learner experience and refine their classroom practice to better support beginner language learners.

Outcomes
Attendees will leave with practical, classroom-ready strategies that support student autonomy, competence, and engagement, along with concrete activity ideas adaptable for beginner Japanese learners across primary and secondary contexts.

Focus
This session draws on the presenters' experiences as novice language learners in Spanish and Chinese classes led by expert teachers. We share and reflect on these experiences, examining how specific teaching approaches and lesson designs influenced our sense of motivation, confidence, and understanding. These insights are then connected to practical applications in the Japanese classroom through concrete activity examples.

Insights/Conclusion
Small, intentional shifts in lesson design—grounded in the learner's experience—can significantly improve student engagement, confidence, and success.

BIOGRAPHIES

Kathryn Tominaga is an experienced language teacher with 20 years in the classroom, currently teaching Japanese across three primary schools in Queensland. She specialises in comprehension-based communicative language teaching, with a focus on creating engaging, accessible lessons that support all learners. Kathryn is passionate about building confidence in beginner students through meaningful interaction and carefully scaffolded input. Her practice draws on approaches that foster connection and curiosity in the classroom. She is committed to ongoing professional growth and enjoys reflecting on both teaching and learning experiences to continually refine her approach.

Monique Francis is a passionate advocate for acquisition-based language learning, with 26 years' experience teaching Japanese across primary and secondary schools. She is the founder and author of JapanEasyReads, where she creates engaging, accessible readers grounded in Comprehensible Input (CI) to support confidence and understanding. Now working closely with educators, Monique shares practical tools, strategies, and encouragement to support a shift toward student-centered, acquisition-driven teaching. She supports teachers across all languages, with a particular focus on Japanese language education. A firm believer in the power of extensive reading, she champions it as a cornerstone of effective and enjoyable language acquisition.

DAY 2: SESSION 2

STRGIC

Language: English

'Big' Learning Outcomes: A Corpus-Linguistic Look at ōki-i and ōki-na

William Giang PhD Candidate / Monash University / VIC

ABSTRACT

Target Audience
This presentation seeks to demonstrate the utility of corpus linguistics to Japanese-language educators at secondary and tertiary levels.

Outcomes
Following the presentation, attendees will develop an understanding regarding how to derive concrete statistical trends from Japanese-language corpora (i.e., linguistically annotated text collections) and use these trends to disambiguate the functions of expressions such as ōki-i 'big' and ōki-na 'big', which are generally considered to be synonymous in Japanese. Attendees will then be shown how such data-driven observations can lead to meaningful teaching outcomes.

Focus
The presentation will focus on data compiled from the Kainoki Treebank, a freely available, online, Japanese-language corpus. The data include the numerical frequencies of the Japanese adjectives ōki-i 'big' and ōki-na 'big' across various grammatical environments throughout the corpus. The exact methods of data compilation and analysis will be presented in an accessible way, followed by an explanation of the immediate applications of these data to an educational context.

Insights/Conclusion
The main takeaway is that the two adjectives ōki-i 'big' and ōki-na 'big' exhibit separate tendencies towards different grammatical environments. Moreover, the statistical, gradient nature of these tendencies makes them difficult to obtain via introspection alone. Therefore, it is suggested that educators can acquire unique, grounded insights into the actual usage of Japanese via corpus linguistics.

BIOGRAPHY

William Giang is a PhD candidate at Monash University and a Research Analyst at the Consulate-General of Japan. His doctoral research focusses on the grammar of the Japanese language, both modern and historical, and incorporates different kinds of data from a diverse range of languages throughout Japan. He is an aspiring educator, passionate about the public dissemination of research, and the applications of linguistics in language education and preservation.

DAY 2: SESSION 3

S I

Language: English/Japanese

Moving Writers Forward: Building Extended Writing Skills from Junior to Senior Years

Lauren Wainwright Head of Japanese Year 9 / Haileybury / VIC
Yoshie Burrow Faculty Leader of Languages / Loreto College / VIC

ABSTRACT

Target Audience
This presentation is intended for secondary teachers who wish to enhance students' writing skills.

Outcomes
Attendees will be able to adapt presented activities, tasks and supports to their own context to help foster increased engagement and feelings of success with their own students.

Focus
This presentation outlines a practical, classroom-based approach to developing extended writing skills in secondary Japanese language education (Years 7–12) within an Australian context. A common challenge in junior and middle years classrooms is supporting students to move beyond writing isolated sentences towards producing longer, more connected texts. This approach responds to that challenge by embedding regular, scaffolded writing opportunities into everyday classroom practice. The approach is built around a structured set of writing resources and tasks that are explicitly linked to curriculum expectations and assessment rubrics. Students engage in a sequence of familiar and meaningful writing tasks, which we will present. These tasks are carefully scaffolded to support students in expanding their writing by combining key language elements and simple personal commentary. Additionally, the explicit focus on functional grammar helps students produce more complex and complete Communicative texts.

Insights/Conclusion
This session aims to provide teachers with practical, transferable strategies to support extended writing development in the Japanese classroom. The key insight is that explicit teaching—through clear success criteria, annotated models, and structured scaffolding—can make complex writing tasks accessible to all learners. It also highlights how these approaches contribute to broader discussions of literacy development in Japanese language education.

BIOGRAPHIES

Lauren Wainwright has been teaching Japanese primarily in the Middle Years for the last 14 years and is currently teaching at Haileybury. She is passionate about making meaningful and engaging resources and finding different ways to encourage and develop her students.

Yoshie Burrows is the Faculty Leader of Languages at Loreto College, Ballarat, with over 30 years of experience teaching Japanese across Years 7–12. She has led curriculum design and assessment practices, with a strong focus on senior secondary Japanese, including VCE. Yoshie is also an author of Japanese language textbooks and has contributed to the development of classroom resources.

