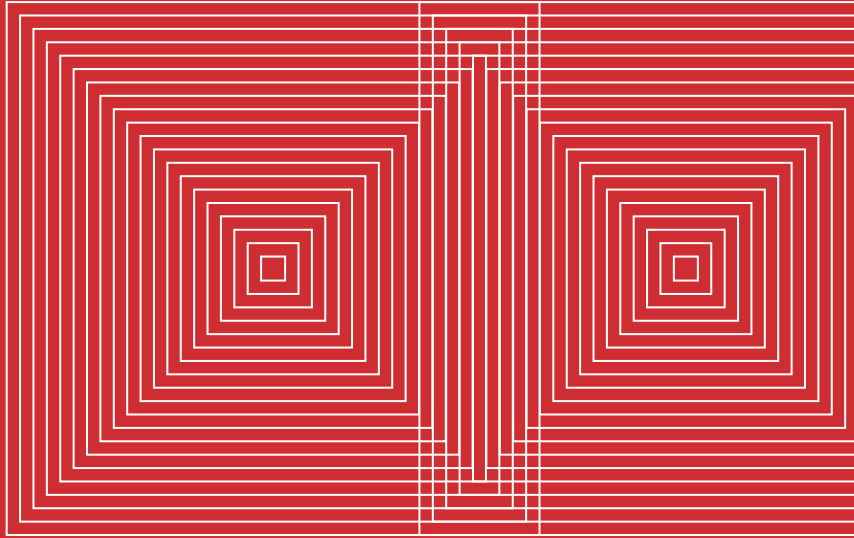


MASSEY ACADEMIC SERIES



Creating New Synergies

Approaches of Tertiary Japanese
Programmes in New Zealand

*Edited by Masayoshi Ogino,
Penelope Shino and Dallas Nesbitt*

Compiled under the aegis of Japanese Studies Aotearoa New Zealand, this collection invites us into the reality of Japanese language teaching in New Zealand's universities and tertiary institutions today. Its three parts illustrate how Japanese programmes are reshaping and reconceptualising the traditional delivery of Japanese to encourage more students to take up, and continue studying, this complex but rewarding subject.

Savvy use of social media, institutional outreach, the construction of learning communities, the creation of authentic Japanese-language environments, project-based language learning and curriculum remodelling are some of the topics discussed. The volume also aims to motivate stakeholders with a vested interest in New Zealand's relationship with Japan to consider how they, too, might play a role in promoting Japanese studies.

Creating New Synergies
Approaches of Tertiary Japanese
Programmes in New Zealand

*Edited by Masayoshi Ogino,
Penelope Shino and Dallas Nesbitt*



MASSEY UNIVERSITY PRESS



Massey Academic Series is an imprint of Massey University Press

First published in 2016 by Massey University Press
Private Bag 102904, North Shore Mail Centre,
Auckland 0745, New Zealand
www.masseypress.ac.nz

Text copyright © individual authors as credited, 2016
Figures copyright © as acknowledged, 2016

Design by OpenLab. Layout by Anna Egan-Reid

The moral right of the authors has been asserted

All rights reserved. Except as provided by the Copyright Act 1994, no part of this book may be reproduced, stored in or introduced into a retrieval system or transmitted in any form or by any means (electronic, mechanical, photocopying, recording or otherwise) without the prior written permission of both the copyright owner(s) and the publisher.

A catalogue record for this book is available from the National Library of New Zealand

Printed and bound in New Zealand by Printlink

ISBN: 978-0-9941300-7-5
eISBN: 978-0-9941325-9-8

Supported by:



Sasakawa Fellowship Fund for
Japanese Language Education



CONTENTS

Foreword	7
<i>Professor Chihiro Kinoshita Thomson</i>	
Preface	10
<i>Masayoshi Ogino, Penelope Shino and Dallas Nesbitt</i>	
Part One: Reflection and Renewal	15
1. Tertiary Japanese Language Education in New Zealand: Past, present and future	17
<i>Masayoshi Ogino, Dallas Nesbitt and Penelope Shino</i>	
2. Table Talk: Interpreting enrolment patterns in Japanese at Massey University	43
<i>Karen Ashton and Penelope Shino</i>	
Part Two: Breaking Down the Walls	91
3. Effective Japanese Language Education Advocacy: Connecting the secondary and tertiary learning communities	93
<i>Masayoshi Ogino and Rachel Payne</i>	
4. Developing Learner Autonomy Through Cooperative Education	121
<i>Junji Kawai and Sonja Gallagher</i>	
5. Benefits and Issues: Visitor sessions with pre-intermediate learners of Japanese	142
<i>Fumiko Nishimura and Keiko Umeda</i>	
Part Three: Sharing Teaching Approaches	187
6. Using a TV Drama Script in a Japanese Linguistic Course: Synergies between critical thinking and language learning	189
<i>Harumi Minagawa</i>	

