

Australian Network for Teaching Advanced Japanese Project Report

「豪州上級日本語ネットワーク」プロジェクト報告書



Japanese Studies Association of Australia

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Project Network Website

The 上級日本語 **Network** site is now up and running for members

at: <https://www.jsaa.org.au/advanced-japanese-network>

Other interested parties are invited to join – so please become a member of our community.

Acknowledgments

The project team would like to firstly thank the Sakura Network and the Japan Foundation Sydney for the funding and ongoing support of this project. We are also very grateful to the Japanese Studies Association of Australia (JSAA), for initiating this project and to the Japanese Studies Aotearoa New Zealand (JSANZ) and of the Japanese Language Teachers Association of Singapore (JALTAS) for their ongoing collaboration.

We would like to thank all the teachers of Advanced Japanese across Australia, New Zealand and Singapore, and the institutional program representatives who gave their precious time to complete both the survey and the interviews.

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Project Introduction

The Australian Network for Teaching Advanced Japanese is a project of the Japanese Studies Association of Australia (JSAA), funded by a Sakura Network Mini Grant from the Japan Foundation. Many Australian universities are facing real difficulties in sustaining diversity in their advanced Japanese language programs, challenges further exacerbated by the COVID pandemic which has led to physical limitations on engagement, and to significant resource constraints and challenges to university business models. As a result, universities are facing an urgent need to develop better teacher networks and online course materials, particularly for advanced levels.

The project had two goals: the first, to establish a community of teachers to share and collaborate, through the launch of **Advanced Japanese Language Network**; and the second, to collect data through both online surveys and interviews in order to better understand the current state of advanced Japanese language programs at university level in Australia, New Zealand and Singapore. The aim of the data review was to investigate what teaching materials, learning activities and assessments were being used in advanced Japanese language classes at universities in the three countries, and to explore in impact of COVID-19 on the delivery of advanced Japanese language classes online in 2020.

One of the aims of the survey/interview stage was to gather information about how Advanced Japanese is taught across the sector and about perceptions of the level of proficiency meant by the term 'Advanced Japanese', both in terms of institutional definitions and each teacher's own definition of 'advanced'. We also gathered information on how advanced Japanese was taught in online classes "in 2020, under the influence of the new coronavirus" to gather best practice examples for sharing to the Network.

Teachers who become members of the Australian Advanced Japanese Language Network will have the opportunity to participate in a community network and to share teaching materials, resources and ideas for learning activities related to teaching advanced Japanese through the JSAA website. Due to the close relationship and history of scholarly exchange between Japanese Studies academics in Australia, New Zealand and Singapore, the

Network has expanded to include colleagues from all three countries, with affiliate access to the shared site if teacher are registered members of either the Japanese Studies Aotearoa New Zealand (JSANZ) or the Japanese Language Teachers Association of Singapore (JALTAS).

The JSAA Annual General Meeting (22 July 2020) voted to support this project and feedback from members indicates that there are a number of universities that are interested in collaborating on the project outlined above.

Project Aim

The primary goal was to develop a community network of teachers to share ideas and information and to collate and share course material on the community network website that will benefit students and educators on an ongoing basis. A secondary goal was to gain a better understanding of advanced Japanese language teaching in the region with a view to better understanding program and teacher needs going forward. Combined these two goals have led to the establishment of a members' network, with a password protected site within the Australian Association for Japanese Studies website.

Project Team

The researchers conducting this study are all involved in Japanese language education at various institutions in Australia, New Zealand and Singapore. The project was led by A/Prof Carol Hayes (ANU) and A/Prof Ikuko Nakane (UMelb) with the assistance of Dr Emi Otsuji (UTS) and Ms Nagisa Fukui (UNSW), Dr Masayoshi Ogino representing New Zealand's Japanese Studies Aotearoa New Zealand (JSANZ) and Mr Masanori Nagami representing Singapore's Japanese Language Teachers Association of Singapore (JALTAS). The project employed four research assistants, Ms Maho Fukuno (ANU), Ms Tamami Mori (UMelb), Ms Pepi Ronalds (Monash) and Dr Laura Emily Clark (UQ) who played an active role in collating and presenting the data.

Project Leaders



A/Prof Carol Hayes
Japanese Language and Studies
The Australian National University



A/Prof Ikuko Nakane
Japanese and Linguistics
University of Melbourne

Dr Ikuko Nakane is Associate Professor in Japanese at the Asia Institute, University of Melbourne. Her research interests include Japanese sociolinguistics, Japanese language education in a multilingual context, and language and law in Japan.

Her publications include 'Courtroom discourse of the 'hybrid' Japanese justice system' (Journal of Asian Linguistic Anthropology 2020), *Learning to make sense of self, others and the world in a multilingual world* (in Japanese as a Lingua Franca, in Japanese, from Akashi Shoten 2020), and *Languages and Identities in a Transitional Japan* (Routledge 2015, with Emi Otsuji and William Armour). She is a co-representative for Australia to the Global Network of Japanese Language Education.

Dr Carol Hayes is Associate Professor of Japanese Language and Studies in the College of Asia and the Pacific and Distinguished Educator at the Australian National University. Her research interests include the portrayal of social and cultural issues in Japanese creative production – poetry, fiction, film and practical arts, and Japanese language teaching methodologies and practice. A recipient of a 2013 Australian Office of Learning and Teaching National Teaching Excellence Award, Carol is an innovation leader and early adopter in developing and supporting flexible and online learning within Asian Studies at the ANU, pushing boundaries in technical innovation to make language learning more exciting and student oriented. Her recent publications include *Japan in Australia* edited with David Chapman (Routledge 2020) and 'The Spiritual in the Mundane: The Poetry of the Shikoku O-Henro Pilgrimage' (Palgrave 2021) and *Reading Embraced by Australia* (ANU Press 2016) co-authored with Yuki Itani-Adams.

Project Regional Representatives

| | | | |
|---|---|--|---|
|  |  |  |  |
| Dr Emi Otsuji Australian Rep UTS | Ms Nagisa Fukui Australian Rep UNSW | Dr Masayoshi Ogino NZ Rep Canterbury NZ | Mr Masanori Nagami Singapore Rep NUS |

Dr Emi Otsuji is senior lecturer in International Studies and Education at the University of Technology Sydney. Emi coordinates the Japan major within the BA International Studies degree and teaches upper-level Japanese language subjects. Her research interests include language and globalisation (metrolingualism and multilingualism), language and identities, critical pedagogy, and language citizenship education. She is a co-author (with Alastair Pennycook) of *Metrolingualism: Language in the City* (Routledge 2015), co-editor (with Ikuko Nakane and William Armour) of *Languages and Identities in a Transitional Japan: From Internationalization to Globalization* (Routledge 2015), and a co-editor (with Hideo Hosokawa and Marcella Mariotti) of *Shiminsei Keisei to Kotoba no kyoiku* (Kuroshio 2016). She is a representative for the Asia Oceania Block to The Society for Teaching Japanese as a Foreign Language and a co-representative for Australia to the Global Network of Japanese Language Education.

Ms Nagisa Fukui is senior lecturer in School of Humanities and Languages at University of New South Wales. She has developed and taught a wide range of Japanese courses at UNSW. She also supervises Japanese language teaching practicum for students who are interested in teaching at tertiary institutions. Her research interests include Japanese language education and Japanese discourse analysis by using the systemic functional approach (SFL). She has published book chapters and articles on Japanese language learning and SFL. She is a recipient of an Australian Award for University Teaching Citations for Outstanding Contributions to Student Learning (2012) and UNSW Vice Chancellor's Teaching Award. Her recent publications include 'Issue and practise of overseas Japanese language teacher training and practicum: an Australian case study' (Journal of Japanese Language Teaching Nihongo Kyoiku 2019, with Chihiro Thomson) and 'The first Japanese

Course' in *Foreign Language Learning Communities of Practice* edited by CK Thomson (Coco Publishing 2017).

Dr Masayoshi Ogino is lecturer in Japanese at the University of Canterbury in New Zealand. His research interests include Japanese language education and second language acquisition, and the application of research insights to language learning and teaching. He has strong interests in connection and collaboration between the secondary and tertiary levels for the development of Japanese language education. Dr Ogino is exploring the possibility of constructing well-being centred language learning and teaching. He is a recipient of the AKO Aotearoa Tertiary Teaching Excellence Award (one of the top 10 lectures in New Zealand). He is the chief editor of *Creating New Synergies: Approaches of Tertiary Japanese Programmes in New Zealand*, and co-vice president of Japanese Studies Aotearoa New Zealand.

Mr Masanori Nagami is senior lecturer in Japanese, Centre for Language Studies (CLS), National University of Singapore (NUS). He has taught and coordinated Japanese language courses from beginner level to advanced level at NUS. His research interests include collaborative learning, second language conversation, and technology enhanced language learning. He is an executive committee member for Japanese Language Teachers Association in Singapore and has conducted workshops on the usage of ICT. He is an editor of e-FLT, Electronic Journal of Foreign Language Teaching published by CLS. He has also co-edited books on foreign language teaching, such as *New Perspectives on the Development of Communicative and Related Competence in Foreign Language Education* (De Gruyter Mouton 2018).

Project Research Assistants

| | | | |
|---|---|--|---|
|  |  |  |  |
| Ms Tamami Mori UMELB | Ms Maho Fukuno PhD Candidate ANU | Ms Pepi Ronalds PhD Candidate Monash | Dr Laura Emily Clark UQ |

Ms Tamami Mori is sessional tutor in Japanese at the Asia Institute, University of Melbourne. Her research interests include L2 motivation, L2 Language Learners' identities, and Japanese language learning/teaching at tertiary education. Her publications, with Chihiro Kinoshita Thomson, include 'Connecting seniors and juniors: Examination of learning of mixed level learners' in *Japanese language education: connecting people and connected to the world* (Kuroshio 2016), edited by C.K.Thomson 「先輩と後輩をつなぐー異レベルの学習者が共に学ぶ効果について考える」トムソン木下千尋（編）『人とつながり、世界とつながる日本語教育』 ; and 'Japanese Community of Practice: Creating opportunities for out-of-class learning' in *Language Learning Beyond the Classroom*, (Routledge 2015) (edited by D. Nunan and J. Richards).

Ms Maho Fukuno is a sociolinguist with an interest in translation studies whose research explores how professional translators negotiate their subjectivity and social expectations about their ethical roles through a case study of English-Japanese translators. Examining translators' narratives on their translation process through the lens of theories of axiology and virtue ethics, her project reimagines an intercultural approach to diverse perceptions of ethical norms in the translation profession. She is an emerging educator with experience in teaching Japanese language at the beginners and intermediate levels as well as convening a translation project course at the postgraduate level. Maho is certified as an English Japanese translator by the National Accreditation Authority for Translators and Interpreters and works as a translator in academic and public service fields.

Ms Pepi Ronalds is a PhD candidate in Journalism and a Teaching Associate (Journalism and Japanese Studies) at Monash University. She's currently working on a manuscript about

rebuilding and recovery in Miyagi after the Great East Japan Earthquake. Her freelance writing work has been published in *Meanjin*, *The Lifted Brow*, *Arena Magazine*, *Kill Your Darlings* and more.

Dr Laura Emily Clark is Dr Laura Emily Clark is a Japan studies and gender issues scholar, specialising in contemporary Japanese literature and gender norms, marriage, and ageing. She received her PhD from the University of Queensland for her research on gender ideals in the writing of Haruki Murakami — where she has also taught Japanese language and culture topics. Through her research she explores how mainstream Japanese perceptions of appropriate male and female adulthood in Murakami's works have shifted over the past 50 years, and how this shapes character self-narrativization, life choices, and performances of gender within male homosocial spaces. She has previously published on masculinity in Murakami, gender in Japanese literature, and the reception of Japanese authors within international literary spheres. She spent 2020 as a Mariko Bando Fellowship recipient at Showa Women's University in Tokyo, researching contemporary Japanese women's fiction and discourses of normality. Laura is also a trained freelance editor.

Participants and Institutions

The project participants were drawn from teachers of Advanced Japanese in higher education institutions in Australia, New Zealand and Singapore. The project team drew on existing collegiate networks and university websites to create a table of institutions offering Advanced Japanese language subjects, and the teaching staff engaged in those classes. We approached Japanese language teaching staff in 26 universities in Australia and sought participation from institutions through the Japanese Studies Aotearoa New Zealand (JSANZ) and the Japanese Language Teachers Association of Singapore (JALTAS).

Of the 26 Australian universities that offer Japanese subjects at any level, 22 offer advanced Japanese subjects. Our survey drew on 19 programs across Australia, drawing on those programs and teachers who responded to our survey and request for interviews. Of that group, 16 institutions provided a list of all Japanese subjects offered by them, through

their selected institutional representative (See Appendix 2). The 76 teacher respondents to the online survey, including 70 who had taught or currently teach advanced Japanese, were attached to 25 institutions where Advanced Japanese is taught across Australia, NZ and Singapore. Where respondents were associated with more than one institution, their affiliation to each institution was counted separately. Note that there are 43 universities operating in Australia (40 Australian universities, two international universities, and one private specialty university). One institution (the Japan Foundation Sydney) was included in the data collection (although it is not a higher education institution) as it offers advanced level courses. In addition, the questionnaire was primarily intended only for teachers who are currently teaching advanced Japanese and therefore does not provide a complete picture of Japanese language education at university level.

Table 1: Participating Institutions

| Country | Number of Institutions |
|-------------|------------------------|
| Australia | 19 |
| New Zealand | 4 |
| Singapore | 2 |

Table 2: Advanced Japanese Language Course Numbers

Table 2 shows the number of advanced subjects taught by valid survey and interview respondents.

| Country | Number of Subjects |
|-------------|--------------------|
| Australia | 62 |
| New Zealand | 8 |
| Singapore | 3 |

Background

The primary goal of the project was to develop a community network of teachers and scholars — Advanced Japanese Language Network (上級日本語ネットワーク) — to share ideas, teaching practice and resources. The aim is to then link this network to other regional and global networks such as the Global Network of Japanese Language Education.

The project collected data on all advanced Japanese language programs delivered at the university level in Australia, New Zealand and Singapore. We will establish a password-protected network (intranet) on the JSAA website for JSAA members to continually collect and share online materials that will benefit students and educators.

This project comes at a time when the humanities are under pressure to justify their existence, and many Australian universities are finding it very difficult to maintain their advanced Japanese language programs. This uncertainty, exacerbated by the exigencies of the COVID-19 pandemic, has created an urgent need for university institutions to develop better teacher networks and online course materials, particularly at the advanced level of their programs. Face-to-face teaching in universities was suspended for 2020 due to concerns about the spread of COVID-19, and this has continued into 2021 for many institutions. This has required universities to shift all teaching and learning to online platforms, requiring the development of new materials and teaching methods. 2021 has seen the added requirement of a hybrid model with some students in the classroom and some online, creating even more preparation from teachers. Furthermore, humanities faculties in Australia are facing serious student enrolment challenges as a result of the Australian Government's changes to tertiary funding models in 2021.

Institutional and individual definitions of what constitutes an 'advanced' level differs across the sector. This will be discussed in detail below in Survey Analysis 2.3 (p. 21) and Interview Analysis (p.40), however, most commonly the term 'advanced' is used when students have gained linguistic proficiency beyond introductory and intermediate and have become what we refer to here as 'independent, proactive and critical language users'. Students at the advanced level are responsible for improving their own linguistic output and advanced courses foster the development of their critical thinking, academic writing and data analysis skills, rather than focusing on staged language proficiency and use of linguistic and grammatical patterns.

In the case of advanced Japanese language subjects, the development of 'authentic' course materials requires specialist knowledge. This is why we hope to build a community of teachers and scholars through establishing the Australian Advanced Japanese Language

Education Network (Australian Advanced Japanese Language Network), and to use this network to link to other regional and global networks such as the Global Network of Japanese Language Education

The development and collation of shared online course materials initiated through this project will have ongoing importance for the continued success of tertiary-level Japanese Language education in Australia.

Project Design

In order to understand the current situation of Advanced Japanese language education in Australia, New Zealand and Singapore, this study conducted an online survey of teachers involved in tertiary level Japanese language education with follow-up interviews focused on teachers involved directly in Advanced Japanese language teaching.

The project was undertaken in three stages.

1. **Stage 1:** online survey
2. **Stage 2:** interviews
3. **Stage 3:** implementation
 - network website launch
 - sharing practice, resources and ideas
 - sharing project survey and interview findings
 - dissemination of output

The survey was administered online from 16 November 2020 to 31 January 2021 and took between 30-60 minutes for participants to complete. The interviews were conducted via ZOOM in December 2020 and January 2021 and each interview took approximately one hour. The ethical aspects of this research have been approved by the ANU Human Research Ethics Committee (Protocol 2020/572).

Online Survey Findings (results)

The survey questions sought information on the scope and scale of Advanced Japanese language offerings, the immediate needs for ongoing delivery under pressure with COVID restrictions, and details of the teaching materials, learning activities and assessments used. A total of 76 teachers participated in the study, including 70 who had taught advanced Japanese at 25 institutions¹ in three countries (Australia, New Zealand and Singapore).

The questionnaire was divided into three sections. (See Appendix 3 and 4 for questions in Japanese and English translation)

Part 1: Metadata: basic information about the respondent (institution, experience and years of teaching, first language)

Part 2: Institutional Information: status of the Japanese language programme

Part 3: Individual teachers' practices, teaching methods and opinions (advanced Japanese language teaching practices, activities, evaluation, challenges, impact of COVID-19)

In this report we use the term 'subject' to represent individual units of study. Terms used vary between institutions with some using 'courses' or 'units'.

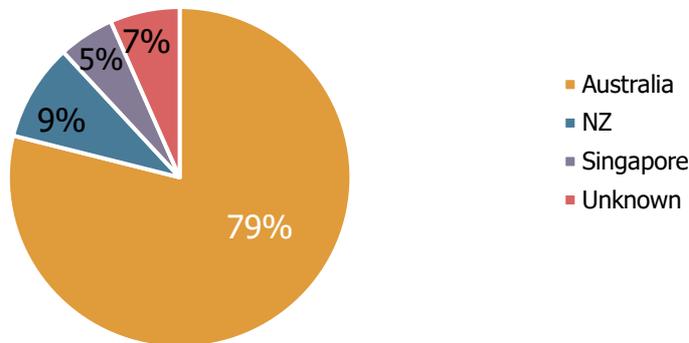
Part 1: Metadata

1-1. Number of respondents by country

The largest number of respondents in this survey came from Australia. The inclusion of respondents from New Zealand and Singapore is intended to provide a perspective on the current state of advanced Japanese language education in English speaking universities within this broader region.

Graph 1: Respondents by country

Respondents by country
(76 respondents)

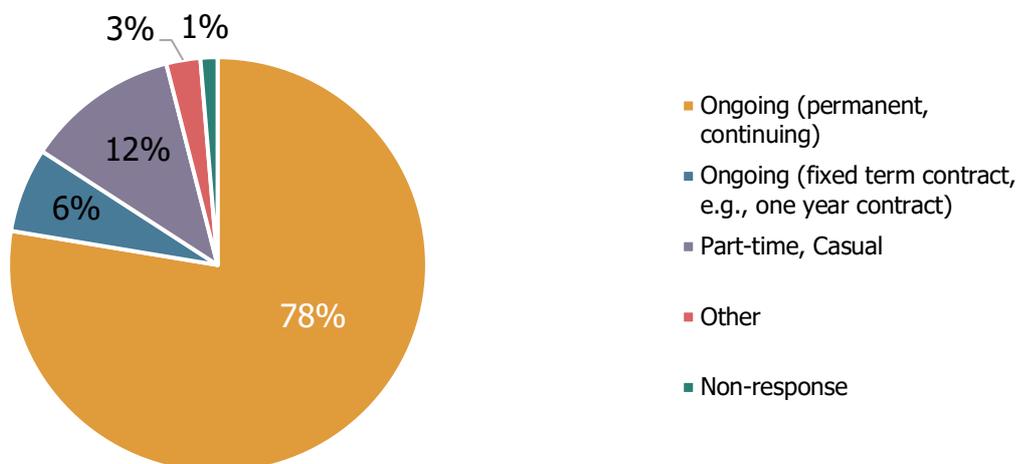


1-2. Respondents' employment status

Respondents to the questionnaire were mainly in full-time, long-term ongoing employment (78%). Although we invited participation in the survey through teachers' associations in each of the participating countries, the fact that we asked for participation by email based on information on university websites and other sources may have influenced the results. It should be noted that in the case of Australia, the reality of Japanese language education in universities tends to be highly dependent on part-time and casual teachers.

