

Friday 15th March

Time	Early Years / Primary	Secondary	Curriculum: F-10 / VCE General	General	ICT	Curriculum/Assessment/Innovation	
8.15 – 8.45	Registration – Coffee/Tea						
8.45 – 9.00	President’s Welcome, Housekeeping						
9.00 – 10.00	Keynote: Sharon Klieve - Supporting students with a range of learning needs						
10.00 – 10.30	Morning Tea						
10.30 – 11.20 Session 1	Cooking into your lesson Tomomi Suzuki and Ayako Kumakura	Igniting Intrinsic Motivation: Creating Engaging Japanese Language Learning Experiences for Japanese Teachers Shungo Sawaki	VCAA School-based Assessment Audit for Teachers Kylie Witt and Frances Holl	Being a Powerhouse in your school and lead your way to success Rosanne Jacobs	AI is here to stay Stephanie Veber	Lego for Language Victoria Poulos	Enhancing Japanese Language Learning through Art Double session Lily Feiner, Sarah Fang-Ning Lin
11.30 – 12.20 Session 2	Hajimaruyo! - lesson ideas for new teachers with lots of easy songs Naoko Nishikawa	Ninki na Nihongo Jessica Winstone	Developing Speaking Skills in Senior Secondary Students Anne de Kretser	Student voice: why bother? Andrea Truckenbrodt	Making Randomised, Flipping Flashcards in PowerPoint Bonnie Yue	Concept Sentence builder - Emoji sentence Kiyomi Calwell	
12.25 – 1.15	Lunch						
1.15 – 2.05 Session 3	Using Shuwa & Gestures for Optimal Vocabulary Retention & Recall Katelyn Hurley	Optimising Japanese Performance through Sport Coaching Method Ryo Tsukui	Variety is the spice of life Jan Chalmer	Ikebana Workshop in Socio-Cultural Contexts Shoso Shimbo	This is AI, that’s AI, too. Maybe AI ? Definitely AI ! -AIの進化と日本語教育: 新しい教育パラダイムへの道 Hatsuho Watanabe	Ohashi - Cross-cultural differences in eating habits Hiroko Langdon	
2.15 – 3.05 Session 4	Karate Belts: Self-introductions and Hiragana Karli Mynott	5 Steps to Building Writing Skills Doug Noack	Developing Guidelines for Writing a Blog Megan McLaughlin	Building Languages Leaders Kylie Farmer	Using Flippity to Create Engaging Activities and Save Time Sherryn Downing	Reimagining Reading in the Japanese Classroom Monique Francis and Kathryn Tominaga	
3.05 – 3.30	Afternoon Tea						
3.30 – 4.20 Session 5	Total Physical Response Gabrielle Stepic	Secondary curriculum transformation: Towards MARSEARS and Comprehensible Input Ellie Murphy	Dramatic Storytelling - Bringing Stories to Life with Younger Learners Sonia Morison	What’s new in Japan? Joji Ikezu	Getting the most out of AI for learning materials and teacher assistant Andrew Cerini	Who knew you could cook with picture storybooks? Anne Robertson	
4.30	JLTAV Annual General Meeting (AGM) followed by canapes						

Time	Early Years / Primary	Secondary	Curriculum: F-10 / VCE General	General	ICT / General	Curriculum/Assessment/ Innovation
8.30 – 8.50	Registration – Coffee/Tea					
8.50 – 9.00	President’s Welcome, Housekeeping					
9.00 – 10.00	Keynote: Lauren Sayer - Emerging Technologies in Education					
10.00 – 10.30	Morning Tea					
10.30 – 11.20 Session 1	Ideas for teaching primary Japanese Yuichi Deguchi	Bilingual Sister School Activities That Promote Cultural Exchange Maia Martucci and Yoko Henderson	Developing writing skills in senior secondary students Anne de Kretser	やさしいLGBTQ+ Forum Takanori Hayakawa and Kari Fujita	Using AI in the Languages Space Jessica Curtis	Dip your toes into a comprehensible-input-rich, proficiency-focussed classroom Kathryn Tominaga and Monique Francis
11.30 – 12.20 Session 2	The Travel Expo: Hosting and Incorporating Inquiry and TPRS Karli Mynott	Increasing Student Speaking and Engagement in Class Sherryn Downing	Double Duty: teaching Japanese language and literacy in the primary classroom Jane Liauw	Incorporating Aboriginal knowledge in Japanese language class through the study of seasons Junko Nichols	Scan Me! QR Codes and Other Tricks of the Trade Helen Atkins	A is for Agency Tom Dawson
12.25 – 1.15	Lunch					
1.15 – 2.05 Session 3	Classkick for Tasks and Assessment Katelyn Hurley	What if the bird won’t sing...? ホトギスが鳴かぬなら... Penne Evans and Richard Myddleton	Enhancing Japanese Language Education: A Collaborative Approach for Seamless Transitions from Primary to High School Sumiko Ranjitkumar, Bonnie Tynan and Eiji Nishikubo	Japanese Language Teaching Assistant Internship Program in collaboration with a University in Japan and schools in Victoria Keiko Okumura and Masae Uekusa	Exploring plurilingual approaches in the Japanese classroom Elena Pirovano	Supporting Gifted and Talented and Twice Exceptional students in the language classroom Victoria Poulos
2.15 – 3.05 Session 4	Teaching and classroom strategies for lower primary Stephanie Veber	Classroom layout and design ideas for effective learning Adam Reidy	Unleashing the Magic of Kamishibai in the Language Classroom for Teacher-Artists by Artist-Teachers Anna Manuel and Jackie Kerin	Supporting students with diverse learning needs Michelle Heintze-Moller Session cancelled	From Technophobe to Technophile Hayley Hewat	Mystery Solved! Promoting Curiosity and Connection with our Students Kathryn Tominaga and Sonia Morison
3.05 – 3.30	Afternoon Tea					
3.30 – 4.20 Session 5	Linking language and culture through inquiry approaches Sue Metcalfe	やった！A sequential, self-contained text for beginners learning Japanese Tonia Hast	Let’s get engaged! Lyn Cohn	Communicating with Words, Connecting with the World: Beyond the classrooms between Australia and Japan Shinji Okumura, Masae Uekusa and Miho Kotaki	Ready or not, AI is here! Rachel McAllister	Using Speaking Tables and the work of Gianfranco Conti to increase student proficiency Tom Dawson
4.20 – 4.30	Closing remarks					

Friday 15th March

Keynote Speaker - Sharon Klieve

Supporting students with a range of learning needs

This session includes how teachers can support diverse students in the classroom. It will discuss how to identify students with language learning difficulties and what supports can be put in place to support them. It will consider ways teachers’ can modify their oral and written language to create ‘language friendly’ classrooms and include practical strategies that can enable diverse students to more readily process, retain and express their knowledge in the language learning classroom.

Sharon Klieve (MEd, GDipArts (Ling), MSpPath) is a dual qualified teacher and Speech-Language Pathologist and whilst also holding an additional specialisation as a Teacher of the Deaf and has always had a passion for supporting language and literacy learning. She has a broad range of experiences, both here and in Ireland, working with children from birth to adolescence. Sharon is the course coordinator of the *Master of Learning Intervention* at the University of Melbourne Faculty of Education teaching and researching in the areas of the oral language underpinnings of learning and literacy, inclusion and support of students with language and literacy difficulties. Sharon has taught in mainstream schools, specialist schools for children who are deaf and hard of hearing and specialist schools for children with language and social difficulties. Alongside her work in the University of Melbourne she also works in private practice providing school consultation and individualised therapy to students who present with language, literacy and numeracy difficulties.

Workshop Presenters Session 1

Cooking into your lesson

Tomomi Suzuki
Japanese Teacher / Christian College Geelong / VIC
Ayako Kumakura
Language: Japanese
Audience: Primary

Cooking is a very important skills for students to learn. It requires multiple skills and understanding, coordination and team work. In Japan cooking is taught since primary school called “Katrina”, Japanese students can cook various dishes in young age. Japanese Kyuusyoku (supplied lunch) system is also fantastic opportunities for students to learn about nutrition, balanced diet, appreciation towards food, also many students are overcoming to try new food. I usually conduct cooking classes at the end of the every term. Some dishes are deeply related to the topic, such as Kibidango is cooked when Momotarou role play is completed. I would like to share my experience of how to handle the students, parents, allergies in cooking class. How students can maximise using Japanese in cooking class. Please join us fun and yummy cooking!

Tomomi Suzuki is a enthusiastic teacher of Japanese. She taught in primary school, high school, adult classes and in Spain. Through 20 years of teaching she has found a passion to teach CLIL of “Shokuiku” the food education into Japanese teaching and want to contribute to improve Australian students health.

Ayako Kumakura has taught Japanese for 10 years at primary school and is a mother of three kids and makes oishii Japanese meals for them every day. She has also taught her primary school students about Japanese cooking and enjoyed seeing their interest in the varieties of Japanese food and associated vocabulary.

Igniting Intrinsic Motivation: Creating Engaging Japanese Language Learning Experiences for Japanese Teachers

Shungo Sawaki
IB DP coordinator / The Mac.Robertson Girls’ High School / VIC
Language: Japanese
Audience: Secondary

Welcome to a captivating exploration of how to cultivate intrinsic motivation while teaching Japanese to Japanese educators. In this presentation, we will delve into innovative techniques that transform the language learning journey from a mere obligation into a delightful adventure. By harnessing the power of intrinsic motivation, we can empower teachers to embrace Japanese language acquisition with enthusiasm and zest.

Understanding Intrinsic Motivation:
Intrinsic motivation, the internal drive that propels individuals to engage in an activity for its inherent rewards, is a pivotal factor in successful language learning. For Japanese educators, fostering intrinsic motivation can enhance their teaching effectiveness and personal growth, while creating an inspiring learning environment.