DAY 2: SESSION 3

P S I

Language: English

Low-Prep, High-Impact Japanese for Real Classrooms

Tracy Ge Head Teacher Teaching and Learning / Bass High School / NSW

ABSTRACT

Target Audience
This presentation is designed for both primary and secondary Japanese language teachers, particularly those working in real classroom contexts with students in diverse, low-SES, EAL/D, rural, or high-behaviour settings. It will also support pre-service and early-career teachers seeking practical, sustainable approaches to communicative language teaching. Educators aiming to build student speaking skills and confidence through meaningful use of Japanese in authentic, everyday classroom conditions will find this session particularly relevant, rather than idealised or highly resourced environments.

Outcomes
Participants will be empowered with a clear, adaptable framework for implementing low-prep, high-impact strategies that prioritise oral interaction and student voice. Drawing on principles of explicit teaching, input/output theory, and retrieval practice, attendees will leave with practical routines, sentence scaffolds, and structured speaking interactions that can be immediately embedded to enrich classroom practice and increase student willingness to communicate. Strategies will also be modelled in real time, allowing participants to experience the approach from a learner perspective and gain insight into how it feels for students in the classroom.

Focus
This presentation explores how empowering educators through intentional, low-prep design can lead to enriched learning outcomes for students. It showcases a suite of zero-prep, classroom-ready resources built on high-frequency language and structured interaction. Through carefully sequenced input, scaffolded output, and repeated exposure via games, routines, and micro-speaking tasks, the session demonstrates how communicative classrooms can be achieved even in complex and high-need teaching contexts.

Central to this approach is the deliberate development of student confidence in speaking, positioning oral language as the foundation for broader literacy growth. As students build confidence in spoken interaction, this fluency supports the development of listening, reading, and writing skills, creating a more integrated and sustainable pathway to language acquisition. In this way, literacy is progressively strengthened through meaningful, repeated communicative practice.

Insights/Conclusion
The key insight is that empowering educators with practical, accessible, and evidence-informed strategies is central to enriching education for all learners. When teachers are supported to reduce cognitive and workload barriers, they can create frequent, purposeful opportunities for student talk in real classrooms. This shift leads to increased confidence, participation, and more equitable access to success in learning Japanese, regardless of context or resourcing.

BIOGRAPHY

Tracy Ge is a Japanese language educator based in South Western Sydney, working in a diverse, high EAL/D context. She is passionate about making language learning accessible, engaging, and confidence-building for all students, with a strong focus on explicit, communicative teaching that prioritises student voice, particularly in real, high-behaviour classrooms. She is also committed to empowering pre-service and early-career language teachers with practical, high-impact strategies that build confidence in the classroom. Tracy has led professional learning in strengthening literacy and the effective use of AI in education. Her work centres on developing accessible, classroom-ready resources that strengthen communicative competence and promote equitable outcomes across complex teaching environments.

DAY 2: SESSION 3

STGW

Language: English

Beyond the Classroom: Nurturing Student Belonging Through Participation in Student-led Initiatives

Nobuaki Akagi Associate Lecturer / The University of Sydney / NSW
Ihan Smaraweera Student / The University of Sydney / NSW
Nivritti Kumar Student / The University of Sydney / NSW

ABSTRACT

Target Audience
This presentation is for secondary and tertiary language teachers interested in student well-being, particularly those seeking to create an inclusive extracurricular learning space that nurtures students' sense of belonging.

Outcomes
The attendees will walk away with practical examples of student-led extracurricular initiatives that can nurture a sense of belonging in the Japanese studies community at the University of Sydney (USYD) and deepen understanding of their experiences, both as organisers and as participants.

Focus
This presentation draws on two student-led initiatives within the Japanese Studies community at USYD to explore how belonging can be fostered beyond the formal classroom. In an era increasingly shaped by artificial intelligence (AI), nurturing student well-being has never been more crucial in language education. As AI continues to reshape teaching and assessment, language teachers are called to shift their focus from linguistic competence alone toward the humanistic dimensions of learning, that is, students' sense of agency, identity, and social connectedness (Qassrawi & Al Karasneh, 2025).

Central to this shift is belonging created through their own participation and initiative. Belonging is an emergent and dynamic process that takes shape through active participation, reciprocal communication, and shared purpose, contributing to greater student well-being (Intke-Hernandez & Peltola, 2025). The following two initiatives demonstrate how this sense of belonging can be cultivated beyond the formal classroom.

The first initiative is the Student-Led Peer-to-Peer Exchange Program, founded and organised by one of the student presenters of this presentation. This virtual exchange program connects students at USYD with peers at universities in Japan, addressing inequities in access to traditional exchange opportunities and promoting a sense of global belonging. The second initiative is the USYD's Houkago Teatime, a student-led podcast developed with teachers' support. It fosters creativity and connection both within and beyond the university community, provides accessible content for learners of Japanese, and aims to cultivate a sense of belonging within the Japanese Studies community at USYD.

Insights/Conclusion
Together, these two initiatives illustrate that belonging is most meaningfully cultivated when students are empowered to take an active role in shaping their own learning communities. The Student-Led Peer-to-Peer Exchange Program emerged from the student founder's sustained engagement with international and higher education, including student-staff partnership initiatives, intercultural program design, and global engagement work across the Australian and Japanese contexts. Having consistently witnessed the value of empowering students and facilitating activities that foster belonging and intercultural communication, the student founder has himself nurtured a sense of belonging through the process of creating the program, finding a space in which he can excel not only in his Japanese language abilities but also in his broader interpersonal and professional skills, and a community in which he can connect and contribute with confidence.

Similarly, USYD Houkago Teatime demonstrates that student-led podcasts can serve as a powerful platform for belonging, as illustrated by the experience of another student presenter, who is one of the podcast hosts. Participation in the podcast, particularly through contributing one's own voice, cultivates a sense of academic belonging and motivation in language learning, while fostering meaningful connections with peers and other stakeholders such as language teachers and podcast guests.

In sum, both initiatives highlight a broader insight: when students are given the space and support to lead, they not only practice language but also build community, deepen intercultural understanding, and develop a sense of belonging that extends well beyond the formal classroom.