Graph 2: Employment Status

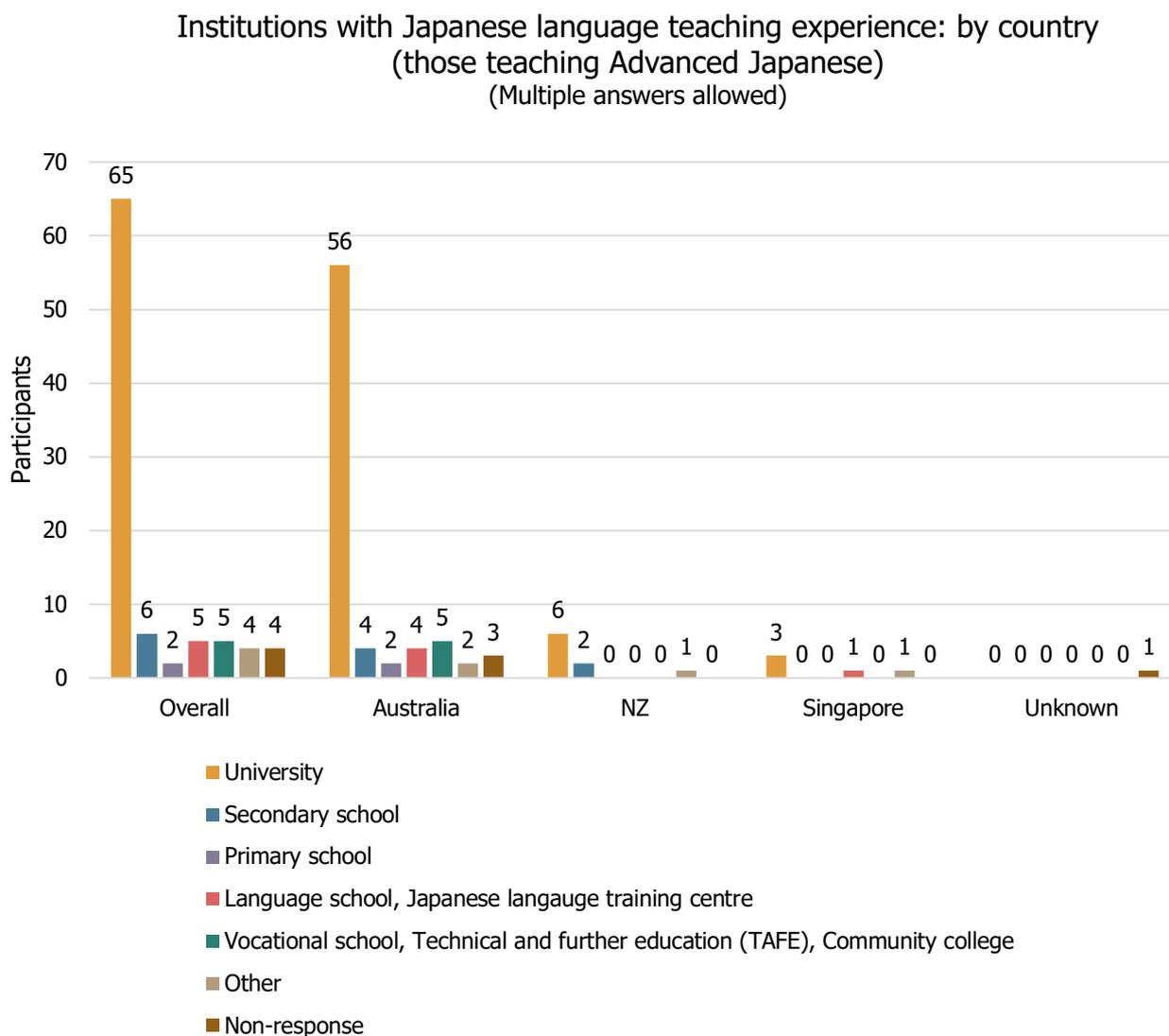
Employment status (total 76 respondents)



1-3. Institutions where respondents have taught Japanese

The majority of respondents with advanced Japanese teaching experience have taught Japanese only at universities.

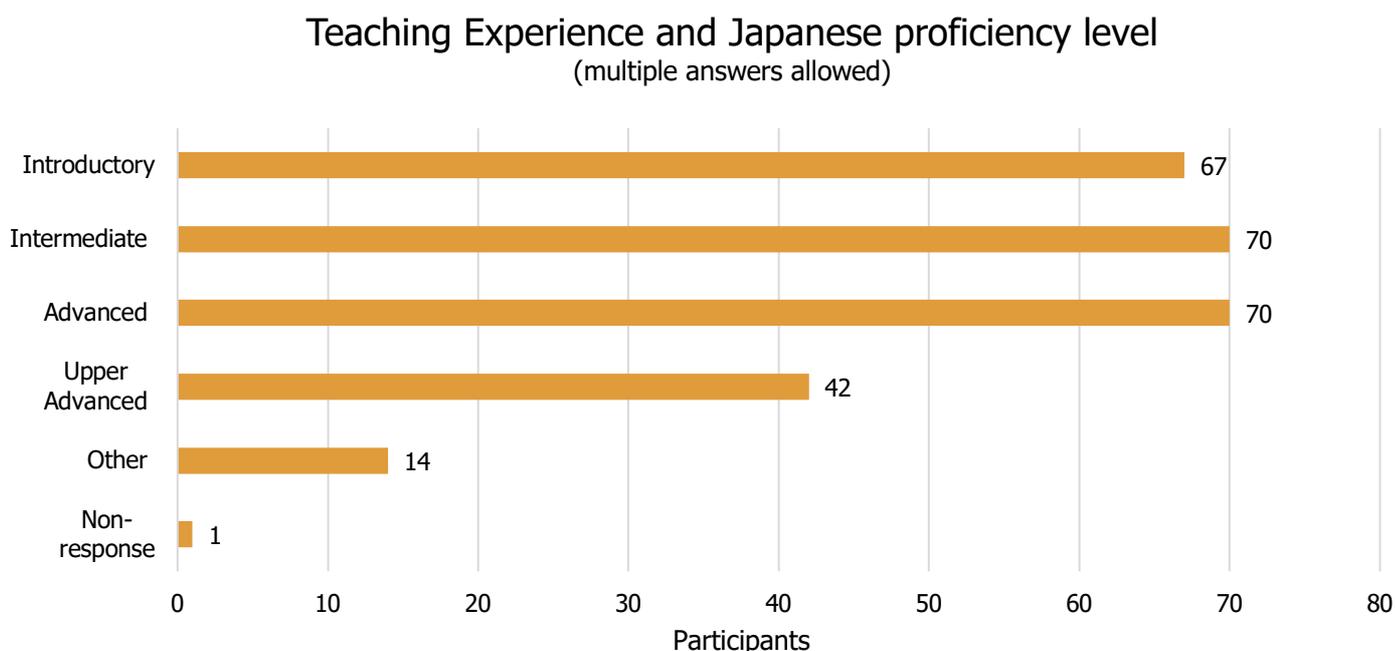
Graph 3: Institutions where respondents have taught Japanese



1-4. Teaching Experience and Japanese proficiency level

As can be seen from the table below, the respondents with the main senior responsibilities have experience of teaching a range of levels.

Graph 4: Teaching Experience and Japanese proficiency level

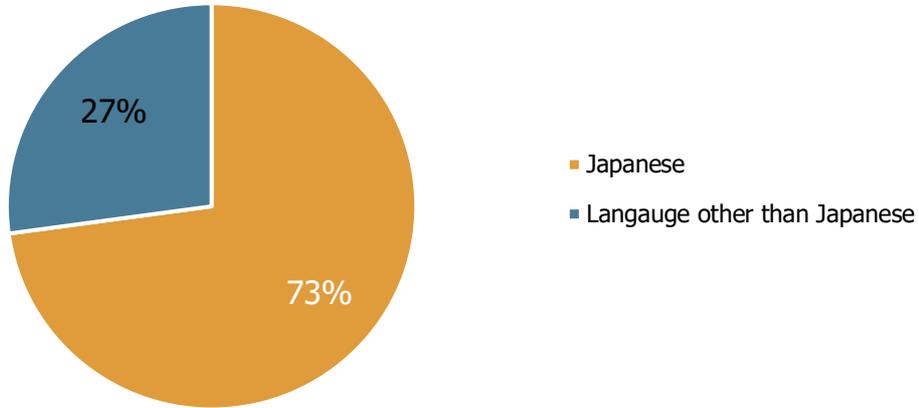


1-5. First language and nationality of respondents

The first language of 73% of the respondents was Japanese, while 27% speak a language other than Japanese as their first language. The nationality of the respondents was Japan at 67%, followed by Australia at 26%, with the USA, New Zealand and Korea at less than 3%.

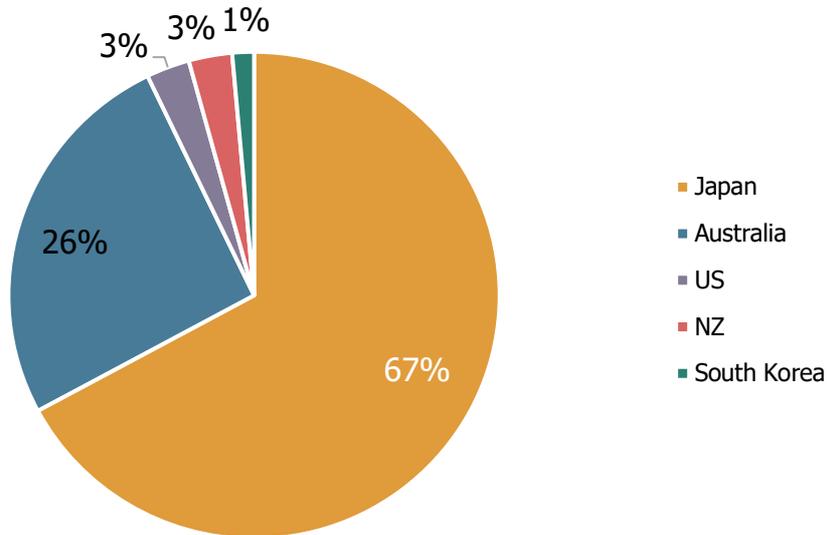
Graph 5: First language and nationality of respondents

First Language and Nationality of Respondents
(total 70 respondents)



Graph 6: Nationality of Respondents Teaching Advanced Japanese Language

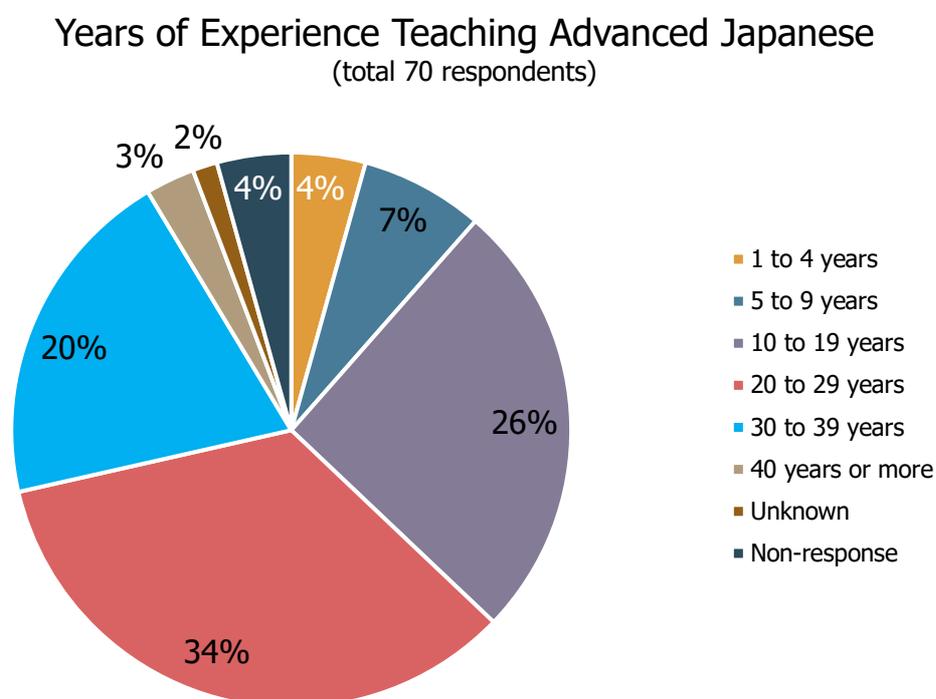
Nationality of Advanced Japanese Language Teachers
(total 70 respondents)



1-6. Years of Experience in Teaching Advanced Japanese

From this questionnaire it can be seen that the majority of respondents who are teaching Advanced Japanese language have been teaching Japanese for many years. When these results are considered in terms of training the next generation of teachers for their careers, a number of issues and challenges emerge. It is critical to consider how to ensure the sustainability of Japanese language programmes in the countries surveyed into the future and how to improve the support system for young researchers and teachers.

Graph 7: Years Teaching Advanced Japanese



Part 2: Institutional Data

In Part 2, we gathered information from representatives of Japanese language programmes at the institutions surveyed about the current state of Japanese language education at their institutions. As representatives they were not necessarily teaching advanced Japanese, nor in fact in some cases teaching Japanese at all but were rather in a senior leadership role supporting a number of language courses.

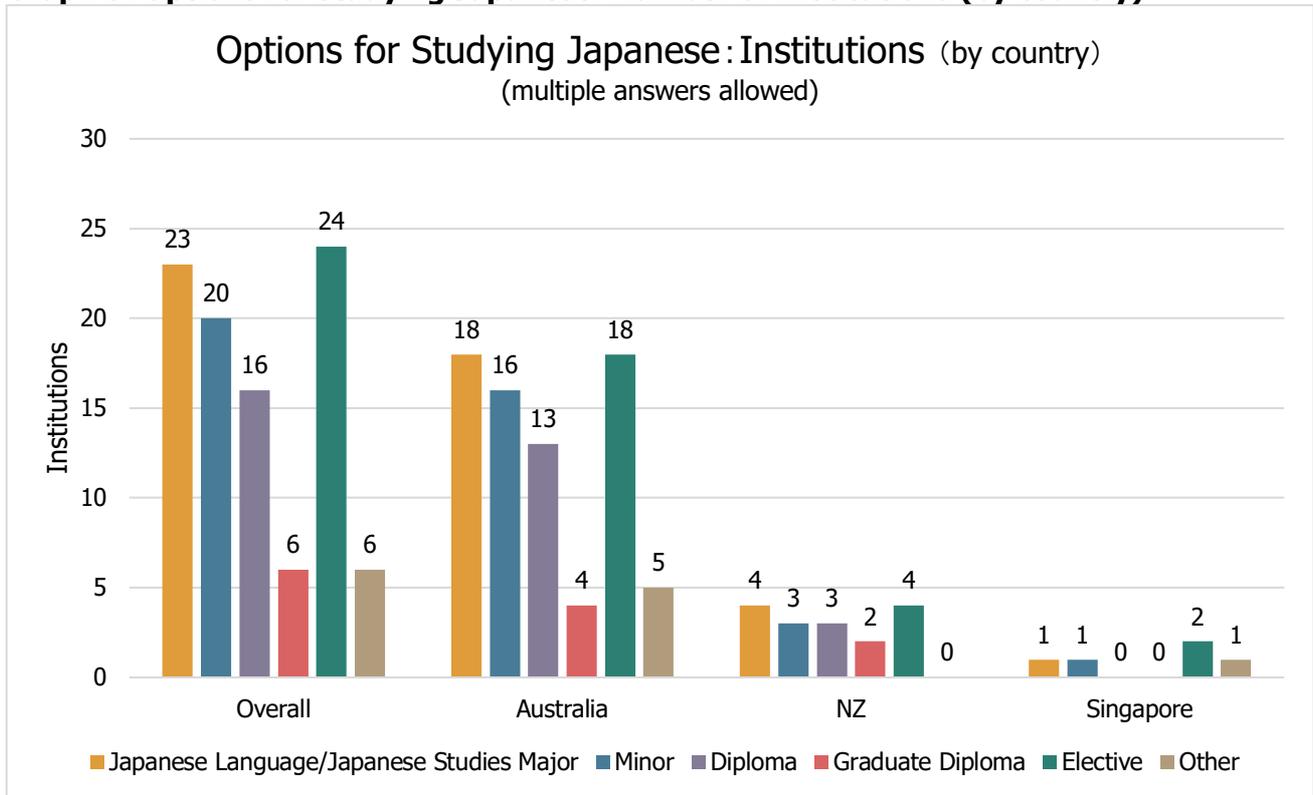
2-1. Institutional Options for Japanese Language Study

The most widely offered option within Japanese language programs at the institutions surveyed is Japanese as an 'elective' (overall: 96%). It is also evident that many institutions in Australia and New Zealand offer Japanese language and/or Japanese Studies majors. A significant number of institutions also offer the opportunity to study Japanese as a minor or diploma. Flexible enrolment options are an important trend in Japanese language study across the sector.

Table 3: Japanese Language Study Options

| Study Options | Overall | | Australia | | NZ | | Singapore | |
|---|--------------|-----|--------------|-----|--------------|------|--------------|------|
| | Institutions | % | Institutions | % | Institutions | % | Institutions | % |
| Japanese Language /Japanese Studies Major | 23 | 92% | 18 | 95% | 4 | 100% | 1 | 50% |
| Minor | 20 | 80% | 16 | 84% | 3 | 75% | 1 | 50% |
| Diploma | 16 | 64% | 13 | 68% | 3 | 75% | 0 | 0% |
| Graduate Diploma | 6 | 24% | 4 | 21% | 2 | 50% | 0 | 0% |
| Elective | 24 | 96% | 18 | 95% | 4 | 100% | 2 | 100% |
| Other | 6 | 24% | 5 | 26% | 0 | 0% | 1 | 0.5 |

Graph 8: Options for studying Japanese: Number of Institutions (by country)



2-2. Level of Japanese language subjects offered by institution

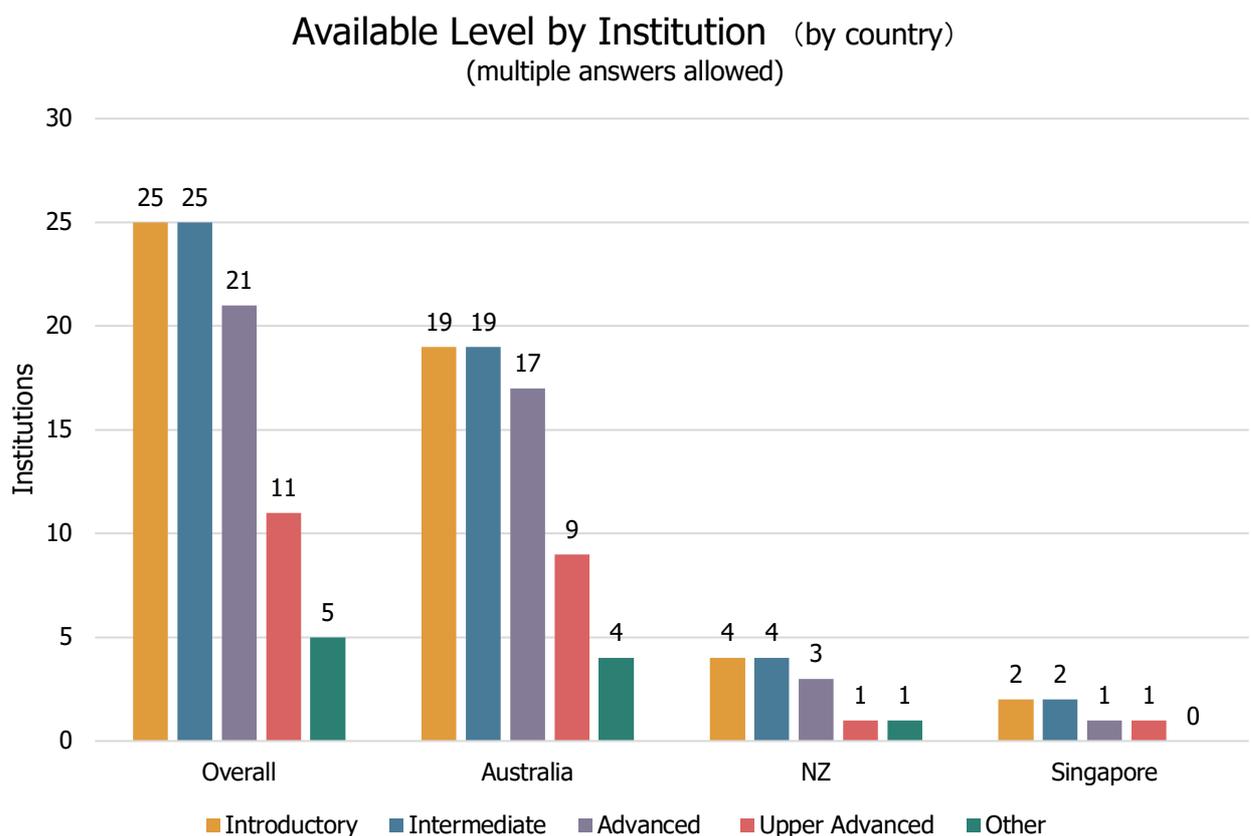
The survey data shows that the most common level offered in the Japanese language programmes offered, both overall and by country, is introductory and intermediate. Some institutions are unable to offer advanced and upper advanced level subjects. It is important to note here that institutional definitions of what constitutes an 'advanced' level differs. In this study, this was investigated in more detail both in later survey questions and in the interviews.

