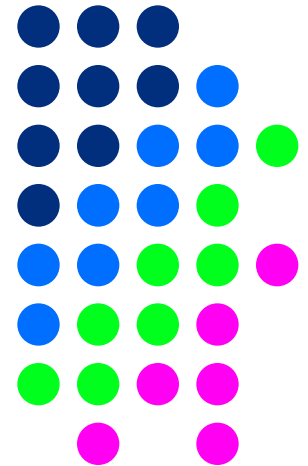


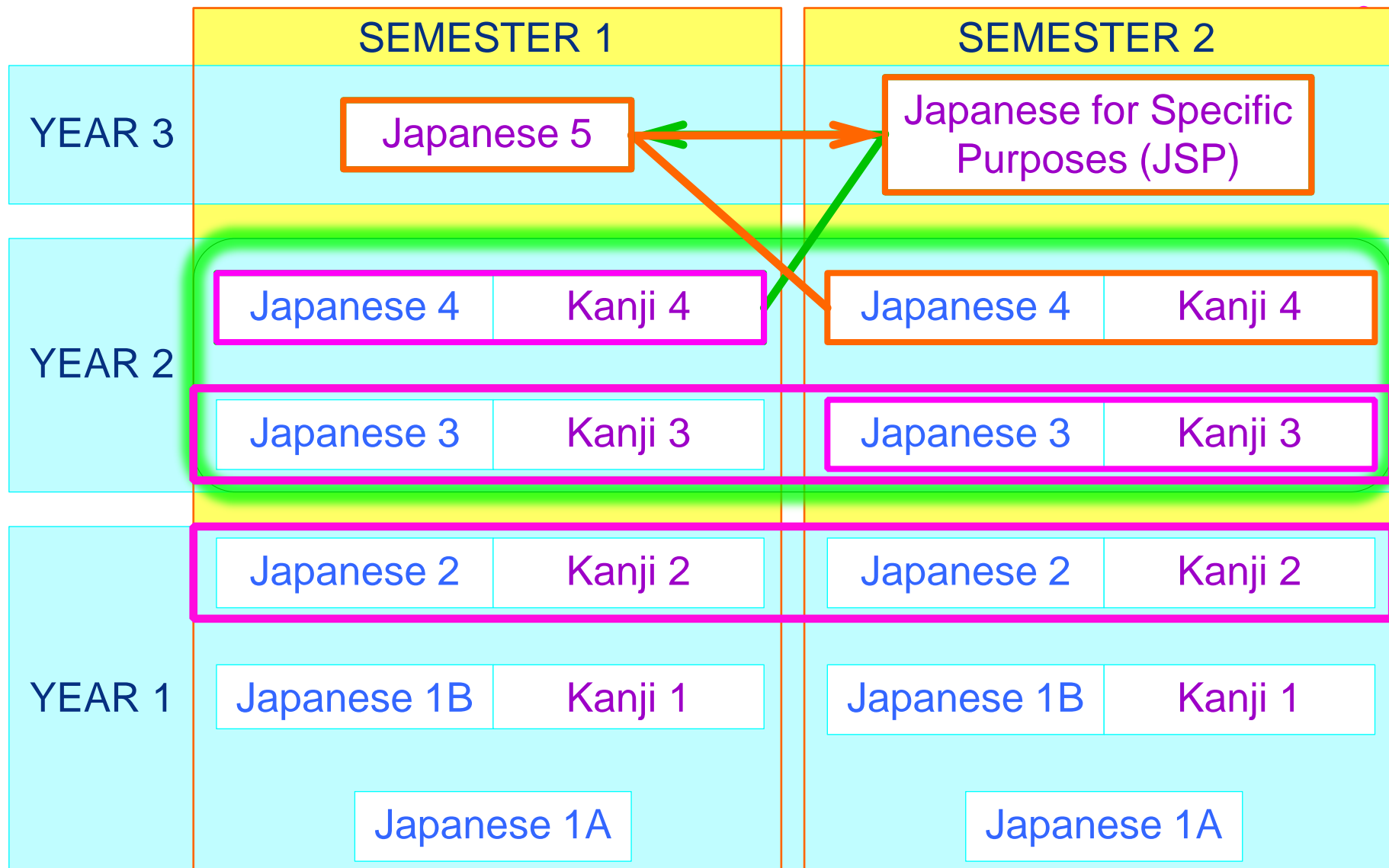
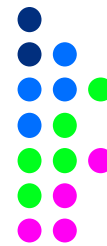
# Addressing a Resourcing Issue:

## Opportunity for Pedagogical Change

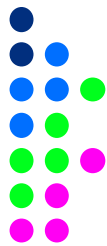
Junji Kawai  
(AUT)



# Structure of Japanese Language Papers (until 2009)

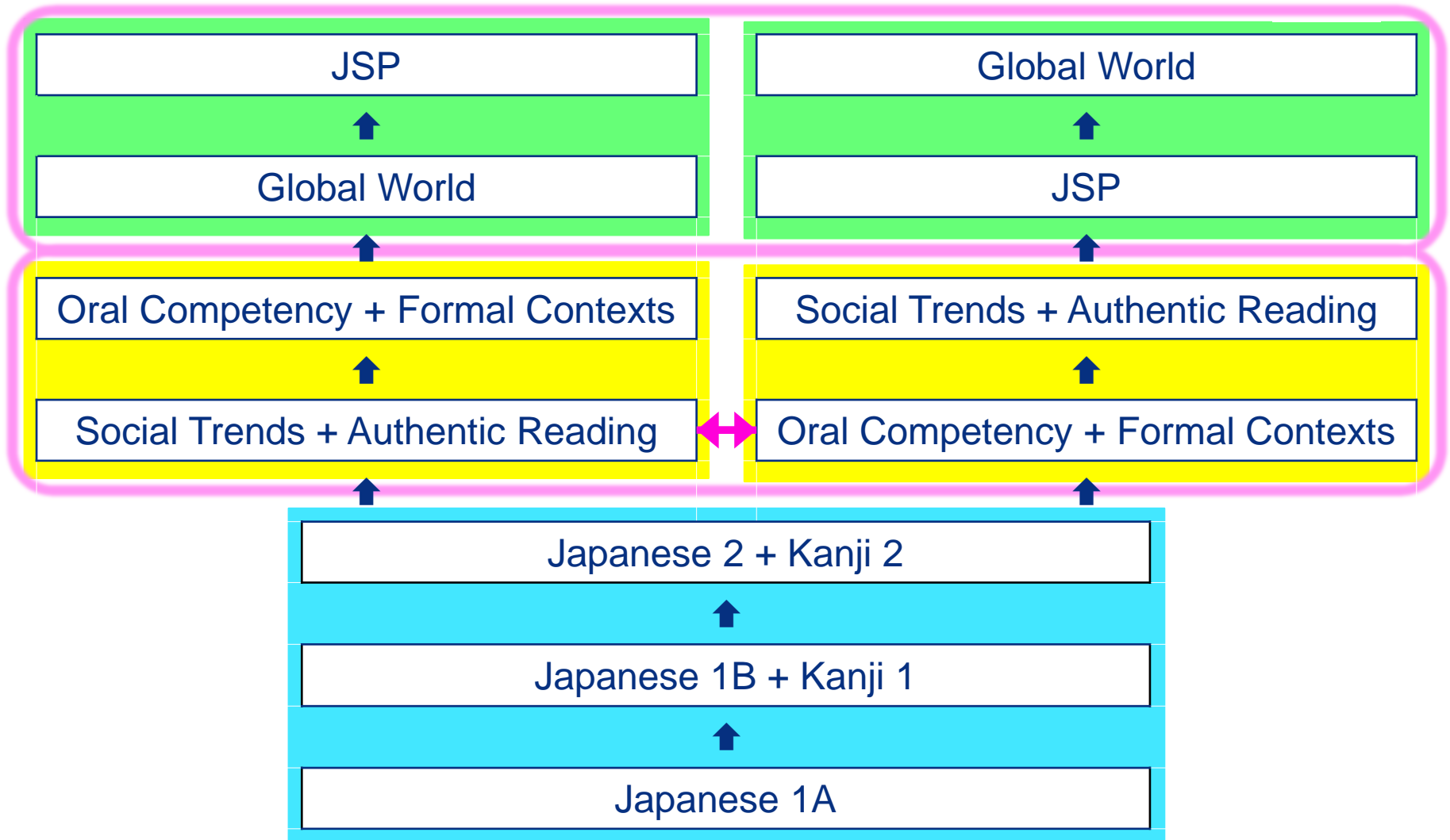
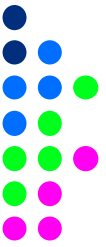