7. Project-based Language Learning in Non-sequential, Mixed-level Classes	212
<i>Junji Kawai, Yuka Waller and Dallas Nesbitt</i>	
8. A Balanced Approach: Future directions for L2 Japanese reading instruction at New Zealand tertiary institutions	232
<i>Mitsue Tabata-Sandom</i>	
9. Designing an Introductory Classical Japanese Course: Rationales and application	266
<i>Wayne P. Lawrence</i>	
Afterword	283
<i>Masayoshi Ogino, Penelope Shino and Dallas Nesbitt</i>	
About the Contributors	284
Acknowledgements	289
About JSANZ	291
Index	292

FOREWORD

This volume is a very timely celebration of Japanese language education (JLE) in New Zealand. JLE in New Zealand recently had its fiftieth anniversary and, since its beginning in 1965, has entered a new era. This is largely due to the 2013 establishment of the first JLE-specific tertiary association, Japanese Studies Aotearoa New Zealand (JSANZ), which has been the driving force behind this volume and many other initiatives.

JSANZ has also just become a formal member of the Global Network for Japanese Language Education, starting its engagement in the network at the International Conference for JLE in Bali, Indonesia, in September 2016. I have been fortunate to be a part of these developments, both as a keynote speaker invited to one of JSANZ's earliest workshops in 2014 and as the Chair of the Executive Board of the Global Network for JLE, involved in the process of JSANZ gaining its membership.

This volume is a valuable record of the history and current state of JLE in New Zealand, informing readers of not only statistics but also situated

stories. It also provides accounts of a number of tertiary and tertiary-initiated practices such as the co-op project, in which students engage in 150 hours of work experience using Japanese language and cultural knowledge. Other examples include a project involving a large number of tertiary and secondary students in a workshop in which the tertiary students become role models for secondary students, as well as pedagogical practices that respectively use a TV drama, incorporate visitor sessions and provide mixed-level students with innovative learning experiences using a project-based learning approach. A research-based approach to reading instruction and an original pedagogy for teaching Classical Japanese are also included in this volume.

The chapters here are only highlights of the activities in the JLE scene in New Zealand. I am inspired by the synergy that colleagues here share, and the energy they put into their projects. They form a close-knit community of like-minded scholars and teacher–practitioners who are dedicated to the betterment of JLE in New Zealand and working at the coalface with a decline in enrolment and a lack of governmental commitment.

Many of the issues they face are similar to those in neighbouring Australia, where the decline in student enrolment is also an issue, and where we have recently seen closures or contractions of Japanese programmes in primary, secondary and tertiary sectors. Australian Government policies reflect the view that the relationship between Australia and Japan is stable, and there is nothing to worry about, thus no new initiatives are necessary.

The optimistic and, at the same time, pragmatic views that this volume puts forth are not only encouraging to practitioners in New Zealand, but are also relevant to academics and teachers in Australia and beyond. The authors are trying to ride out the wave by collaborating among themselves, connecting with industry, working together with secondary schools, and influencing various stakeholders.

To this end, the new membership in the Global Network of JLE will bring more allies to JSANZ. Member organisations, including the Japanese Studies Association of Australia and the Society for Japanese Language

Teaching in Japan, will support and stimulate colleagues in New Zealand towards further development of their Japanese-language education. We envisage that JSANZ will be involved in Global Network-initiated international projects very soon, and this volume will be an excellent tool to introduce JLE in New Zealand to other network members, as well as to those who are interested in JLE both in New Zealand and in general.

Congratulations to the authors and to JSANZ for the valuable contributions in this volume, and to the active and vibrant Japanese language education in New Zealand.

Chihiro Kinoshita Thomson

*Professor of Japanese Studies, University of New South Wales,
Australia Chair of the Executive Board of the Global Network of
Japanese Language Education*

PREFACE

This book aims to give an overview of how Japanese language education in the tertiary sector in New Zealand is reshaping its delivery and developing fresh relationships and synergies in order to adapt to the exceptional challenges, needs and opportunities arising in the new millennium.

The publication of the book is one of the projects of Japanese Studies Aotearoa New Zealand (JSANZ), the first advocacy network for Japanese language education and Japanese studies to be established at tertiary level in New Zealand. Prior to its formation in 2013, there was little networking, collaborative activity or research work occurring between tertiary institutions. The establishment of JSANZ was the result of a long-overdue need for a formal network that focuses on communication, collaboration and advocacy of Japanese language and Japanese studies in the tertiary sector.