In terms of the 'other' category selected by some respondents, in some institutions, some subjects can be taken by students at different proficiency levels (and in some cases by students studying different language subjects). This is particularly true in the advanced levels, where students have gained linguistic proficiency (usually gained through a vertical progression through subjects, for example, Japanese 1 through to Japanese 6) and have now become what we refer to here as 'critical language users'. Each student is responsible

for improving their own linguistic output and although they may start at a variety of linguistic proficiency levels, the course goals are to develop their critical thinking, academic writing and data analysis skills, rather than a focus on staged language proficiency. Such advanced subjects for critical Japanese engagement are found in the majority of Japanese Language and Japanese Studies majors, minors and diploma subjects across the sector. On the one hand, this is a positive aspect of the integration of language, culture and society, but on the other hand, it may also be part of a strategy to continue to provide advanced level learning where there are not student numbers to justify a fully resourced subject.

Graph 9: Available Japanese Proficiency Level by Institution (by country)

Note that the numbers above each column indicates the number of institutions.



2-3 Institutional Definitions of 'Advanced Japanese' Proficiency

The online survey asked how Advanced Japanese, both as the Japanese term 'jōkyū nihongo' (上級日本語) and as an English term 'Advanced', was defined at the respondent's institution in relation to the level of Japanese language subjects offered. Results showed both common and different elements among institutions.

Broadly speaking, 'Advanced' was defined according to the following criteria:

1. the stage of progression at the institution
2. a proficiency level of that accords with external criteria such as the Japanese Language Proficiency Test (JLPT) or the Common European Framework of Reference for Languages (CEFR)
3. demonstration of specific skills and engagement with certain learning activities and types of resources

When the advanced level was set by institutional progression framework (1), there is a marked difference between institutions. In some cases, the advanced level can follow directly after the basic level, while at others it comes after a lower intermediate level. As a result, what is judged to be an advanced level at one institution is equivalent to an intermediate level in another. This difference in institutional definitions of advanced levels can also be seen in the information about the subjects and textbooks used at each level for each institution (see next section). There were also some differences between institutions using in the definition of advanced level based on the JLPT (2) as they choose different levels into indicate advanced. The third type explained the level of Japanese required at the advanced level in terms of operational ability for specific genres and purposes, rather than benchmarked proficiency levels.

There is also an increasing trend for proficiency levels to be consistent across all languages taught at a given institution, for example, if French 6 is defined as advanced then Japanese 6 must also be advanced. As a result, the Japanese covered in a subject defined by the institution as 'advanced' may in fact only be an intermediate level competency.

The online survey asked for a definition of 'advanced level' Japanese language teaching as it was considered an important to understanding the current status and practice of advanced Japanese in the participating institutions and regions. These definitions, containing both institutional and personal definitions from across the sector are collated in Appendix 5 with the institution information removed at the request of some respondents.

2-4 Advanced Level Subject Offerings

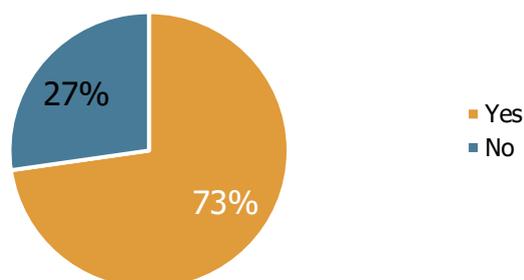
In the questionnaire survey, representatives of the participating institutions were asked to provide information on the Japanese language subjects offered by their institutions, how they classified the proficiency level and the textbooks used. Up to the intermediate level, most of the institutions used textbooks only, or together with their own resources. From the advanced level, however, the number of institutions using their own resources increased, and at the very advanced level, many subjects used their own resources. There was also an increase in the number of subjects focused on specialist areas at the very advanced level. It was found that some institutions used the same textbooks in the Intermediate level, while others used them in the Advanced level. (See Appendix 6)

2-5 Placement Testing

When asked if they conduct placement tests, 73% of the respondents answered "yes" and 27% answered "no," indicating that about one-third of the institutions conduct placement tests.

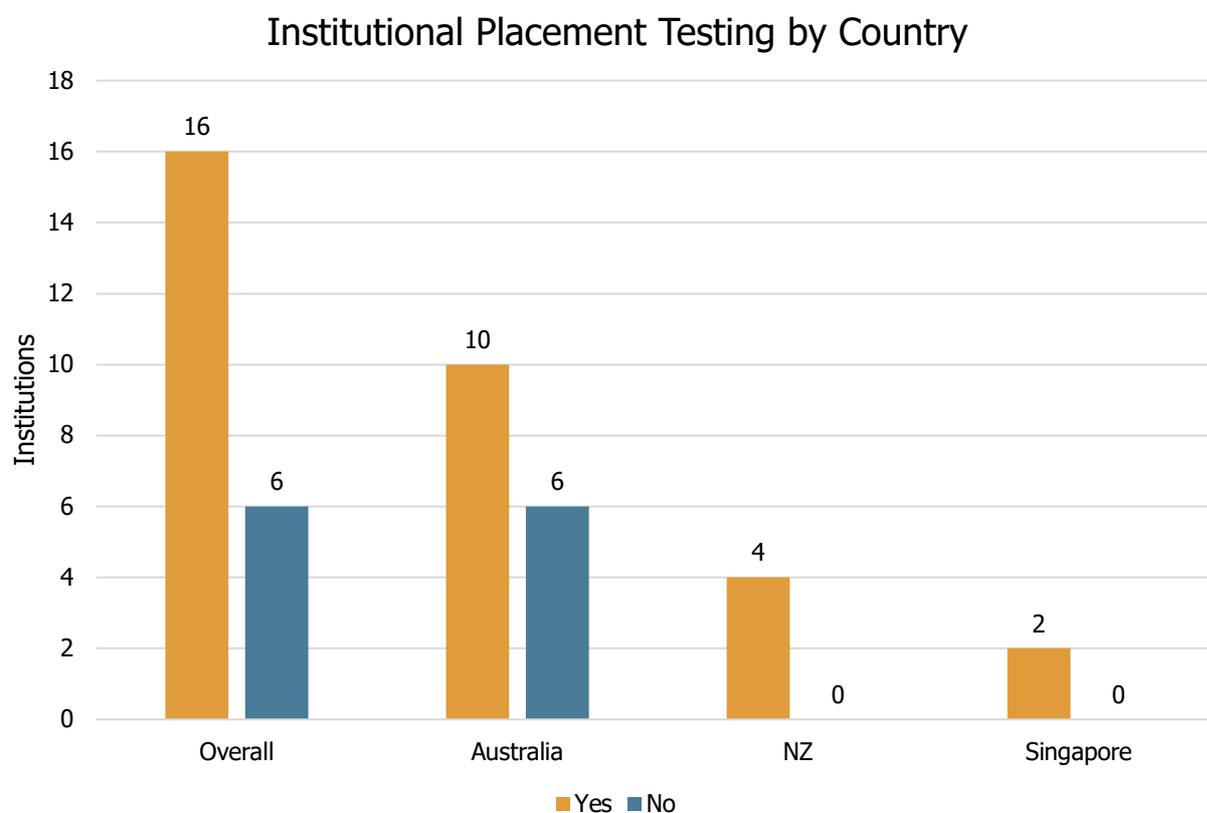
Graph 10: Placement Testing in the region

Use of Placement Testing
(total 22 institutions)



Reviewing the presence or absence of placement testing by country, we found that there are six institutions in Australia that do not use tests. Those institutions that answered 'no' to this question, listed alternative methods used for placement, that included "self-assessment," "teacher judgment," "prerequisites," "high school education and grades," and "informal testing in consultation with a coordinator."

Graph 11: Placement testing by country



Part 3: Individual Practices, Teaching Methods and Opinions

In Part 3, we investigated teachers' specific practices in their Advanced Japanese classes. Specifically, we asked for responses regarding the subjects that they have taught in the past four years (2017-2020), including: what advanced Japanese subjects are available, what topics are covered, and what activities and assessments are conducted.

Information was also gathered with regards to the teaching formats used in 2020, and changes made in response to COVID-19 restrictions.

The advanced courses taught by the respondents included so-called core subjects with a numerical level, such as 'Japanese 6', as well as subjects focused on certain specialist areas, such as 'Business Japanese', 'Anime Japanese', 'Japanese Media and Current Issues'.

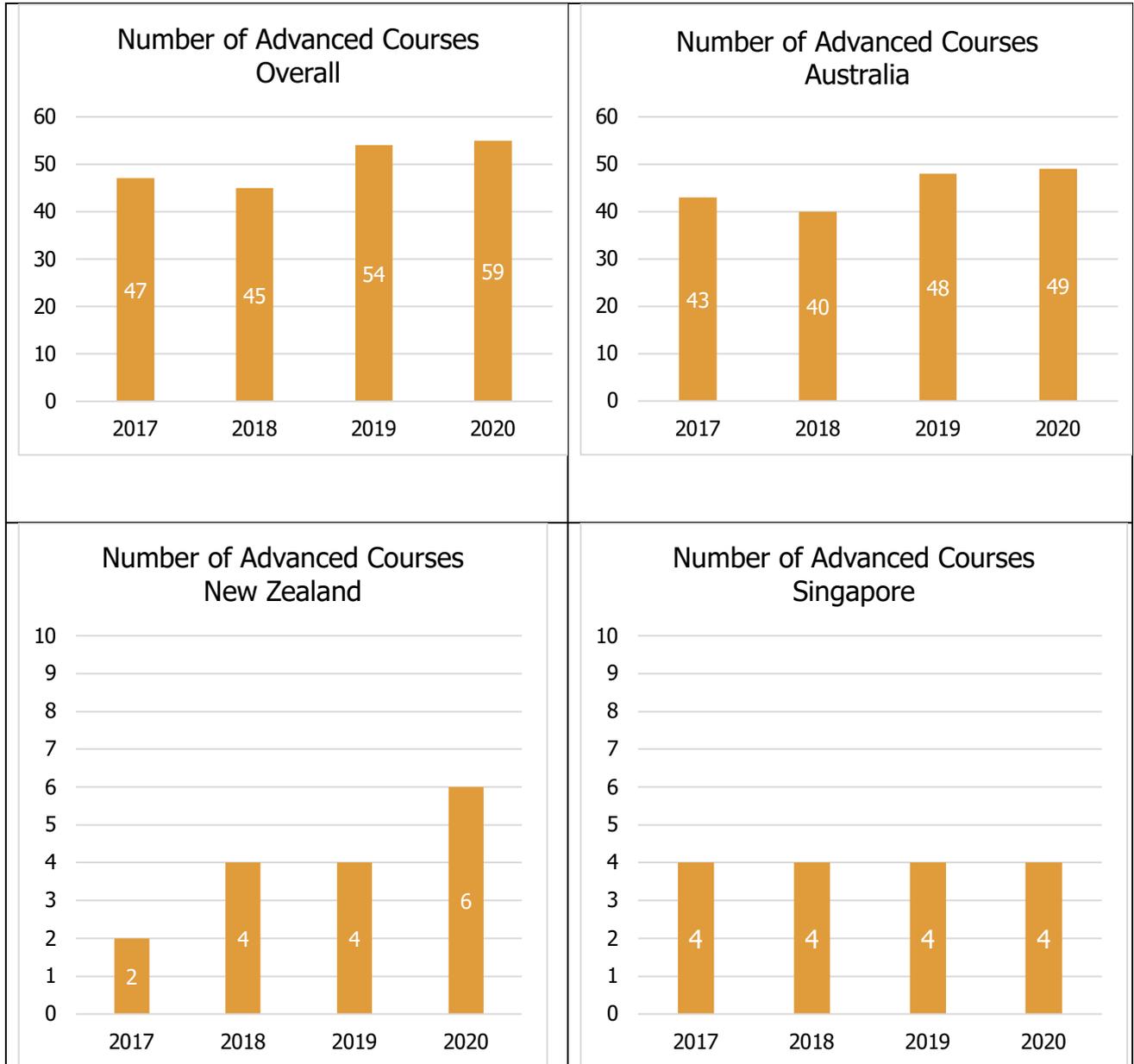
3-1. Advanced Language Subjects Taught by Respondents

This report draws on responses to the question "What is the name of the subject you have taught in the last four years?" to determine the total number of advanced subjects that respondents have taught in the last four years. The results show that the overall number of advanced subjects taught by respondents has remained stable until 2020. New Zealand had a smaller number of responses, but a higher number of advanced subjects. Although concerns that advanced level subjects might be under threat was one of the key drivers for this project, results do not support such a trend. However, given the fact that there are significant differences in the categorisation of intermediate and advanced levels between institutions, caution should be exercised in interpreting our findings. As a result, the interviews played an important part in understanding the views of teachers in the field about the sustainability of the advanced subjects and the threat that language teaching as a whole is facing.

The following graph details the number of subjects offered in the three countries as a whole and in each country individually. To find out which advanced Japanese language courses are offered by participating institutions, please refer to the list of Japanese language courses offered by each institution in Appendices 2-4.

Graph 12: Number of Advanced Subjects – regional total and by country

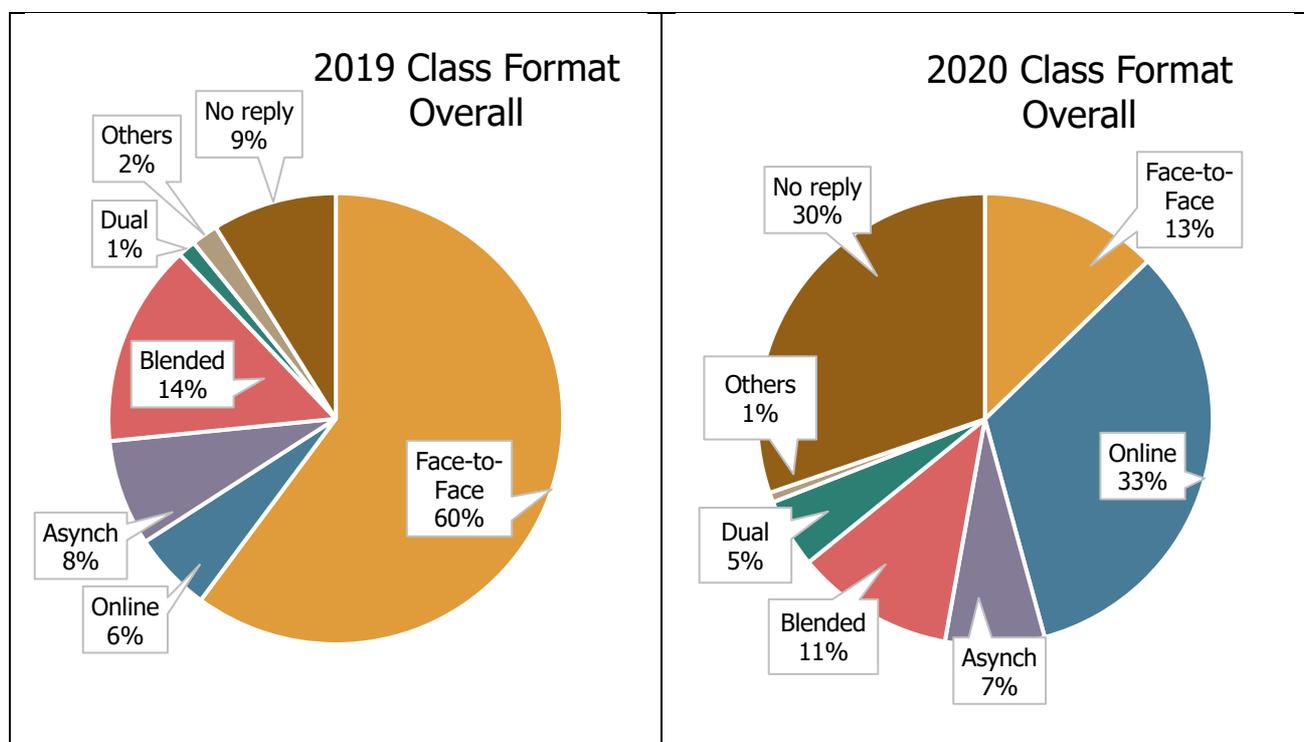
Note that the numbers within each column indicate the number of courses offered.



3-2. Class Formats

Respondents were asked in a multiple-choice question about the format used for their advanced Japanese classes over the past four years (2017-2020). As can be seen in the graph below, comparing 2019 and 2020, the change from face-to-face in-class to online is evident. This can be attributed to the fact that there was a period of time when face-to-face on-campus classes could not be held due to the effects of COVID-19. However, on the other hand, blended modes still accounted for 14% in 2019, and online for 6%, combining to a total of 20%, indicating that even before the pandemic, online delivery modes were already an important part of tertiary Japanese language education, and that subject delivery was no longer conducted only in the classroom. The reason for the high percentage of 'no reply' in 2020 is unclear, it may have resulted from respondents feeling unable to provide a definitive answer as so many things were changing, or they may not have taught an advanced subject in 2020.

Graph 12: Class/Course formats in 2019-2020

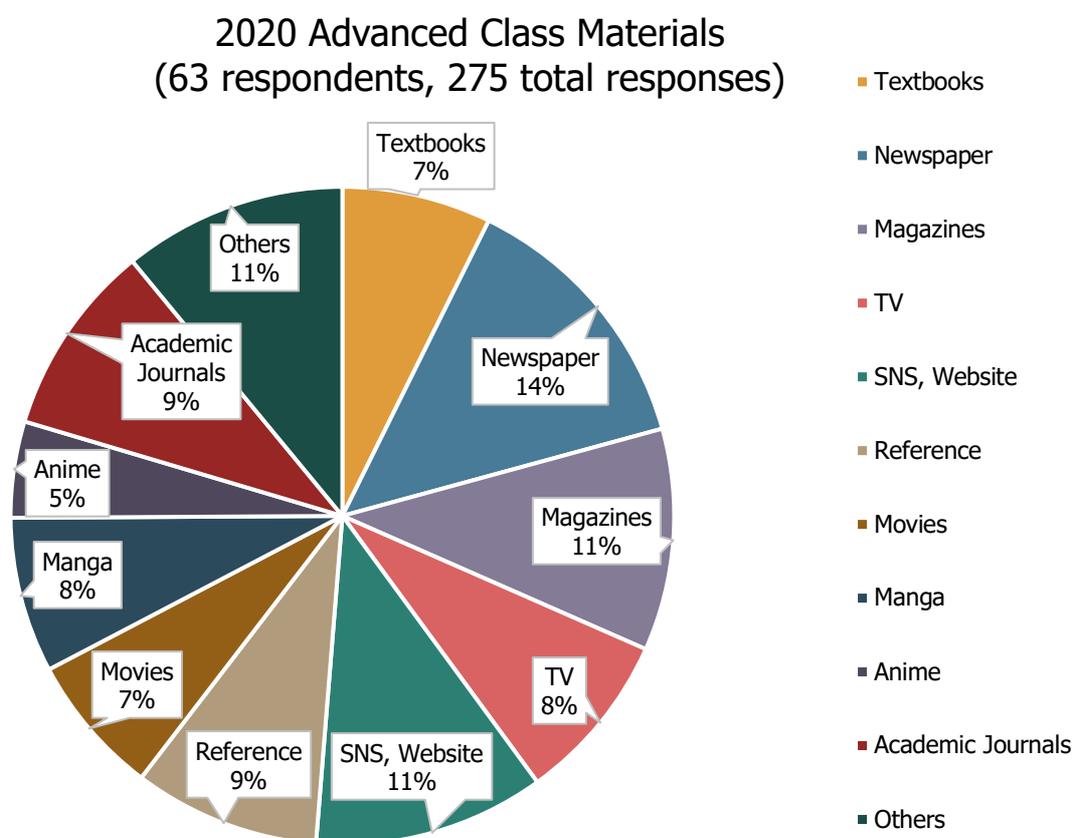


3-3. Advanced Japanese Resources and Materials (2020)

In response to a multiple-choice question that listed the responses set out in Graph 13 (with multiple answers allowed) we observed that a wide variety of teaching materials are being used. Respondents were also given an 'other' response box which allowed them to list additional materials not covered in the multiple-choice list.