BIOGRAPHIES

Dr Nobuaki Akagi is an Associate Lecturer (education-focused) in Japanese Studies at the University of Sydney. He has taught Japanese for over a decade with a commitment to unlocking his students' potential. His research interests lie in the psychological dimensions of human-technology interaction, motivation, and well-being in language education, with a current focus on ethical discomfort in the use of AI for language teaching and learning. He holds postgraduate degrees in communication disorders, applied positive psychology and coaching psychology, and education, as well as a PhD in Cognitive Science.

Ihan Samaraweera is a fourth-year Bachelor of Arts and Bachelor of Advanced Studies (International and Global Studies) student at the University of Sydney, majoring in Management and Leadership with a minor in Japanese. He is passionate about intercultural communication and works in the international education sector supporting inbound Japanese students at both school and university levels. He is the founder of the Global Belonging Exchange Lab, an initiative co-designing approaches to belonging in diverse learning environments. His work spans conference presentations, collaborative publications on student–staff partnerships and learning design, and an upcoming book chapter with Routledge.

Nivritti (Nivi) Kumar is a fourth-year Bachelor of Education (Secondary) student at the University of Sydney, specialising in Japanese as a teaching area. Alongside her academic studies, she has served as a student partner in Japanese studies, contributed as an editor on a classical Japanese translation project forthcoming for publication, and participates in a student-led Japanese language podcast. Her dedication to the field was recognised in 2025 with the Australia Japan Society of NSW (AJS NSW) prize. Nivi is passionate about Japanese language and culture, and continually seeks to deepen both her linguistic knowledge and her approaches to teaching it.

P I

Effectiveness of Music in Teaching Japanese

Language: English/Japanese

Josh Durno Japanese teacher, Foundation to Year 4 / Dominic College / TAS

ABSTRACT

Target Audience
This presentation is designed for primary Japanese language teachers, generalist primary teachers delivering Japanese programs, and educators interested in integrating music and multimodal strategies into explicit language instruction. It will particularly benefit teachers seeking practical, research informed methods to enhance student engagement, support working memory, and build confidence in using music as a purposeful instructional tool rather than an occasional novelty. Educators working within the Australian context of shifting priorities, increased pressures, and evolving expectations will find this session especially relevant, as it offers sustainable, classroom ready approaches that strengthen teacher capability and enrich student learning.

Outcomes
Attendees will leave this presentation equipped with a set of ready to use songs, visuals, and multimedia resources that support explicit instruction of conversational grammar and vocabulary in the primary Japanese classroom. They will gain a clear understanding of how music can be used to reinforce learning intentions and success criteria within Common Instructional Models, and how musical routines can be embedded into lessons to promote overlearning, retention, and confident language use. Participants will also develop the ability to identify and measure different forms of student engagement—cognitive, affective, and behavioural—and will feel empowered to apply music based strategies that reduce learner anxiety and create a more relaxed, inclusive learning environment. By the end of the session, teachers will have both the theoretical grounding and practical tools needed to implement music as a consistent, effective component of their Japanese language programs.

Focus
This presentation focuses on the role of music as a powerful, research supported method for explicit instruction in primary Japanese language education. Drawing on qualitative data from Foundation to Year 4 students at Dominic College in Tasmania, the study examines two key areas: (1) the impact of music on working memory and the acquisition and rehearsal of grammar and vocabulary, and (2) the influence of music on student engagement, including how it can ease anxiety and foster a positive learning atmosphere. While previous research indicates that many teachers enjoy using music, it is often employed intermittently or as a break from “real” learning. This research challenges that pattern by demonstrating how music can become the central pedagogical tool of a lesson, directly supporting learning intentions and success criteria. The presentation will outline the historical use of music in foreign language classrooms, explore effective strategies for selecting and implementing songs, and discuss efficient methods for gathering meaningful student data. It will also provide practical guidance on designing lessons where music is not an add on, but a structured, intentional vehicle for explicit language teaching.

Insights/Conclusion
The key insight emerging from this research is that music is far more than an engaging classroom extra—it is a highly effective, evidence based tool for explicit language instruction that strengthens working memory, supports overlearning, and enhances student engagement across multiple dimensions. When used intentionally, music can transform the learning environment, making language acquisition more accessible, memorable, and enjoyable for all students. For educators navigating the complex demands of contemporary teaching, this approach offers a sustainable, empowering way to enrich practice and deepen student learning. Attendees will understand that music is not a novelty or a reward: it is a powerful pedagogical strategy that any teacher can use with confidence to improve learning outcomes in Japanese and beyond.

BIOGRAPHY

Josh Durno is a teacher of Foundation to Year 4 Japanese at Dominic College in Glenorchy, Tasmania. He is also a songwriter and performer and he uses this skill to teach Japanese. His first ever teaching job was at a children's English Conversation School in Mie Prefecture, Japan and he prefers to emulate this methodology in his current role.

T R I

Mediation ー異文化間をつなぐ日本語教育活動とその意義

Language: Japanese

Yoko Matsuoka Senior Language Consultant / The Japan Foundation, Sydney / NSW

ABSTRACT

Target Audience
Mediation （仲介活動）に注目した日本語教育の教育活動に興味がある中等教育後半（ Y11,12 ）、高等教育機関の日本語教育担当教師、および mediation の教育統合に関心のある研究者。

Outcomes
本セッションの参加者は、オーストラリア人が日本語・日本社会と接触する際に起こる異言語・異文化間課題とそれへの対応を、「 mediation （仲介）」をキーワードに日本語教育活動に組み込む意義について再認識する。

Focus
外国語を使ってコミュニケーションをとろうとするとき、自分の言語と外国語を直訳することができないと感じたり、習慣や考え方が違うため、言語を超えたコミュニケーション上の難しさを感じたりすることがある。同じ言語を使っているようで、実は異なるルールでゲームをしているようなズレや違和感が生じる。本セッションでは、まず、異言語・異文化間のコミュニケーション上の橋渡しを行う mediation の概要、理論的背景について確認する。そして、オーストラリア人が日本語・日本社会とコミュニケーションする際に感じる違和感や誤解を招く接触状況・接触課題（例；「すみません」の持つ多義性、挨拶の仕方、誘いに対する断り方、など）をいくつか提示し、その背景・要因の捉え方、相互の交渉・交流を成立させる対応・調整（= mediation ）などを、学習者が「自分事」として実感できる教室活動を検討する。