1. Personalized Learning Pathways:
Tailoring language learning to the interests, passions, and goals of Japanese teachers can ignite their curiosity and intrinsic motivation. Demonstrating the relevance of Japanese language skills to their professional and personal lives makes the learning experience more compelling and engaging.
2. Gamification and Playful Exploration:
Incorporating gamified elements, such as language challenges, role-playing games, and interactive quizzes, infuses an element of fun into the learning process. By tapping into the innate joy of play, Japanese educators can experience language acquisition as an enjoyable journey rather than a mundane task.
3. Cultivating Autonomy and Mastery:

Empowering teachers to take ownership of their learning enables them to set goals, track progress, and celebrate achievements. As they witness their language proficiency grow, a sense of mastery develops, fueling their intrinsic motivation to persist and excel.

4. Connection and Community:

Creating a supportive community of fellow learners and language enthusiasts fosters a sense of belonging and collaboration. Engaging in group activities, language exchange, and sharing success stories amplifies the enjoyment of learning Japanese.

5. Creative Expression and Cultural Immersion:

Encouraging Japanese teachers to express themselves creatively through writing, art, or music in Japanese can deepen their emotional connection to the language. Immerse them in the richness of Japanese culture through virtual tours, film screenings, or cooking classes to evoke a holistic appreciation for the language.

Conclusion:

Intrinsic motivation is the cornerstone of effective language teaching and learning. By embracing personalised learning, gamification, autonomy, community, and cultural immersion, Japanese educators can invigorate their own language journey while inspiring their students. Let us embark on this exciting voyage of intrinsic motivation, transforming the teaching and learning of Japanese into a joyful and invigorating experience for all.

Remember, the key to unlocking the doors of language proficiency lies within the genuine desire to explore, learn, and grow. Together, let's ignite the spark of intrinsic motivation and make the world of teaching and learning Japanese an inviting and exhilarating endeavour.

Shungo Sawaki boasts a 30-year tenure teaching Japanese in Victoria, spanning VCE and IB. Noteworthy roles include Domain/Curriculum/Senior school Leader position at MacRobertson Girls High School, IB Leader, and JLTAV's ICT Coordinator. Recognised as an emerging leader, he received the Australian Council for Educational Leaders' "New Voice" honour and completed Harvard's School Management and Leadership program. His recent publication, "宿題はもうしない" (No More Homework), delves into modern educational approaches. Sawaki's legacy extends beyond language instruction, shaping education through innovation and dedication.

VCAA School-based assessment audit for VCE teachers

Kylie Witt and Frances Holl

Languages Unit Manager / Victorian Curriculum and Assessment Authority / VIC

Language: English

Audience: Secondary, VCE, Assessment

In this session, Kylie and Frances will provide an overview of the VCE School based assessment audit. The session will explain the purpose of the audit, how it is carried out and the audit timeline. It will also provide tips to support teachers to develop SAC tasks that meet the requirements of the VCE study design. Kylie and Frances will also introduce the key principles that underpin VCE assessment, and explain why observing these principles is essential for assessing student learning at VCE level.

Being a Powerhouse in your school and lead your way to success

Rosanne Jacobs

Head of Languages / Mater Dei College / WA

Language: English

Audience: Secondary

Language teachers often feel undervalued by their colleagues, administration and the parent community. This presentation focusses on ways you can be noticed as a more than just a teacher but a leader in your school. There will be practical tips that you can use in your everyday life to be better organised and engage your students. More importantly, ways to get your leadership team to recognise your worth and help you build a successful and respected program.

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.

AI is here to stay

Stephanie Veber

Japanese Teacher / Shelford Girls’ Grammar / VIC

Language: English

Audience: ICT

Many teachers are afraid of AI and seem to shy away from using it. In my presentation, I will focus on ChatGPT and other Large Language Models and how teachers can better understand them and use them effectively both in and out of the classroom to streamline planning, create resources/activities/assessments, provide students with conversation practice prompts and also how to teach students to use AI well.

Stephanie is a Japanese, Spanish, EAL, music and piano teacher from Melbourne. She has been teaching Japanese since 2016, and has worked in both private and government secondary and primary schools and currently teaches Japanese and classroom music at an all girls' private school in Melbourne's south. Earlier this year, she started a blog for languages teachers that can be found here: <https://southsidesensei.blog/>

Lego for Language

Victoria Poulos

Gifted and Talented Leader at Crest, and researcher at UNSW / VIC

Language: English

Audience: Primary, Secondary

Using LEGO to teach Japanese as a second language can be a fun and engaging way to help learners of all ages practice their language skills. In this presentation I will present some creative ideas on how to incorporate LEGO into your Japanese classrooms. Remember that the key to effective language learning is to make it enjoyable and interactive. With the rise in popularity of Lego over the last 5 years, why not capitalise on the language of children and fun which means LEGO. We will look at how to keep the language lessons age-appropriate and adapt them to the proficiency level of your learners. Using LEGO in a classroom to teach language can be a creative and engaging approach that caters to various learning styles and needs. Don't be fooled by thinking Lego is just for younger students – secondary students love it too! LEGO is a versatile tool for teaching Japanese and makes the learning process more interactive, enjoyable, effective, engaging, and memorable! Come and learn how 😊.

Victoria has a Masters in Gifted education and is an experienced teacher of gifted education and Japanese. She is currently the Gifted and Talented Leader at Crest Education and a researcher at UNSW. Many have benefited from hearing Victoria present at State conferences, National Symposiums and at the World Conference of the World Council for Gifted and Talented Children of which she is an Australian delegate. While Victoria loves contributing to research, her main passion is working with teachers to support them in the classroom, and when not teaching, researching or presenting, loves doing Lego!

Enhancing Japanese Language Learning through Art

Sarah Fang-Ning Lin, Lily Feiner, Shu Ohki / National Gallery of Victoria / VIC

Language: English

Audience: Primary, Secondary

Language acquisition goes beyond mere vocabulary and grammar; it's a gateway to culture, history, and identity. This presentation invites participants on a journey that merges language learning and art appreciation at the National Gallery of Victoria. Presented by the NGV's senior curator of Asian art, a language teacher, and NGV educators, this program delves into the world of Japanese language and culture through art.

The program will commence with a presentation by the senior curator of Asian art, providing an introduction to the NGV's Japanese art collection and highlighting current and upcoming exhibitions. Participants will then enter the gallery spaces, where they will have the opportunity to experience arts-rich pedagogy and artful thinking strategies, engaging in facilitated discussions using works of art on display. Attendees of the program will gain a profound understanding of the NGV's Japanese collection and receive activities, strategies, and resources for object-based language learning.

Lily Feiner and Sarah Fang-Ning Lin are both NGV gallery teachers with experiences in Japanese language education.

Shu Ohki is a language teacher educator working in a tertiary sector. Shu is currently interested in the role of arts-rich pedagogy for facilitating the process of language learning.

Workshop Presenters Session 2

Hajimaruyo! - lesson ideas for new teachers with lots of easy songs

Naoko Nishikawa

Japanese Teacher / Gardenvale Primary School / VIC

Language: English

Audience: Primary

What would your students remember the most after finishing Japanese at primary school?

I was lucky to have opportunities to meet my old students, who I taught many years ago, and many of them said, 'Sensei, I still remember the song that you taught me when I was prep or Year 1.' with a nostalgic smile, and some of them start hamming or singing the song. If your students do not select Japanese at secondary school, you are the first and only Japanese teacher to them!

In this session, you will practise and sing songs for starting lessons, remembering vocabulary (primary school topics), and learning grammar patterns with mini tips for teaching.

Naoko has been teaching Japanese since 1999. She has various experiences in teaching both Primary and Secondary students (Foundation to VCE) at Government, Independent schools and VSL in Melbourne and regional Victoria. She enjoys being involved in projects and teaching resource creation, especially using ICT. More information about Naoko: <https://au.linkedin.com/in/naoko-nishikawa-6829bb86>

Ninki na Nihongo

Jessica Winstone

Integrated Learning Area Coordinator - Languages / Fairhills High School / VIC

Language: English

Audience: Secondary

Ever feel your students think Japanese isn't cool? In this session we will debunk that myth by investigating 'cool' popular culture that can be used to teach Japanese. The session won't focus just on culture, but how Japanese used in these resources can be used to teach language. By the end, you'll be the coolest sensei on the block!

Jessica Winstone is the Learning Area Coordinator – Languages at Fairhills High School. Despite having been a teacher for over 35 years, and being very very old, Jessica keeps in touch with popular culture. This might not make her cool, but it contributes to her teaching of language as being cool. Be cool with Jessica!

Developing Speaking Skills in Senior Secondary Students

Anne de Kretser

Director / Monash Japanese Language Education Centre / VIC

Language: English

Audience: VCE

How can students develop skills to use their Japanese language knowledge in a meaningful conversation. Students' ability to speak in Japanese can be enhanced with some simple and effective teaching and learning strategies. This session will look at common mistakes made by students in speaking tasks and effective strategies to help them improve their oral communication skills long term.

Anne de Kretser is the Director of the Monash Japanese Language Education Centre (MJLEC) located at Monash University, Clayton. The MCJLE provides professional development and learning services, resource development, facilitates research and supports teachers, pre-service teachers and schools teaching Japanese in Victoria, South Australia and Tasmania predominantly and Australia more broadly. Anne is experienced in curriculum development and has sat on several Japanese language advisory committees and curriculum development projects. She is the co-author of 'The Current State of Japanese language Education in Australian Schools' and co-convenor of the biennial National Symposium on Japanese Language Education. She was recently awarded the Japanese Foreign Minister's Commendation.

Student Voice: why bother?

Andrea Truckenbrodt
Faculty of Education, University of Melbourne / VIC
Language: English
Audience: General

For some, student voice is simply giving students 'a say' and a means of signalling that student opinions are valued. Far from being a 'token gesture', I argue that student voice is a valuable perspective for educators to engage with and potentially adopt. However, research reveals that there are different conceptualisations of student voice and that understanding the possible goals, purposes and implementation strategies around student voice is important for educators to make informed decisions about their involvement. In this session, I will provide teachers with a succinct overview of the Student Voice initiative based on a review of key literature. It will address the following questions:

- What is Student Voice?
- What does it look like in practice?
- Why is it important?
- Are you (actually) ready to enact Student Voice?