Institutional data, collected in Part 2 above, shows that textbooks are commonly used at the beginner and intermediate levels, while the percentage of textbooks used at the advanced level is quite low (7%). It is particularly noteworthy that newspapers and magazines are often used, which may be related to the fact that current affairs and social issues are often treated as themes in the advanced level classes, as shown the interviews results. In addition, visual and audio-visual materials are also popular, a trend which is probably also an important component at the intermediate level.

Graph 13: Class Resources Materials used in 2020



Respondents listed the following items in the 'other' answer box.

- Training books on translation and interpretation
- Research interviews with Japanese people
- Reports on novels, guest lectures and academic projects
- Various materials needed for research
- Novels
- Reference to JLPT materials
- Entertainments, Rakugo
- History textbooks for high school students; academic history books (general history)
- Books
- Self-created teaching materials
- YouTube
- Teacher's/Program's own resources
- NHK for School
- Online resources (quizzes created in house, news sites, YouTube etc.)

3-4. Types of Assessment

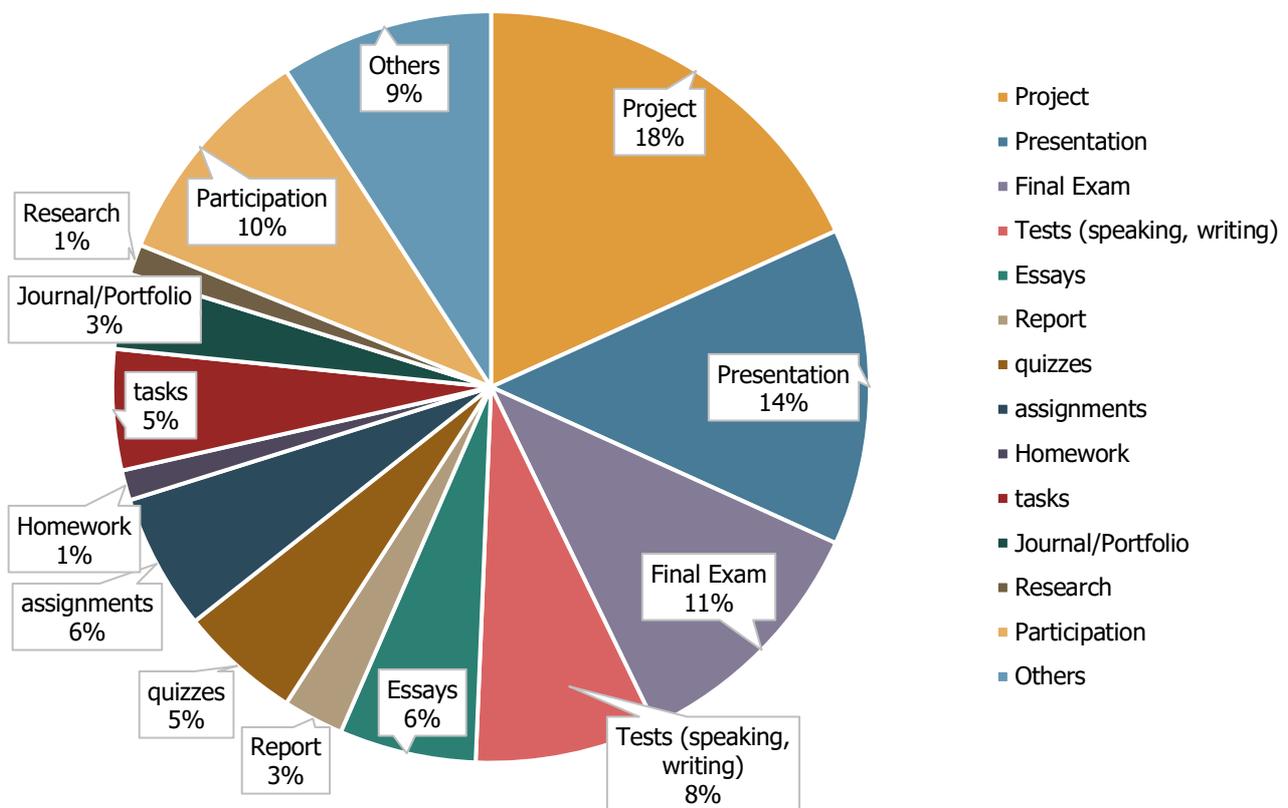
When questioned about the activities and assessments used in their advanced subjects, responses show that diverse methods of assessment are used in advanced Japanese language subjects. Responses showed that research and research presentations are more prominent than tests and examinations. The focus is clearly on activities that demonstrate critical thinking and interpretive engagement with authentic content, such as portfolio, journal, and translation tasks.

Reviewing the combined statistics from Australia, New Zealand and Singapore, the most common type of assessment was Project (18%). This was followed by presentation (14%) and final exam (11%). However, as the question allowed respondents to input their own assessment type, some respondents wrote 'project' when it included presentation and/or an essay, while others wrote 'final exam' when in fact it was part of the overall 'project'. In other cases, activities such as presentation and essay were entered as separate evaluation

items. Furthermore, it is possible that the results differed because the number of respondents in some countries was small, and because different countries have different ways of understanding the classification of evaluation.

Graph 14: Activities and Assessment Tasks

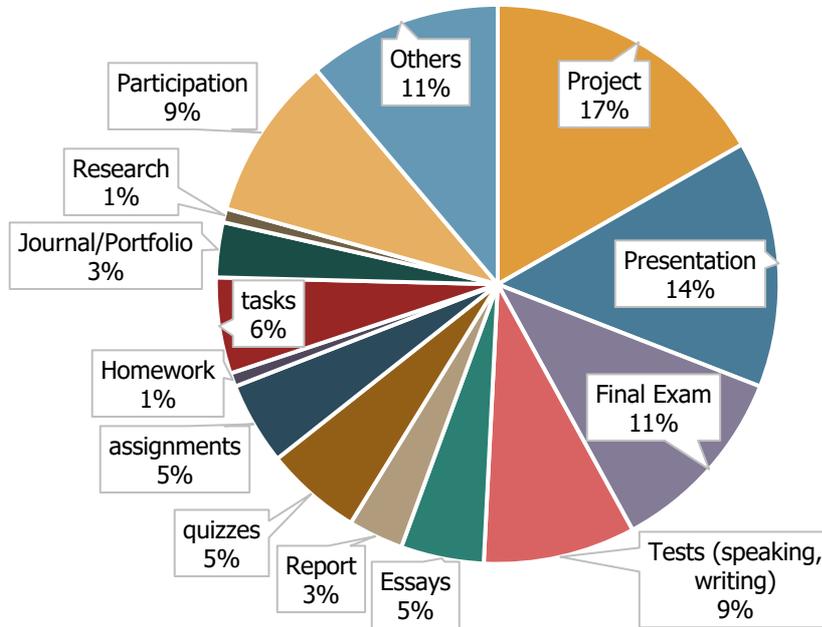
Assessment Types : Overall
(48 respondents, 147 responses)



When reviewed by country, Australia has the highest number of types of assessment, partly due to the larger number of respondents. New Zealand has a high proportion of essays followed by projects (although it is possible that essays are included in 'projects' or 'assignments' in any country, depending on the respondent). Singapore has a higher proportion of end-of-term tests than any other country (although note that the small number of respondents will influence relative proportionality).

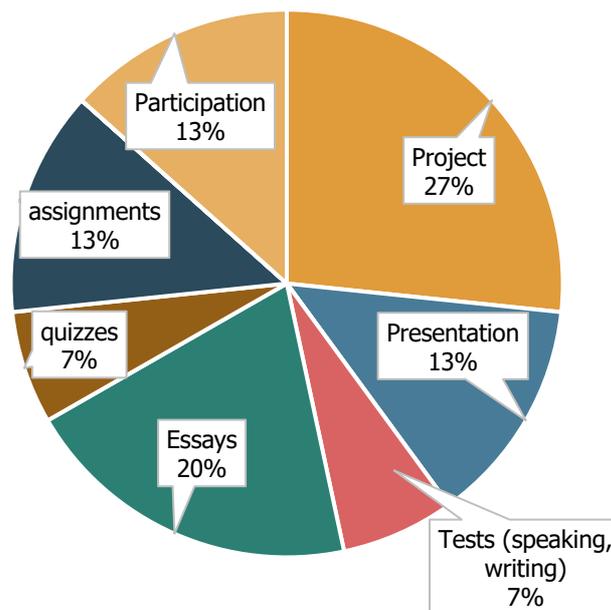
Graph 15: Activities and Assessment in Australia

Assessment Types: Australia
(42 respondents, 126 responses)



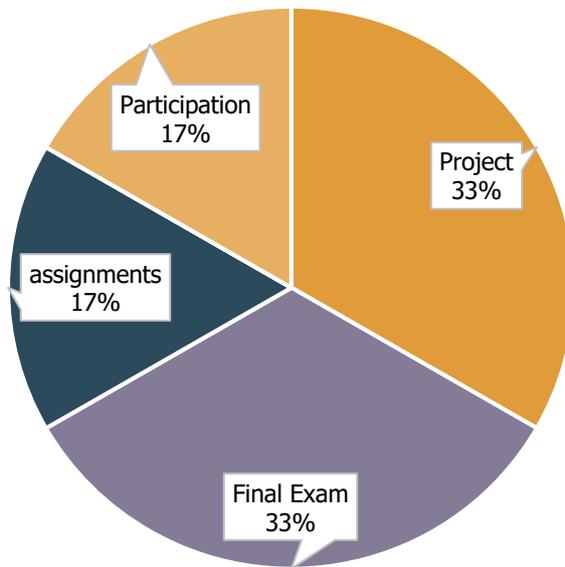
Graph 16: Activities and Assessment in New Zealand

Assessment Types : New Zealand
(4 respondents, 6 responses)



Graph 17: Activities and Assessment in Singapore

Assessment Types : Singapre
(2 respondents, 6 responses)



3-5. Japanese language classes in a COVID-19 world

We asked people to respond freely to the question: *Please tell us your impressions of how your subjects and Japanese language education has been influenced by the Corona Virus pandemic this year?* The responses in the Word Cloud below demonstrate that, ZOOM has come to the forefront as the teaching method flagged by most respondents. This seems to reflect the fact that face-to-face in-person classes were not possible due to the coronavirus restrictions, and as a result teaching via ZOOM became the most widely used method of teaching.

The following table summarises the main points raised in the responses. Most original responses were in Japanese, which were then translated into English.

Table 5: Main impressions about teaching advanced Japanese under COVID-19 restrictions (extracts)

| Topic | Impressions |
|---|--|
| Difficult transition to online | <ul style="list-style-type: none"> - It took a lot of time to prepare. - My workload increased considerably. - This semester classes took more than twice as long as previously - Understanding how to use the different ZOOM functions was trial and error right to the end - The workload of the teachers increased a lot (for example, monitoring the discussion board) - I use authentic materials and teaching in person face-to-face classes I was able to use a photocopies of newspaper articles etc. in the exam questions, but I had to retype them all for the online tests - going forward it would be suboptimal to continue online delivery of the unit without a major overhaul. |
| Not much or no change | <ul style="list-style-type: none"> - I didn't feel any real effect. - It was the same as usual. - I have been using the LMS for a long time, for example, for my linkage journal and portfolio |
| New possibilities for Japanese language education | <ul style="list-style-type: none"> - It was an opportunity for great change. - It gave me the opportunity to rethink my own mindset in terms of place-based learning. - As a teacher, I also started to use various different Apps, which I found really interesting. - Instead of thinking that we can't do things because we are online, we took advantage of the situation and did things that we could do online and some that we can only do online. For example, virtual visitor sessions. |
| Student participation and classroom activities | <p>Positives:</p> <ul style="list-style-type: none"> - We have tried to make it easy to learn from each other - It is good to have a project-based class in an advanced level - Using ZOOM for the class also allowed me to communicate more closely with each student than I thought possible (I felt this in the intermediate class, not the advanced class). - "The classes are in Japanese only. So, I'm really looking forward to the Japanese class where I can meet my friends and teachers!" – was a common student comment. <p>Neutral / Other:</p> <ul style="list-style-type: none"> - With ZOOMS's recording function we had to adjust to seeing how we looked and sounded in class. - The more advanced students had already learnt how to study, so they were able to help us with these sudden changes. - We were able to have online group discussions and group activities in the ZOOM Breakout Rooms, which helped to foster a sense of connection and solidarity among the students, even though we were |

| | |
|------------------|--|
| | <p>not in a face-to-face in person class and were each separated by a distance.</p> <p>Negatives:</p> <ul style="list-style-type: none"> - The most significant impact was the loss of the person-to-person community of learning - It was particularly difficult to understand the needs of the students. - It was not possible to pay as much attention to each student as in the classroom - Less writing practice - Difficult to engage in lively discussions in ZOOM - Difficult to deal with students who were in the classroom on campus and students who were in the online class on the same course. - Difficult to deal with students who are not willing/able to do pair work with ZOOM breakout rooms |
| Student Response | <p>Positives:</p> <ul style="list-style-type: none"> - It was a pleasant surprise to find that students who were reluctant to speak or work in pairs in face-to-face in-person classes were very receptive to distance learning and actively answered questions from other students in the e-forum. - We were able to have online group discussions and group activities in the ZOOM Breakout Rooms, which helped to foster a sense of connection and solidarity among the students, even though they were not in a face-to-face class and were far away from each other. <p>Neutral:</p> <ul style="list-style-type: none"> - Students' attitude to the class was the same as before the online class. <p>Negatives:</p> <ul style="list-style-type: none"> - When we returned from online to on-campus face to face, I could feel the motivation of the students. - The number of students has decreased. - It was particularly difficult to understand the needs of the students. - More and more students gradually turned off their camera in the ZOOM environment. - We could not force them to switch on their cameras because we were on the internet and because some students have psychological reasons for not wanting to engage in this way - Many students complained of mental stress - Students feel 'burdened' because the work they do in the classroom is done directly online |
| Assessment | <p>Positives:</p> <ul style="list-style-type: none"> - It was a pleasant surprise to find that students who were reluctant to speak or work in pairs in face-to-face classes were very receptive to distance learning and actively answered questions from other students in the e-forum. - When we returned from online to face to face, I could feel the motivation of the students. - We were able to have online group discussions and group activities in the Zoom Breakout Room, which helped to foster a sense of |

| | |
|--|---|
| | <p>connection and solidarity among the students, even though they were not in a face-to-face class and were far away from each other.</p> <ul style="list-style-type: none"> - An opportunity to rethink what we want to assess. - It was good that the online automatic grading part was created, so the grader's workload was reduced a little. <p>Negatives:</p> <ul style="list-style-type: none"> - Difficulty with the assessment methods and a lot of work is needed - It was very difficult to create the exams and students complained a lot. - Everything is assessed online, so it's easy to cheat - The semester in which we did away with exams and made everything project-based, there was a particular difference between students who were able and those who were not. - Assessments had to be adapted to online platforms in some instances necessitating considerable additional preparation. |
|--|---|

4. Online Survey – In Summary

The survey showed that Advanced Japanese language education is provided in a variety of ways in the three different countries and institutions. There are differences in the way 'advanced' is defined and perceived within both institutional and programme frameworks. On the other hand, we see significant similarities in the types of resources used for advanced learning activities, with a variety of media and genres coming into play, and projects often forming a central part of assessment practice.

With regards to the changes in teaching delivery modes as a result of COVID-19, many teachers said that their workload had increased and that they felt frustrated that they could not support student learning as much as they had previously in face-to-face classes. There was, however, an overall sense that teaching was continuing much the same as before. This may be due to the fact that students at the advanced level were more familiar with Japanese language learning itself, or that teachers were using their own teaching materials in advanced subjects, so the impact of the change in teaching format and style may have had less impact than in the introductory and intermediate levels.

As mentioned above, after conducting this questionnaire survey, this project conducted interviews in order to investigate the current situation of advanced Japanese language education in more detail, and to share information about teaching practice and resources among the members of the network.

Interview Findings

38 teachers of Advanced Japanese (34 from Australia, 2 from New Zealand and 2 from Singapore) were interviewed in detail about the current state of Advanced Japanese language in university education, expanding on the information obtained from the questionnaire.

The interviews were conducted in December 2020 and January 2021 using ZOOM by the two project leaders. Each interview lasted approximately one hour, and focused on the following areas:

- information about the position of advanced level Japanese at the 38 participating teachers' institutions and the number of advanced level students
- definitions and perceptions of 'Advanced' Japanese, both at an institutional and individual level
- the objectives of Advanced Japanese language courses and programs at the participants' institutions
- the approach to Japanese language education in higher education of the participant's country or region
- information about the advanced subjects taught by the participants, including on aims, learning activities, themes, assessments and resources used
- changes in the teaching of Japanese language due to the impact of COVID-19 in 2020, including institutional responses and student reactions.

Appendix 8 provides the complete set of interview questions.

1. Key Findings

The Japanese language teachers who took part in the interviews felt that a network needed to be established to provide support and share ideas. They appreciated this project and supported the creation of a network across the region. As a result, we believe it is

important to expand the [Advanced Japanese NETWORK \(上級日本語 Network\)](#) website, which was launched on 28 February 2021, in the future. On 15 May 2021, the project team are running an event through the Global Network of Japanese Language Education, entitled, 「日本語ユーザー」を目指した日本語教育：オーストラリア・ニュージーランド・シンガポールの高等教育機関における上級日本語教育の現状から (Japanese language education for 'Japanese language users': the current situation of advanced Japanese language education in Australian, New Zealand and Singapore universities).

Although [definitions of 'Advanced Japanese'](#) naturally differed between institutions, programs and teachers, many interviewees flagged a difference between what is defined as advanced within their institutional frameworks and their own personal definition of advanced language proficiency. It should be noted that this interview analysis report includes both the individual participant definitions, and their comments about what is identified as 'advanced' within their institutional framework.

Report authors observed a tendency for the teaching of Asian languages to be adapted to the framework used in the teaching of European languages. This seems partly due to the fact that all institutions in the three countries involved in this project – Australia, New Zealand and Singapore – operate in an English-speaking context.

The interviewees consistently expressed concern that language teaching, and higher education as a whole, is currently [under pressure](#), even in crisis in some areas. The number of subject teaching hours per week is decreasing, and some teachers expressed concern about the decline in attainment levels as a result. In addition, institutional changes, such as shorter semesters (from 13 weeks to 12 and in some cases 10) appear to be limiting the amount of content that can be covered in each subject, thus making it more difficult for programs to reach the 'advanced' levels.

Another important point of discussion was the [perception of 'advanced'](#) as the stage, above or beyond the vertical progression framework of the "Japanese 1-6" levels of language proficiency, in which students develop as ['independent proactive users'](#) or ['critical users'](#) of

Japanese. Most of the participating teachers have a communicative approach to teaching Japanese at the advanced level, exposing students to as much 'real' or 'authentic' Japanese as possible, with an emphasis on understanding of the social and cultural context. In all three countries, the participating teachers use a situational and functional approach to language teaching, and while actively encouraging the use of Japanese in context from the beginner level, they noted the importance of developing the ability to 'think critically' at the advanced level.

The survey found that **links with Japan and broader community connections** are regarded as important to this teaching approach. Further, at the advanced level many of the Japanese language programs provide collaborative activities with Japanese university students and with members of the Japanese community where the university is located – thus providing engagement with all types of 'Japanese language users' from a range of localities, not just with native speakers of Japanese.

Some interviewees noted that one positive of the COVID-19 pandemic has been the increase in **online engagement opportunities** for Japanese users in remote areas. Others noted an increase in the practice of sharing information and project findings online, not only with native Japanese language users, but also with users of Japanese from different regions.

In terms of **learning activities, themes and resources**, the majority of advanced language teachers do not use textbooks, and instead used authentic 'raw' materials they have personally sourced, particularly from Japanese media, in developing course content. We found some commercial textbooks are used for different levels in different institutions, for example *Tobira: Gateway to Advanced Japanese (Kuroshio)* is being used in intermediate, upper intermediate and advanced levels (see Appendices, 2-4.)

Project work was found to be an important learning activity in many of the advanced subjects. The structure and content of these projects varies widely, with some allowing

students to choose their own themes, while others focused on professional communication, learning about job hunting and employment practices in Japan.

(For more details, please refer to the course introductions interviewees have provided on the 'Shared Practice Page' (実践共有ページ) on the Advanced Japanese Language Network (上級日本語 Network) website.

An emerging trend in assessment is to have less structured testing and more assessment tasks providing flexibility for students on content and individual expression. The assessment tasks used give more accommodation to students of different proficiency levels, allowing them to express themselves according to their own needs and interests. The development of critical thinking and analytical skills is a key educational goal of the institutions in all the three countries included in the survey. As a result, it appears that assessment and learning activities are focused on developing Japanese language skills with the vision of students as 'independent' and 'critical' users of Japanese.

