

The Tertiary Teaching of Japanese in New Zealand Symposium

**Strengthening the link
between secondary and tertiary Japanese programmes:
Enhancing learning communities through NCEA assessments**



Dr Masayoshi Ogino

カンタベリー大学

カンタベリー地区高校

日本語教師会共催

NCEA日本語ワークショップ

Objectives of this workshop

- To help students become familiar with the achievement standards in NCEA through the full one-day workshop
- To have students gain more interest and confidence in their Japanese language skills with the support of a mentor and teaching assistant, and within a classroom with students from other schools

Overview

Background

- Decrease in the number of students learning Japanese
- Learning communities for the Japanese language programme in the 21st century
- Gap between secondary schools and tertiary institutions

From concepts to practice

- Case of Canterbury Region
 - NCEA workshop at the University of Canterbury

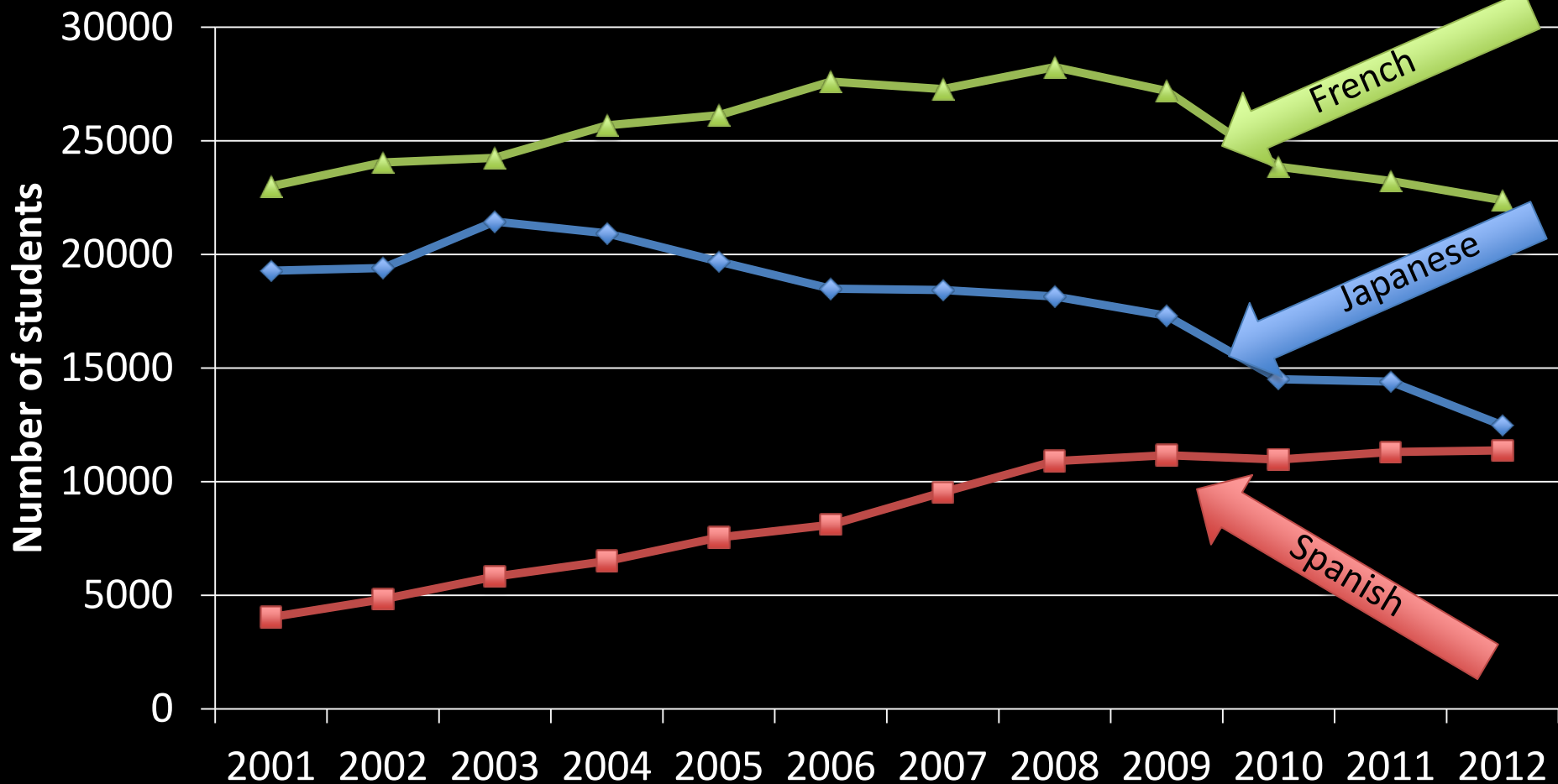
Decrease
in the number of students
learning Japanese

Table 1. Numbers of Institutions, Teachers, and Students (20 Countries with Highest Number of Students)