The primary objective of this project is to provide readers with insights into how Japanese language educators are adapting twenty-first century

pedagogical theory to enhance their students' learning in New Zealand. Another objective is to enhance JSANZ's policy of collaboration and cooperation among academics at tertiary institutions by sharing ideas on best practice, which is expected to promote and strengthen Japanese language education in New Zealand. The project also aims at helping stakeholders in various areas outside our programmes to better understand the problems we face in Japanese language education in this country, and consider further or alternative ways in which they might be able to support us in our work.

No book has ever been published on tertiary Japanese language education in New Zealand, so this is the very first and a pioneering book in that regard. The individual chapters by educators at the forefront of Japanese language teaching in New Zealand present innovative research, teaching strategies and practices, and explore practical ways of securing a healthy future for Japanese language education under the theme 'creating new synergies'. The dialogue and collaboration that took place in the completion of this project have also created new synergies.

There are countries and regions which share similar issues and concerns to those we are dealing with in New Zealand, not least the decreasing number of learners of Japanese. Our approaches could be useful to them, and to other countries and regions that may face similar issues in the near future.

Our vision and hope is that this project will not finish with the publication of this book, but that it will inspire renewed interest in and new conversations about Japan and Japanese among educators and policy-makers in New Zealand and beyond.

The nine chapters of the book are divided into three parts: Reflection and Renewal; Breaking Down the Walls; and Sharing Teaching Approaches.

As this is the very first book written about Japanese language education in New Zealand, an overview is an appropriate place to start. Some of the information about the beginnings of Japanese education have not been clearly documented; the first introductory chapter therefore plays the

important role of being the 'go to' place for a brief history and outline of the changes which have taken place since the inception of Japanese language education in 1965. It also provides an overview of the current and future role and activity of JSANZ, and a glimpse of what the future might hold for JSANZ, for us as educators, and for our students. In Chapter 2, Ashton and Shino contribute to, and confirm, many aspects of the discussion of the issues facing Japanese language education presented in Chapter 1, by providing detailed data on the patterns of enrolment, continuation and completion of Japanese studies at Massey University, and interpreting the implications.

If our aim is to create a language-aware and language-proficient society, we need to make the process of language learning more visible and shared. Opening our schools and classrooms to others will strengthen the skills of our students by involving them in teaching and in building language communities, and it will provide rich opportunities for the creation of new synergies within our local communities. Ogino and Payne have acted decisively and proactively to change the situation where, as they confirm in Chapter 3, 'tertiary institutions have rarely shared with the wider community' (p. 93). They describe how the University of Canterbury holds an annual, large-scale Japanese workshop for secondary students facing national exams, and how the venture has resulted in a new type of learning community with close bonds, which are also created through an innovative mass dance project taking place alongside the workshop and shared through social media.

In Chapter 4, Kawai and Gallagher discuss how student work placements in local Japanese businesses foster student autonomy and a smoother transition between university and working life. Nishimura and Umeda, in Chapter 5, have brought community members right into their Japanese classes. They have found that Japanese language students benefit from the participation of members of the Japanese-speaking community, in this case young Japanese visitors to New Zealand, joining lessons and taking part in conversational tasks.

Most of us can picture a typical scene at a university. If we belong to an earlier generation it will probably include a lecturer speaking at length in front of a large lecture theatre of young people who are diligently taking notes. The term ‘lecturer’ has served well over the years to describe a person imparting knowledge to students, but, as the final four chapters make very clear, the nature of the job has changed. The numerous factors that have made Japanese language a less popular subject choice, along with a more diverse student body, have led to the reshaping of the typical Japanese class.

In Chapter 6, Minagawa highlights how Japanese television dramas, a medium attractive to many learners of Japanese, can be utilised to teach language as it is used in natural socio-cultural contexts, while building the students’ critical thinking skills. Kawai, Waller and Nesbitt describe in Chapter 7 how different-level Japanese language courses, which were unsustainable due to declining numbers, have been successfully combined and reconceptualised using a project-based approach. Their research indicates that students are developing greater intercultural competence, and that they find the mixed-level approach challenging as well as interesting and useful.

Tabata-Sandom has completed wide and very timely research on extensive reading for enjoyment in Japanese, which complements the usual intensive reading for study of Japanese grammar and vocabulary undertaken in most Japanese language classes. Her research, presented in Chapter 8, while confirming the value of reading for pleasure in terms of fluency and motivation development, also looks at the variety of reading which students are doing outside of class, and discusses strategies for choosing and including extensive reading materials in Japanese language courses.

Lawrence in Chapter 9 argues against stripping tertiary-level Japanese programmes completely of their traditional elements by showing how Classical Japanese language and literature can still be relevant, thanks to an innovative approach that emphasises the continuity between Classical and Modern Japanese.

Shaping the future and taking the best of New Zealand to the world has therefore never looked better. We are cautiously optimistic that the publication of this research will signal a new era in Japanese language education brought about by a connected and visionary team of educators and supporting groups.

Masayoshi Ogino, Penelope Shino and Dallas Nesbitt