With regard to theme and content, a majority of the subjects engage with social issues in Japan and the world, with an emphasis on developing both practical communicative skills and academic Japanese language literacy within an understanding of the socio-cultural context.

2. Perceptions of 'Advanced Japanese'

A number of interviewees noted that the terminology used to describe the subject level of a language is now standardised across all language programmes offered by an institution. Some were therefore concerned about the issue of equivalence of competency and proficiency levels between different languages taught in that same institution. Broadly speaking there are two patterns within the institutional frameworks.

Pattern 1) The institution defines 'advanced' subjects as third-year level units that follow after the completion of two years of Japanese subjects offered from the beginner level. However, from the individual teacher's point of view, these subjects may not be truly advanced (in terms of language proficiency), and as a result, students who start Japanese

as beginners in their first year would not necessarily reach the advanced level of language proficiency by graduation, despite having completed subjects classified by the institution as 'advanced' level subjects.¹

At our [university] a 3rd Year [subject code], means that *Genki 2* has been completed. ² That's all. ... If [the level] is based on textbook content, that's it. And so I don't think you can really call it 'advanced'. (Japanese teacher #20, AUS)

The level of my Japanese class is actually intermediate, but the fact that it is under a 300-level course code means that it is classified as an advanced level subject. This is the case for Italian and Spanish. At meetings with colleagues from these other languages, I have to say that in Japanese we just don't reach that level. They say that they ask their students to translate materials and then discuss the content – "Translation! Hmm - that's not really on". It's hard for my Japanese intermediate level students to translate 'real' authentic material. Some of them have only just finished the *Genki* textbook series. (Japanese teacher #25, NZ)

This institutional framework where students begin at the beginner level in first year and progress to the 'advanced' subjects in their third year appears to be largely based on the achievement standards of other language programmes at the same institution, particularly European languages.

Pattern 2) Under this second pattern, students who have studied Japanese in high school can achieve the advanced levels of language proficiency in their third year, although in many cases even with a 'fourth year' they are still sitting at a level somewhere between intermediate and advanced.

I think students have to go to Japan [to achieve an advanced level at university]. ... it's just not possible in a three-year degree, but if they go to Japan for one year and make it a four-year degree, then I think some of the students can do it. (Japanese teacher #5, AUS)

My sense is that at the moment the advanced level here is more like an upper intermediate level. (Japanese Teacher #31, AUS)

Individual teachers, however, have a different perception of 'advanced' competence and use a variety of indicators to judge whether students have achieved an advanced level, used such as communicative competence, competence in different skills, language genre

¹ (Note: In the interest of privacy, each interviewee has been given a teacher number, however, all quotes include the following regional codes, AUS = Australia; NZ = New Zealand; SG = Singapore)

² Banno, Eri. *Genki: An Integrated Course in Elementary Japanese II*, Japan Times, 2011.

competency, sociolinguistic competence, and the level achieved in the Japanese Language Proficiency Test. The skill, most frequently mentioned, was the ability to communicate in Japanese about current affairs in the news and social issues happening in the world around them, though while drawing on various language resources and tools such as dictionaries.

I think an advanced student is someone who is able to communicate in their own way, including reading and writing, through contact with real Japanese. Even if they don't understand something, they should be able to deal with it by themselves using various strategies. (Japanese teacher #5, AUS)

I think [advanced] is when a student can use, and speak, Japanese without, you know, thinking about it too much. As for reading comprehension, well, I don't think they need to be able to read newspapers. Well maybe simple articles. A simple article from their discipline, perhaps without too many specialised terms – [they should be able to read that]. (Japanese teacher #20, AUS)

I think that in terms of Japanese language and society, there are certain rules. And mistakes in those rules causes misunderstandings. It's not just the language, [other things] cause misunderstandings. It's a matter of understanding the nuances. If a student understands these nuances, then I think they can be called an advanced student. ... In terms of language proficiency alone, I think they should be at the N1 or N2 level. At least N2. (Japanese language teacher #13, AUS)

As can be seen in the comments above, while a number of interviewees discussed the advanced level in terms of standards set by the [Japanese-Language Proficiency Test \(JLPT\)](#) or the Common European Framework of Reference for Languages (CEFR), there was quite a variation in level achieved by students, with some saying that the “highest level was about N1” while others noted that “they were only at N3-N2 after completing the highest level” or “in reality they are at N3”. Note that NI marks the highest level of proficiency.

3. What teachers aim for at the advanced level

In the course of the interview, when discussing what is meant by ‘Advanced Japanese’, some interesting comments were made about the kind of advanced level that individual teachers are aiming for when teaching advanced subjects. One thing that stood out was that students should be able to express their ideas about social issues and global problems using information drawn from Japanese resources, and that they should be able to use their Japanese to develop a deep knowledge of Japan. There was a shared perception that

advanced levels have moved away from the 'focus' on grammar of the beginner and intermediate levels, and place more emphasis on content, structure and expression.

Reflecting the fact that these Advanced Japanese language courses sit within the framework of a higher education institution, the aim is also to provide students with the linguistic and communicative skills to engage in scholarly activities in the field of Japanese studies.

Of course, it depends on the subject but in an advanced class using literary texts, we don't use an approach that focuses on learning vocabulary, grammar or idioms. Instead, we focus on the content ... though the content includes history, cultural history, gender issues, and many other things that raise their awareness. I think reading 'authentic' Japanese and then discussing the issues is a great way to get students to think about these things.

(Japanese teacher #9, AUS)

Basically, the main purpose of this course is to polish students' writing skills... well, not only writing, but also to get them to write academic Japanese, using the 'de aru' sentence structures.

(Japanese teacher #14, AUS)

Tertiary education across the sector emphasises, 'critical thinking' as an important graduate outcome, and some of the interviewees drew on this as a learning goal of their Japanese subjects.

One positive was that they learnt how media is created, up until now they'd only been consumers, but now they became creators. Umm ... in the feedback I received, [students noted that] by the end, well by the very end of the second half of the course, they were engaging with the fake news that was attracting attention at the time, not just learning about it but critically engaging with it. (Japanese teacher #36, SG)

Given the role of university education in preparing students to contribute to their communities and to the international community, some teachers took the stance that language teaching should aim to develop global citizens capable of making such a contribution.

In the case of humanities, the real goal of university education is to nurture people who can think and act in a way that doesn't divide a society, our society is becoming so fragmented. When you think about it, there is such possibility of division in our current society, we really need people who can think from various different perspectives, who can move people, move people with their words. That's why communication skills are so important. [...]. I think that's what I see as most important for Japanese language users, becoming people who can do this.

(Japanese teacher #8, AUS)

When considering Advanced Japanese in terms of the higher education graduate outcomes as described above, 'first-year students' with high linguistic proficiency in Japanese, who have studied Japanese in high school and entered directly into the advanced level, may face difficulties due to the gap between their linguistic ability in the narrow sense and the analytic skill set required in university education. The following comments reflect on this.

When you're a first-year university student, you don't really know what university is. So, I feel sorry for them when they go straight into the advanced level. (Japanese teacher #5, AUS)

Recognising that the range of student ability in the 'advanced' level subjects is quite large, some teachers aim to help students to use Japanese in their discipline or area of interest, making the most of their individual strengths.

The higher up you go, the more variety of abilities appear, and so ... how should I say this... from my perspective as a second language acquisition expert, I want them to be able to do what they can at the stage they're at, to work really hard at it, and to then move on to the next stage. Even if we try to force them, they can't do what they can't do can they? (laughs) [...] Some strict teachers say things like, "You're an advanced student! How can you not be able to do this? There's something wrong with you if you can't manage this". ...That's just not the way I think about it. (Japanese Teacher #7, AUS)

In the interviews, many teachers noted that they aim to develop their students' awareness of themselves as independent 'Japanese language users' who can communicate their own messages in Japanese. It was clear that the goal of many of the learning activities was to help students extend beyond a focus on the 'form' and 'correct usage' to become Japanese language users who can express themselves independently.

The aim is to include information about where to find resources and how to use them, so that when they complete the advanced level, you can use such resources and so become a true 'Japanese user'. (Japanese Teacher #31, AUS)

It's the shift from being a 'Language Learner' to a 'Language User'. I draw on the concept of 'border crossing'. My educational practice is founded on this concept of border crossings and connection, I want my students to leave the classroom and connect with people in [name of city where the university is located]. And also, you know, to actually use their Japanese. Up until the third-year level, opportunities to actually use Japanese are really limited, they have to do something with it, some sort of 'output'... like I said before, it mustn't end with only the teacher

reading their work, students also need to read each other's work. [Advanced classes] must create shared products like this [with many different voices], (Japanese teacher #19, NZ)

So even if you don't provide a formal vocabulary list, students are still covering a great deal, learning is still going on. In the future, I think writing kanji will become less and less important, and instead it will be much more important for Japanese users to understand how much information they need, and how 'produce' or communicate that information to contribute to discussions, to give their own point of view. But of course, to do that, it's important to be able to write, to write ideas, and to be able to think about things and to write that down. (Japanese teacher #8, AUS)

While I don't make them read that much, we start with a newspaper article and I try to get them understand what a newspaper article is, what its goals are. But the point is to help them become aware of themselves as someone who can express themselves in Japanese. (Japanese Teacher #14, AUS)

4. Subject offerings – an overview

During the interviews, information was also gathered about the format and number of teaching used in the advanced subjects recently taught by the interviewees. In the majority of cases, the number of students taking an advanced subject was around 15-20, and in some cases considerably less. Further, as mentioned in Section 6 below, in some institutions students are placed in a group with advanced students of other languages, the classes are then taught in English while the projects and assignments are done in the target language (Japanese, Chinese, Italian, etc). Courses of this type tend to only have 2 or 3 students of Japanese.

In the majority of cases, each subject had three to four hours per week. This will be discussed in more detail below in 'Issues in Advanced Japanese Language Education', however, a number of the teachers interviewed said that they were desperately trying to lobby universities to maintain the number of class hours.

With regard to the content and focus of the advanced subjects taught, the results of the questionnaire survey (detailed above) and the Network website, *Practice Share Page* (実践共有ページ) provide a general picture. However, the main target areas, include the reading and writing of editorials and articles, literature, translation (interpretation), intercultural communication, business communication, and language, culture and society.

In terms of the type of student enrolments, some institutions had a high proportion of students who were not Japanese language or Japanese Studies majors, often taking electives who do not complete a full course of subjects. Others required students undertaking a major to continue to the upper intermediate or advanced levels.

5. Students enrolled in advanced Japanese language courses

Overall results demonstrate a growing diversity of learners. In terms of learner backgrounds, some self-taught students are now entering the upper-intermediate level as their first university language subject. Student interest in Japan is also varied. In recent years, 'pop culture' has become a common motivation for learning Japanese, but this is only one of many.

I started teaching about 25 years ago, and at that time, students were very interested in Japanese culture, traditional culture like tea ceremony, flower arrangement, Noh and Haiku. Also, at that time, the Japanese economy was still in the middle of the bubble, so some were interested in future possibilities ... Also, students who'd studied Japanese from primary school onwards all the way through school started appearing, when they got to university they just continued, some wanted to maybe become teacher or to just learn more, often just as an elective. ... But it's really still anime and manga. Some are really interested in cosplay and that kind of thing, often wanting to read to manga in the original. (Japanese teacher #7, AUS).

Some of the teachers interviewed noted a tendency for students to be motivated to learn Japanese because they had visited Japan and developed a liking for the country or an interest in certain aspects of Japanese culture and society.

"When I come to my Japanese language class, I have such a lot of fun, I get good marks, and it's just great, Japanese is the most fun subject at university!" These are the comments I get. Students love Japanese. (Japanese teacher #7, AUS)

Japanese language students have always been, for better or worse, nerdy and the sort of 'Japanese is my life' kind of people, but this year it seems as if this trend is even stronger. (Japanese Teacher #23, AUS)

On the other hand, interviewees also pointed out that even if students like Japan and the Japanese language, not many of them are studying Japanese with the motive of wanting to work for a Japanese company.

There are one or two students in a class who are really sure what they want to do, who really want to work in Japan. That's about it. And even when I say, "Please continue to study Japanese after graduation", they're like, "Yeees" [but they are not really very enthusiastic]. (Japanese Teacher #31, AUS)

Some students choose a career pathway such as the JET Programme, where they work in Japan as assistant teachers of English, or in multinationals or Western companies in which they can use their Japanese.

Talking about their general feelings, I think many of them probably wanted to go to Japan. They didn't have a clear idea of what they would do there but many of them hoped to work in Japan sometime after graduation. Even that's gone now. They only say things like "I'm sort of thinking of applying for the JET Programme". (Japanese Teacher #31, AUS)

Recently there is a new trend: students don't want to work for a Japanese company, but if they can speak Japanese, they have a better chance of being hired by Western companies. Especially in the financial industry, students are getting a lot of job offers from those consulting firms. (Japanese teacher #27, SG)

6. Teaching and Learning Practice – Class Activities, Materials and Assessment

6.1 Learning Activities

In the interviews, many teachers reported that they use content-based learning activities and activities to improve academic Japanese language skills in their advanced subjects. One of them noted that she begins with a focus on topics of individual student interest and then works to develop their skills in terms of engaging with this thematic content in newspapers and finally in a more academic context.

First, I want to build their confidence.... with writing. Because they really don't have much confidence with that. So, we start with a small piece of writing about they're interested in, it can be anything at all. Then, from there, they read newspaper articles, summarise that content, and then write a short-annotated bibliography on that theme. And then there is the final report. (Japanese teacher #14, AU)

In the context of tertiary education, we found that a significant number of institutions use projects to develop 'academic' Japanese communication skills. Many of these project activities build on links with the Japanese language user community, establishing projects

with Japanese university students or the Japanese language users in that area, or by asking Japanese speakers to present their research.

I wanted my students to improve their academic Japanese, so we set up a 'collaborative work' project with students from a Japanese university. They collaborated for about 30 minutes every week to run a joint survey project with participants from Singapore and Japan.... Firstly, they [the Singapore students] selected a social issue that interested them and then chose a newspaper article(s), from the Singapore news. They summarised the content and then presented this content to the Japanese students. There were five topics, and the Japanese university students were asked to join a group of interest. Then as a group they created a survey on the topic which were run online. We probably had about ... 100 students in Singapore and 100 students in Japan. The aim of their projects was to present the survey findings. ... Because their presentations required a speech, we worked on effective ways of giving a presentation and slide making skills in the tutorials. (Japanese Teacher #27, SG)

What we did this year was, you know, SDG - [Sustainable Development Goals](#). The theme of this year's event was SDG, and students took on the role of a consultant for a global company. The main task was to provide advice and a consultancy report for that company. [...] The third activity is to make a video that demonstrates how the company could be improved. Before that they have to do some research. Firstly, we cultivate student awareness by asking them to write a report in Japanese on an article from any media in the world that deals with an environmental or food-related issue. The students communicate more and more with the Japanese students outside of class to do this activity together. (Japanese Teacher #23, AU)

We have been running an online World Café for quite a while now – though previously we ran an in-person face-to-face World Café – where students studying English at [Japan University] interact with my students. It's a bilingual world café for both sides to engage, with some sessions where Japanese is used and others in English, so that it's mutually beneficial. (Japanese Teacher #19, NZ)

In addition to 'academic' Japanese, there was also mention of Japanese language learning activities that could be linked to employment after graduation. The following comments explain how advanced subjects have responded to the growing trend for universities to introduce intercultural understanding and communication for job hunting skills into the curriculum.

... really language is just a part of the necessary skill set and it's [language study] good because students acquire intercultural understanding through language, but let's see... it was about two years ago in Japanese 5. We wanted to make students aware of what it would be like to work for a Japanese company. So, we ran a trial activity, in Japanese, German, Spanish and I think French, to explore how interview skills would differ. We practiced doing interview, applying for jobs and writing resumes. (Japanese Teacher #38, AU)

In many cases, projects are an important part of the learning activities and the assessments used in the advanced subjects, but others included regular activities that aimed to increase the student repertoire of grammar, kanji and vocabulary. In the example

below, from one of the universities that uses *Tobira: Gateway to Advanced Japanese* (Kurosio, 2009) as the advanced level textbook, kanji learning activities form part of the participation mark. In groups students prepare kanji learning materials which they then introduce them in class and share on the subject's LMS website.

Group Kanji Teacher – this is an exercise where students are asked to teach each other some of the Tobira kanji characters. This went pretty well online. [...] The idea is to teach each other the readings and the radicals, and also write as many words as possible in kanji, from all the words they've learnt so far. Then it was shared online. Nearly everyone did really well with their slide presentations. Some of them also did short demonstrations on how to write the character (demonstrating stroke order, etc.), which also went quite well. I'd been a bit worried. For example, they decide, okay, we're doing Chapter 3 [Technology in Japan: 日本のテクノロジー] so as part of the teamwork they decide, who's going to teach what, who's going to explain what. Each student would usually take 4-5 kanji. Then I'd make a PDF and put it on Moodle. (Japanese teacher #20, AU)

6.2 Assessment

As mentioned, the high number of assessment tasks based on activities such projects, participation points, portfolios and presentations stood out. This was apparent not only in the interviews but from the results of the online questionnaire. There is also a widespread emphasis on the processes needed to complete projects, papers and presentations, including responding to feedback from both teachers and classmates.

Maybe it's because there's no exam process.... but, in my Advanced Writing class, we write and review, write and review, write and review all the time. (Japanese teacher #5, AU)

Some subjects used cumulative assessment, regular quizzes and vocab tests rather than by final or mid-term exams. The purpose of these assessment tasks seems to be to develop vocabulary and to ensure that students become familiar with the key words used in the reading resources before discussions or essay writing. In many cases if 'exams' are used, they require the writing of an essay or opinion pieces. The term 'exam' used in advanced subjects tend not be the type that focus on grammar and vocabulary, used more often in the beginner and intermediate levels, but rather are ones that emphasise 'content', 'expression' and 'critical and analytical approaches'.

And for the other one, they do the final exam, and they have to write a rather long essay, six pages of grided *genkō yōshi* [200-400 characters per sheet]. And before that, they have to learn how to write an essay, and how to choose a theme/topic. I also include a research proposal in the assessment. Then they have to give an oral presentation in Japanese. [...]. Sometimes only an examination can really demonstrate student ability. If there are only assignments, it's a bit difficult. ... But when it comes to the create disarray that is language, to the many examples and different ways of thinking about things, I use multiple choice, and long and short answer questions. ... maybe about half a page for short line answers, then sometimes I also get them to choose two topics out of a selection and to write on that. (Japanese Teacher #9, AU)

6.3 Themes

Overall, teachers are using a great many practical activities dealing with current affairs and social issues in Japan. Examples of topics chosen by teachers include whaling, global warming, declining birth rates, labour issues and issues relating to technology. And in the case of 2020, some subjects introduced a pandemic theme.

In dealing with these themes, which naturally relate to 6.4 'Resources' below, there were many examples of students choosing current events from news websites, newspaper articles and literature related to social issues.

I start with my own field of research, Media Cultural Studies, which is 'the hot topic' right now. [...] Rather than making my decision from a bookstore catalogue, I go to Japan and visited two or three universities. I am lucky to be able to interview colleagues there. I explain the reason for my visit and then ask them "What books are your students reading? What are the social topics that interest them, in terms of culture, society, and media?" That was where I began. When I introduce the resources to my students, I tell them that these are not materials aimed at foreign learners, but rather that they're what Japanese university students are interested in and that I want them to become interested in them too. I also say that they need to be prepared for the fact that the 'language' may be very difficult, but I make sure to tell them that they mustn't focus on that difficulty. (Japanese Teacher #13, AU)

In cases where textbooks are used, they are often expanded on, either drawing on further material related to the textbook themes or adding current events to a section of a textbook. In the comment below, the teacher explains how a textbook theme of 'Japanese food' is used in combination with related social topics currently in the news. So, for example the subject included topics focused on SFPs (sentence final particles), language features and gender issues taken from the textbook and then current events such as the New Corona Virus and the Tokyo Olympics were added to the project options.

The project focus is 'language in action' - requiring an interview. ... The selected topic areas were related to a certain extent to the Tobira textbook themes, 'food' for example, but we also included COVID19. ... the 'state of emergency declared in response to the corona virus' [...] then they'd read the *Japan Times*, *no no*, the *Hiragana Times* or something and find something to work on. (Japanese teacher #20, AU)

Teachers from Australia and New Zealand, which are both considered to be immigrant and multicultural societies, also mentioned activities that involve projects and discussions about Japanese immigrants, their experiences and identities.