Rank	Rank in 2006	Country/(District)	No. of Students			No. of Institutions			No. of Teachers		
			2009	2006	Rate of change (%)	2009	2006	Rate of change (%)	2009	2006	Rate of change (%)
1	1	Korea	964,014	910,957	5.8	3,799	3,579	6.1	6,577	7,432	▲ 11.5
2	2	China	827,171	684,366	20.9	1,708	1,544	10.6	15,613	12,907	21.0
3	4	Indonesia	716,353	272,719	162.7	1,988	1,084	83.4	4,089	2,651	54.2
4	3	Australia	275,710	368,165	▲ 24.7	1,245	1,692	▲ 26.4	2,547	2,935	▲ 13.2
5	5	Taiwan*	247,641	191,367	29.4	927	513	80.7	3,938	2,791	41.1
6	6	USA	141,244	117,969	19.7	1,206	1,092	10.4	3,541	3,217	10.1
7	7	Thailand	78,802	71,083	10.9	377	385	▲ 2.1	1,240	1,153	7.5
8	9	Vietnam	44,272	29,982	47.7	176	110	60.0	1,565	1,037	50.9
9	8	Hong Kong*	28,224	32,959	▲ 14.4	78	112	▲ 30.4	734	704	4.3
10	11	Canada	27,488	23,934	15.3	223	214	4.2	739	649	13.9
11	12	Malaysia	22,856			124			388		
12	14	Philippines	22,362			156			422		
13	10	New Zealand	21,875	29,904	▲ 26.8	147	251	▲ 41.4	258	449	▲ 42.5
14	13	Brazil	21,376	21,631	▲ 1.2	347	544	▲ 36.2	1,167	1,213	▲ 3.8
15	16	UK	19,673	14,928	31.8	389	277	40.4	742	617	20.3
16	20	India	18,372	11,011	66.9	170	106	60.4	484	369	31.2
17	15	France	16,010	15,534	3.1	164	193	▲ 15.0	542	502	8.0
18	18	Singapore	15,864	12,076	31.4	34	29	17.2	225	144	56.3
19	22	Sri Lanka	12,430	9,133	36.1	82	53	54.7	157	116	35.3
20	19	Germany	12,390	11,945	3.7	180	190	▲ 5.3	428	465	▲ 8.0
World's Total			3,651,232	2,979,820	22.5	14,925	13,639	9.4	49,803	44,321	12.4

-- -- Source: Survey on Japanese-Language Education 2009. Japan Foundation

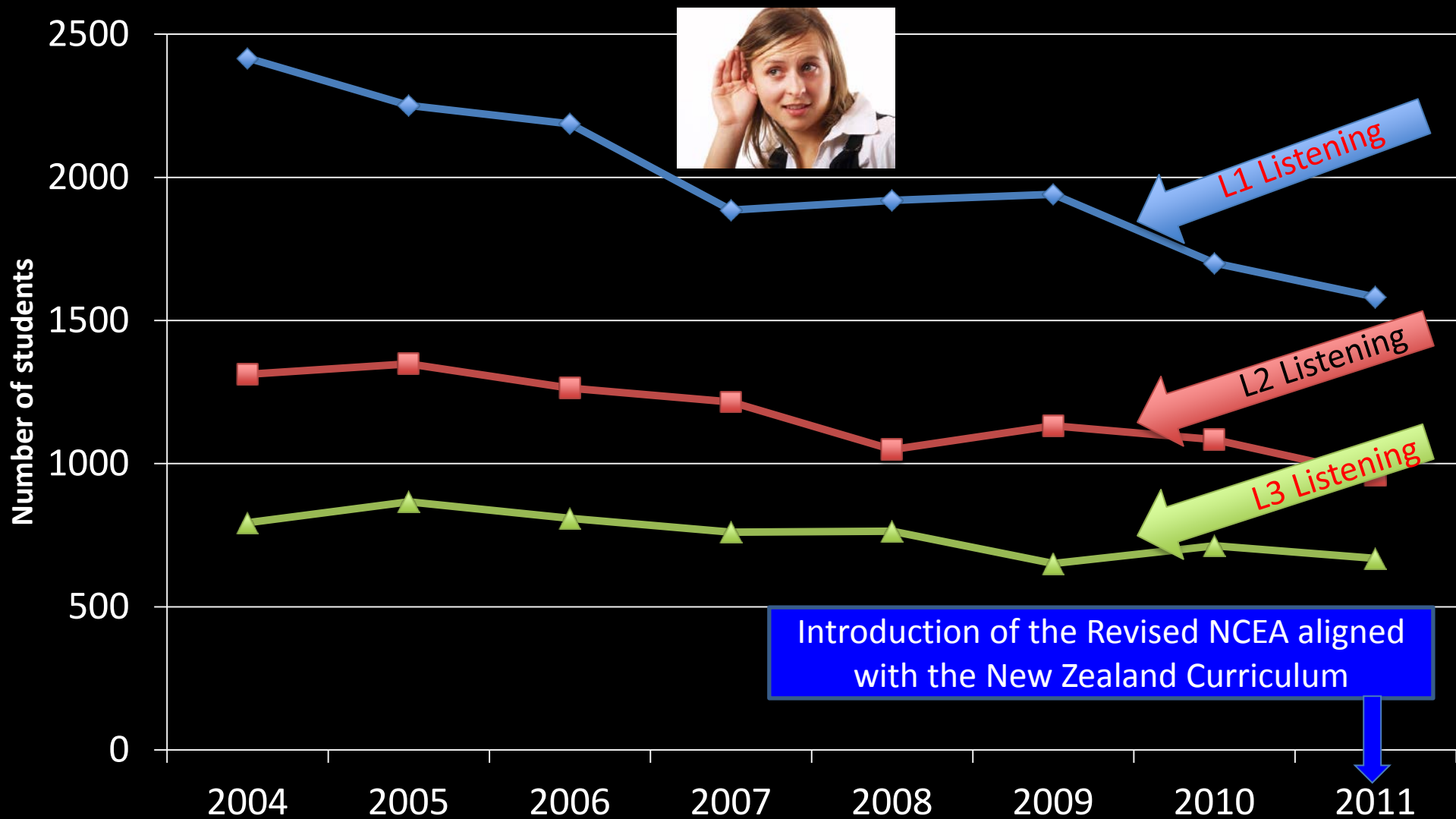
Number of students (Y9-Y13) that took Japanese, Spanish and French (2001-2011)



Based on the data from http://www.educationcounts.govt.nz/statistics/schooling/july_school_roll_returns/6052

The number of students that took Japanese in 2011 was 25% less than that in 2001.

NCEA Japanese: Listening Standards (2004-2011)



The number of students that sat NCEA Level 1 Listening external exam in 2011 was 35 % less than that in 2004.