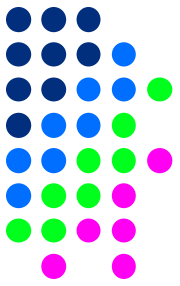
# Structure of Japanese Language Papers (current)



	SEMESTER 1	SEMESTER 2
YEAR 3	Japanese Language in the Global World	Japanese for Specific Purposes (JSP)
YEAR 2	Japanese Language and Social Trends Japanese Authentic Reading	Japanese Language and Oral Competency Japanese Language in Formal Contexts
YEAR 1	Japanese 2      Kanji 2  Japanese 1B      Kanji 1  Japanese 1A	Japanese 2      Kanji 2  Japanese 1B      Kanji 1  Japanese 1A

# Structure of Japanese Language Papers (current)

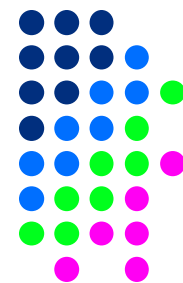




# Issues to Be Solved/Considered

- ▶ Year 2 papers not offered sequentially  
Textbook-based instruction across two semesters is no longer feasible.
- ▶ Mixed-level classes: students with different prior knowledge  
Some have just completed Year 1 Japanese; others have been in Year 2 for at least one semester.
- ▶ Some basic grammar points yet to be introduced  
Grammar points from the last five lessons of Japanese 2 textbook “*GENKI 2*” need to be covered.
- ▶ Student-centred approach  
AUT promotes student-centred learning.

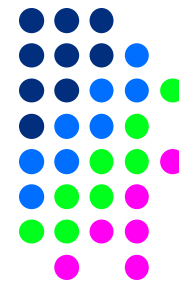
# Solutions



- Year 2 papers no longer offered sequentially
  - Giving up the idea of using a set textbook across two semesters
- Mixed-level classes: students with different prior knowledge
- Some basic grammar points yet to be introduced
- Student-centred approach
  - Streamed grammar classes in both 30-point papers
    - Stream 1: those straight from Year 1 (*Genki grammar*)
    - Stream 2: those who have already taken the other Year 2 30-point paper (*Year 1 grammar revision & additional grammar*)
  - More inquiry- and content-based instructions

# Content of Year 2 30-Point Papers

## Japanese Language and Social Trends (Sem 1)



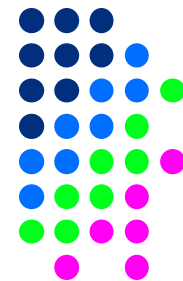
	Combined		Streamed	
1 <sup>st</sup> week	Reading	2 hrs	Grammar	2 hrs
	Grammar	1 hr		
	Conversation	1 hr		
	Revision	1 hr		
2 <sup>nd</sup> week	Listening	1 hr	Grammar	2 hrs
	Group project	3 hrs		
	Revision	1 hr		
3 <sup>rd</sup> week	Group project	3 hrs	Grammar	2 hrs
	Tests: reading & listening, grammar & kanji	2 hrs		
4 <sup>th</sup> week	Assessment: project presentation & test	7 hrs	Grammar	1 hr
Weekly	Kanji	1 hr	Topics: Marriage Eating habits Youth culture	

► 3 units in a semester.