Uchi/Soto – Inside/outside. The first thing we did was to talk about foreigners in Japan. We talked about foreign nurses, and then we talked about the various policies. As an example, we talked about the Muslim people who are arriving in Japan from overseas, and the discrimination they face. That's just one example. Then we look at the experience of foreigners in Australia, such as the pearl divers who came from Japan and the Chinese who came to Australia during the gold rush. The focus was on being foreigners, and the foreigner's point of view. Of course, I make the point that anyone can be a foreigner. That's what we have in common. (Japanese teacher #8, AU)

In a number of cases, students chose their own project topic or were asked to list the things they liked to do, so that activities could be matched with their interest.

What I like about this course [subject] is that the students have freedom. Freedom in a variety of ways. Though of course, I do tell them to do some things in a certain way, but they can choose any theme they want, any research topic they want, plan what they want. ... This year, the first topic was a cashless society. Japan is not so cashless ... well compared to China, South Korea and Australia. So, students were able to make recommendations about a possible cashless system in Japan. Another topic was the improvement plan for Central Railway Station in Sydney. They used the actual Sydney plan and compared it to Japanese stations, making suggested improvements. They drew up a proposal plan saying they were going to now share it with NSW Transport (laughs). Oh, and the sexlessness of Japan, of Japanese society – that was another one. (Japanese teacher #5, AU)

6.4 Resources

As can be seen from the results regarding 'themes' in 6.3 above, many subjects at the higher levels often deal with current affairs and social issues and do not use textbooks. In addition, they often use 'raw' or 'authentic' Japanese resources. These 'raw' Japanese resources are chosen by students in some advanced subjects and by teachers in others. One problem is that internet news disappears all too quickly and that current affairs have to be updated with the ever-changing times, both of which place demands on the teachers.

For my subject listening comprehension test, well, actually, I was going to do a listening comprehension test based on the [NHK News - Nippon Hōso Kyōkai (National Broadcaster of Japan)] website. But then, this web news disappears in a week, right? Each item disappears one after another. So, we couldn't use it for the test, and had to suddenly change it in a hurry. (Japanese teacher #13, AU)

Just as the title of my subject suggests, 'issues' are something that change. ... because we're dealing with current issues, we're regularly updating the material. (Japanese Teacher #1, AU)

We wanted to find articles that students would be interested in, but their interests are really quite diverse. We all looked for articles that might be of interest to them, made a stock of them, and then chose the ones they wanted to read. ... [in terms of sourcing materials], I personally joined a service that gives access to Japanese newspapers online, and the university also has a database partnership with a newspaper, and so we can search for articles ourselves. ... Although the core of the resource doesn't change, I mean they always run the weather. There's always lot of weather news in Japan. Disasters and such.... So, we do have that sort of thing as a base, but for example, when I give lectures on political economy and Abenomics. ... I have to study up on it too. At the end of each year, there's a book published that explains the words that have been used in the current affairs or news that year, in an easy-to-understand way, so I use that as one of my teaching resources. (Japanese Teacher #36, SG)

As for textbooks, some subjects used general textbooks such as *Tobira: Gateway to Advanced Japanese* or *Chūkyū no Nihongo* published by Kurosio, while others used more targeted textbooks such as *Ryūgakusei no tame no Akademikku Japaniizu: Chōkai* or commercial materials based on newspaper news.³

As mentioned in 1. above, there were many cases where what was used as an 'intermediate' textbook at one institution was used as an 'advanced' textbook at another, and this point provides a very important context for understanding upper-level Japanese language delivery. Further, even when commercial textbooks are used, there are cases where so-called 'live materials' such as newspaper articles, news and novels were also used as resources.

We've started using *Tobira* for the first time this year. ... I think we've spent three hours [a week] on it, hmm, maybe 2.5 ... We have four teaching hours per week. So, [name of teacher] follows the textbook, except for the conversation sections. Then I do the conversations, and then we read *Saga no gabai baachan* [*Gabai Granny* by comedian Shimada Yoshichi]⁴, one

³ 東京外国語大学留学生日本語教育センター、『留学生のためのアカデミック・ジャパニーズ 聴解 上級』、スリーエーネットワーク：東京、2015.

⁴ 島田洋七、『佐賀のがばいばあちゃん』、徳間書店：東京、2004.

chapter at a time, as quick reading practice, and then, you know NHK Easy Web News? We get students to present that and have discussions. That's how we do it. ... In Japan, *Saga no Gabai Baachan* is read in the first year of junior high school or so. ... It's very popular with my students. They feel a real sense of achievement when they've read a whole book from cover to cover, an authentic Japanese-style 'bunkobon' paperback book. (Japanese Teacher #22, AU)

The online survey for this project, indicated that some programs offered subjects that focused on literature at the advanced level, however, even some of the subjects that did not specifically focus on literature include novels by Banana Yoshimoto (chosen by students) and as mentioned above, *Saga no Gabai Baachan* (teacher's choice) in their resource materials.

1.7. Advanced Japanese Language Education: Challenges

One of the challenges of teaching advanced Japanese is that some programs are in danger of losing their advanced level due to the reduction of subjects and teaching hours. In response to this trend, some institutions are requiring students wishing to study Japanese at an advanced level to enrol as cross-institutional students into other university programs with acceptable advanced courses. Other alternatives offered are project-based courses in multiple languages, and English-mediated area studies subjects as part of the language major or a diploma.

Some teachers are concerned about the possible disappearance of Japanese language programmes in the future, as some universities have decided to accept students from universities across the state in an online mode.

The following are comments are from teachers in programmes where advanced subjects have been reduced.

Interviewer: Is it correct to say that from 2020, the Advanced Subjects have disappeared? Japanese 7 and 8?

Teacher: Until now, well, from this year [2020] there now only six offered: 1, 2, 3, 4, 5 and 6. Also before 2020, we had different types of subjects offered at all levels, a speaking class, reading class, writing class, but they were phased out, and finally [they have disappeared]. It was, I think, in 1988 when the [name of university] program started. We've now gone back to that era. Maybe five years ago, we probably offered the highest number of courses, I think. It's been cut down from there ... When we offered the highest number of subjects, students could

take three or four Japanese subjects per semester, so if they wanted to, they could do nothing but Japanese for their whole semester subject load. But now students [currently in the Japanese language major] can only take one subject per semester. (Japanese teacher #38, AU)

There are also some cases where students wish to progress to a higher level, but students are not able to choose Japanese subjects. The following is an example of such a case.

In the third year, there are very few students, maybe 30. In one subject I mean. ... At the end of my second-year class, I ran a sort of questionnaire, and when I asked if they wanted to continue with Japanese in their third year, I was told that they wanted to do, but that they cannot take any more Japanese subjects. The number of students in the Japanese major is really small ... We are told to do something about low enrolment numbers, but it's not only about us. There are many students from other schools who can't take Japanese, because of the structures of their degree program(s). They can take one subject, or perhaps a maximum of two, and after that there are restrictions on how many subjects a student can take from other schools. All this is closely connected to retention [in our subjects]. ... There was a time when a student was majoring in International Studies or Education, even Education focused on Early Childhood or Primary, had to take at least one foreign language. Those were the days, but now, somehow, these options are disappearing. We are all so focused on our own program's subjects, but I really would like to see more support from the top, from the program and the institute. (Japanese Teacher #7, AU)

In addition to comments about the various subjects, interviewees also noted that attainment levels have inevitably declined due to reductions in the number of teaching hours, calling into question the significance of Japanese language education in university education as a whole.

The contact hours for Japanese 1, 2, 3 and 4 subjects are two x two-hour classes. Up until last year Japanese 7 and 8 each had one two-hour class, although this is now [from 2020] no longer offered. For these [two upper-level subjects], until three years ago we used to have two classes, but because of small student numbers, we couldn't continue with two classes, so we only offered a single two-hour class. [Interviewer: Was that for the same number of credits?] Right, so students had two hours of face-to-face class time but with increased home study. (Japanese teacher #38, AU)

This is related to the definition of 'advanced', and to be honest with you, we're not able to reach the level that we used to reach because of curriculum changes. The number of hours ... I think it was due to budgetary reasons... the number of hours has been reduced considerably. It is the same with other languages at [our institution], and in fact the number of classes per week is actually a little bit lower for the other languages. But with Japanese, it is recognised that we need a certain number of hours to reach the proficiency targets, so we've been allowed to continue with it, but there is a lot of pressure [to cut back]. (Japanese Teacher #36, SG)

In addition to the downsizing and closure of some programmes, the impact of the COVID-19 pandemic on university management structures in 2020 has been significant. Some

participants expressed concerns as they are seeing reductions in the number of teachers, beginning with the casual and part-time teachers due to budget cuts.

Right now, [name of other university] and [name of other university] are having a terrible time. It's not quite that bad here, but there's a lot of talk at the moment, saying that all the language programs at [name of the participant's university] will soon disappear. ... I mean, in the past few years, subjects that have even had enough students have been discontinued without any explanation, so the future really doesn't look bright. (Japanese teacher #23, AU)

So basically, we are in the field of Asian Studies, aren't we? So Asian Studies, to put it bluntly, first comes a language and on the basis of that, area studies subjects exist. The students take the language [and then area studies], but if the language is lost, then the whole thing falls apart. So, it's fundamentally wrong not to value language. Perhaps when it comes to European languages, it's a bit different. And it depends on the university. A number of universities just that don't have that structure, [that links language study with area studies scholarship]. So, then it becomes increasingly challenging. (Japanese) teacher #1, AU)

We are in a state of real crisis! I have been shouting and shouting "crisis, crisis, crisis" for about ten years now, and our university is still fine, but Japanese programs at other universities have already been closed. And then at other universities, for example at [name of other university] which is as big as our university [name], they have had budget cuts, and so they now don't offer advanced Japanese subjects anymore. And [another university] only offers a single term of Japanese language. (Japanese Teacher #27, SG)

I think that since Covid-19, more and more universities are cutting back on support, on teaching assistants and tutors. I think this is happening at [my university], and a teacher at [another university] told me that the same thing was happening there. They said that they taught 15 hours per week this semester because they cut their tutor. [My university] has announced that from next year, they will not pay for any tutors at all. So, we're all in the same boat. It's not just that we get completely exhausted teaching a subject alone, but the students too get tired of having the same teacher every day. We all sort of get a sense that they've had enough. I don't think it's very good for their education. (Japanese Teacher #25, NZ)

The following comments emphasise the pressing need for greater investment in language teaching, for national measures in both the secondary and tertiary sectors.

When we think about this in terms of overall national budgets, the fact that there is a huge decrease in the number of students taking languages at university, following extensive language studies at senior secondary school, is just such a huge waste of investment – though I don't really like to talk about this in terms of investment. If we look at all this from their perspective, what's the point of spending all that money in secondary school if it's only going to go to waste once they get to university? Of course, I don't really believe it's a waste. Even if it's only as far as senior secondary, the more students who learn to understand Japan and Japanese the happier I am. But it's just such a shame for it to end there. (Japanese teacher #23, AU)

Encouraged by the words written by a student about the crisis in advanced level subject offerings, one teacher made the following comment. Clearly both the teacher and student

are concerned about the current state of play in the Advanced Japanese language education space, and this illustrates the struggles faced by teachers, in the three regions covered by our project, who are trying to cope with the escalating crisis facing 'Advanced' level subjects and programs.

A student from [name of super-advanced subject] wrote to me the other day commenting that there aren't many advanced subjects like this offered anywhere in the world. They said that they were deeply grateful that [name of university] was doing this for our students, because there are not many places in the world that are doing advanced level courses properly. That makes me think that I have to help them continue to develop their language skills and so I work even harder. (Japanese teacher #14, AU)

1.8. Support for Advanced Japanese language teaching

In terms of support from external organisations, there was a desire to see them become more active in connecting secondary schools and universities. In particular, an important structural issue has become apparent, that the key to increasing the number of students taking advanced courses is to connect university programs with the cohort of students already studying in senior secondary school. It is vital that these connections cross state borders helping students who attend a university beyond their hometown or state.

I think it would be a really good idea to collect information on what graduates from various universities [who studied Japanese language] are doing now. At [name of university] we run an 'Interview Series', and I introduce [the person in charge] to alumni [from our Japanese language program], asking to have them included. This meant that they picked up our graduates and did interviews with them. I think it would be great for all the Japanese language teachers at other universities to do this too, to tell [the people in charge] that they know of a good graduate. ... So, this is for current university students, and for their future, right? For secondary school students, they want to know what happens at university. It would be great if we had a way to tell those secondary students what their 'senpai' are saying – to give them access to the voices of those who have continued to study Japanese language at university. (Japanese language teacher #5, AU)

Interviewees also flagged the importance of internships, expressing a desire for help with projects that support and promote internships, particularly links with Japanese and Japan related companies. The following comment suggests that such support should aim to

encourage more students to undertake advanced level Japanese language courses because of clear links to employability and should target students who are on mobility programs overseas. Such internship opportunities should be based firmly in multicultural understanding of multiculturalism and should include the perspectives of students and graduates from the language program outside Japan – and understand of where they are now and how they are using their Japanese language skills.

I think it's really very important that internship programs and companies that use Japanese have a way of hosting students who are learning Japanese. There is a need for programs in this space. I have been unhappy about this for many years. We need to educate those companies, and Japanese speakers - first language speakers. I think it's very difficult because these companies often don't have a multicultural perspective and don't understand the value of 'non-Japanese' people who use Japanese, who are not Japanese nationals or whose mother tongue is not Japanese. No matter how many students we educate, who can use Japanese very well and have the ability to engage in Japanese with a variety of really difficult issues, when they enter the community, they all too often find it very difficult because of discrimination, prejudice and lack of understanding. So, what I really hope for is that we can change this. ... The expectations aren't the same. They are seen as English speakers and get treated like English speakers. We really need to do something about this. (Japanese Teacher #14, AU)

Interviewees hope for increased opportunities for better cross-institutional links, joint activities, increased links with the community, and ask for support in this space, particularly for organising opportunities for students to demonstrate their skills and to connect outside the university, through such events as speech contests and talent competitions.

Another important element of potential support is in the area of improving available resources. At the advanced level, there are relatively few textbooks, and many teachers find authentic resources on current affairs, social issues, and other topics themselves to use in their teaching and learning activities. It was suggested that support in this regard would reduce the burden of delivering advanced level subjects. One suggestion going forward was to explore ways of making Japanese films and television available for use in Japanese language teaching.

In addition, there were a number of comments asking for support in lobbying institutions and university-related organisations to address the critical situation of advanced Japanese

language in higher education, addressed in Section 1.7 Advanced Japanese Language Education: Challenges.

What I hope for from the Japan Foundation and the JSAA is to raise the bar for everything. So, if we're focusing on the shortage of available advanced subjects, so rather requests like, "[name of university as an example] University, please offer more advanced online", I would like to see something more comprehensive ...although I know this is difficult... I mean, support being offered so such subjects could be offered jointly through various different institutions. (Japanese language teacher #1, AU)

Today, arguably, all tertiary language programs are under a lot of financial pressure. So, I think it's important that we continue to lobby organisations such as Universities Australia and education leaders such as the Vice Chancellors of universities through large governmental bodies, external organisations and independent administrative agencies such as the Japan Foundation. We need to continue to lobby, to say, "Please make sure language education is strong and supported! [in your institution/agency] ". ... I really think we need to have support from above, from the Australian Federal Government and the Department of Education. Without their push power, I think it will all fail - I'm not very optimistic. (Japanese language teacher #23, AU)

1.9. Impact of COVID-19

With regard to the impact of COVID-19, many interviewees said that the most difficult aspect of the transition from face-to-face to online was assessment. This issue was also flagged in the results of the project's online survey.

[Assessment] was a big problem. When we did assessment, it was hard to be sure of the identity of each student or whether they were actually doing it without looking at the textbook, so there was no way to completely prevent cheating. We needed to review our assessment practice in the light of this, but we just didn't have time to do that. (Japanese teacher #19, NZ)

On the other hand, some teachers said that they were already familiar with online classes and could make the transition without much difficulty because they were already using blended learning with elements of online Japanese language teaching or had students who were taking courses in distance mode. However, in many cases, teachers found it difficult to conduct certain learning activities, especially small group work, when they were in online mode with synchronous classes conducted via Zoom. When a teacher is in the classroom, while they are monitoring one group, they can still see the whole class and interact with the other groups. In a Zoom breakout room, however, that is not possible.

I put them into breakout groups and asked them to discuss a particular topic, but I couldn't see them all either. You can only see one group at a time, so you can't see if they're really engaged in discussion. Also, the students weren't used to zoom discussions, so when I arrived in the breakout room, while some were having very lively discussions, in others no one was saying anything at all, or they were chatting away in English. (Japanese Teacher #31, AU)

Interviewees also flagged problems caused by some students turning off their videos and not showing their faces even though it was a 'communication' class. This issue of participating but with the video camera off was also brought up in the online survey responses.

So, even if I ask them to switch on their cameras, because class starts early, at 9 o'clock, I can't force them to. Maybe they're early risers, but 9:00am in Sydney, is three or four hours behind in Hong Kong and Vietnam. So, I really can't force them. I can't tell them to appear in their pyjamas! (Japanese teacher #13, AU)

There are first year students who don't show their faces, but we can't force them to. In some cases, they 'can't' show their faces, maybe they don't have the right equipment or are not in a conducive environment. So, I felt constrained. (Japanese teacher #19, NZ)

While many teachers, including those who completed the online survey, felt frustrated that they did not get the same quality of response from students as in the on-campus face-to-face mode, others felt that certain students seemed to feel more comfortable in the online environment than on-campus face-to-face. The following comment was made about students' conducting online interviews for their projects.

The students were quite happy to do it, and in a way, when you interview online, you're not as nervous as face-to-face, It did provide a learning experience, it was okay.... because they were, in a sense, doing online searching. You know normally, they can't do an online search while they're in an in-person face-to-face [situation], but online, when they didn't understand something, they could use a dictionary or Google it. So, in that sense, it was easier online. (Japanese teacher #20, AU)

The small group activities in the Zoom Breakout room were also seen as positive, as they gave students the opportunity to work with a greater variety of students than on campus face-to-face. They were randomly placed into online groups with different classmates each time, as opposed to tending to sit in the same place in the classroom. Some interviewees felt that this was a positive. While there were less opportunities to carry out in-person interviews with members of the local Japanese community or Japanese exchange students

studying at their university, it became much easier to connect with people much further away.

One positive was that I could connect with students, regardless of where they were. I was also able to connect them with people from universities other than [name of home university].
(Japanese Teacher #19, NZ)

In addition, some teachers noted that with Zoom or other synchronous web communication software, students were able to not only participate in class but to see each other's and the teacher's face. So Japanese class became like a sanctuary-like, or sometimes 'fun' space.

In first semester, the students didn't take any other classes face to face [online], only Japanese. They had very little if any face-to-face contact, so I was really the only one they were seeing. That was the case for quite a lot of them. In the end I was more like a Social Worker. (Japanese Teacher #20, AU)

The students were highly motivated. This year, in particular, with the Corona Virus – this was noted at the end of the subject survey – for many students, other than those in languages, they didn't have any other classes that were taught synchronously in real time. [One noted] "Only Japanese was synchronous, it was the only subject where I could meet with my teacher and classmates. So, I've really enjoyed this Japanese class." It seems that an overwhelming number of students have said this about their language classes, not only in my subject, but in other language teachers' subjects too. ... Another student commented, "Thanks to my Japanese language classes, I somehow managed through this year". (Japanese Teacher #23, AU)

Some interviewees felt that the impact of COVI19 on online advanced Japanese language teaching was relatively small, as the students are so highly motivated and already experienced in their study practice.