Linguistic errors in the externally assessed achievement Standard NCEA Level 1 *View and Respond*, 2011

- てんきはあついです。
- ホームローム
- 学校まで あるきたいですが とおくないです。(illogical)
- アパートは まちから あまり とおくじゃありません
- 私は ニュージーランドに いつも あさに シャワーを あびました。
- 日本人は よるに ねる前に おふろに 入ります。
- けいたいでんわを もってきて もいいですが、、、
- あびます = to wash (Glossed Vocabulary)
- 学校の日は どんなぐらいですか。(Q)
- どして? (Q)
- あなたは えらんだうちのいいてんを せつめいして ください(Q)
- 一つの日(Q)
- 何がニュージーランドからちがいますか。(Q)
- メリーさんは 日本のたべものは どうとおもいますか。(Q)

Learning communities for the Japanese language programme in the 21st century

E-learning & Social Media

Expanded learning communities

Collaborative learning

Learner autonomy

Can-do statements



Assessment for learning

Portfolio assessment

Peer- and self-assessment

Task based language teaching

Vertical & horizontal articulation

Socio-cultural approach to second language learning

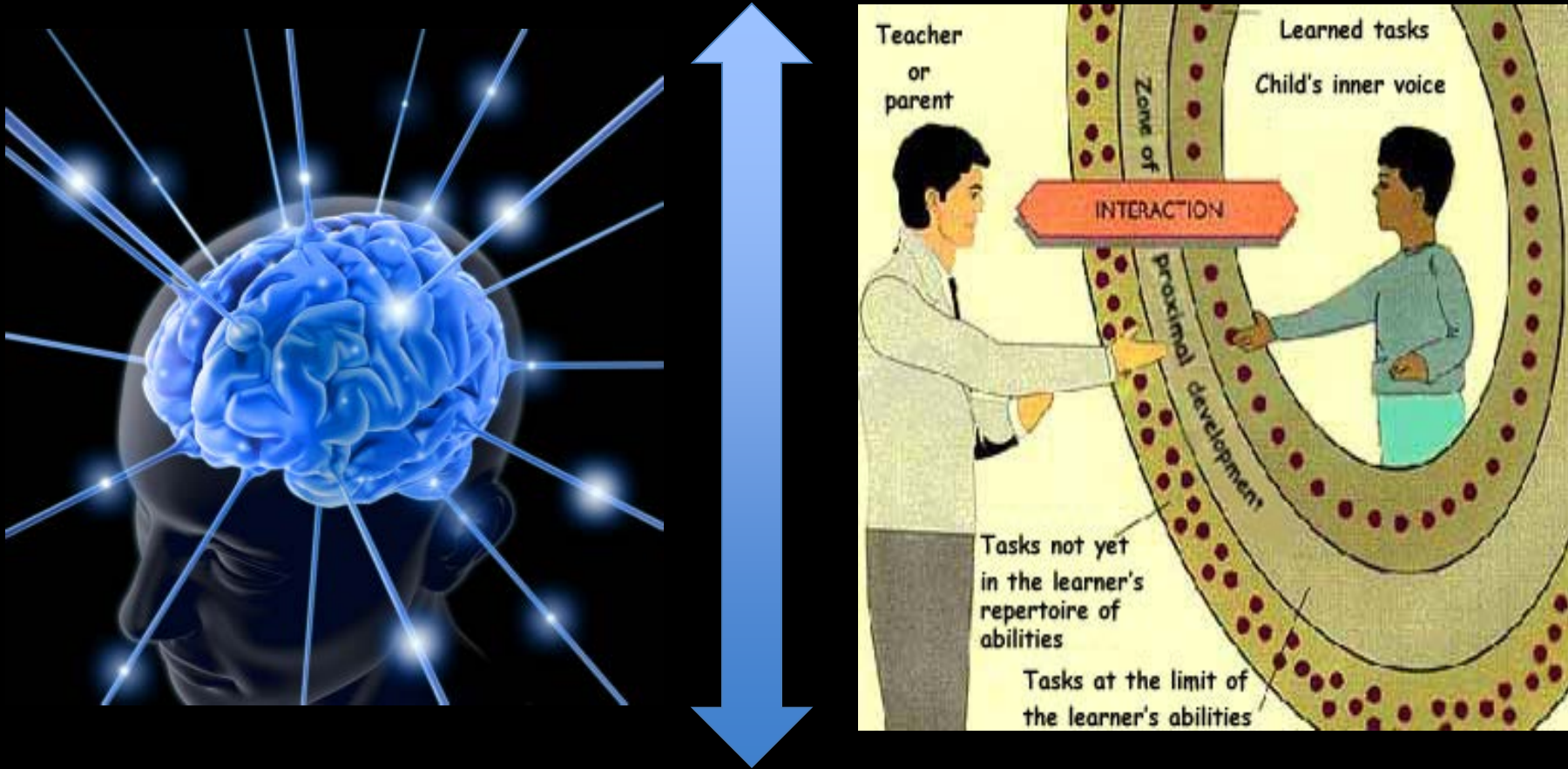
Intercultural language teaching and learning

JF standard for Japanese-language education

Common European Framework of Reference For Languages

Socio-cultural approach to SLA (Vygotzky: socio-cultural theory)

A process of knowledge construction



Direct transfer of knowledge
(e.g., information processing approach to SLA)

Socio-cultural approach to SLA (Vygotsky: socio-cultural theory)