I conclude by arguing that Languages educators are uniquely placed to broaden and enrich current understandings of ‘voice’ through our orientations to language (as a resource and a right) and our translanguaging practices used within a culturally responsive pedagogy.

Andrea is an experienced Languages teacher who has taught at both Primary and Secondary levels. She is currently working with pre-service teachers in the Faculty of Education at the University of Melbourne. Apart from a long-held interest in CLIL and literacy-based approaches to Language education, Andrea is currently exploring the potential of student voice to improve language outcomes for teachers and their learners.

Making Randomised, Flipping Flashcards in PowerPoint

Bonnie Yue
Japanese Teacher / Korowa A.G.S. / VIC
Language: English
Audience: ICT

In this session you will learn how to harness the functions of PowerPoint to make image-based flashcards which flip and can be randomised in their order. You will also be able to present up to four different PowerPoint sets of flashcards on your screen at once. This will free you from the limitations of subscription websites (often paid) and also the inconvenience of hard copy flashcards. At the end of this session you will walk out with a set of PowerPoint flashcards of your own and a template and instructions to create unlimited future versions. A most valuable and reliable teaching tool! Please bring your laptop with PowerPoint and a vocabulary set of five words together with five HD images to match.

After studying Japanese at university, Bonnie worked in Japanese trading companies, local government in Japan and also in Japanese restaurants, hotels and cafes on a working holiday. She fell into teaching Japanese as a way to keep up her connection with the country and pass on her love of its language and culture to new generations. With breaks for family, Bonnie has worked as a Japanese teacher over a period of twenty-seven years in government, Catholic and independent schools, and supported the teaching of Japanese in Victoria through being a past committee member and treasurer of the JLTAV.

Concept Sentence builder - Emoji sentence

Kiyomi Calwell
CRT / NSW
Language: English
Audience: Primary, Secondary

Concept Sentence Builder - Emoji sentence is a method I developed while teaching as a primary language teacher. This method can be applied to primary/secondary/adult language learning.

Language learning by linking concepts to Japanese instead of translation reduces the stress of second language learning and could speed up building vocabulary. It also makes it easier to develop self-paced learning for students of different ability levels in the classroom.

The presentation will be a hands-on workshop with teacher developing their teaching resources during the session. The duration of the workshop would be around 50-60 minutes.

The presentation addresses:
1. Sentence structure with emoji
2. Vocabulary builder with emoji (concepts)

3. Differentiation
4. Dictionary skills
5. Particle functions with concept
6. How to record their progress for assessment

I hope my method can help many teachers and students in the future.

I was a primary teacher with a full-time Japanese teaching position in WA. I work as a CRT and teach Taiko and Japanese in a private business capacity all over Australia. Although I have taught less in the school environment recently, my experience teaching in a remote area with low support for Japanese teaching would be helpful for teachers.

Workshop Presenters Session 3

Using Shuwa & Gestures for Optimal Vocabulary Retention & Recall

Katelyn Hurley
Japanese Teacher / Geelong East Primary School / VIC
Language: English
Audience: Primary

What does the research say about using sign language, gestures and movement in the Languages classroom? This workshop will focus on maximising our class time as specialist teachers using high functional classroom language, paired with Shuwa (Japanese Sign Language) or other gestures, to increase retention and recall of vocabulary.

Katelyn Hurley is a Japanese teacher working across 2 schools in the Geelong/Bellarine region. She has been teaching Japanese for 3 years and cannot imagine teaching anything else! In 2023, Katelyn participated in the Teaching Excellence Program where she had the opportunity to inquire into identified problems of practice as a Languages teacher. She explored strategies to combat 'the forgetting curve' and collaborated with peers to explore differentiation and modifications in the Japanese specialist classroom.

Optimising Japanese Performance through Sport Coaching Method

Ryo Tsukui
Head of Japanese / Melbourne Grammar School / VIC
Language: English
Audience: Secondary

In this presentation, Ryo will share his unique methodology that incorporates sport coaching and Japanese teaching. He will discuss five key strategies to optimise student performance.

Ryo is the Head of Japanese at Melbourne Grammar School. He is also a qualified Personal Trainer, PE teacher and experienced sports coach.

Variety is the spice of life

Jan Chalmer
Japanese Teacher / Gippsland Grammar / VIC
Language: English
Audience: Primary

“Reviewing or periodic revision of material is needed to reactivate the stored memory and prevent it from being buried under other information. The more recent, regular and fun the review is, the easier it is to recall information.” Karen Boyes GAMES can provide engaging review opportunities. In this session, I will demonstrate some of my most-loved non-digital games. This session will suit those new to teaching Japanese as well as more experienced teachers who would like to add some new activities to their repertoire.

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

Ikebana Workshop in Socio-Cultural Contexts

Shoso Shimbo
Director / Melbourne Ikebana Festival / VIC
Language: English
Audience: Secondary

This presentation consists of 3 sections: a talk on the history and cultural background of ikebana, a demonstration of a basic style, and the making of a basic style by participants.

Participants will learn that Ikebana, over its 500 years history, has changed according to the needs of society. While Rikka and other relatively large and complicated styles were appreciated by the samurai and aristocrats in the 16th century, the simplified Seika style became very popular among females during the Edo period.

The demonstration of Seika style is easy to follow, and participants can enjoy creating their own beautiful Seika style Ikebana work to take home. This section can be taught in Japanese for the VCE students.

Shoso Shimbo PhD (www.shoso.com.au) is a certified teacher of Ikebana. He is a director of Wa: Melbourne Ikebana Festival (www.ikebanafestival.com), which will be held on 7 & 8 September 2024. Its program includes an Ikebana performance with Slava Grigoryan at Melbourne Recital Centre and an immersion Ikebana class for the VCE students.

Shoso is a vice president of the International Society of Ikebana Research and he runs an online Ikebana course, Ikebana Dojo.

He has numerous publications on Ikebana and contemporary art. His recent publication includes “Relative Positions of Freestyle Ikebana Movement in the Field of Ikebana Before and After the WW II ” in Traditional Culture, (Kyoto University of Arts Publishing).

Shoso has an MA in Japanese Studies, a Master of Fine Art and PhD in Education. He is a qualified garden designer specialising in Japanese gardens and is a qualified Shinto priest. He is also an award-winning sculptor.

This is AI, that’s AI, too. Maybe AI ? Definitely AI ! -AIの進化と日本語教育: 新しい教育パラダイムへの道

Hatsuho Watanabe
Japanese Teacher / Mentone Girls’ Secondary College / VIC
Language: Japanese
Audience: ICT

この講演は、AIが教育に与える影響とその可能性について掘り下げます。AIの基本的な概念と進化に触れ、AIが教育でどのように活用されるか、具体的な事例を通じて紹介します。特に、個々の教師のレクチャースタイルや進度に合わせて教材を提供するAIの可能性と、これらの技術が日本語教育にどのように適用されるかに焦点を当てます。

さらに、AIが教育者の役割をどのように変え、新しい教育パラダイムを形成するかについて議論します。AIが教育者にとってのツールであると同時に、教育者がAIを理解し、適切に活用するための教育が必要である事に着目してゆきます。

最後に、AIと教育の未来についての展望を述べます。AIが教育の質を向上させ、教師の授業内容を拡張する可能性について考察します。しかし、その一方で、AIの導入による倫理的な問題や、データプライバシーの問題についても触れます。

この講演は、AIと教育、特に日本語教育の交差点についての理解を深めるための一助となることを目指しています。

Hatsuho Watanabe worked as 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 22 years. Currently Hatsuho is teaching Japanese at Mentone Girls’ Secondary College in Victoria. Hatsuho has a keen interest in using ICT in education and is always on a lookout for new technologies.

Ohashi - Cross-cultural differences in eating habits

Hiroko Langdon
Language Consultant / The Japan Foundation, Sydney / NSW
Language: Japanese
Audience: Primary, Secondary

This session will focus on developing cross-cultural understanding for primary/Junior secondary students through the theme of Ohashi, chopsticks. The session will allow participants to explore cultural diversity in their eating habits and compare these with Japanese ones by working through a series of classroom activities.

This session is suited to both primary and junior secondary teachers and it will be delivered in simple Japanese.

Hiroko Langdon is a language consultant from the Japan Foundation, Sydney. Previously, Hiroko has taught at different levels, such as to diplomats at the US Embassy, high school students in the US and China, as well as provided training to aspiring Japanese teachers. She additionally taught sociology in Japan and worked as a visiting researcher at the JLPT centre. She is currently working to advance professional training for teachers and resource development for Australia.

Workshop Presenters Session 4

Karate Belts: Self-Introductions and Hiragana

Karli Mynott
Japanese and Humanities Teacher / Kardinia International College / VIC
Language: English
Audience: Primary

Karli is a Japanese teacher who enjoys sharing her passion/obsession of Japan with students in all year levels. Building engagement, capacity, and encouraging curiosity have been the strengths of Karli’s practice, allowing for the introduction of innovative methods of language teaching and learning. This has enabled Karli to develop the Languages Program at a P-9 school in Point Cook, as well as teach at Geelong High School, Senior School and now Junior School at Kardinia International College.

5 Steps to Building Writing Skills

Doug Noack
Former Japanese Teacher / ex Kardinia International College / VIC
Language: English
Audience: Secondary

Spending time working on writing skills can save you endless hours correcting the same mistakes over and over again. Explore different approaches that can help your students develop sound writing skills and strategies before they hit Year 12. Help your students avoid the fatal trap of planning and drafting in English, then trying to translate into English. Help your students avoid obvious and repetitive grammatical errors - after all sense without order logical helpful is not often desu ne? You can start developing a cohesive approach to writing from as early as Year 7, by using exercises that develop the mini skills involved in planning, drafting and producing well expressed writing that satisfies assessment criteria.