When the class is online, students have a lot of things they have to do by themselves. And because it's 90 minutes, I had to think a lot about how to motivate them to engage with the activities and to make sure they actually did the work, and so if they don't do the activity, they didn't earn the marks. ... But, with the advanced students, I felt that I didn't need to worry too much about such things. Because they were already highly motivated, they are taking this high level [subject], so that was actually an unnecessary worry, I think. (Japanese Language Teacher #1, AU)

APPENDICIES

1. Japanese Programs by Institution across three countries – Advanced Programs Highlighted

| University | Country | Level |
|--|-------------|--|
| Auckland University | New Zealand | Introductory, Intermediate, Advanced, Upper Advanced |
| Auckland University of Technology | New Zealand | Introductory, Intermediate |
| Bond University | Australia | Introductory, Intermediate |
| Curtin University | Australia | Introductory, Intermediate, Advanced, (Upper Advanced) |
| Edith Cowan University | Australia | Introductory, Intermediate |
| Federation University | Australia | Introductory, Intermediate, Advanced, (Upper Advanced) |
| Federation University | Australia | Introductory, Intermediate |
| Griffith University | Australia | Introductory, Intermediate |
| International Public University (IPU) | New Zealand | Introductory, Intermediate, Advanced, Other |
| James Cook University | Australia | Introductory, Intermediate, Advanced, Upper Advanced (note only Jpn Study Abroad Program offered in 2021) |
| La Trobe University | Australia | Introductory, Intermediate, Advanced, Upper Advanced |
| Macquarie University | Australia | Introductory, Intermediate, Advanced, (Upper Advanced) (Upper Adv cancelled from 2021) |
| Massey University | Australia | Introductory, Intermediate, Advanced, Upper Advanced |

| University | Country | Level |
|---|----------------|---|
| Monash University | Australia | Introductory, Intermediate, Advanced, Upper Advanced, Other |
| Murdoch University | Australia | Introductory, Intermediate |
| Nanyang Technological University | Singapore | Introductory, Intermediate |
| National University of Singapore | Singapore | Introductory, Intermediate, Advanced, Upper Advanced |
| RMIT University | Australia | Introductory, Intermediate, Advanced |
| Swinburne University | Australia | Introductory, Intermediate, Advanced (Program cancelled from 2021) |
| The Australian National University | Australia | Introductory, Intermediate, Advanced, Upper Advanced, Other |
| University of Adelaide | Australia | Introductory, Intermediate |
| University of Auckland | New Zealand | Introductory, Intermediate, Advanced, Upper Advanced |
| University of Canterbury | New Zealand | Introductory, Intermediate, Advanced, Upper Advanced, Other |
| University of Melbourne | Australia | Introductory, Intermediate, Advanced, Upper Advanced, Other |
| University of Newcastle | Australia | Introductory, Intermediate |
| University of New England | Australia | Introductory, Intermediate |
| University of New South Wales | Australia | Introductory, Intermediate, Advanced, Upper Advanced, Other |

| University | Country | Level |
|--|----------------|---|
| University of Otago | New Zealand | Introductory, Intermediate, Advanced |
| University of South Australia | Australia | Introductory, Intermediate, Advanced |
| University of Queensland | Australia | Introductory, Intermediate, Advanced, Upper Advanced, Other |
| University of Sydney | Australia | Introductory, Intermediate, Advanced, Upper Advanced, Other |
| University of Tasmania | Australia | Introductory, Intermediate, Advanced |
| University of Technology Sydney | Australia | Introductory, Intermediate, Advanced, Upper Advanced |
| University of Sunshine Coast | Australia | Introductory, Intermediate, Advanced |
| University of Waikato | New Zealand | Introductory, Intermediate, Advanced |
| University of Western Australia | Australia | Introductory, Intermediate, Advanced |
| University of Western Sydney | Australia | Introductory, Intermediate, Advanced |
| University of Wollongong | Australia | Introductory, Intermediate, Advanced, Other |
| Victoria University of Wellington | New Zealand | Introductory, Intermediate, Advanced, Other |

2. List of Japanese Language Subjects and Levels by University in Australia

Note that these listings are as definitive as possible, based on the information gathered through the survey and the interviews and as a result may contain errors that will need updating as our Network develops. Further, note that some programs use the term 'original materials' while others indicate 'materials produced by program'. At the advanced level, both of these include authentic Japanese materials from a variety of sources, sometimes including sections from textbooks or other educational material. At the lower levels, 'materials produced by program' usually indicate the development of program specific text materials.

| Institution | Japanese Subjects | | |
|--|------------------------------------|---|---|
| Griffith University (2 Levels) | Introductory | | |
| | Japanese 1A | 1032LHS | <i>Genki Vol1</i> |
| | Japanese 1B | 1033LHS | <i>Genki Vol1</i> |
| | Japanese 2A | 2040LHS | <i>Genki Vol 2</i> |
| | Japanese 2B | 2042LHS | <i>Genki Vol 2</i> |
| | Japanese 2A (Enhanced) | 2043LHS | <i>Genki Vol 2 + own supplementary book</i> |
| | Japanese 2B (Enhanced) | 2045LHS | <i>Genki Vol 2 + own supplementary book</i> |
| | Intermediate | | |
| | Japanese 3A | 3040LHS | <i>Marugoto B1 (中級1)</i> |
| | Japanese for professional purposes | 3533LHS | <i>Nihongo Keigo Toreeningu (日本語敬語トレーニング)</i> |
| La Trobe University (4 Levels) | Introductory | | |
| | Japanese 1 | JPN1001 | <i>Genki Vol1</i> |
| | Japanese 2 | JPN1002 | <i>Genki Vol1</i> |
| | Intermediate | | |
| | Japanese 3 | JPN2001 | <i>Genki Vol2</i> |
| | Japanese 4 | JPN2002 | <i>Genki Vol2</i> |
| | Advanced | | |
| | Japanese 5 | JPN3005 | <i>Genki Vol2, Tobira</i> |
| | Japanese 6 | JPN3006 | <i>Tobira</i> |
| | Japanese 7 | JPN4007 | <i>Tobira, Saga no Gabai Baachan (佐賀のがばいばあちゃん) and other readings such as Asahi Shinbun</i> |
| Japanese 8 | JP4008 | <i>Tobira, Saga no gabai Bachan, and other readings such as Asahi Shinbun</i> | |
| Super/Upper Advanced | | | |

| | | | |
|---|---|-------------------------------|---|
| | Japanese Honours language units | JPN4LNA | collection of readings |
| | Japanese Honours language units | JPN4LNB | collection of readings |
| Macquarie University (3 (4) Levels) | Introductory | | |
| | Introductory Japanese I | JPNX1010 | materials produced by program |
| | Introductory Japanese II | JPNX1020 | materials produced by program |
| | Japanese Studies 1 | JPNS1010 | materials produced by program |
| | Japanese Studies 2 | JPNS1020 | materials produced by program |
| | Intermediate | | |
| | Japanese Studies 3 | JPNS1210/JPNS2010 | materials produced by program |
| | Japanese Studies 4 | JPNS1220/JPNS2020 | materials produced by program |
| | Advanced | | |
| | Japanese Studies 5 | JPNS2210/JPNS3010 | materials produced by program |
| | Japanese Studies 6 | JPNS2220/3020 | materials produced by program |
| | Super/Upper Advanced | | |
| | Japanese Studies 7 No longer offered from 2021 | JPNS2310 | materials produced by program |
| Japanese Studies 8 No longer offered from 2021 | JPNS2320 | materials produced by program | |
| Monash University (4 Levels + Other) | Introductory | | |
| | Japanese Introductory 1 | ATS1141 | <i>Genki Vol 1</i> |
| | Japanese Introductory 2 | ATS1142 | <i>Genki Vol 1</i> |
| | Intermediate | | |
| | Japanese Introductory 3 | ATS2143 | <i>Genki Vol 2</i> |
| | Japanese Introductory 4 | ATS2144 | <i>Genki Vol 2</i> |
| | Japanese Proficient 1 | ATS2145/ATS3145 | <i>Tobira (Ch.1-4)</i> |
| | Japanese Proficient 2 | ATS2146/ATS3146 | <i>Tobira (Ch.5-8)</i> |
| | Advanced | | |
| | Japanese Studies Advanced 1 | ATS3147 | <i>Tobira (Ch.9-14) & authentic materials</i> |
| | Japanese Studies Advanced 2 | ATS3148 | <i>Tobira (Ch.9-14) & authentic materials</i> |
| | Super/Upper Advanced | | |
| | Japanese Studies Advanced: Current issues | ATS3151 | authentic materials |
| | Japanese Studies Advanced: Literature/Film | ATS3152 | authentic materials |
| | Japanese communication in Professional settings | ATS3978 | authentic materials |
| | Other | | |
| | Translating across Cultures | ATS3083 | authentic materials |
| RMIT University (3 Levels) | Introductory | | |
| | Japanese 1 | LANG1093/1169 | <i>Genki Vol 1</i> |
| | Japanese 2 | LANG1094/1171 | <i>Genki Vol 1</i> |
| | Japanese 3 | LANG1146/1253 | <i>Genki Vol 1</i> |
| | Japanese 4 | LANG1098/1256 | <i>Genki Vol 1 & Vol 2</i> |

| | | | | |
|---|---|---------------------|--|---------------------------------------|
| | Intermediate | | | |
| | Japanese 5 | LANG1097/1257 | <i>Genki Vol 2</i> | |
| | Japanese 6 | LANG1098/1258 | <i>Genk Vol 2</i> | |
| | Advanced | | | |
| | Japanese Language and Society | LANG1276/1296 | <i>Tobira</i> | |
| | Japanese Language in context | LANG1277/1297 | <i>Tobira</i> | |
| | The Australian National University (4 Levels + Other) | Introductory | | |
| | | Japanese 1: Spoken | JPNS1012/6112 | <i>Nihongo ga Ippai</i> (日本語がいっぱい) |
| | | Japanese 1: Written | JPNS1014/6114 | Materials produced by program |
| | | Japanese 2: Spoken | JPNS2003/6113 | <i>Nihongo ga Ippai</i> |
| Japanese 1: Written | | JPNS2005/6115 | Materials produced by program | |
| Intermediate | | | | |
| Japanese 3 | | JPNS2012/6012 | <i>Tobira</i> | |
| Japanese 4 | | JPNS2013/6013 | <i>Tobira</i> | |
| Japanese 5 | | JPNS3001/6014 | Text extracts & authentic materials | |
| Japanese 6 | | JPNS3002/6015 | Text extracts & authentic materials | |
| Japanese Grammar and Expressions | | JPNS2024/6024 | McGloin & Hudson, et al., <i>Modern Japanese Grammar – A Practical Guide</i> ; Hamano, <i>A Grammar and Workbook</i> & program materials | |
| Advanced | | | | |
| Advanced Japanese: Issues in Contemporary Japan | | JPNS3005/6505 | authentic materials | |
| Advanced Japanese: Language in Context | | JPNS3006/6506 | authentic materials | |
| Advanced Japanese: Readings in Culture and Society | | JPNS3007/6507 | authentic materials | |
| Advanced Japanese: Readings in Literature | | JPNS3008/6508 | authentic materials | |
| Super/Upper Advanced | | | | |
| Japanese - English Translation | | JPNS3005/6513 | authentic materials | |
| Research Topics in Japanese: History & Society | | JPNS3006/6023 | authentic materials | |
| Advanced Japanese: Readings in Culture and Society | | JPNS3007/6507 | authentic materials | |
| Advanced Japanese: Readings in Literature | | JPNS3008/6508 | authentic materials | |
| Research Topics in Japanese: International Relations & Politics | | JPNS3024/3026/6025 | authentic materials | |

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|---|---|----------------------------|---|
| | Debating Japan: Contemporary Intellectual Debates | JPNS3102/6012 | authentic materials |
| | Other | | |
| | Teaching Japanese: Content | JPNS3005/6512 | authentic materials |
| | Teaching Japanese: Method | JPNS3006/6514 | authentic materials |
| | Learning Language Locally: Japan | JPNS2525/6525 | authentic materials |
| | Year in Asia | ASIA3551 | authentic materials |
| | Translation across Languages: Translation of Literary Texts | LANG3001/6001 | authentic materials |
| | Translation across Languages: Specialised Materials | LANG3002/6002 | authentic materials |
| | Translation Project | LANG8016 | authentic materials |
| University of Adelaide (2 Levels) | Introductory | | |
| | Japanese IA | JAPN1001 | <i>Minna no Nihongo Shokyū I</i> (みんなの日本語初級 I) |
| | Japanese IB | JAPN1002 | <i>Minna no Nihongo Shokyū I</i> |
| | Japanese IIA | JAPN2201 | <i>Minna no Nihongo Shokyū I</i> |
| | Japanese IIB | JAPN2202 | <i>Minna no Nihongo Shokyū I</i> |
| | Intermediate | | |
| | Japanese IIIA | JAPN3201 | <i>Minna no Nihongo Shokyū II</i> |
| | Japanese IIIB | JAPN3202 | <i>Minna no Nihongo Shokyū II</i> |
| | Japanese IIISB: Practical Japanese | JAPN3202 | <i>Minna no Nihongo Shokyū II</i> |
| | University of Melbourne (4 Levels + Other) | Introductory | |
| Japanese 1 | | JAPN10001 | <i>Genki Vol1</i> |
| Japanese 2 | | JAPN10002 | <i>Genki Vol1</i> |
| Japanese 3 | | JAPN20007/10007 | <i>Genki Vol2</i> |
| Japanese 4 | | JAPN20008/10008 | <i>Genki Vol2</i> |
| Intermediate | | | |
| Japanese 5 | | JAPN10003/20013/30007 | <i>Tobira</i> |
| Japanese 6 | | JAPN10003/0013/30007 | <i>Tobira</i> |
| Signs and Symbols in Japanese | | JAPN30010/20009 | original materials |
| Advanced | | | |
| Japanese 7 | | JAPN10005/20003/30005/4007 | original materials |
| Japanese 8 | | JAPN20004/30006/4008 | original materials |
| Japanese Grammar in Action | | JAPN10006/30013/20010 | original materials |
| Super/Upper Advanced | | | |
| Reading Japanese Literature | | JAPN10009/20011/30011 | original materials |
| Variation in Japanese Language | | JPNS10010/20012/30012 | original materials |

| | | | |
|--|---|---|---|
| | Japanese through the Media | JAPN20018/30004 | authentic materials |
| | Japanese through Translation | JAPN30003 | original materials |
| | Other | | |
| | Contemporary Japan | JPNS3005 | authentic materials |
| | Social Problems in Japan | JAPN30002 | authentic materials |
| | Honours Japanese A | JAPN40001 | authentic materials |
| | Honours Japanese B | JAPN40002 | authentic materials |
| University of New South Wales (4 Levels + Other) | Introductory | | |
| | Introductory Japanese A | ARTS1630 | <i>Genki Vol1</i> & original course notes |
| | Introductory Japanese B | ARTS1631 | <i>Genki Vol1</i> & original course notes |
| | Intermediate | | |
| | Intermediate Japanese A | ARTS2630 | <i>Genki Vol2</i> & original course notes |
| | Intermediate Japanese A | ARTS2631 | <i>Genki Vol2</i> & original course notes |
| | Advanced | | |
| | Advanced Japanese A | ARTS3630 | <i>Tobira</i> & original course notes |
| | Advanced Japanese B | ARTS3631 | <i>Tobira</i> & original course notes |
| | Professional Japanese A | ARTS3632 | authentic materials |
| | Professional Japanese B | ARTS3633 | authentic materials |
| | Super/Upper Advanced | | |
| | Commercial Japanese | ARTS3641 | authentic materials |
| | Learning Japanese through Manga & Anime | ARTS3638 | Changes each year. In 2019, <i>Ano hi mita hana no namae o bokutachi wa mada shiranai</i> (あの日見た花の名前を僕たちはまだ知らない) |
| | Contemporary Japanese Literature | ARTS3634 | <i>Read Real Japanese Essays: Contemporary Writings by Popular Authors</i> edited by Janet Ashby, Kodansha International |
| | Contemporary Japanese Literature | ARTS3634 | <i>Read Real Japanese Essays: Contemporary Writings by Popular Authors</i> edited by Janet Ashby, Kodansha International |
| | Advanced Writing Japanese | ARTS3643 | <i>Risō no Kokugo Kyokasho</i> (理想の国語教科書)、 <i>Doraemon no Kanji</i> (ドラえものの漢字)、 <i>Doraemon no yonmoji jukugo</i> (ドラえものの四文字熟語) |
| Other | | | |
| Contextualising Japanese: Capstone | ARTS3636 | No specific materials, Student Group Research presentations | |
| The University of Queensland (3 Levels + Other) | Introductory | | |
| | Foundational Japanese 1 | JAPN1011 | <i>Genki Vol1</i> |
| | Foundational Japanese 2 | JAPN1012 | <i>Genki Vol1</i> |
| | Foundational Japanese 3 | JAPN2021 | <i>Genki Vol1</i> |
| | Foundational Japanese 4 | JAPN2012 | <i>Genki Vol1</i> |

| | | | |
|-----------------------------|---|---------------------|---|
| | Intermediate | | |
| | Continuing Japanese 1A | JAPN3010 | Genki Vol2 |
| | Continuing Japanese 1B | JAPN3020 | <i>Dekiru Nihongo. Shochūkyū</i> horsatsu, 2012 |
| | Continuing Japanese 2A | JAPN3030 | Genki Vol2 |
| | Continuing Japanese 2B | JAPN3040 | <i>Dekiru Nihongo. Shochūkyū</i> horsatsu, 2012 |
| | Continuing Japanese 3 | JAPN3101 | Authentic Japanese: Progressing from Intermediate to Advanced (新: 中級から上級への日本語) |
| | Continuing Japanese 4 | JAPN3102 | <i>Authentic Japanese: Progressing from Intermediate to Advanced</i> (新: 中級から上級への日本語) |
| | Advanced | | |
| | Voices from Japan | JAPN3110 | <i>Voices from Japan - ありのままの日本を語る</i> |
| | Anime Japanese | JAPN3130 | Program Anime Japanese: Course Reader |
| | Japanese Rapid Reading and Creative Writing | JAPN3140 | Kuroyanagi, Tetsuko. <i>Madogiwa no Totto-chan</i> Kodansha. 1991 |
| | Language and Society in Japan | JAPN3500 | <i>Shinsedai no gengogaku</i> , 飯野公一・恩村由香子・杉田洋・森谷直子 『新世代の言語学』 くろしお出版 2003. |
| | Other | | |
| | Teaching Japanese Language | JAPN3205 | not indicated |
| | Introduction to Japanese Linguistics | JAPN3209 | not indicated |
| | Japanese Language in Context | JAPN3210 | not indicated |
| | Japanese/English Interpreting and Translation | JAPN3299 | not indicated |
| | Modern Japanese Literature and Society | LTCS2030 | not indicated |
| | University of Sydney (4 Levels + Other) | Introductory | |
| Japanese 1 | | JPNS1611 | <i>Genki Vol1</i> |
| Japanese 2 | | JPNS1612 | <i>Genki Vol1</i> |
| Intermediate | | | |
| Japanese 3 | | JPNS2611 | <i>Genki Vol 2</i> |
| Japanese 4 | | JPNS2612 | <i>Genki Vol 2</i> |
| Japanese 5 | | JPNS3611 | <i>An Integrated Approach to Intermediate Japanese</i> (中級の日本語) |
| Japanese 6 | | JPNS3612 | <i>An Integrated Approach to Intermediate Japanese</i> (中級の日本語) |
| Advanced | | | |
| Japanese 7 | | JPNS3621 | authentic materials |
| Japanese 8 | | JPNS3622 | authentic materials |
| Super/Upper Advanced | | | |
| Japanese 9 | | JPNS3631 | authentic materials |

| | | | |
|--|--|---------------------|--|
| | Japanese 10 | JPNS3632 | authentic materials |
| | Japanese Syntax and Translation | JPNS3633 | Hasegawa, <i>The Routledge Course in Japanese Translation</i> (2012) |
| | Other | | |
| | Introduction to Japanese Literature | JPNS2670 | authentic materials |
| | Performing Japanese | JPNS2671 | authentic materials |
| | Jap Japanese Media and Popular Culture | JPNS2672 | authentic materials |
| | Japan in East Asia | ASNS2672 | not indicated |
| | Science Fiction: The Future is Now | ICLS2635 | not indicated |
| | Japanese Language and Identity | JPNS3650 | not indicated |
| | Japanese Society (unavailable in 2021) | JPNS3673 | not indicated |
| Monsters and Ghosts: Japanese Fantasy and SF (unavailable in 2021) | JPNS3676 | not indicated | |
| University of Tasmania (3 Levels) | Introductory | | |
| | Japanese 1A | HMJ101 | <i>Yookoso ! (1)</i> (ようこそ!) |
| | Japanese 1B | HMJ102 | <i>Yookoso ! (1)</i> |
| | Intermediate | | |
| | Japanese 2A | HMJ204 | <i>Yookoso ! (1) & (2)</i> |
| | Japanese 2B | HMJ205 | <i>Yookoso ! (2)</i> |
| | Advanced | | |
| | Japanese 3A | HMJ315 | <i>Tobira</i> |
| | Japanese 3B | HMJ318 | <i>Tobira</i> |
| | University of Technology Sydney (4 Levels) | Introductory | |
| Japanese Language and Culture 1 | | 97201 | <i>Genki Vol 1</i> |
| Japanese Language and Culture 2 | | 97202 | <i>Genki Vol 1</i> |
| Japanese Language and Culture 3 | | 97203 | <i>Genki Vol 2</i> |
| Japanese Language and Culture 4 | | 97204 | <i>Genki Vol 2</i> |
| Intermediate | | | |
| Japanese Language and Culture 5 | | 97205 | <i>Tobira</i> |
| Japanese Language and Culture 6 | | 97206 | <i>Tobira</i> |
| Advanced & Super/Upper Advanced | | | |
| Japanese Films and Popular Culture | | 97207 | materials produced by program |
| Japanese Language and Identity | | 97208 | materials produced by program |
| Japanese Media and Current Issues | | 97209 | materials produced by program |
| Transcultural Communication in Japanese | | 97210 | materials produced by program |