Insights/Conclusion
外国語学習で取り上げる mediation は、単なる言語翻訳行為としてでは十分ではない。自他の言語・文化を批判的に捉え（ critical thinking ）、違いを超えた相互交流を創造し（ creativity ）、異文化間コミュニケーション課題を解決に導く（ problem solving ）という、 21 世紀型スキルを包括する行為として組み込むことに教育的な価値がある。本セッションでは、言語・文化が異なることを知るだけでなく、なぜ異なるのか、その異なりとの接触状況で何が起こり、自分は何をどう捉え行動するのか、という学習者の当事者性を深める学びを探求する。

BIOGRAPHY

Yoko Matsuoka recently started working as a Senior Language Consultant at the Japan Foundation, Sydney in April 2026. She is originally from Yokohama. Until March 2026, for the last 24 years she worked at the Centre for International Education at Iwate University, where she taught Japanese to international students and ran a Japanese language teacher training program for undergraduates.

DAY 2: SESSION 4

P S G I

Language: English/Japanese

Supporting the Introduction of Beginner Japanese through Waku Waku Nihongo: Localisation and Teacher Support in Practice

Chisato Yoshioka National Language Adviser for Japanese / Language Circle / New Zealand

ABSTRACT

Target Audience
This presentation is intended for teachers and curriculum leaders involved in Japanese language education at upper primary and lower secondary levels. It will be particularly relevant for educators seeking practical and accessible ways to introduce beginner Japanese to younger learners, as well as schools that are not yet ready to establish a full Japanese programme but are considering partial or introductory implementation.

Outcomes
Participants will gain a clearer understanding of how the localisation of Waku Waku Nihongo, a children's Japanese language resource developed by the Japan Foundation Cairo, together with planned teacher support, may function as a starting point for introducing beginner Japanese. The presentation will also offer perspectives on how the combination of adaptable teaching materials and support can provide a practical entry point for teachers and schools hesitant to begin Japanese. In addition, participants will be encouraged to consider how similar approaches might be adapted in their own educational contexts and what forms of support may help facilitate implementation.

Focus
This presentation examines how the localisation of Waku Waku Nihongo and the development of teacher support may help the resource function as an entry point for beginner Japanese. The resource was originally developed for Japanese-style model schools, Egyptian Japanese Schools (EJS), in Egyptian primary education, with the involvement of the Japan Foundation Cairo Japanese Culture Centre.

Waku Waku Nihongo is designed to introduce learners to Japanese through familiar situations and everyday expressions. Based on an action-oriented (Can-do) approach, it enables learners from the early stages to use spoken Japanese through activities such as self-introductions, short presentations on familiar topics, and simple response tasks. The resource also provides clear lesson structures and activity examples, making it accessible for teachers who are not specialists in Japanese language education. In addition, cultural elements are embedded within everyday learning contexts rather than treated separately from language use.

The resource has been localised for the New Zealand context. This has involved adapting names, settings, and cultural references to make them more familiar and relevant to learners while maintaining the original pedagogical structure. Some vocabulary and expressions have also been adjusted to better align with curriculum pathways and support progression beyond the beginner level.

To support the use of the resource, a workshop series for teachers without specialist Japanese teaching backgrounds is currently being developed. These workshops aim to provide practical guidance on using the resource and adapting its activities for classroom use, with a view to supporting teachers' readiness to introduce Japanese.

Through these practices, this presentation explores how localisation and teacher support may help existing materials function as an accessible starting point for beginner Japanese.

Insights/Conclusion
This presentation considers how localising adaptable teaching resources, combined with teacher support, may create practical possibilities for introducing Japanese at the beginner level. It also explores which features of teaching materials and which aspects of teacher support may act as effective nudges in encouraging teachers and schools to take the first step towards Japanese language introduction.

BIOGRAPHY

Chisato Yoshioka is a National Language Adviser for Japanese in New Zealand, working with Language Circle, an organisation supporting language teachers funded by the Ministry of Education. She has previously worked as a Japanese language lecturer at a university in Thailand and as a Japan Foundation specialist in Indonesia, Brazil, Germany, and Hungary. She currently supports teachers of Japanese working with learners in the upper primary and lower secondary levels, and has a broad interest in language learning and teaching, and broader educational approaches.

DAY 2: SESSION 4

S IC I

Language: English

妖怪を探せ – A Tanken Centre adventure

Shanelle Ingram Languages Adviser / NSW Department of Education / NSW

ABSTRACT

Target Audience
This presentation is suited to secondary Japanese language teachers seeking innovative, student-centred approaches to support the consolidation and extension of language skills, as well as educators interested in incorporating immersive and game-based learning into their practice.

Outcomes
Participants will develop a comprehensive understanding of Yōkai o Sagase – a Tanken Centre adventure, including its structure, learning intentions, and classroom applications. They will leave with practical strategies, ready-to-use ideas, and the confidence to integrate this resource into their teaching programs to enhance student engagement and learning outcomes.

Focus
This session introduces Yōkai o Sagase – a Tanken Centre adventure, an interactive, escape room–style learning experience designed to immerse students in Japanese language and culture. Through collaborative problem-solving, students collect code words, interpret clues, locate hidden yōkai, and unlock new areas of the Tanken Centre. Each stage is purposefully designed to consolidate and extend language knowledge while reinforcing key structures and intercultural understanding through inquiry-based learning.

The session will examine the pedagogical foundations of the resource, with emphasis on gamification and experiential learning as strategies to enhance engagement and deepen language acquisition. Participants will explore practical approaches to implementation, including differentiation and scaffolding. Attendees will also engage with the resource to gain insight into the student experience and activity design.