Learning in social interaction

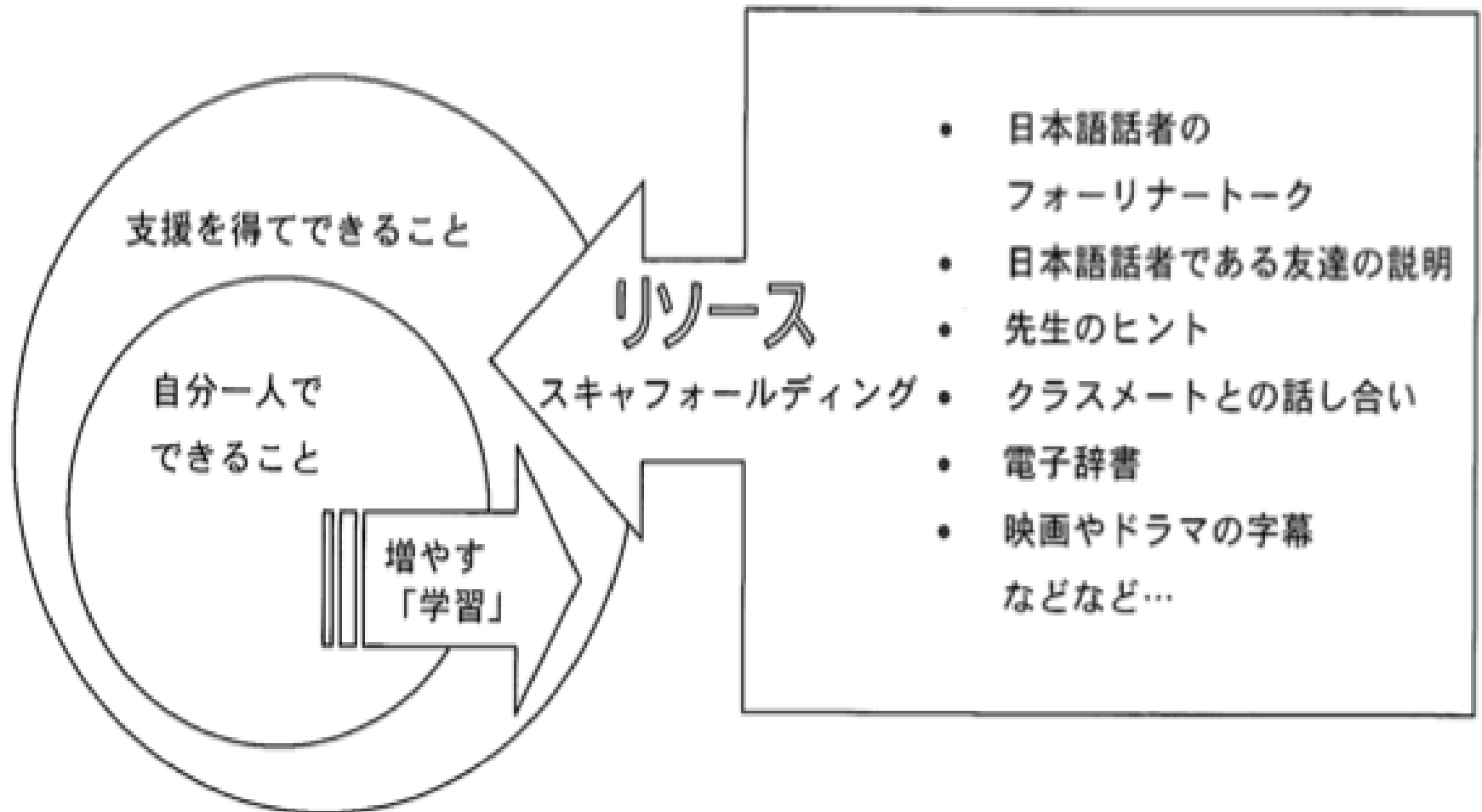


図 1 社会文化的アプローチによる学習の考え方

Learning Communities

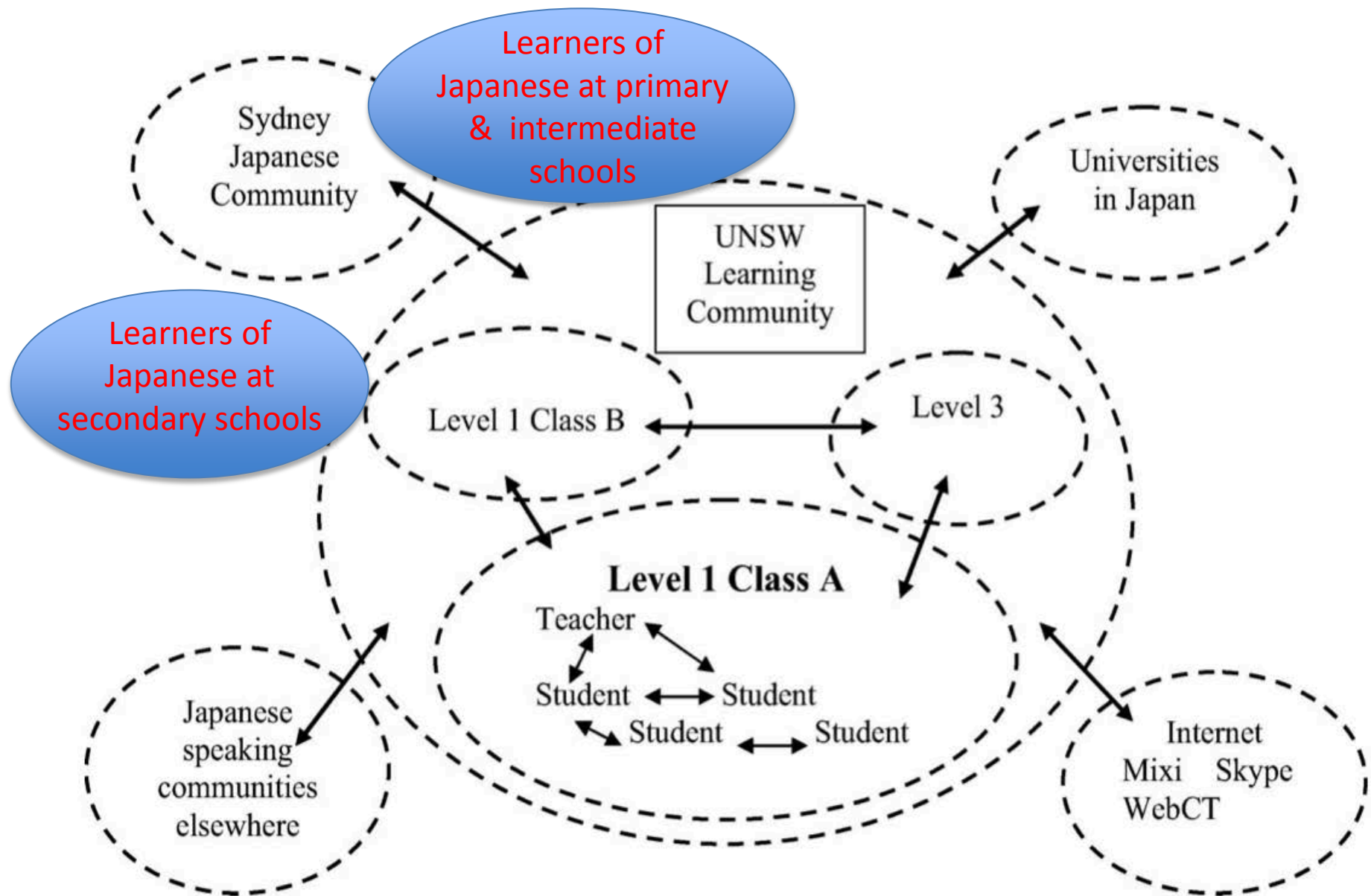
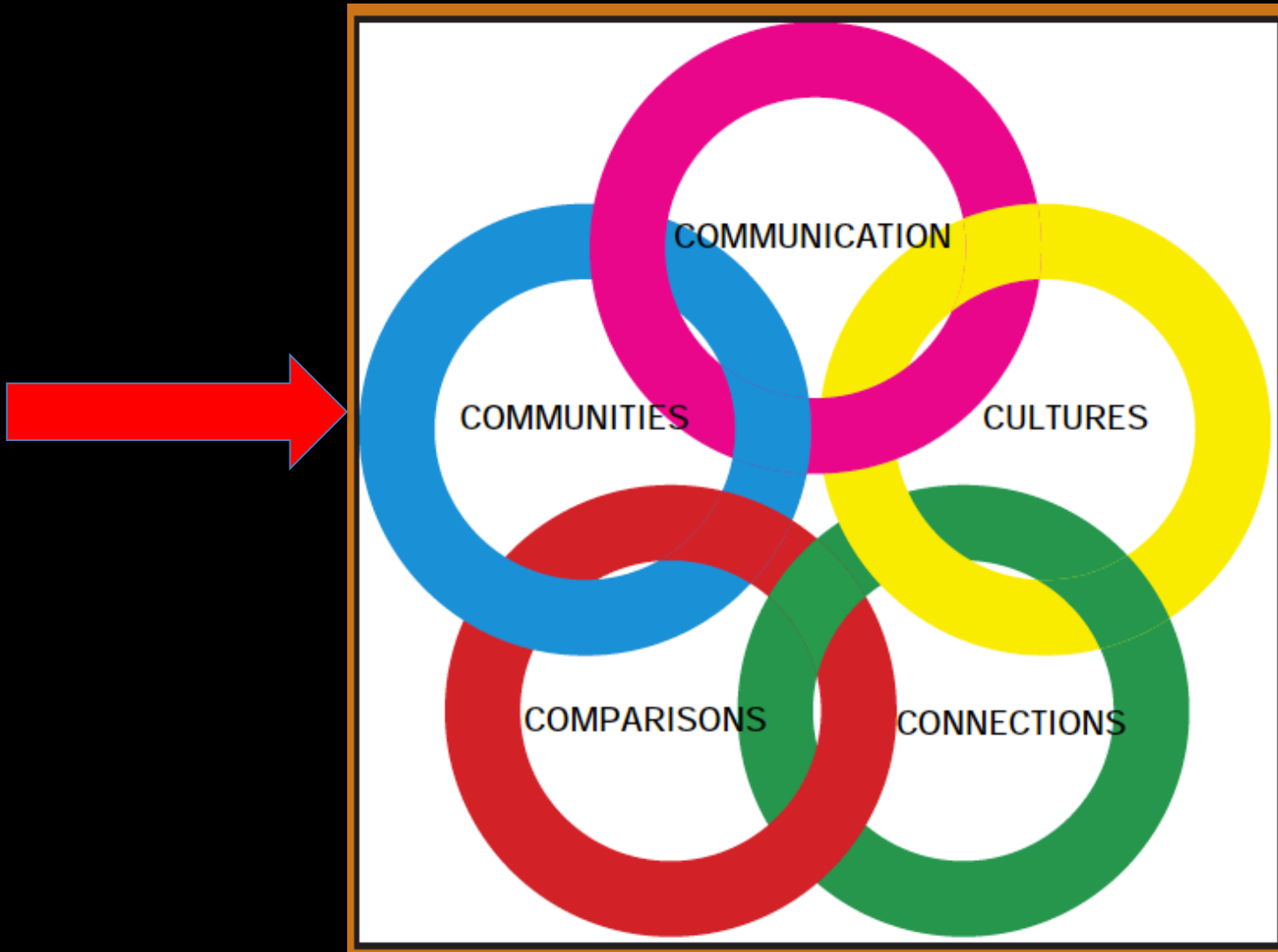


FIGURE 1. Some Components of the Learning Community at UNSW. (Thomson, 2008)

Standards For Foreign Language Learning in the 21st century

The American Council on the Teaching of Foreign Languages (ACTFL)