Doug Noack is a Japanese teacher of nearly thirty years' experience. Doug has worked for VCAA as an assessor of both the written and oral exams. A former Monbusho Scholar, he spent four years working on his Kansai dialect while teaching English in Japan as an ALT. In Australia he has taught Japanese in Primary Schools, although his primary focus was in Secondary, primarily at Kardinia International College, where he admits that Japanese was his secondary focus, as his primary interest lay in teaching judo primarily to primary and secondary students. Doug is currently working as a consultant teaching judo in schools, where his goal is to see judo become a mainstream sport in Australia.

Developing Guidelines for Writing a Blog

Megan McLaughlin
Head of Languages / Melbourne Grammar School / VIC
Language: English
Audience: VCE

This will be a hands-on workshop to create a piece of 'Advice to Teachers' about what a blog might be expected to look like laid out on genko yoshi in Japanese. We will begin by briefly looking at the VCAA provided guidelines before considering some example blogs. We will then work in small groups to draft some advice along the lines of the MJLEC Writing Rules 2021. Drafts will be shared and discussed, then handed in for some post-conference DTP before being made available to teachers.

Megan McLaughlin is Head of Languages at Melbourne Grammar School. She has been teaching Japanese for over 30 years and been involved in a range of projects supporting the teaching and learning of Languages across Australia.

Building Language Leaders

Kylie Farmer
Languages education consultant / VIC
Language: English
Audience: Primary

Explore resources and practical ideas for building the capacity of students to Lead Languages in your school. This session will showcase ways Year 5/6 students can be supported to learn and use key language and then implement a range of initiatives as Languages Leaders. Activities will involve using the recently published 'My Languages Journey Passports' which are available as digital or printed resources (free to Victorian government schools and \$1.50 per copy for non-government schools).

Kylie Farmer is an experienced teacher of Japanese and leads a range of projects to support Languages education from Early Years to Tertiary level, particularly focusing on Professional Learning for Languages teachers.

Using Flippity to Create Engaging Activities and Save Time

Sherryn Downing
Japanese Teacher / Cornish College / VIC
Language: English
Audience: ICT

Are you still using a pen and paper to create seating charts or random groups for that tricky class?
Do you want an alternative to “draw a popsicle stick from the cup” to choose students?
Would you like to be able to use just one vocab list to easily generate over 10 different activities which can be used in class or for independent study?
Flippity is a FREE online resource which allows you to easily turn a Google Spreadsheet into a set of online flashcards, revision activities and games, random name pickers, and much much more! This presentation will introduce you to Flippity, which will not only engage your students, but more importantly - save your precious preparation time. A basic understanding of Google Sheets will be beneficial, and if you bring your laptop you will have the opportunity to make your own resources during the session.

Sherryn is a dedicated and passionate Japanese teacher, having taught in both public and private school settings over the last 18 years. She has spent the majority of her career in secondary school settings with a focus on VCE, and is currently enjoying teaching primary and middle years at Cornish College. Sherryn loves engaging her students through a variety of methods, and hopes they are as inspired by Japanese as she was when she was a student. She enjoys utilising innovative technology, games and activities and sharing them with her students and colleagues.

Reimagining Reading in the Japanese Classroom

Monique Francis: Japanese Teacher / FCJ College / VIC
Kathryn Tominaga: Japanese Teacher / Mary MacKillop / QLD
Language: English
Audience: Primary, Secondary

We know that reading is a tremendously powerful tool in the acquisition of any language and yet, for many of our students, the Japanese script may feel like an insurmountable barrier. By teaching reading in context, through stories, that reflect the rich comprehensible input we provide aurally, we demystify the Japanese script, rendering it accessible to every student. Our focus is on cultivating a profound understanding of the language, allowing students to read for meaning rather than grappling with character decoding. Join us for a comprehensive exploration of a range of reading materials, accompanied by practical insights on optimising their use. Uncover how this approach not only breaks down barriers but also nurtures the development of adept Japanese readers, fostering a deeper connection with the language.

Monique:
Monique has been teaching Japanese at primary and secondary levels since 1997. Her light bulb moment came in 2017 when she first experienced Comprehension-based Communicative Language Teaching and Dr Terry Waltz's Cold Character Reading approach as a student and was immediately hooked. As a self confessed book worm, Monique is passionate about the power of reading and empowering beginner readers. She writes and self publishes easy to read mini graded readers through her online bookstore JapanEasyReads.

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

Workshop Presenters Session 5

Total Physical Response
Gabrielle Stepic
Languages Teacher / Rosebud Primary School / VIC
Language: English
Audience: Primary

Teaching Japanese using fun games and total physical response when eliciting language.
This technique is common with young children but also works really well with children up to Grade 6. It is a fun style of teaching which helps children learn, retain and produce beginner language

I have been teaching for 30 years mainly in Early Years and Primary. I worked in Japan for 18 months teaching English. I then wrote text books, hired and trained teachers and created curriculum for a national English Language school in Japan. Currently I own my own kindergarten and work in a Primary School were I teach Japanese from Prep to Six.

Secondary curriculum transformation: Towards MARSEARS and Comprehensible Input
Ellie Murphy
Languages KLA Leader / Hoppers Crossing Secondary College / VIC
Language: English
Audience: Secondary

This workshop delves into the transformative journey of curriculum adaptation, specifically the transition from grammar translation to the innovative “Contification” approach. This session explores theExtensive Processing Instruction and the MARSEARS language teaching model, which emphasises immersive listening and reading experiences, purpose-driven communication instruction, and the integration of interactive, low-prep high-engagement games. With the ADKAR principles of change management in mind, teachers will walk away from this presentation with strategies and tips to implement school-wide change towards a more interactive and engaging languages curriculum.
NB: this presentation describes the experience of a school where Italian is taught, but Japanese examples and resources can also be provided.

Ellie Murphy is the Languages KLA Leader at Hoppers Crossing Secondary College, currently leading a team of Italian teachers from 7-12. After completing a Bachelor of Arts in Italian, Japanese and Linguistics at Melbourne University, she completed two years of the JET Programme as an ALT in Hiroshima, where she was AJET Block Leader for the Chugoku region. Upon return to Australia Ellie commenced the Teach for Australia leadership development program in 2019, working in and eventually leading the Languages KLA at Hoppers Crossing Secondary College. She is looking forward to continuing to lead best practice in language teaching in her school and beyond.

Dramatic Storytelling - Bringing Stories to Life with Younger Learners
Sonia Morison
Japanese Teacher / Emerald Primary School / VIC
Language: English
Audience: Primary

Everyone loves a story! And younger students especially love to get up, put on a costume and perform a role in a story. But how can beginner learners do this completely in Japanese? Sonia will demonstrate how to become both actor and director of simple, engaging stories which are grounded in Comprehensible Input (using language that can be almost completely understood by the listener). Learn strategies to assist learners to easily comprehend a story told in Japanese. While these strategies are applicable to all learners, the style of storytelling is best tailored to the audience. Sonia’s interactive style of storytelling is particularly captivating for younger learners. Prep – Grade 2 classes love it! Some older learners feel more inhibited to perform in front of their peers and prefer to focus on listening to stories (which is a completely valid form of learning, too). However, this interactive session will have you out of your seat and taking part so that you will leave with the confidence to try out dramatic storytelling with your students.

Key strategies highlighted during the storytelling session include:

- Limiting Vocabulary and Sentence Structures: Tailoring language complexity for optimal comprehension.

- Recycling Previously Learned Vocabulary: Reinforcing familiarity with words already introduced.
- Utilizing Circling and Questioning: Maximizing opportunities for language repetition.
- Comprehension Checking: Ensuring understanding at every stage of the story.
- Inclusive Storytelling: Techniques to involve every student in the narrative.
- Connecting Stories with Students’ Experiences: Creating meaningful associations for deeper understanding.
- Utilizing Simple Props for Engagement: Enhancing the storytelling experience with minimal props.
- Incorporating Shuwa: Leveraging gestures to aid understanding and memory.

Join Sonia for an interactive session that promises to breathe life into your Japanese language teaching, leaving you inspired and ready to infuse the magic of storytelling into your classrooms. Get ready to be a part of the narrative!

Sonia started out as a high school English and EAL teacher around 25 years ago and transitioned to teaching Japanese at primary school in the last 4 years. She brings her enthusiasm for Japanese culture and language into the classroom and pretends to be an expert on Pokemon! Initially worrying that students’ language acquisition was too slow and disjointed, she was inspired to try comprehensible input strategies and storytelling. Discovering the jump in students’ engagement in lessons was the proof required to continue on this journey.

What’s new in Japan?

Joji Ikezu

Senior Language Consultant / The Japan Foundation, Sydney / NSW

Language: Japanese

Audience: General, Culture

Join this engaging session where experts from the Japan Foundation Sydney will provide up-to-date information on Japan and ideas for culturally relevant and thought-provoking activities in the classroom. Although life has slowly begun to return to normal in Japan after the COVID19 pandemic that ravaged the world, the pandemic has had no small impact on the way of life of the Japanese people. In fact, new businesses and designs have emerged from it. Don’t miss out on this session suitable for both primary and secondary school teachers and conducted in simple Japanese.

Joji has been working as a Senior Language Consultant at the Japan Foundation, Sydney since November 2023. As a language education specialist dispatched by the Japan Foundation, he has undertaken 10 different postings in locations across Asia, South America, the Middle East, and Eastern Europe over the past 35 years. During this time, he has also visited 35 countries to conduct professional development.

Getting the most out of AI for learning materials and teacher assistant

Andrew Cerini

Japanese Teacher and Languages Coordinator / Kew High School / VIC

Language: English

Audience: ICT

At the time of writing, AI was blocked on school networks but it can be accessed via mobile networks or home wifi. AI can be a very convenient time-saving tool and it can enhance teaching and learning in many ways. This session will demonstrate practical ways to use free AI software to support teaching and learning and will give time for participants to experiment with AIs. Examples: create level-appropriate, highly customized texts on any topic in Japanese with comprehension questions and suggested responses in minutes. Have your own Japanese texts error-checked and improved by AI. Have AI check your students' work - in a controlled way. Create kanji, vocabulary, grammar tests. Create simple audio and video texts. Never coded before? Now anyone can with no experience. Make simple apps such as interactive katakana charts that run on internet browsers. Create rubrics based on the Victorian Curriculum in seconds. There will be time for participants to show, tell and share their own experiences/examples. Required: internet connected device.