Aligned with key topics commonly taught in Stage 4 (NSW Years 7–8), Yōkai o Sagase – a Tanken Centre adventure supports the development of core language skills and intercultural understanding. While designed primarily for Stage 4 learners, it is adaptable across a range of stages and learner profiles.

A classroom-based case study will illustrate implementation in practice, highlighting student engagement and evidence of learning. Opportunities for reflection and discussion will support application to participants' own contexts.

Insights/Conclusion
This resource encourages students to actively explore language, recognise patterns, and build meaning through discovery. This approach promotes curiosity, engagement, and deeper learning, while the teacher guides rather than delivers content. Yōkai o Sagase – a Tanken Centre adventure is designed to reflect this, creating a dynamic and memorable language learning experience.

BIOGRAPHY

Shanelle Ingram is a Languages Adviser with the NSW Department of Education. With 25 years of experience teaching Japanese across comprehensive high schools in the Hunter, she brings extensive classroom expertise to her role. She has a strong background in curriculum development, teacher mentoring and collaboration with key stakeholders, as well as the design of innovative resources and delivery of professional learning for teachers. She manages the Nihongo Tanken Centre, a Japanese immersion centre in Sydney.

Shanelle is particularly passionate about creating engaging learning experiences that enhance student motivation and achievement in Stage 4, supporting students to build confidence and continue their language studies. Her work combines deep classroom insight with leadership in Languages education, enabling teachers to inspire students and deliver meaningful, high-impact learning experiences.

DAY 2: SESSION 4

P S IC

Language: English/Japanese

AI 時代の日本語教育 — Gemini と NotebookLM がもたらす「共創」の教室

Hatsuho Watanabe Teacher / Mentone Girls' Secondary College / VIC

ABSTRACT

Target Audience
このプレゼンテーションは、生成 AI の活用に関心を持つ中等教育の日本語教師、および授業準備の効率化と生徒の主体的な学習支援を模索している教育関係者、カリキュラム開発担当者を対象としています。

Outcomes
参加者は、 Gemini と NotebookLM を日々の授業準備や教材作成に即座に応用するための具体的なフレームワークを持ち帰ることができます。また、 AI の誤情報（ハルシネーション）への対応策や、生徒の批判的思考を阻害しないためのガイドラインを習得し、教室での AI 導入を前向きに取り組める事を目指します。

Focus
本発表では、 AI を単なる効率化ツールではなく、教師の「共創パートナー」として再定義します。 VCE （ Victorian Certificate of Education ）などの基準に準拠した教材作成や、効率的な知識管理の具体例を示すとともに、 AI 活用における「失敗事例」から得られた教訓を共有します。教師が担うべき役割と AI に任せるべきタスクの境界線を明確にするための、実践的な手法に焦点を当てます。

Insights/Conclusion
AI は教師を代替するものではなく、むしろ教師の人間性（生徒の意欲を引き出し、心を通わせる力）を際立たせるための手段です。AI と人間が役割を分担する「ハイブリッド教育」の実践こそが、これからの日本語教育をより創造的で持続可能なものに変える鍵となります。

BIOGRAPHY

Hatsuho Watanabe worked as a Sales Engineer ("Sararii Man") in Japan for 3 years. After moving to Australia, Hatsuho graduated from the University of Technology, Sydney and taught Japanese for 25 years. Currently, Hatsuho is teaching Japanese at Mentone Girls' Secondary College in Victoria. Hatsuho has a keen interest in using technology in education and is always on the lookout for new technologies.

DAY 2: SESSION 4

P A

Language: English

Supporting Japanese studies in the Literacy classroom

Nicole Kelly Learning Specialist / Lucas Primary School / VIC

ABSTRACT

Target Audience
Primary school teachers will benefit, by seeing examples of how Japanese-themed texts can be used authentically in a Literacy classroom.

Outcomes
Attendees will have an understanding of how Japanese studies can be supported through a primary school Literacy program, allowing students to engage with both the culture and language of Japan. They will have an example of fluency paragraphs, word study using picture story books and novel study, using texts which focus on Japan. These notes and slides will be available to attendees.

Focus
The focus of the presentation will be on incorporating texts which focus on Japanese culture and language into the primary school Literacy classroom:

Fluency Paragraphs - easily decoded texts used to improve the reading fluency of students over a number of readings. These can focus on aspects of Japanese culture, history or geography.
Word & Language Study mentor texts - Utilising a range of picture story books with a Japanese focus to demonstrate using mentor texts to study English vocabulary and language structure.

Novel Study - Introducing novels 'While I Was Away' (2021) and 'Shifters' (2026) as novels which you could use for novel study, with a focus on Japanese culture and language.

Insights/Conclusion
Language teaching can be supported in a whole-school context, particularly the Literacy classroom, to create a shared understanding and passion of Japanese language and culture.

BIOGRAPHY

Nicole Kelly is a teacher and author, currently working as a Learning Specialist at Lucas Primary School, with almost twenty years of education experience. She completed her Diploma Modern Languages with UNE and has taught Japanese in regional Victorian schools for a number of years. Her most recent book, Shifters, was released in June and weaves her love of Japanese language and culture in a novel aimed at middle-grade readers.

DAY 2: SESSION 4

S T R W

Language: English

Intercultural Friendship as Mutual Adaptation: Exploring Third Space between Japanese and Australian Students

Modi Zhao Student / The University of Sydney / NSW

ABSTRACT

Target Audience
This study is intended for language teachers, higher education practitioners, and professionals interested in intercultural communication.

Outcomes
These findings are valuable for implications in language teaching. They suggest that educators should not only rely on classroom interactions, but also integrate extracurricular opportunities that catalyst stronger intercultural engagement. Teachers can function as the facilitative role by guiding students' participation in extracurricular intercultural activities. Added to this, teachers can introduce classroom tasks that connect with the "third space" interaction. For example, communication with exchange students from Japan as part of the unit design. The relationship built in such events can further develop to deep intercultural connections. Such activities may help bridge formal learning and authentic social interactions.