Gap

between secondary schools and
tertiary institutions

Secondary schools

Tertiary Institutions

GAP

in the Japanese language programme

Curriculum

East, Shackleford, & Spence (2007);
Haugh (1997); Shearn (2003); cited in Oshima (2012)

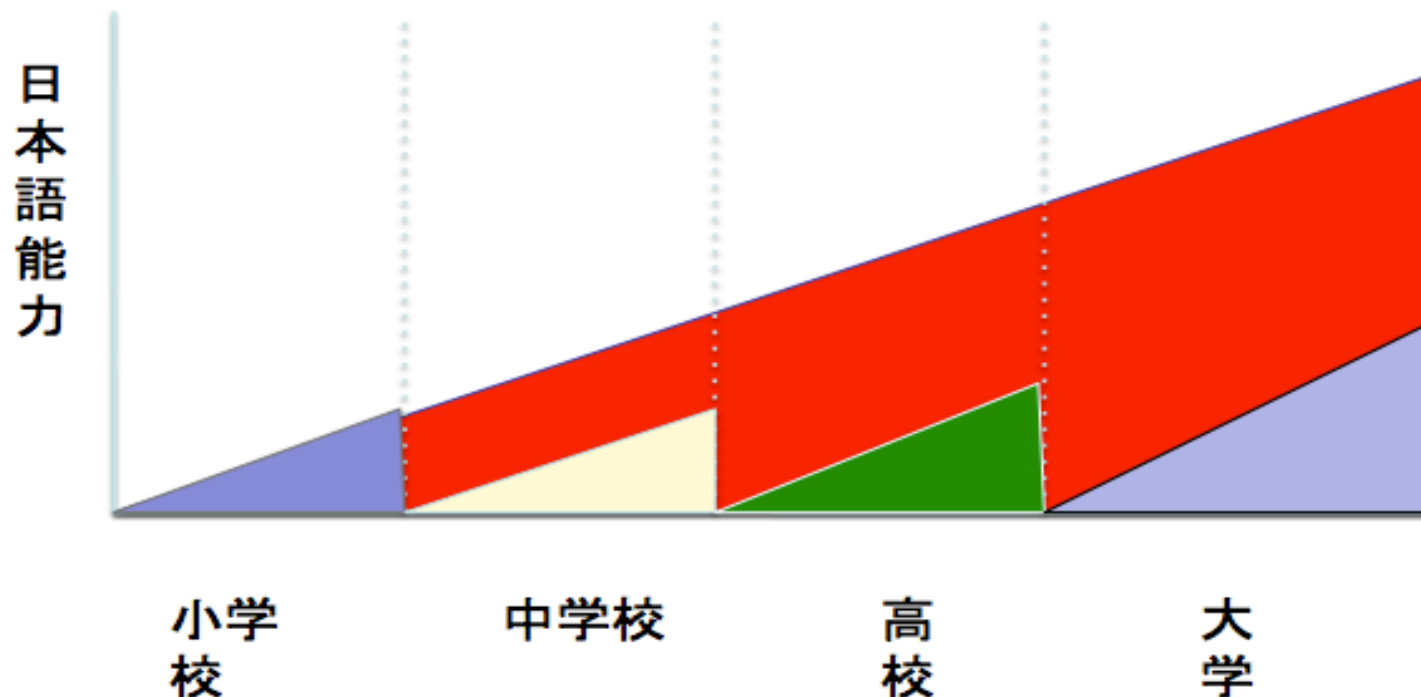
Assessment

NCEA generation: 'More sophisticated, practiced and
accountability-focused than the previous "bursary" generation'
(Davidson et al, n.d.)

Teaching Methodology

“Articulation is used by curriculum specialists to putting lessons and activities into a meaningful sequence that is designed to improve learners’ proficiency.” (APEC, n.d.)

縦のアーティキュレーションの欠如



Source: 當作靖彦「日本語教育グローバルネットワーク(GN) シンポジウム (1)、グローバル社会を創る日本語教育:アーティキュレーション(連関)を通して見た世界」2012年8月18日(土) 名古屋大学豊田講堂ホール

Secondary schools

- Intensive weekend for Y11 students
- Nihon-go Contest for Year 13 students (IPC)

Nihongo Festival at the University of Auckland

Speech Contest (Y13)
Canterbury Network of Teachers of Japanese & CPIT

Tertiary Institutions

Auckland Regional Secondary School Japanese Speech Festival (Y11-13, AUT)

What can connect the two?

NCEA
Assessments

An approach to improve the current situation

Decrease in the number of learners

Expanding learning communities

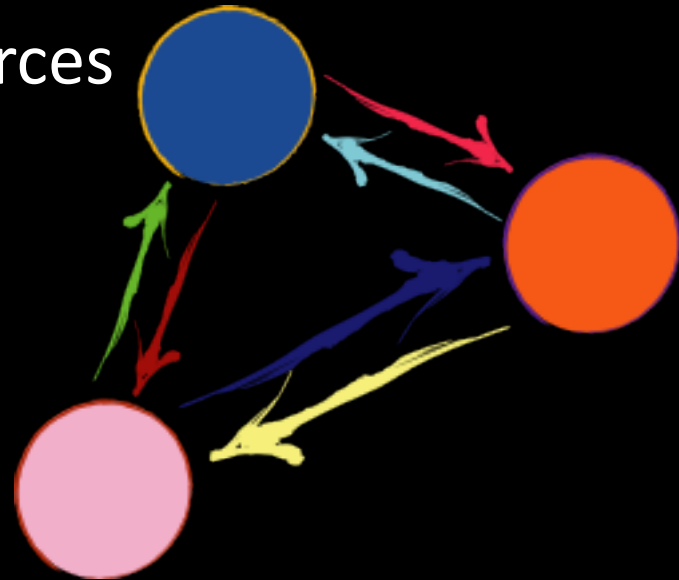
Gap in the Japanese language programme between secondary schools and tertiary institutions