Andrew has been teaching Japanese 7-12 at Kew High School since 2006 and has been the Languages leader there since 2010. He maintains KHS's Japanese sister school program and visits Japan privately and with school regularly. Among many things, Andrew has recently been interested in the impact AI will have on teaching and learning across the curriculum and how to harness its power.

Who knew you could cook with picture storybooks?

Anne Robertson

Japanese Teacher / St Patrick's Primary School, Port Fairy / VIC

Language: English

Audience: Primary

When introducing Japanese to the curriculum it is very easy to capture the students' attention with food and cooking. This presentation will help you to incorporate not only really important elements of the culture through cooking but also deepen language awareness and usage through picture storybooks.

Having lived in Japan as a 15 year old exchange student I try to think about the elements of Japanese culture and language that have given me inspiration. I have completed a Masters in Japanese Studies at University of Sheffield but feel most at home in the primary classroom where I can use picture storybooks to guide active language learning. I live with my husband and two boys in a small country town by the sea and try to swim in the ocean as often as I can. よろしくお願ひします。

Saturday 16th March

Keynote Speaker - Lauren Sayer

Emerging Technologies in Education

Ever wondered what happens when an edutech enthusiast who can barely navigate a sushi menu dives into the world of AI and emerging tech in education? Join me for an insightful journey into the fusion of technology and teaching. In this keynote, we're not just scratching the surface of iPads and laptops. We're delving into the fascinating realm of Artificial Intelligence, Virtual Reality, and other technological marvels shaping the future of education. Imagine AI as your teaching assistant (who thankfully doesn't need a coffee break), or VR field trips where the only passport needed is your imagination! While I might struggle to distinguish between a tempura and a terabyte, we'll explore practical, innovative, and sometimes amusing ways to integrate these technologies into your classrooms. Get ready for a session filled with a-ha moments, a few laughs, and perhaps a new perspective on using AI and emerging tech as powerful tools in the hands of skilled educators like you. No complex tech jargon or Japanese proficiency required –thank goodness for me!

Lauren Sayer is an inspiring education leader passionate about driving positive change in teaching and learning practices. Currently leading as the Director of Curriculum at the Victorian Curriculum and Assessment Authority (VCAA), Lauren is dedicated to fulfilling the VCAA mission of providing high-quality curriculum, assessment, and reporting to enable lifelong learning.

Previously, Lauren served as the Executive Director of Research and Innovation at Melbourne Girls Grammar (MGGS), where she led and collaborated across the institution, enabling teachers to embrace evidence-informed practices in their professional work, thus enhancing student learning outcomes. Lauren also was the founding Co-Director of the Melbourne Girls Grammar Institute (MGGI), a global educational community hub dedicated to innovation and leadership in education practices. At MGGI, Lauren forged strategic educational partnerships, both locally and internationally, and played a crucial role in implementing successful pedagogical changes that transformed teaching and learning methodologies.

Lauren's expertise lies in embracing evidence-informed practices aligned with the Australian Institute for Teaching and School Leadership (AITSL) standards. In addition, she has extensive knowledge of leveraging information and communication technology (ICT) to enhance curriculum delivery, explicitly focusing on personalised learning, as demonstrated in her work as Director of Digital Learning at Haileybury.

In addition to her school leadership roles, Lauren made significant contributions as the Head of Teaching and Learning at the Royal Children's Hospital Education Institute. Collaborating with a team of dedicated educators, she implemented evidence-based, innovative pedagogical models to support the educational needs of chronically ill children across Victoria.

Workshop Presenters Session 1

Ideas for teaching primary Japanese

Yuichi Deguchi
Japanese Teacher / St. Joseph's Primary School / VIC
Language: English
Audience: Primary

Yuichi will be sharing some of his new and old ideas with primary school teachers through two sessions. The topics are related with animals, vegetables and fruits, Hiragana, numbers and mimetic words etc. The activities includes flash cards, music, crafts, Kahoot, Gimkit and Wordwall etc. You can come to both sessions as he doesn't repeat the same activities.

Yuichi Deguchi has been a teacher of Japanese in Warrnambool for 29 years. His first experience of teaching Japanese was at Rutherglen Primary school through JAPAP assistant Japanese teacher program, after working at an advertising company as a sales person for 8 years. Yuichi started teaching at seven Catholic schools in 1996. But now he is teaching at one school with 620 students.

Bilingual Sister School Activities That Promote Cultural Exchange

Maia Martucci and Yoko Henderson
Japanese Teachers / Strathmore Secondary College / VIC
Language: English
Audience: Secondary

In this presentation we will share various activities that schools can incorporate during sister school visits and exchanges that foster cultural exchange between Australia and Japan.Our focus will be on sharing effective strategies and activity ideas that teachers can implement in their own exchange programs. Through practical examples from our 2023 exchange, this presentation will equip Japanese teachers with actionable ideas for enhancing their sister school programs.

Maia Martucci is the English and Japanese teacher at Strathmore Secondary College. Maia completed three years of the JET Programme as an ALT in Hiroshima where she gained a passion for cultural exchange between Australia and Japan.

Yoko Henderson is a native Japanese teacher at Strathmore Secondary College who has more than 15 years experience as a teacher in both Australia and Japan.

Developing writing skills in senior secondary students

Anne de Kretser
Director / Monash Japanese Language Education Centre / VIC
Language: English
Audience: VCE

What makes writing effective and successful? What skills do students need to be successful at writing? How do we teach writing skills? This session will outline skills necessary for effective and successful writing, giving practical ideas and suggestions as to how to develop writing skills in students to ensure they can exhibit their Japanese language knowledge and produce a logical and engaging piece of writing.

Anne de Kretser is the Director of the Monash Japanese Language Education Centre (MJLEC) located at Monash University, Clayton. The MCJLE provides professional development and learning services, resource development, facilitates research and supports teachers, pre-service teachers and schools teaching Japanese in Victoria, South Australia and Tasmania predominantly and Australia more broadly. Anne is experienced in curriculum development and has sat on several Japanese language advisory committees and curriculum development projects. She is the co-author of 'The Current State of Japanese language Education in Australian Schools' and co-convenor of the biennial National Symposium on Japanese Language Education. She was recently awarded the Japanese Foreign Minister's Commendation.

やさしい**LGBTQ+ Forum**

Takanori Hayakawa: Japanese teacher / Rosehill Secondary College / VIC
Kari Fujita: Education Support for Japanese Language / Rosehill Secondary College / VIC
Language: English
Audience: Primary, Secondary

We will revisit acronyms LGBTQ+ and SOGIESC to begin with, then have an opportunity to talk with a parent whose child experienced sexual identity crisis. This is an opportunity to learn what it is like and how we can support children/families with sexual identity crisis as parents and/or teachers. The forum is conducted in both English and Japanese.

Takanori Hayakawa is a native-born Japanese speaker. He has been teaching Japanese for more than 20 years. He is a regular contributor and speaker for the JLTAV at their annual conferences and immersion programs.

Kari Fujita is a native-born Japanese speaker. She has been teaching Japanese for three years. Her child has been having a sexual identity crisis and Kari will share her own experiences as a parent.

Using AI in the Languages Space

Jessica Curtis
Japanese Teacher / St Mary MacKillop College / VIC
Language: English
Audience: ICT

AI is a new and exciting tool that can aid teachers in their preparation for their classes and students in their revision of vocabulary and sentence structure. AI is still a new tool and I am still finding new and different ways that it can be used to make teachers lives easier. Teachers in this session should bring a device and we will try out the AI programs and develop some resources.

I have been teaching Japanese for 10 years in Years 7-10. I have spent my teaching career in Catholic secondary schools in rural Victoria and love sharing Japanese language and culture with my students. I have worked as a House Leader for the past three years and have just stepped into the Head of Languages role.

Dip your toes into a comprehensible-input-rich, proficiency-focussed classroom

Monique Francis: Japanese Teacher / FCJ College / VIC
Kathryn Tominaga: Japanese Teacher / Mary MacKillop / QLD
Language: English
Audience: Primary, Secondary

Trying a new approach to teaching languages can be daunting. This workshop will demonstrate several activities that can be integrated into an existing program and allow teacher and students to dip their toes into providing rich Comprehensible Input in the Japanese language classroom. Using the principles of Teaching Proficiency through Reading and Storytelling (TPRS), we will explore the dynamic use of Movie Talk and Picture Talk to provide rich input for all proficiency levels. This hands-on session will equip teachers with practical strategies to enliven their classrooms and foster a vibrant and enjoyable language acquisition environment.

Monique Francis: Monique has been teaching Japanese at primary and secondary levels since 1997. Her light bulb moment came in 2017 when she first experienced Comprehension-based Communicative Language Teaching and Dr Terry Waltz's Cold Character Reading approach as a student and was immediately hooked. As a self confessed book worm, Monique is passionate about the power of reading and empowering beginner readers. She writes and self publishes easy to read mini graded readers through her online bookstore JapanEasyReads.
Kathryn Tominaga: Kathryn is a primary school teacher of Japanese with over 15 years teaching experience and over 40 years of life experience in the Japanese language. She strives to facilitate language acquisition in students that withstands the test of short lessons and extended holidays. Comprehension-based Communicative Language Teaching has been transformative in Kathryn’s classroom and contributed greatly to the teacher and student experience of autonomy, competence and relatedness in the Languages classroom.

Workshop presenters session 2

The Travel Expo: Hosting and Incorporating Inquiry and TPRS

Karli Mynott
Japanese and Humanities Teacher / Kardinia International College / VIC
Language: English
Audience: Primary

Karli is a Japanese teacher who enjoys sharing her passion/obsession of Japan with students in all year levels. Building engagement, capacity, and encouraging curiosity have been the strengths of Karli’s practice, allowing for the introduction of innovative methods of language teaching and learning. This has enabled Karli to develop the Languages Program at a P-9 school in Point Cook, as well as teach at Geelong High School, Senior School and now Junior School at Kardinia International College.