Focus
It examines how student-led extracurricular activities facilitate the formation and development of intercultural friendships between Japanese international students and Australian domestic students. In the context of internationalized higher education, although international and domestic students share the same spaces on campus, their interactions often remain at superficial level, and difficult to develop deeper social bonds (e.g., close friendship or 親友). The lack of meaningful connection can negatively impact students' sense of belonging, which is also linked to language learning motivation, class participation, and engagement.

Using the University of Sydney's Japanese cultural society, Wasabi, as a case study, this research explores intercultural friendship as a process of mutual understanding rather than one-side cultural adaptation. The data were collected through focus-group interviews, with two culturally homogenous groups consisting of three Australian students and three Japanese students respectively. This design enables the capture of participants' intercultural experiences from different cultural perspectives. This study hypothesizes language proficiency, cross-cultural orientation, cultural ideologies, and institutional settings as crucial factors influencing the formation and development of intercultural friendships.

Insights/Conclusion
The findings discover that mutual adaptation is the central condition for the development of deep intercultural friendships. This adaptation extends beyond language usage to the negotiation of interactional patterns shaped by cultural norms, such as communication styles, emotional expression, and expectations of relational intimacy. Through this process, students develop shared understanding that support deeper intercultural connections. In addition, student-led intercultural "third spaces" (e.g., Wasabi) are found particularly conducive to fostering intercultural friendships. Within the "third space", students can engage in sustained interactions and develop hybrid interactional patterns such as "Jinglish", which enable them to move beyond fixed cultural frameworks and further develop intercultural competence. Compared to traditional classroom settings, student-led extracurricular spaces provide a more relaxed environment, which reduces social pressure and encourage meaningful engagement. It allows friendships to progress beyond surface-level contact and support the development of deeper bonds.

This study highlights that intercultural friendship formation and development should not be interpreted as a process of cultural assimilation into one culture, but rather as a dynamic and reciprocal process in which students from both cultural groups collaboratively construct hybrid cultural meanings. By foregrounding the concepts of "third space" and "hybrid interactional patterns", this study offers insights for educators and institutions seeking to create extracurricular environments that better support intercultural interactions.

BIOGRAPHY

Modi Zhao recently completed a Bachelor of Arts (Honours in Japanese Studies) and her research topic is about building intercultural friendship between Japanese international and Australian domestic students through extracurricular events such as USYD Wasabi activities. She moves from observation of Wasabi's regular events to focus-group interviews with two cultural groups to explore this topic. She found that genuine intercultural friendships can be developed through continuous negotiation of cultural meaning in a cultural "third space".

DAY 2: SESSION 5

P S I

Language: English

Japanese Curriculum Resources for teachers

Kathleen Duquemin Languages Program Manager / Victorian Curriculum and Assessment Authority / VIC

ABSTRACT

Target Audience
In this session, participants will be introduced to the suite of planning resources recently developed by the VCAA to support teachers to implement the new curriculum. These resources, developed by and for teachers, will support teachers to plan their programs using the new F-10 Japanese Curriculum.

Outcomes
Participants will be familiar with the suite of planning documentation developed by the VCAA, for both levels F-6 and 7-10, including a whole school overview, a curriculum mapping document (including examples developed for Level F-2 and Level 7-8), a teaching and learning unit and example Assessment Tasks for a Year 1 and a Year 8 unit of work.

Focus
The presentation will focus on demonstrating how the Japanese curriculum can be implemented, at both F-6 and 7-10 levels, with these downloadable documents.

Insights/Conclusion
These planning documents help teachers to translate the Japanese Curriculum into a classroom-ready program.

BIOGRAPHY

Kathleen Duquemin holds a Master's Degree in Applied Linguistics and post graduate degrees in Japanese and Korean Language, and in Education. Prior to joining the VCAA, she taught Japanese from Foundation to Year 12 and English Language at VCE Level across all sectors. Kathleen has been involved in curriculum development for second language education and as a writer and curator of digital resources for language learning including the Language Learning Space and Inanimate Alice digital journal. She has presented at conferences both in Australia and internationally in the areas of Curriculum and the use of technology in language learning.

Language: English

Designing for Agency : Leveraging Intercultural Brokerage to Empower Student Leaders and Educators

Sayoko Thompson ACT Japanese Network Leader, Japanese Teacher, Higher Duties Allowance (Wellbeing) / Gungahlin College / ACT

ABSTRACT

Target Audience
This presentation is intended for Japanese language teachers seeking systematic approaches to balancing pedagogical delivery with the operational demands of intercultural programs. It is also relevant to school leaders, coordinators, and curriculum designers responsible for program sustainability, cross-school collaboration, and alignment with institutional priorities. The session addresses how language programs can be positioned as strategic assets within school systems rather than discrete, event-based activities.

Outcomes
Participants will examine how student agency and teacher agency can be developed concurrently through structured cross-school initiatives. The session will provide a transferable design framework for distributing operational responsibility across student leaders and partner schools, enabling complex programs to be implemented in a manageable and sustainable manner. Attendees will also gain practical approaches to establishing low-anxiety, high-trust learning environments that support participation across mixed proficiency levels. In addition, the presentation will demonstrate how classroom practice can be systematically articulated to align with institutional priorities, thereby increasing program visibility and long-term viability.

Focus
The presentation analyses a collaborative initiative conducted across four public schools in the ACT, including one school with approximately 40 Year 11–12 students and 13 student leaders supporting a visiting friendship school cohort. Responsibility for program delivery was distributed across partner schools through coordinated planning structures, while allowing for context-specific implementation at each site. Within this model, student leaders assumed defined roles as facilitators and mediators of communication, initiating and sustaining intercultural interaction across linguistic boundaries. The program design adopted a human-centred, student-centred approach, prioritising a low-anxiety, high-trust learning environment to maximise participation and engagement. The role of the teacher was deliberately repositioned from operational oversight to strategic facilitation. Rather than managing all logistical elements, the teacher functioned as an observer and targeted intervener, providing support where required while maintaining student ownership of the experience. This shift enabled the enactment of intercultural brokerage as a professional practice, through which the teacher mediated between local students, international participants, and school leadership, translating classroom activity into institutionally relevant forms of value.