Features of this workshop

Creating a learning community between secondary schools

- Students interact with students from other schools through activities to improve their Japanese skills and performance in NCEA
 - Learners become
 - each other's learning resources
 - users of Japanese



Features of this workshop

Creating a learning community

between secondary schools and the university

- Organised with the support of Canterbury network of Japanese teachers
- Involvement of UC students as teaching assistants and one-day mentors for secondary school students



Features of this workshop

- A full one-day EOTC during a weekday
- Open to three year levels (Y11-Y13)
- A Canterbury-based guest speaker who has knowledge of Japan and Japanese lifestyles
- National Language Advisor
- Free of charge
 - Supported by the Sasakawa Fellowship Fund



NCEA Japanese workshop at UC (7 June 2012)

Secondary
school teachers



182
secondary
school
students
(Y11-13)



UC teaching staff

UC students
taking Japanese

National Language
Advisor



8:30-9:00	Registration			Lecture Theatre A1
9:00-9:40	Welcome and Introduction Greetings: Ms Susan Bouterey (Head of School) Mr Minoru Kikuchi (Consul) Keynote speech: Mr Tabai Matson (9:15-9:35) Photos			Lecture Theatre A1
9:50-11:00	Session 1			
	Level 1	Level 2	Level 3	
11:00-11:20	Morning tea			
11:20-12:20	Session 2			
	Level 1	Level 2	Level 3	
12:20-12:50	Lunch (bring your own)			
12:50-1:45	Session 3			
	Level 1	Level 2	Level 3	
2:00	Feedback Prize draw <i>tejime</i>			Lecture Theatre A1
2:40	Programme ends			

NCEA Workshop at the University of Canterbury

Level 1

	Group 1-1	Group 1-2	Group 1-3	Group 1-4	Group 1-5	Group 1-6	Group 1-7
Session 1	Teacher Teaching Assistant	Teacher Teaching Assistant	Teacher Teaching Assistant	Teacher Teaching Assistant	Teacher Teaching Assistant	Teacher Teaching Assistant	Teacher Teaching Assistant
Session 2	Teacher Teaching Assistant	Teacher Teaching Assistant	Teacher Teaching Assistant	Teacher Teaching Assistant	Teacher Teaching Assistant	Teacher Teaching Assistant	Teacher Teaching Assistant
Session 3	Teacher Teaching Assistant	Teacher Teaching Assistant	Teacher Teaching Assistant	Teacher Teaching Assistant	Teacher Teaching Assistant	Teacher Teaching Assistant	Teacher Teaching Assistant

Level 2

	Group 2-1	Group 2-2	Group 2-3	Group 2-4
Session 1	Teacher Teaching Assistant	Teacher Teaching Assistant	Teacher Teaching Assistant	Teacher Teaching Assistant
Session 2	Teacher Teaching Assistant	Teacher Teaching Assistant	Teacher Teaching Assistant	Teacher Teaching Assistant
Session 3	Teacher Teaching Assistant	Teacher Teaching Assistant	Teacher Teaching Assistant	Teacher Teaching Assistant

Level 3

	Group 3-1	Group 3-2	Group 3-3
Session 1	Teacher Teaching Assistant	Teacher Teaching Assistant	Teacher Teaching Assistant
Session 2	Teacher Teaching Assistant	Teacher Teaching Assistant	Teacher Teaching Assistant
Session 3	Teacher Teaching Assistant	Teacher Teaching Assistant	Teacher Teaching Assistant

7 June 2012

Video

NZ News

World

Sport

Business

Politics

Entertainment

The Hobbit

Thousands without power as snow storm hits

Published: 5:34AM Wednesday June 06, 2012 Source: ONE News

Email this article Print this article Text size + -

f Like

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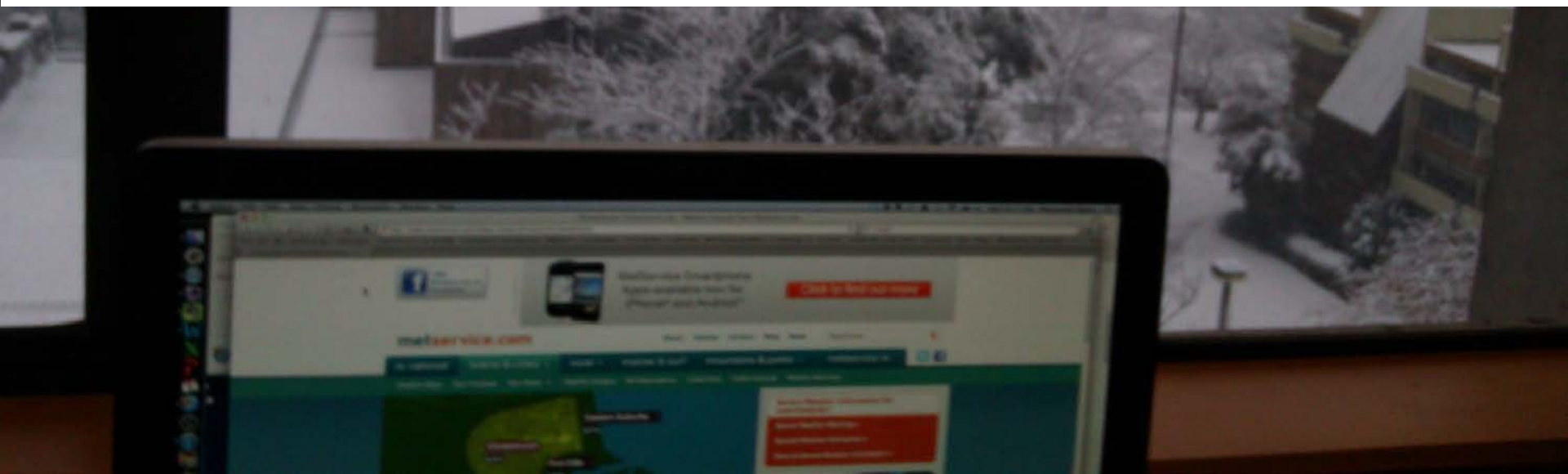
t Tweet

6

Heavy snow blanketing Christchurch has seen all Air New Zealand flights in and out of the city cancelled and thousands facing a freezing night without power.