Unit 1 assessment is formative;  
the rest are summative.

# Content of Year 2 30-Point Papers

## Japanese Language and Social Trends (Sem 1)



Reading	Introduction of topic ▷ Introducing new grammar, vocab & kanji
↓	
Conversation	Guided questions → exchange of knowledge on topic ▷ Introducing additional vocab & useful expressions
↓	
Listening	More info on topic & example speech ▷ Introducing additional vocab & structure of speech
↓	
Group project	<div>Collaborative learning</div> <div><ul style="list-style-type: none"><li>• Research question &amp; research</li><li>• Sharing info &amp; writing up script on wiki</li><li>• Group practice &amp; peer feedback</li><li>• Presentation &amp; discussion</li></ul></div> <div><ul style="list-style-type: none"><li>• Use new grammar</li><li>• Discuss trends</li><li>• Compare countries</li><li>• Add opinion</li></ul></div> <div><ul style="list-style-type: none"><li>• Reflection, peer evaluation &amp; project test</li></ul></div>





# Content of Year 2 30-Point Papers

## Japanese Language and Oral Competency (Sem 2)

	Combined		Streamed	
1 <sup>st</sup> week	‘Story picture’ & listening	1 hr	Grammar	2 hrs
	Grammar & expressions	1 hr		
	Interview practice	1 hr		
	Conversation model practice	1 hr		
	Skit preparation	1 hr		
2 <sup>nd</sup> week	Skit preparation	2 hrs	Grammar	2 hrs
	Interview practice	1 hr		
	Skit presentation	1 hr		
	‘Role write’	1 hr		
Assessment	Tests: grammar – Weeks 4, 8 & 12			
	Tests: interview, role write & role play – Weeks 5 & 12			

5 units in a semester

Week 4 test is formative; the rest are summative.

► after Unit 2 (formative) and after Unit 5 (summative) ↗

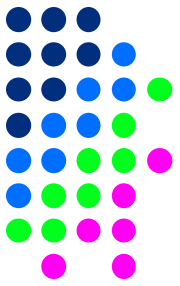


# Content of Year 2 30-Point Papers

## Japanese Language and Oral Competency (Sem 2)

'Story picture'	Describing how story goes → listening to dialogue → confirmation ▷ Introducing target [not necessarily new] grammar & new vocab
↓	
Interview	Q & A, pretending to be an interviewer and one of the characters ▷ Using target grammar & vocab
↓	
Conversation	Application of model dialogue pattern ▷ Reinforcing target grammar & vocab
↓	
Skit	Collaborative learning – pair work <ul style="list-style-type: none"><li>• Creating original dialogue on wiki</li><li>• Presentation &amp; peer feedback</li><li>• Filming, using QuickTime Player</li></ul> <div>Similar pattern to, but different situation from, model dialogue</div>
↓	
'Role write'	Writing on given topic, pretending to be a character from the skit

# Effect of Curriculum Revision



- ▶ Order of taking Year 2 papers  
Any problem with the order?
- ▶ Students' attitude  
Mixed-level classes  
Projects & skits  
Reflection, peer feedback & peer evaluation
- ▶ Level of achievement & students' motivations  
Level of achievement - dependent on students' motivations
- ▶ Technology  
Effective use of technology - part of assessment.