Increasing Student Speaking and Engagement in Class

Sherryn Downing
Japanese Teacher / Cornish College / VIC
Language: English

Audience: Primary

“Say something in Japanese!” is something that our Japanese learners might hear from their parents and friends. However, our students are often hesitant to speak - even in class, and might only do so as part of assessment tasks. This session will look at a range of ideas to increase the amount of target language used in class - quick speaking games, activities, routines and tasks that you can easily include in any class. Some ideas work well in primary settings, but can also be used in secondary classrooms.

Participants are also encouraged to bring and share their own ideas that are successful in their classrooms.

Sherryn is a dedicated and passionate Japanese teacher, having taught in both public and private school settings over the last 18 years. She has spent the majority of her career in secondary school settings with a focus on VCE, and is currently enjoying teaching primary and middle years at Cornish College. Sherryn loves engaging her students through a variety of methods, and hopes they are as inspired by Japanese as she was when she was a student. She enjoys utilising innovative technology, games and activities and sharing them with her students and colleagues.

Double Duty: teaching Japanese language and literacy in the primary classroom

Jane Liauw

Languages Pedagogical Coach / Archdiocese of Melbourne / VIC

Language: English

Audience: Primary

According to the Victorian Curriculum, all language teachers share the responsibility of developing their students’ literacies’ repertoires and as such, we are obligated to embed literacy practices into our curricula. In the 21st century, the definition of literacy extends beyond traditional boundaries and refers to much more than just being able to decode Hiragana. Through engaging discussions and hands-on demonstrations, participants will gain a deeper understanding of literacy concepts and effective teaching methodologies. Drawing inspiration from successful literacy-based activities commonly employed in English language classrooms, participants will discover practical strategies to adapt and integrate these activities into their K-6 Japanese lessons. This session caters to lower and middle primary school Japanese teachers but also offers insights that may be relevant to upper primary and junior secondary educators.

With over 35 years of experience in languages’ education across Australia and abroad, Jane Liauw has taught Japanese, Indonesian, EAL, and English at all levels, from kindergarten to university. A passionate advocate for the teaching and learning of languages, Jane is currently undertaking a Ph.D. at Monash University. Her research is focused on exploring primary school Japanese language teachers’ conceptualisation and enactment of literacy teaching. Jane works as a curriculum writer and pedagogical coach for the Archdiocese of Melbourne’s Languages’ unit.

Incorporating Aboriginal knowledge in Japanese language class through the study of seasons

Junko Nichols

Japanese Teacher / Montmorency Primary School / VIC

Language: English

Audience: Primary, Secondary

This session will explore ways to incorporate Aboriginal people’s knowledge into language teaching through a project organised by University of Melbourne. A unit of work ‘Seasons – special time of the year’ introduced seasons and activities related to each season in Japan and the students had an opportunity to compare them to their own seasons. They also looked at seasons through Aboriginal people’s perspectives. In this session, learning activities and resources are shared and discussed as well as how we could use this learning as advocacy for our Japanese programs.

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

Scan Me! QR Codes and Other Tricks of the Trade

Helen Atkins

Japanese Teacher / Williamstown North Primary School / VIC

Language: English

Audience: ICT

During the global pandemic, the humble QR code became a hero by providing a reliable conduit for our interactions. It remains an effective tool for engagement even now. So why not incorporate them into the classroom? In this session, I will share some of the ways I have used QR codes to advocate my Japanese program to families and to engage learners inside the classroom. I will also demonstrate how to effectively use Flip, a video-sharing platform, to generate QR codes that showcase students' work. You are welcome to share your own QR code ideas as well! As a bonus, I want to introduce Triptico Plus, a website I use to create fun and interactive learning activities to engage my students.

My interest in Japanese language began in high school with an inspiring sensei in the mid-1980s. Since then, Japan and its culture have remained a lifelong passion. For the past 14 years, I have been sharing that love with the students at Williamstown North Primary School, where I currently teach from Foundation to Year 6. My commitment to education goes beyond the classroom, as I am constantly on the lookout for innovative ways to engage not only my students but also their families in the exploration of Japan's language and culture.

A is for Agency

Tom Dawson

Leader of Community Engagement, Gleeson College / President JLTASA / SA

Language: English

Audience: Primary, Secondary

Given Student Agency is one of the hottest edu-catchcries of recent years (see also, "co-constructing"), how might we as Language educators help foster this in our classrooms, curriculum and assessment? In this workshop, Tom will unpack a few assessment options: a Year 7 'Choose Your Own Assessment', Year 8/9 Inquiry Task, and some general tips and tricks (including lessons learnt from 'throwing the Year 10 + 11 courses in the bin' and starting from scratch based on what students want to learn). Letting go of this control we traditionally hold as teachers fosters greater student enjoyment and therefore engagement, but requires us to take some risks and accept some dysfunction! This workshop is most suited to teachers who consider themselves 'beginners' when it comes to student agency.

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

Workshop presenters session 3

Classkick for Tasks and Assessment

Katelyn Hurley
Japanese Teacher / Geelong East Primary School / VIC
Language: English
Audience: Primary

Come and learn about using Classkick in the primary Japanese classroom for engaging tasks and easy assessment. Save time for teachers and give students the confidence to take risks in their learning, without fear of failure in front of others.

Katelyn Hurley is a Japanese teacher working across 2 schools in the Geelong/Bellarine region. She has been teaching Japanese for 3 years and cannot imagine teaching anything else! In 2023, Katelyn participated in the Teaching Excellence Program where she had the opportunity to inquire into identified problems of practice as a Languages teacher. She explored strategies to combat 'the forgetting curve' and collaborated with peers to explore differentiation and modifications in the Japanese specialist classroom.

What if the bird won’t sing...? ホトギスが鳴かぬなら...

Penne Evans: Languages Faculty Leader / Lilydale Heights College / VIC
Richard Myddleton: Teacher / Lilydale Heights College / VIC
Language: English
Audience: Secondary

Every Japanese school child knows this story, which illustrates the attitudes of the three great Warring States leaders, Oda Nobunaga, Toyotomi Hideyoshi and Tokugawa Ieyasu. And it turns out that it is just as engaging for Australian students as well.

How would each leader deal with this situation? What does it show about their strategies? Who would become the Shōgun?

We have created an integrated Year 8 CLIL unit that focuses on this story and uses it to explore Feudal Japan and the reasons for Ieyasu’s eventual success. We found that not only was this unit engaging, but our students learnt more Japanese and were more interested in their Humanities work on feudal societies.

Our school is a great little government school, and we’re proud of our students. They’re just ordinary secondary students in an ordinary school, but they were engaged, enjoying themselves and asking lots of questions. This CLIL unit really worked.

Richard Myddleton has been a secondary teacher of Humanities and Japanese for over twenty years, since returning from four years in Japan. He has worked in government schools in both the West and East of Melbourne and ran a Centre of Excellence in Languages. Penne worked in marketing in Tokyo for five years before beginning her seven-year career as a Japanese teacher. They love working together at Lilydale Heights College and have been thrilled by students’ responses to the CLIL units they have been developing this year.

Enhancing Japanese Language Education: A Collaborative Approach for Seamless Transitions from Primary to High School

Sumiko Ranjitkumar, Bonnie Tynan, Eiji Nishikubo
Japanese Teachers / Oakleigh South Primary School, South Oakleigh Secondary School, Huntingdale Primary School / VIC
Language: English
Audience: Primary, Secondary

The Oakleigh Education Plan has been crucial in addressing the important aspect of preparing students for the transition to high school within the Japanese language curriculum. Our focus has mainly been on making this process smoother, ensuring that students from different backgrounds, experiences, and proficiency levels in Japanese seamlessly fit into the high school setting.

In our primary school, all students have been introduced to Japanese language education, forming a base for their language journey. However, the incoming students into the nearby high school bring a diverse mix, including those from bilingual schools, high-achieving institutions, and others who may be new to the Japanese language. Understanding this diversity, South Oakleigh Secondary, Huntingdale Primary, and Oakleigh South Primary have collaboratively worked over the past three years under the Oakleigh Education Plan to create an effective system for evaluating students and putting them into groups based on their proficiency levels.

Our suggested process aims to make the transition easy by placing students in groups that match their Japanese language skills. This ensures that each student receives teaching tailored to their individual needs and provides teachers with the tools for clear teaching strategies. By addressing the different levels of proficiency, we are creating an environment where students can succeed and progress at their own speed.

During our presentation, we plan to explain the details of our careful process, sharing insights into the methods used and the results seen. We are eager to give a full understanding of how our collaborative initiative, involving South Oakleigh Secondary, Huntingdale Primary, and Oakleigh South Primary, has contributed to the success of Japanese language education in our schools. Furthermore, we welcome the chance to talk with fellow educators, answering questions and creating a collaborative discussion that can benefit language programs in various educational settings. Our experience and the strategies we've developed hold great potential for improving language education practices and ensuring the success of students in their high school language learning journey.

Sumiko Ranjithkumar, Bonnie Tynan, and Eiji Nishikubo each contribute unique expertise to our teaching team. Sumiko has successfully navigated both secondary and primary education, currently working at Oakleigh South Primary School. Bonnie, with a focus on secondary education at South Oakleigh Secondary School, brings valuable insights. Eiji, a primary school teacher at a Japanese bilingual school, Huntigdale Primary School, enriches our collaborative efforts. For over four years, we have collectively shaped Japanese language education under the Oakleigh Education Plan.