Around 10-15cm of snow has fallen in Christchurch since this morning.

MetService said the snow should clear tonight after it caused severe disruption across much of the South Island today.



Practical and achievable
as a positive first step to strengthen the links
between secondary schools and university

カンタベリー大学

カンタベリー地区高校

日本語教師会共催

NCEA 日本語ワークショップ

Horizontal Articulation

Tertiary

Tertiary

Tertiary

Tertiary

Tertiary

Secondary

Intermediate

Primary

Vertical Articulation

Stronger link & continuity of Japanese language learning
among different educational levels

Table 1. Numbers of Institutions, Teachers, and Students (20 Countries with Highest Number of Students)

Rank	Rank in 2006	Country/(District)	Japanese Global Articulation Project (J-GAP) of the Global Network of Japanese Language Education										Rate of change (%)
1	1	Korea ★	227,171	224,000	20.3	1,700	1,044	10.0	10,070	12,007	12,007		▲ 11.5
2	2	China ★											21.0
3	4	Indonesia	15,864	12,076	31.4	34	29	17.2	225	144	144		56.3
4	3	Australia ★											
5	5	Taiwan* ★	12,430	9,133	36.1	82	53	54.7	157	116	116		35.3
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8	9	Vietnam											
9	8	Hong Kong* ★	9,551,000	9,070,000	5.0	14,000	13,000	7.4	40,000	44,000	44,000		12.4
10	11	Canada ★											
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16	20	India											
17	15	France	9,551,000	9,070,000	5.0	14,000	13,000	7.4	40,000	44,000	44,000		12.4
18	18	Singapore											
19	22	Sri Lanka	15,864	12,076	31.4	34	29	17.2	225	144	144		56.3
20	19	Germany											
TOTAL			9,551,000	9,070,000	5.0	14,000	13,000	7.4	40,000	44,000	44,000		12.4

Source: Survey on Japanese-Language Education 2009. Japan Foundation

One more thing...



日本語教育学会・教師協会の国際連携推進に関する覚書

「2004年日本語教育国際研究大会」（東京，2004年8月6～7日）に代表者が出席した諸国・地域の日本語教育学会・教師協会，及び日本語教育関係団体間の国際連携に関心を有する学会・教師協会（以下「学会」という。）は，

「東アジア日本語教育国際シンポジウム」（天津，2002年11月2～4日）の際に取り交わした『日本語教師会・学会グローバル・ネットワークの覚書』に基づく国際連携が，当該覚書に署名した学会間で進展しつつあることを歓迎し，

各学会が，それぞれの事情に応じて，日本語教育に関し，実践活動と学術研究の発展と活性化を図るうえで，情報交流等の方法を通じて学会間連携を深めていくことが有用であると考え，柔軟に学会間連携を推進するよう努めることを目指して，

次に掲げる事項について合意し，本覚書に署名する。

1. 学会間の連携を推進するために，次の諸活動を行う。
 - (1) 国際学術活動に関する共同開催，広報，参加についての協力
 - (2) 機関紙等の主要学術研究刊行物の相互提供
 - (3) ウェブサイト等を通じて，各学会の学術活動の相互広報と，そのための情報の相互提供
 - (4) 学会誌への投稿，研究会議への発表応募等について，他の学会の会員に対する機会を提供する可能性の検討
 - (5) 共同研究，講師派遣等の人的交流の推進
2. 国際連携を目指す上記の諸事項については，各学会がその会員の利益のために講ずる自主的な措置を妨げるものでないことを相互に了解する。
3. 本覚書は，学会間連携への参加を希望する学会の署名のために開放しておく。
4. 本覚書は，各学会の代表者が個別に署名のうえ，社団法人日本語教育学会に送付するものとする。
5. 日本語教育学会は，署名のうえ送付された全ての覚書の写しを，署名学会一覧表（別紙）を付して，各学会に送付するものとする。



1. CONTEST BACKGROUND

This year will be the 43rd year that the Australian speech contest has been held. The aim of the contest is to encourage learners who are studying Japanese to showcase their language skills in a challenging context.

2. CONTEST FORMAT

Winners from the state/territory contests from the following divisions will progress to the Australian final. Contestants from New Zealand may also be invited to participate at the discretion of the Japan Foundation in consultation with the New Zealand Japanese National Advisor. Individuals are not eligible to apply.

Australian Japanese Language Speech Contest

- No entry of students from the NZ tertiary sector
- Need to have a process to select representatives from NZ tertiary institutions
- Another lack of opportunities for high achieving students
 - e.g., NCEA Scholarships
 - native speakers of Japanese eligible
 - students choose not to challenge it because they have to compete with native speakers of Japanese
 - teachers do not encourage them to go for it because they know the difficulty of getting a language scholarship.



For the development of the Japanese language education in New Zealand

- What do we need to do now?
 - Identification of issues
 - Short-term goals
 - Long-term goals
- Do we need to have a shared vision in the Japanese programmes across NZ tertiary institutions?
 - Japanese Global Articulation Project?
 - Australian Japanese Language Speech Contest?
 - Issues in the NCEA examinations?
 - NCEA Scholarships?
 - Reliability and validity of the NCEA examination papers?





Thank you

Masayoshi Ogino PhD

School of Languages, Cultures and Linguistics

College of Arts, University of Canterbury

Tel: +64 3 364 2987 ext 3698

<http://www.lacl.canterbury.ac.nz/people/ogino.shtml>

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