Insights/Conclusion
Although intercultural initiatives remain resource-intensive, the structured distribution of responsibility across students and partner schools renders such programs operationally manageable and scalable. This approach enables a transition from event-based implementation to the integration of intercultural engagement as an embedded component of school culture. By systematically aligning classroom practice with institutional priorities, intercultural brokerage provides a mechanism through which language programs can be recognised, supported, and sustained as strategic cultural assets. Evidence from the initiative indicates that participating students developed increased self-efficacy and intercultural communicative competence, demonstrating the capacity to engage in complex cross-cultural interactions with confidence and adaptability. This model offers a reproducible and scalable framework for language educators seeking to integrate student leadership, manage program complexity, and enhance the institutional positioning of language education. It further demonstrates how teacher agency and student agency can be operationalised in parallel to support both immediate learning outcomes and long-term program sustainability. At its core, this approach recognises that sustainable language programs are not built through increased teacher workload, but through carefully designed conditions in which both students and teachers are able to act with confidence, purpose, and agency. In doing so, it responds to increasing demands on language teachers by offering a model that supports not only program sustainability, but also the professional wellbeing and long-term agency of educators.

BIOGRAPHY

Sayoko Thompson has been teaching Japanese in Canberra since 2013 across both primary and secondary settings, and currently teaches Years 11 and 12 at Gungahlin College. She advocates for the sustainability of Japanese programs in the ACT and has served as ACT Japanese Network Leader since 2022.

Since becoming a House Coordinator in 2023, her work has focused on wellbeing, working across whole-person approaches and classroom practice to support students' thinking in navigating system pressures. She currently holds a Higher Duties Allowance (Wellbeing) and is a graduate of Central Queensland University, Rockhampton.

DAY 2: SESSION 5

R I

Language: English/Japanese

Understanding Gifted Students in Language Classes: Research, Recognition, and the N5 Microcredential Pathway

Jacqueline Hardman Doctoral candidate/Subject Matter Expert: Learning Extension/Gifted / UNSW/Catholic Education Tasmania / TAS

ABSTRACT

Target Audience
This presentation is designed for teachers, school leaders, and educators with an interest in gifted education and talent development. It will particularly benefit those seeking practical, research-informed strategies to better identify, understand, and support gifted learners in contemporary classrooms. The session will also appeal to educators interested in professional learning pathways, as it explores the N5 training program and associated microcredential, providing a framework for building teacher capability and confidence in gifted education. Suitable for both primary and secondary contexts, the presentation aims to bridge current research with practical application, offering participants insights they can immediately apply within their own schools and learning environments.

Outcomes
Participants in this presentation will develop a deeper understanding of the characteristics, needs, and experiences of gifted learners within language classrooms. The session will explore how giftedness may present differently in linguistic and intercultural learning contexts, as well as common misconceptions surrounding gifted learners. Participants will examine practical approaches to differentiation, challenge, engagement, and curriculum design that better support advanced learners in language education settings.

Drawing on current research and classroom practice, the presentation will highlight strategies that foster curiosity, creativity, complexity, and authentic communication for gifted students. Examples of enrichment and extension opportunities will demonstrate how language classrooms can become powerful spaces for talent development and student growth.

In addition, participants will gain insight into the establishment and implementation of an N5 professional learning and microcredential program designed to build educator capacity in gifted education. The session will outline key considerations in creating a microcredential pathway, including program structure, evidence collection, participant engagement, and alignment with professional standards. Participants will explore how microcredentials can support ongoing professional growth while recognising teacher expertise in gifted education.

By the end of the session, attendees will have a stronger understanding of gifted learners in language classrooms and practical knowledge of how to design or adapt a microcredential program within their own educational contexts. The presentation aims to bridge research and practice, providing educators and leaders with actionable strategies to strengthen both gifted education and professional learning initiatives.

Focus
The focus of this presentation is twofold: supporting gifted learners within language classrooms and building teacher capability through a structured microcredential program. The presentation draws together current research, classroom practice, and professional learning design to explore how schools can better recognise and respond to the needs of gifted students in language education contexts.
The first component examines the experiences and characteristics of gifted learners. It will explore how giftedness may manifest through advanced linguistic understanding, rapid acquisition of vocabulary and grammar, intercultural insight, creative communication, and high levels of curiosity. The presentation will also address the challenges gifted students may face, including disengagement, underachievement, perfectionism, and insufficient academic challenge. Practical examples of differentiation, enrichment, and extension strategies will be shared to demonstrate how educators can create more inclusive and intellectually stimulating learning environments for advanced learners.
The second component focuses on the development and implementation of an N5 professional learning and microcredential program in gifted education. This section will outline the rationale for using microcredentials as a means of recognising and developing teacher expertise. Participants will be introduced to the structure of the program, including professional learning activities, evidence collection, reflective practice, and assessment processes. The presentation will also discuss considerations for scalability, staff engagement, and alignment with school or system priorities.
Throughout the session, emphasis will be placed on bridging theory and practice. The presentation aims to provide educators and school leaders with practical, research-informed approaches that can be adapted to a range of educational settings. By connecting student needs with targeted teacher professional learning, the presentation highlights how schools can strengthen both gifted education practices and staff capacity in sustainable and meaningful ways.

Insights/Conclusion
This presentation explores how educators can better support gifted learners in language classrooms while building teacher expertise through a practical N5 microcredential program in gifted education.

BIOGRAPHY

Jacqueline Hardman serves as Catholic Education Tasmania's Subject Matter Expert: Learning Extension / Gifted. Jakki is concurrently a doctoral candidate at the University of New South Wales, researching the lived experiences of gifted high school students under the supervision of Prof. Jae Yup Jung and Dr. Geraldine Townend.