Japanese Language Teaching Assistant Internship Program in collaboration with a University in Japan and schools in Victoria

Keiko Okumura: Assistant Professor / Meijigakuin University / Japan
Masae Uekusa: Japanese and Science Teacher / Tecoma Primary School / VIC
Language: English
Audience: General

In Australia, Japanese language assistants have long been involved in Japanese language classes in both primary and secondary schools. Particularly since the 1980s, they have been employed directly by the Department of Education or dispatched by the Japanese government. In recent years, however, the number of Japanese language assistants dispatched by the Japanese government and private companies has shifted to the Asian region. As a result, the number of Japanese language assistants has decreased in some states. In addition, due to recent cuts in language training budgets by the Ministry of Education, Japanese language teaching assistants are now accepted only as free volunteers, which, combined with the rising cost of living, makes it difficult for them to come from Japan to work. Under these circumstances, accepting Japanese university students as Japanese language assistants, who are dispatched free of charge as part of educational training or internship courses, is of great significance to Japanese language teachers in Australia. The School of International Studies at Meiji Gakuin University in Japan has an internship program that sends Japanese language teaching assistants to Australian schools. In the 2023 school year, five students are assigned to four schools in Victoria, coordinated by an primary school teacher from Victoria, who works with a coordinator from Meiji Gakuin University. In this presentation, a Japanese university faculty member involved in this internship program and a teacher from Victoria will make a joint presentation. The presentation will be followed by an overview of the Japanese Language Teaching Assistant Internship Program and reflections on this year's program.

Keiko Okumura
Assistant Professor in Global and Transcultural Studies at Meiji Gakuin University,Japan
Research areas: Japanese language education, multicultural society, Japanese background speakers in Australia

Exploring plurilingual approaches in the Japanese classroom

Elena Pirovano
University of Melbourne / VIC
Language: English
Audience: General

If you’re grappling with the current terminology around Languages Education – plurilingualism vs multilingualism, languaging, translanguaging, code-switching (not to mention translation) and their underlying concepts, then this is the session for you. Our presentation will unpack our understandings of a plurilingual teaching approach and how it can be enacted in the Languages classroom.

Our goal is for you to leave with a better understanding of what a plurilingual approach entails. By sharing the key findings from current literature and research, and sharing practical examples, we hope you will leave the session with a concrete plan of how to move toward developing and enacting a plurilingual stance in your own everyday teaching practice.

Elena Pirovano is a passionate language learner and language educator, currently holding a position as a Tutor in Italian Studies at the University of Melbourne. She taught Italian in primary schools in Victoria for nine years before undertaking her doctoral studies. Her research focuses on the affordances of plurilingual pedagogies and pedagogical translanguaging for learning additional languages. She is a MLTAV (Modern Languages Teachers’ Association of Victoria) committee member since 2018 and is involved in a range of research and consultant work on literacy through multiple languages.

Supporting Gifted and Talented and Twice Exceptional students in the language classroom

Victoria Poulos / Gifted and Talented Leader at Crest, and researcher at UNSW / VIC
Language: English
Audience: Primary, Secondary

Supporting gifted and talented students, as well as twice exceptional students (those who are both gifted and have a learning challenge) in learning Japanese, requires a tailored approach that addresses their unique needs and challenges. This is not always easy when we are generally time poor and dealing with a range of issues in any given class. However, in the presentation I want to share what I have learnt over my career in the classroom, as well as current research on gifted education, to support you as you support your high ability students.

Victoria has a Masters in Gifted education and is an experienced teacher of gifted education and Japanese. She is currently the Gifted and Talented Leader at Crest Education and a researcher at UNSW. Many have benefited from hearing Victoria present at State conferences, National Symposiums and at the World Conference of the World Council for Gifted and Talented Children of which she is an Australian delegate. While Victoria loves contributing to research, her main passion is working with teachers to support them with the many challenges that they face in the classroom.

Workshop presenters session 4

Teaching and classroom strategies for lower primary

Stephanie Veber
Japanese Teacher / Shelford Girls' Grammar / VIC
Language: English
Audience: Primary

Teaching, engaging and managing behaviours in lower primary classes can be intimidating to someone who has never worked with this age group before. If you are a graduate, pre service teacher, or a teacher who has previously spent most of their time teaching in a secondary or upper primary setting, or anyone who is new to teaching lower primary, this session is for you. We will discuss my tried and tested behaviour management strategies, engaging classroom activities, creative ways to use picture story books, where to find childrens' songs and how I use them, early finisher activities and more.

Stephanie is a Japanese, Spanish, EAL, music and piano teacher from Melbourne. She has been teaching Japanese since 2016, and has worked in both private and government secondary and primary schools and currently teaches Japanese and classroom music at an all girls' private school in Melbourne's south. Earlier this year, she started a blog for languages teachers that can be found here: <https://southsidesensei.blog/>

Classroom layout and design ideas for effective learning

Adam Reidy
Japanese Teacher / Christian College Geelong / VIC
Language: Japanese
Audience: Primary / Secondary

The layout and design of LOTE classrooms can influence how effective language learning is. it can also contribute to better classroom management and help address different learning needs. This presentation discusses ideas regarding things like seating and table arrangements, furniture, projectors, whiteboards, decorations and teaching aides. The goal of the presentation is for participants to learn a new idea that they can then apply in their own classroom setting.

Adam Reidy lived in Osaka for 15 years and worked there at both public and private schools. He currently teaches classes from Prep to Year 9, and has experience of teaching in both regular homeroom classroom settings and specialised LOTE classrooms.

Unleashing the Magic of Kamishibai in the Language Classroom for Teacher-Artists by Artist-Teachers

Anna Manuel and Jackie Kerin
Australian Kamishibai Association / Storytellers / VIC
Language: English
Audience: Primary, Secondary

Kamishibai, with its vibrant visuals and compellingly written narratives, is a powerful tool for rekindling students' enthusiasm for learning Japanese.

This presentation focuses on how kamishibai stories can support multiple literacies in the classroom through story demonstrations and practical applications to support language learning and ignite cultural curiosity. Participants will learn how to perform kamishibai in effective ways to engage learners. Access to support for skill development and resources will be provided.

Part 1: Kamishibai in the Classroom

- * Kamishibai storytelling from Japanese published stories
- * Original stories by members of the Australian Kamishibai Association which includes a brief history of kamishibai
- * Story analysis (i.e. language structures/patterns, plot, characterisation, figurative language, etc.)
- * Practical integration of these stories in the language classroom, highlighting how multiple literacies can be supported.

Kamishibai's physical and performative nature creates space for multiple literacies to develop - linguistic, visual, audio, spatial, and gestural (body and facial language). If told well, kamishibai captivates the curious and creative in students. If taught well, it taps into higher order thinking skills.

Part 2: The Performative Aspect of Kamishibai

- * Presentation skills to make the telling more fun, engaging and inclusive
- * Strategies for eliciting participation from different age groups
- * Student-made examples

Kamishibai encourages students to think creatively, allowing them to make their own stories or adapt existing ones. The process of which not only enhances language skills but also nurtures confidence and enthusiasm in presenting in Japanese.

Part 3: Resources

- * Collection of stories curated by the Australian Kamishibai Association
- * Online public story resources and books
- * Professional development organisations
- * Creative workshops for adults and children
- * Presentation table of local kamishibai storytellers

With the popular resurgence of kamishibai around the world, there are many fabulous resources from many cultures, languages and age groups.

Anna Manuel is a writer and storyteller with an extensive background in education. She helps organisations enhance their programs with stories that engage learners. Her stories incorporate early literacy, different languages, music and movement. Jackie Kerin is an award winning author of nonfiction picture books for children, a performance storyteller and kamishibai enthusiast. To foster awareness for kamishibai, she co-founded the Australian Kamishibai Association with comic book maker Bernard Caleo in 2016.

Anna and Jackie combine their skills and passion in delivering kamishibai workshops and demonstrations to students, teachers and storytellers both locally (libraries, literary and folk festivals) and internationally. They have both presented online talks and workshops for the World Kamishibai Forum.

Our websites:

www.annamanuel.com

<https://www.jackiekerin.com.au/>

Watch our presentation + stories in the World Kamishibai Forum <https://www.youtube.com/watch?v=RjBhrUEV1a0>

More about the World Kamishibai Forum

<https://writeoutloudeducation.weebly.com/world-kamishibai-forum.html>

Australian Kamishibai Association (Facebook group)

<https://www.facebook.com/groups/932313736884418>

Supporting students with diverse learning needs

Michelle Heintze-Moller

DET: Inclusion Outreach Coaching Initiative / VIC

Language: English

Audience: Primary, Secondary

This presentation will explore how to support students with diverse learning needs in the language classroom.

Topics for discussion may include but are not limited to:

- supporting autistic students
- dyslexia in a language other than English
- Special Considerations and Adjustments for VCE.

Participants are encouraged to bring questions and experiences to share.

Michelle is an experienced language teacher (Indonesian) who brings a wealth of knowledge and experience to supporting diverse learners in the language classroom.

From Technophobe to Technophile

Hayley Hewat

Spanish Teacher and 8F Homeroom / Saltwater P-9 College / VIC

Language: English
Audience: ICT

Get ready to take your language teaching game to the next level with this tech-tastic professional development workshop! We’ll be exploring some awesome tools you can use to leverage the power of technology into your teaching and learning. We'll cover everything from planning and organising to teaching and learning, even including assessment and feedback. By the end of this workshop you'll be a tech wizard, ready to create a dynamic classroom experience!

Mystery Solved! Promoting Curiosity and Connection with our Students

Kathryn Tominaga: Japanese Teacher / Mary MacKillop / QLD
Sonia Morison: Japanese Teacher / Emerald Primary School / VIC
Language: English
Audience: Primary, Secondary

Let your students be mini detectives and guide them on a mission to uncover the ミステリー先生 or ミステリー生徒! This engaging, ongoing activity is more than a one-off; it seamlessly integrates into your curriculum at any year level, fostering student and teacher motivation throughout the year. Students will hear and use a range of high frequency vocabulary and phrases with frequent exposures over time to assist retention. Aligned with Self-Determination Theory, this activity cultivates competence, relatedness and autonomy - the pillars of intrinsic motivation. Join us for a first-hand experience. Leave the workshop with an array of supporting resources, ready to weave this enriching activity into your year-round curriculum.