# Grade Distribution

**Group A:** students who came straight from YEAR 1

**Group B:** students who had already taken at least one YEAR 2 paper

**Group C:** students who directly entered a YEAR 2 paper

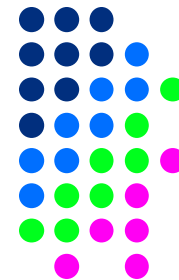
## End of Semester 1, 2012 (Social Trends)

Grade	Group A		Group B		Group C		Average	
A	1	12.5%	5	27.8%	3	75.0%	9	30.0%
B	4	50.0%	6	33.3%	0	0.0%	10	33.3%
C	0	0.0%	5	27.8%	0	0.0%	5	16.7%
D	3	37.5%	2	11.1%	1	25.0%	6	20.0%
Total	8	100.0%	18	100.0%	4	100.0%	30	100.0%

## End of Semester 2, 2012 (Oral Competency)

Grade	Group A		Group B		Group C		Average	
A	3	30.0%	3	21.4%	1	33.3%	7	25.9%
B	4	40.0%	5	35.7%	2	66.7%	11	40.7%
C	3	30.0%	6	42.9%	0	0.0%	9	33.3%
Total	10	100.0%	14	100.0%	3	100.0%	27	100.0%

# Challenges for the Future



## ► Motivating students

Not all the students are motivated or enthusiastic about learning.

## ► How much student-centred learning?

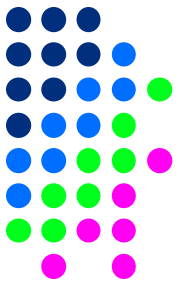
A student-centred approach in all Year 1 papers?

### ■ Year 1 students still learning basic grammar and vocab

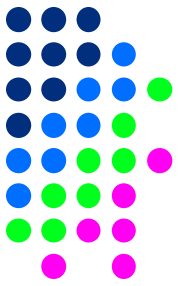
Able to collect data and information in English.

Unable to present findings in Japanese.

### ■ Cultural papers with research and inquiry elements



Thank You



# Appendix: Inquiry-Based Instruction

- Elements of inquiry-based instruction (Spronken-Smith 2010)
  - ▷ Learning being stimulated by a question or issue
  - ▷ Teaching in a student-centred approach with the teacher as a facilitator
  - ▷ Learning by doing
  - ▷ A move towards self-directed learning
  - ▷ Constructing new knowledge and understanding by students

- 4 ways to experience undergraduate research and inquiry

Research-led	learning about current research in the discipline
Research-oriented	developing research skills and techniques
Research-based	undertaking research and inquiry
Research-tutored	engaging in research discussions

(Jenkins & Healey 2010)



## Appendix: Structure of BA (Japanese Language) •

	Option 1	Option 2	Option 3	Level
Core papers	90 points	90 points	90 points	5-7
Y3 Japanese language papers	30 points	30 points	30 points	7
Y2 Japanese language papers	90 points	90 points	90 points	7
Y1 Japanese language papers	90 points	90 points	90 points	6
Japanese 1A	30 points			5
Non-language Japanese papers		30 points		5-7
Elective papers	30 points	30 points	60 points	
Total	360 points	360 points	360 points	

### cf. BA (Japanese Studies)

- Japanese at least 120 points
- Minor 60 points
- Core 90 points
- Elective up to 90 points

- i-Write (15 pt)
- i-Communicate (15 pt)
- i-Reflect (15 pt)
- i-Research (15 pt)
- Cooperative Education (30 pt)





# Appendix: Old Textbooks

## Japanese 3

- *An Integrated Approach to Intermediate Japanese* 中級の日本語 - until Semester 1, 2008
- *Tobira: Gateway to Advanced Japanese* 上級へのとびら - from Semester 2, 2008 until Semester 2, 2009

## Japanese 4

- *An Integrated Approach to Intermediate Japanese* 中級の日本語 - until Semester 2, 2008
- *Tobira: Gateway to Advanced Japanese* 上級へのとびら - from Semester 1, 2009 until Semester 2, 2009

## Japanese 5

- *Authentic Japanese: Progressing from Intermediate to Advanced* 中級から上級への日本語 - until Semester 1, 2010