With a rich international background, Jakki lived in Japan for 13 years, achieved the highest level (N1) of the Japanese Language Proficiency Test (JLPT), and earned her undergraduate degree from Tohoku University.

DAY 2: SESSION 5

P S I

Language: English

Beyond 1-10: Bringing Numbers to Life in the Classroom

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

ABSTRACT

Target Audience
This session is for primary and secondary language teachers who want practical ways to teach number language that lead to genuine understanding and spontaneous use, rather than rote memorisation.

Outcomes
Attendees will leave with a range of low-prep, adaptable activities that require learners to use numbers for genuine communication across a variety of contexts. They will gain practical strategies for scaffolding number use to support learners at different stages, and feel confident embedding number language into routines, questions, and simple stories.

Focus
This session focuses on introducing number language through meaningful, engaging contexts from the outset. It will showcase activities that draw on a broad range of number use (e.g. quantity, comparison, personal information) and demonstrate how these can be scaffolded to ensure all learners can participate successfully. Drawing on classroom practice, it explores how everyday routines, personalised questions, and simple narratives can provide repeated, comprehensible input without isolated counting practice.

Insights/Conclusion
Number language is acquired more effectively when it is used for real communication—counting sequences are not the starting point, but a by-product of meaningful use.

BIOGRAPHY

Kathryn Tominaga is an experienced language teacher with 20 years in the classroom, currently teaching Japanese across three primary schools in Queensland. She specialises in comprehension-based communicative language teaching, with a focus on creating engaging, accessible lessons that support all learners. Kathryn is passionate about building confidence in beginner students through meaningful interaction and carefully scaffolded input. Her practice draws on approaches such as Special Person Interviews and story-based learning to foster connection and curiosity in the classroom. She is committed to ongoing professional growth and enjoys reflecting on both teaching and learning experiences to continually refine her approach.

DAY 2: SESSION 5

T G I

Language: English/Japanese

“Pre-arrival から定着まで”をつなぐデジタル活用型日本語教育モデルの構築 —高度外国人材のための多層支援設計—, Designing a Digitally-Enabled, Learning-Assured Japanese Language Education Model —From Pre-Arrival Support to the Retention of Highly Skilled Foreign Talent—

Tomoki Furukawa Professor / Kansai University / Japan
Keiko Ikeda Professor / Kansai University / Japan

ABSTRACT

Target Audience
本発表は、日本国外の中等・高等教育機関における日本語教育従事者、国際交流およびキャリア形成担当者、並びに大学の国際戦略責任者等を主な対象とする。また、海外から日本への留学・就職を軸とした高度人材の誘致に関心を持つ行政・教育担当者や、教育の質保証と社会実装の両立を目指す産官学連携の実務家等とっても一助となる内容である。

Outcomes
教育従事者は、未学習層の喚起から実践的な対話力の修得までを一貫して支援する教育プログラムの具体的な設計手法を習得できる。本取組のマイクロクレデンシャルを活用した学習成果の可視化や、日本人学生との交流を通じた質保証の枠組み等を理解することで、各機関における日本への派遣支援、受入れ後の定着支援を実効的に運用するための視座を得ることが可能となる。

Focus
本発表では、関西大学と大阪公立大学が推進する、文部科学省「大学の国際化によるソーシャルインパクト創出支援事業」採択プロジェクトである Osaka Social Impact Project の取組を紹介する。本研究の目的は、日本語学習への参入障壁を低減するとともに、日本社会への定着までを見据えた一貫型の教育モデルを構築・検証することである。

従来の日本語教育は、教室中心の設計により「初期学習への心理的障壁」および「継続的な学習機会の不足」という課題を抱えてきた。これに対し、本プログラムはデジタル技術を活用した三段階のアプローチを採用する。第一に、語学アプリを活用し、日本語に馴染みのない層に対して低負荷での接点を提供し、学習動機を喚起する。第二に、独自開発のオンライン学習基盤により約 300 時間の体系的学習機会を提供し、 CEFR A2 相当の基礎的言語能力の習得を支援する。第三に、オンライン国際共同学習（ COIL ）形式を採用し、日本人学生等との双方向的な対話を通じて、実践的かつ社会的文脈に根ざした言語運用能力の定着を図る。
本モデルは「 pre-arrival 段階」から日本語学習と社会接続を開始し、来日前後を通じた連続的な支援を実現する点に特徴がある。発表では、 2026 年 4 月のインドにおける先行事例をもとに、学習支援の有効性と限界を検証するとともに、運営面・学習継続率・学習成果の可視化といった実務的課題について報告する。

Insights/Conclusion
本発表の核心は、語学教育を単なるスキル習得のプロセスから、国境を越えた学習者同士が相互に影響を与え合う「変容的な学習エコシステム」へと再定義する点にある。デジタルによるアクセス拡張、継続的な学習設計、そして COIL による対話的実践を統合することで、学びを渡日前から開始し、社会的統合へと接続するモデルを提示する。デジタルによる裾野拡大、対話を核とした学習設計、成果の可視化を組み合わせることで、アクセス拡大と定着・就業力向上を同時に実現することで、語学教育は高度外国人材の受入と統合を支える基盤そのものになり得る。

BIOGRAPHIES

Tomoki Furukawa, Ph.D., is a Professor in the Division of International Affairs and Vice-Director of the Center for International Education at Kansai University. His research focuses on ICT-based pedagogy, particularly the integration of generative AI, flipped classrooms, and blended learning in Japanese language education. He also oversees inbound international programs and provides career-oriented Japanese language instruction. He holds a Ph.D. from Nagoya University and is a Registered Japanese Language Teacher.

Keiko Ikeda is a Professor in the Division of International Affairs at Kansai University and Vice Director of the Institute for Innovative Global Education (IIGE). She specializes in international education, intercultural communication, and AI-augmented virtual exchange (COIL). Her work focuses on designing scalable models of multicultural co-learning and blended mobility to enhance global employability. She leads major initiatives such as JIGE and OSIP, collaborating with universities, industry, and government partners across Asia and beyond to advance digitally enabled, inclusive international education.