Sonia started out as a high school English and EAL teacher around 25 years ago and transitioned to teaching Japanese at primary school in the last 4 years. She brings her enthusiasm for Japanese culture and language into the classroom and pretends to be an expert on Pokemon! Initially worrying that students’ language acquisition was too slow and disjointed, she was inspired to try comprehensible input strategies and storytelling. Discovering the jump in students’ engagement in lessons was the proof required to continue on this journey.

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

Workshop presenters session 5

Linking language and Culture through inquiry approaches

Sue Metcalfe
FY - Yr 4 Japanese teacher / Kardinia International College / VIC
Language: English
Audience: Primary

An inquiry approach provides the opportunity for students to share their thinking, knowledge and understanding while building stronger connections with Japanese language and culture. Inquiry promotes interesting discussions and allows students to use a broader range of skills where they can share and demonstrate their learning.

My presentation is based on my goal to continue to broaden my teaching and student learning, looking at different ways to encourage and engage my students. I would like to share some examples of how I incorporate inquiry-based teaching and learning in my Japanese programs.

My Year 4 unit of inquiry ‘The Indigenous People of Japan’ is a strong cultural unit, which I developed in 2022. The provocation- Can you identify the Indigenous People of Japan? I would like to share how I developed this program from the planning stage through to the student presentations and reflections. This year I incorporated more language learning into this program which allowed students to create and express simple sentences in connection to their research into the Ainu of Japan. With my younger students, I use questions to prompt their thinking, connected to key vocabulary and culture. Learning about animals is a way to focus on the cultural connections with specific animals. Do you know of any famous Japanese cats? My Year 1 students are beginning a new animal unit ‘Japanese cultural connections with animals are significant’. One line of inquiry that will guide our learning are -Animals of Japan and their cultural connection.

I began teaching as a Secondary Art and Japanese Teacher, then moved to Primary teaching as a Japanese teacher. I work in a K-12 IB school, where we run the IB Primary Years Program, which uses inquiry-based teaching and learning. My teaching has changed over time strongly influenced by Kath Murdoch’s Inquiry Model.

やった ! A sequential, self-contained text for beginners learning Japanese

Tonia Hast
Japan Tour Coordinator/ Senior Roving Librarian / Frankston High School / VIC

Yatta! has been in development for the past 5 years, originally in conjunction with Insight Publishers. After Covid, Tonia felt too much work had been done on the project to leave it sitting on her laptop. There is a dire need for a self-contained, self-directed Japanese language text for the middle years in Australia. With the help of her teacher daughter and designer extraordinaire Jess, Yatta! finally sees the light of day, and hopefully will be widely used in high schools everywhere. The plan is to complete Yatta! 2, 3 and 4.

Yatta! 1

Table of Contents

- 1. Introduction to Japanese and Japanese scripts
- 2. Yatta! Unit 1. Hello
- 3. Yatta! Unit 2. Numbers
- 4. Yatta! Unit 3. Family
- 5. Yatta! Unit 4. Pets
- 6. Yatta! Unit 5. In the classroom
- 7. Yatta! Unit 6. Food and drink
- 8. Yatta! Unit 7. At home
- 9. Yatta! Unit 8. Happy holidays
- 10. Yatta! Extra – meta language, revision, word-bank

Yatta! is designed for students to work through at their own pace. Rather than needing many different textbooks, workbooks or notebooks, the information they need is in one document. This is a skills-based language program based on meaningful interactions and age-appropriate communication with other young people.

Each chapter is composed of:

- LET’S BEGIN たんごをおぼえましょう。Introduction to the topic and new words
- LET’S KEEP IN CONTACT れんらくしましょう。Learn about Japanese customs
- LET’S CHAT ともだちとはなしましょう。Conversation with friends
- LET’S LEARN TOGETHER 日本語をならいましょう。Learn about new Japanese language
- LET’S WRITE もじをかきしましょう。Writing Japanese
- LET’S GO TO JAPAN 日本にいきましょう。Learn about famous Japanese people and places.
- LET’S REVIEW ふくしゅうをしましょう。Test yourself – revision time!

The やった！ course is a structured program designed with the systematic development of the student’s language skills being the prime objective. While learners are given a firm understanding of grammar and structure, they are given many opportunities for oral and aural practice built into every Unit. It will be supplied as a PDF on a USB for interested people after the presentation.

Tonia has been teaching Japanese in Victorian Government Primary and Secondary schools for over thirty years. Currently, she is working as a Teacher Librarian as well as teaching Japanese at Frankston High School where she helped establish the Japanese program in 1991. Tonia has presented at the JLTAV conference in 2019 and 2020 and has been involved in resource development for students for a number of years. She graduated from Monash Uni where she was lucky enough to be taught by both Sue Burnham and Margaret Gearon.

Let's get engaged!
Lyn Cohn
Japanese Teacher / Yandina State School / QLD
Language: English
Audience: Primary, Secondary

This presentation will focus on ways to gain and maintain student engagement with Japanese language and culture. Participants will be shown practical and effective ways to improve interest and maximise on-task behaviour for the majority of students; and how to raise the profile of the subject in their school

Topics covered include Classroom set up, Task Type, The value of Formative Assessment, Progressive Assessment for Summative Tasks, Intrinsic vs Extrinsic motivation, Bringing Japanese Alive, Whole Class reward systems, and School community involvement.

Lyn Cohn taught English, SOSE (HASS), Japanese and Philosophy at high schools in Melbourne and England; and had two stints as an Assistant Language Teacher (ALT) on the Japan Exchange and Teaching (JET) program, teaching English as an Additional Language (EAL) in both rural and urban Japan. After working as a relief teacher aide and classroom teacher at Yandina State School on the Sunshine Coast, Lyn took up the opportunity to become its language teacher, planning and delivering the inaugural Japanese curriculum to P-6 students. Lyn's experience has helped her to develop strategies to maximise student involvement in lessons and to create enthusiasm for language learning throughout the school; and she is keen to share these with other Japanese teachers.

Communicating with Words, Connecting with the World: Beyond the classrooms between Australia and Japan
Shinji Okumura
Associate Professor / Bunkyo University / Japan
Language: English
Audience: Primary

This presentation will first give an overview of Japanese language education in Victorian schools in light of the Victorian Curriculum. Next, the current Primary School English (PSE) education status in Japan will be reviewed regarding the Courses of Study. The presentation will then explain the linkage between Japanese language education and English language education, comparing the current status of the two. The intercultural online exchange project between primary schools in Victoria and Japan implemented in June 2023 will be reported as an example of collaboration between Japanese and English education. Reflections by teachers from both sides who participated in the project will then be presented, and the achievements and challenges of the exchange will be reported. As an example of intercultural exchange between primary schools beyond borders, this presentation will be of interest to language teachers not only in Australia and Japan but also around the world, and we hope that it will broaden the scope of intercultural exchange practices and connect them to the world.

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

Masae Uekusa obtained her master’s degree in Applied Linguistics and postgraduate degree in Education at Monash University. She currently teaches Japanese and Science at a government primary school in Victoria and is a JLTAV committee member. Her research interests are foreign language education in Australia and Japan, ICT-based language teaching, Content and Language Integrated Learning (CLIL) and gesture-based language teaching methods. She participated in Dr. Shinji Okumura’s research ‘Integrating intercultural virtual exchange into foreign language curricula in primary education: Language teachers’ effort and students’ satisfaction’ at JSAA-ICNTJ 2023.

Miho Kotaki obtained her master’s degree in Health and Physical Education at University of Ryukyu. She has been an English teacher at a junior high school in Chigasaki, Kanagawa, Japan since 2006. In 2020, she has worked at an elementary school as an English teacher. These 2 years, she is working with Dr. Okumura and Ms. Uekusa on Japan-Australia exchanges.

Ready or not, AI is here!
Rachel McAllister
Japanese Teacher / St. John Vianney's Primary School / VIC
Language: English
Audience: Japanese

We abandoned our once cherished overhead projectors and embraced the new kid on the block, the computer. We gave him a look-over and figured that he may have some value. We gave him a try, liked what we saw and let him stay. After he had moved in and settled down, we realised that along with his impressive talents and the help he gave us, we had to also accept that life will be forever changed, for better and worse. Now, we are being introduced to the new kid's uber-cool cousin AI, and he is going to shake up the neighborhood like never before!

Over the decades Rachel has filled up her fascination cup with oddities, curiosities and experiences of all sorts. Japan has always been one of her main wonderments as she believes it has the perfect blend of elements to keep one wanting more, just like a Meiji chocolate bar!

Using Speaking Tables and the work of Gianfranco Conti to increase student proficiency
Tom Dawson
Leader of Community Engagement, Gleeson College / President JLTASA / SA
Language: English
Audience: Primary, Secondary

How did you learn your first language? Was it by picking up a pencil and beginning to write the alphabet in your crib? No! You would have first learnt by listening to your parents, before learning to speak, then read, then write. But what order does the traditional second language classroom typically focus on for the sake of proficiency and fluency? ひらがな、ひらがな、ひらがな、ね ! Should learning hiragana take preference over developing students’ speaking ability? In our modern, increasingly tech-savvy world, where Google Translate can read road signs and script through a smartphone camera, perhaps it is time for a different approach. Various Conti methodologies were used by Gleeson College to flip the focus from writing to listening and speaking for their Year 7 beginners following the introduction of Year 7 to High School in South Australia – with impressive results. Students now enter their second year of high school Japanese unafraid of saying simple sentences, by simply incorporating risk-free speaking and listening activities and games into lessons. This session will benefit all teachers from primary to secondary settings who want to be able to incorporate a greater focus on speaking and listening into their classroom, but especially teachers of secondary school with new language learners entering at Year 7. After this workshop, participants will have a deeper understanding of the ‘Conti method’ rationale, and several games and activities to incorporate upon their return to their classrooms. WARNING: this presentation will contain romaji! **Please note this is a repeat of Tom's workshop from the NSJLE in 2022, and aimed at teachers who are 'beginners' using the Conti methodologies.*

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