| | | | |
|---|--|--|--|
| University of South Australia (3 Levels) | Introductory | | |
| | Japanese 1A | LANG1033 | <i>Yookoso ! (1)</i> (ようこそ！) |
| | Japanese 1B | LANG1034 | <i>Yookoso ! (1)</i> |
| | Intermediate | | |
| | Japanese 2A | LANG1031 | <i>Yookoso ! (1)</i> |
| | Japanese 2B | LANG1032 | <i>Yookoso ! (2)</i> |
| | Asian Languages In-Country | LANG2039 | N/A |
| | Advanced | | |
| | Japanese 3A | LANG3006 | <i>Yookoso ! (2)</i> |
| | Japanese 3B | LANG3007 | <i>Yookoso ! (2)</i> |
| Advanced Languages Studies: Translation and Research | LANG3034 | N/A | |
| University of Sunshine Coast (3 Levels) | Introductory | | |
| | Japanese A | JPN110 | <i>Irodori, Japan Foundation</i> (いろどり) |
| | Japanese B | JPN111 | <i>Irodori</i> |
| | Japanese C | JPN210 | <i>Irodori</i> |
| | Intermediate | | |
| | Japanese D | JPN211 | <i>Genki Vol 2</i> |
| | Japanese E | JPN310 | <i>Genki Vol 2</i> |
| | Advanced | | |
| | Japanese F | JPN311 | N/A |
| | University of Western Australia (3 Levels) | Introductory | |
| Japanese 1 | | JAPN1401 | <i>Nakama 1</i> |
| Japanese 2 | | JAPN1402 | <i>Nakama 1</i> |
| Japanese 3 | | JAPN2403 | <i>Nakama 2</i> |
| Japanese 4 | | JAPN2404 | <i>Nakama 2</i> |
| Intermediate | | | |
| Japanese 5 | | JAPN2405 | <i>Tobira & Shin-Nihongo no chūkyū</i> (新日本語の中級 (AOTS)) |
| Japanese 6 | | JAPN2406 | <i>Tobira & Shin-Nihongo no chūkyū</i> (新日本語の中級 (AOTS)) |
| Advanced | | | |
| Japanese 7 | | JAPN3407 | not indicated |
| Japanese 8 | JAPN3408 | not indicated | |
| University of Wollongong (3 Levels + Other) | Introductory | | |
| | Beginners Japanese 1 | JAPA141 | <i>Genki Vol1</i> |
| | Beginners Japanese 2 | JAPA142 | <i>Genki Vol1</i> |
| | Intermediate | | |
| | Intermediate Japanese 1 | JAPA241 | <i>Genki Vol 2</i> |
| | Intermediate Japanese 2 | JAPA242 | <i>Genki Vol 2</i> |
| | Advanced | | |
| | Advanced Japanese 1 | JAPA341 | <i>New Intermediate Japanese & Tobira</i> |
| | Advanced Japanese 2 | JAPA342 | <i>New Intermediate Japanese & Tobira</i> |
| | Advanced Japanese 3 | JAPA343 | <i>New Intermediate Japanese & Tobira</i> |
| Advanced Japanese 4 | JAPA344 | <i>New Intermediate Japanese & 上級へのとびら</i> | |

| | | | |
|--|--|---------|---------------|
| | Other | | |
| | Advanced Readings in Japanese Literature | JAPA320 | not indicated |
| | Advanced Studies in Language and Culture 1 | LANG364 | not indicated |
| | Advanced Studies in Language and Culture 2 | LANG365 | not indicated |

3. List of Japanese Language Subjects and Levels by Universities in New Zealand

| Institution | Japanese Subjects | | |
|--|---|--|---|
| Auckland University of Technology (2 Levels) | Introductory | | |
| | Speak Japanese I | JAPA511 | <i>Genki Vol1</i> |
| | Write Japanese I | JAPA512 | <i>Genki Vol1</i> |
| | Speak Japanese II | JAPA611 | <i>Genki Vol1</i> |
| | Write Japanese II | JAPA612 | <i>Genki Vol1</i> |
| | Integrated Japanese | JAPA613 | <i>Genki Vol 2</i> |
| | Intermediate | | |
| | Japanese Written Interaction | JAPA711 | authentic materials |
| Japanese Oral Interaction | JAPA712 | <i>Nihongo Shūchū Toreenigu</i> (日本語集中トレーニング) | |
| International Public University (IPU) New Zealand (3 Levels + Other) | Introductory | | |
| | Contemporary Japanese 1: Speaking and Listening | 20.501 | <i>Minna no Nihongo Shokyū I</i> (みんなの日本語初級 I) |
| | Contemporary Japanese 2: Reading and Writing | 20.502 | <i>Minna no Nihongo Shokyū I</i> |
| | Contemporary Japanese 3: Speaking and Listening | 20.503 | <i>Minna no Nihongo Shokyū II</i> |
| | Contemporary Japanese 4: Reading and Writing | 20.504 | <i>Minna no Nihongo Shokyū II</i> |
| | Intermediate | | |
| | Contemporary Japanese 5: Speaking and Listening | 20.601 | <i>Minna no Nihongo Shokyū II</i> |
| | Contemporary Japanese 6: Reading and Writing | 20.602 | <i>Minna no Nihongo Shokyū II</i> |
| | English to Japanese Translation 1 | 20.509A | not indicated |
| | Advanced | | |
| | Contemporary Japanese 9: Advanced Japanese 1 | 20.701 | <i>Minna no Nihongo Shokyū II</i> |
| | Contemporary Japanese 10: Advanced Japanese 2 | 20.701 | not indicated |

| | | | |
|--|--|--------------|---|
| | Contemporary Japanese 11: Advanced Japanese 3 | 20.701 | not indicated |
| | Contemporary Japanese 12: Advanced Japanese 4 | 20.701 | not indicated |
| | Other | | |
| | JLPT | | Japanese Language Proficiency Test 日本語能力試験 公式問題集, 新完全マスター-文法・読解、日本語能力試験 |
| Canterbury University (4 Levels + Other) | Introductory | | |
| | Elementary Japanese A | JAPA125 | <i>Genki Vol1</i> |
| | Elementary Japanese B | JAPA126 | <i>Genki Vol1</i> |
| | Intermediate | | |
| | Intermediate Japanese | JAPA215 | <i>Genki Vol 2</i> |
| | Advancing Japanese A | JAPA325 | <i>An Integrated Approach to Intermediate Japanese</i> |
| | Advancing Japanese B | JAPA326 | <i>An Integrated Approach to Intermediate Japanese</i> |
| | Advanced | | |
| | Advanced Japanese Language A | JAPA317 | Material taken from contemporary media sources. |
| | Advanced Japanese Language B | JAPA318 | Material taken from contemporary media sources. |
| | Super/Upper Advanced | | |
| | Advanced Japanese Language A | JAPA414 (PG) | Material taken from multiple sources. |
| | Advanced Japanese Language B | JAPA415 (PG) | Material taken from multiple sources. |
| | Readings in Contemporary Japanese Literature: 1980s to the present | JAPA420 (PG) | Material taken from multiple sources as relevant. |
| | Research Essay | JAPA480 (PG) | not indicated |
| | Master's dissertation | JAPA650 (PG) | not indicated |
| | Master's thesis | JAPA690 (PG) | not indicated |
| | Japanese PhD | JAPA790 (PG) | not indicated |
| | Other | | |
| | Workplace Skills and Corporate Social Responsibility | PACE225 | N/A (internship) |
| Victoria University of Wellington (3 Levels + Other) | Introductory | | |
| | Introduction to the Japanese Language | JAPA 101 | <i>Genki Vol1</i> |
| | Elementary Japanese | JAPA 102 | <i>Genki Vol1</i> |
| | Japanese Language 2A | JAPA 201 | <i>Genki Vol 2</i> |
| | Japanese Language 2B | JAPA 202 | <i>Genki Vol 2</i> |
| | Japanese 2A (Enhanced) | 2043LHS | <i>Genki Vol 2</i> + own supplementary book |
| | Japanese 2B (Enhanced) | 2045LHS | <i>Genki Vol 2</i> + own supplementary book |
| | Intermediate | | |
| | Japanese Language 3A | JAPA 301 | <i>An Integrated Approach to Intermediate Japanese</i> (Japan Times) |

| | | | |
|--|--|----------|--|
| | Japanese Language 3B | JAPA 302 | <i>An Integrated Approach to Intermediate Japanese</i> (Japan Times) |
| | Advanced | | |
| | Advanced Language Directed Study | FHSS 401 | not indicated |
| | Other | | |
| | Courses in Master of Intercultural Communication and Translation | | not indicated |

4. List of Japanese Language Subjects and Levels by Universities in Singapore

| Institution | Japanese Subjects | | |
|---|-----------------------------|---|---|
| Nanyang Technological University (2 Levels) | Introductory | | |
| | Japanese language Level 1 | LJ9001 | <i>Minna no Nihongo Shokyū</i> (みんなの日本語初級) |
| | Japanese language Level 2 | LJ9002 | <i>Minna no Nihongo Shokyū</i> |
| | Japanese language Level 3 | LJ9003 | <i>Minna no Nihongo Shokyū</i> |
| | Japanese language Level 4 | LJ9004 | <i>Minna no Nihongo Shokyū</i> |
| | Japanese language Level 5 | LJ9005 | <i>Minna no Nihongo Shokyū</i> |
| | Japanese language Level 6 | LJ9006 | <i>Minna no Nihongo Shokyū</i> |
| | Intermediate | | |
| Japanese Language Level 7 | LJ9007 | Tobira | |
| National University of Singapore (4 Levels) | Introductory | | |
| | Japanese 1 | LAJ1201 | <i>Minna no Nihongo Shokyū I</i> |
| | Japanese 2 | LAJ2201 | <i>Minna no Nihongo Shokyū I</i> |
| | Intermediate | | |
| | Japanese 3 | LAJ2202 | <i>Minna no Nihongo Shokyū I & II</i> |
| | Japanese 4 | LAJ2203 | <i>Minna no Nihongo Shokyū II</i> |
| | Japanese 5 | LAJ3201 | <i>Minna no Nihongo Shokyū II, Tobira</i> |
| | Advanced | | |
| | Japanese 6 | LAJ2202 | <i>Tobira</i> |
| | Business Japanese 2 | LAJ2203 | <i>Bizunesu no tame no nihongo</i> (ビジネスのための日本語・JLPT N2・シャドーイング 日本語を話そう 就職・アルバイト・進学面接編) |
| | Super/Upper Advanced | | |
| | Newspaper Reading | LAJ4203 | Authentic materials |
| Expository Writing and Public Speaking | LAJ4205 | <i>Academic Japanese for Exchange Students</i> (留学生のためのアカデミック・ジャパニーズ) | |

5. Institutional Definitions of Advanced Japanese

| |
|---|
| <p><i>Advanced follows after 4 courses (2 years) at intermediate level. (However, there are currently no Advanced courses)</i></p> |
| <p><i>This subject is available to students who have completed JPN3006 or hold equivalent proficiency, somewhere between Level N4 and N3 of the Japanese Language Proficiency Test (JLTP). Students will work towards attaining the competence level closer to Level N3 of the Japanese Language Proficiency Test (JLTP).</i></p> |
| <p><i>Advanced Japanese is for students who have acquired all basic Japanese grammar, including honorifics, and more than 400 kanji (for writing).</i></p> |
| <p><i>Advanced = CEFR B2, JLPT N2 Level</i></p> |
| <p><i>This is an advanced course that continues to further consolidate your Japanese language skills. You will develop your reading, writing, oral and aural comprehension skills in a wide range of personal, vocational and social settings. This course will extend your communicative competence and proficiency in Japanese. Emphasis will be placed on the further development of your oral and written skills in a wide range of vocational and social settings. You will continue to study different aspects of Japanese language and popular culture through a range of authentic written and multimedia materials. You will critically reflect on and debate contemporary issues from Japanese society. You will be encouraged to be responsible for your own learning and to build on your knowledge to a level where you can continue with further self-directed learning. The course will equip you with further knowledge for cross-cultural situations within the framework of language and associated non-verbal communication. Classes are taught in Japanese.</i></p> |
| <p><i>Advanced comes after a major (8 courses) in Japanese language has been completed.</i></p> |
| <p><i>This course aims to develop and maintain an advanced competence in modern Japanese and a working knowledge of the issues currently confronting Japanese society. Course materials are taken from a variety of up-to-date authentic media, TV, film, podcasts, websites and print media. Focusing on listening, speech-making and presentation skills, students will progress from intermediate to advanced language skills—moving from the more controlled textbook learning environment to an engagement with 'real' materials.</i></p> |
| <p>Japanese Studies 7 entry point: <i>Students who perform at an advanced level in Japanese, for example those who hold N3 of JLPT (Japanese Language Proficiency Test) or have lived or studied in Japan usually enter the progression at Japanese 7.</i></p> |
| <p><i>In this subject, students consolidate the knowledge of Japanese acquired at the intermediate level and develop it to an advanced level. The total number of characters studied by the end of the subject is approximately 900. The subject includes the reading, writing and translation of advanced Japanese prose, and a further development of conversation skills.</i></p> |
| <p><i>Students who have completed the "Advanced Japanese" course are referred to as advanced students. Up to 'Advanced Japanese', students use commercially available textbooks to consolidate grammatical items, but from 'Professional' onwards, students are encouraged to consider how Japanese is actually used in different situations and to deepen their understanding. This course is designed for students who wish to learn how Japanese is used in different situations.</i></p> |
| <p>'Language and Society in Japan' <i>is a Japanese Capstone course designed for students of an advanced level. This course will deepen students' understanding of the intellectual and social context of language in Japan and provide students with academic reading and writing skills in Japanese. The course offers Intensive reading, writing and discussion. Students will be taken through various topics on the Japanese language to develop their understanding of the nexus of the Japanese language and society, i.e., how gender, age and other socio-cultural</i></p> |

| |
|---|
| <p>factors both cause and reflect linguistic differences and variations. Students conduct research on a relevant topic and present its findings in oral and written forms in the target language.</p> |
| <p>The Japanese Major is for students who have no previous knowledge or have completed an introductory level of Japanese at secondary school. It is designed to enable students to reach the level of B1 (Independent User) on the Common European Framework of Reference, or N3 (Intermediate) on the Japanese Language Proficiency Test.</p> |
| <p>Level 9: This unit aims at the further development of skills beyond the intermediate level of Japanese. The goals of the unit include the development of skills in language analysis; the understanding of unfamiliar texts of a non-specific nature; the ability to summarise, to evaluate texts critically and to appreciate authentic Japanese texts, including literary texts. At the conclusion of the unit, students will be able to write 800 kanji and recognise some 1600 kanji</p> <p>Level 10: This unit aims at revising and extending students' language skills to a higher level in order to achieve confidence and proficiency in expressing views in written and spoken Japanese. Students are expected to develop analytical skills in reading a variety of contemporary texts from different genres, to evaluate information critically, and to express opinions through discussions on a wide range of research topics. Students will be able to write 1000 kanji and recognise some 1945 Joyo kanji.</p> |
| <p>This unit aims at revising and extending students' language skills to a higher level in order to achieve confidence and proficiency in expressing views in written and spoken Japanese. Students are expected to develop analytical skills in reading a variety of contemporary texts from different genres, to evaluate information critically, and to express opinions through discussions on a wide range of research topics. Students will be able to write 1000 kanji and recognise some 1945 Joyo kanji.</p> |
| <p>It is a uniform rule throughout the University that the subjects taken in the first year are Introductory, those taken in the second year are Intermediate and those taken in the third year are Advanced.</p> |
| <p>There is no distinction between advanced and upper-advanced courses, which provide the next level after intermediate, but four courses are offered, grouped by content.</p> <p>[Japanese media and communication] This subject is designed for students who have successfully completed Japanese 6 or its equivalent (600-800 hours of formal study of Japanese), and have sufficient language competence in understanding authentic spoken and written Japanese with some aid of a dictionary.</p> |
| <p>Outcomes:</p> <ol style="list-style-type: none"> 1 Demonstrate a broad and coherent understanding of the Japanese language and grammar. 2 Comprehend spoken and written Japanese to at least B1 Level in the Japan Foundation's (JF) Japanese Language Educational Standard. 3 Communicate in both spoken and written Japanese to at least B1 Level in the JF's Japanese Language Educational Standard. 4 Critically analyse and evaluate historical events and socio-cultural forces that have shaped modern Japan, its people and language. |
| <p>Communicative skills are developed further with the specific aim of enabling students to participate effectively in debate and discussion in Japanese. Interactive group and pair activities are encouraged as is individual language development through the use of self-directed learning materials including computer-assisted language learning.</p> |

- Have mastered approximately 950 – 1000 kanji.
- Have mastered a range of speech levels and written styles.
- Have mastered approximately 1400 words and expressions.
- Be able to converse on different topics in Japanese at a level more advanced than everyday conversation.
- Have acquired advanced skills and competencies readily transferrable to a variety of disciplines or postgraduate study.
- Have advanced intercultural awareness and sensitivity.
- Be work ready.

Advanced Japanese is for students who have acquired all basic Japanese grammar, including honorifics, and more than 400 kanji (for writing).

This course is an unrestricted elective (UE) for any undergraduate student with an interest in the Japanese language, culture, study and work life, who already possess a level of proficiency in the language equivalent to LJ9006. LJ9007 will teach you the fundamentals of Japanese language to the level of B2 according to the Common European Framework of Reference for Languages (CEFR) or Advanced High according to the American Council on the Teaching of Foreign Languages (ACTFL). As a progression from the Level 6 course, this course syllabus will introduce and cover approximately 300 new words, 20 sentence patterns and 102 kanji characters. You will continue to gain deeper understanding of complex Japanese social practices where the mode of speech is determined by corresponding variations in human relationships and behaviour. You will also be able to apply your understanding of the language to practical use. Thus, this course will be beneficial for you to travel, study and work for Japanese companies or in Japan. Achieving this level of Japanese also makes you more employable in a globalised economy.

Pre-requisite for **LAJ4203 Newspaper Reading/LAJ4205 Expository Writing and Public Speaking**: Passed LAJ3202, 3204, JLPT Level 2 or 1, GCE 'AO' level Japanese or placement test.

Listening: Can comprehend formal as well as informal standard language at a normal speech rate ranging from familiar to largely unfamiliar topics presented with sufficient context in direct as well as broadcast situations with high fluency.

Speaking: Can maintain prolonged formal or informal conversations and participate actively in discussions on a wide topic range. Can deliver extended oral presentations of a general as well as specialized nature. Can express him-/herself with high fluency.

Reading: Can comprehend complex, authentic texts, including texts of a more theoretical, academic or literary nature. Can extract detailed information as well as summarize the global statement of any text of a reasonably familiar topic.

Writing: Can write, structure and edit texts for a large variety of formal or informal purposes in an occupational, educational as well as private context.

Our institution has no clear definition

6. English translation of Online Survey questions

Respondents were required to acknowledge that they had read and understood the study information and then to agree to participate in an online survey for a project of the Australian Advanced Japanese Language Network, as required by the project Research Ethics Requirements. The study information included an introduction to the lead researchers, the title of the study, an overview of the project, participation requirements, especially regarding confidentiality, privacy, storage of data, contacts for potential questions and approval by the ethics committee.

PART 1: Metadata

1. Name of Institution and Department: What institution(s) do you work for? In which department(s)? (Answer boxes provided)

(If you are affiliated with more than one institution, please provide more than one if you are comfortable doing so. If there is no "department", please give the name of the department, e.g. programme)

2. Are you employed on an ongoing full-time or sessional/casual contract? (multiple choice)

- Continuing
- Fixed term (e.g., 1 year contract)
- Casual/Sessional
- Other (answer box provided)

3. What levels of Japanese have you taught in your career?

(Multiple answers are possible, and the level is defined by the respondent's own definition)

- Introductory
- Intermediate
- Advanced
- Upper Advanced
- Other (answer box provided)

4. How many years have you been teaching Japanese? In which countries and institutions have you taught? (response table provided – lines can be added)

| Years of Experience | Institution | Country |
|---------------------|-------------|---------|
|---------------------|-------------|---------|

Note: One of the aims of this project is to determine how many teachers (long-term, short-term contract, part-time) are teaching advanced Japanese in higher education. In order to do this, we have included questions about work experience and institutions, which may raise some concerns in terms of personal information. The name of the institution will not be linked to the name of the participant, and the comments of each participant in the online survey (and interview) will be anonymous if the participant so wishes.

5. Do you have any official teaching qualifications? If so, please list. (Answer box provided)

6. Is Japanese your first language?

- Yes/No (multiple choice)

7. What is your nationality? (dropdown list)

PART 2: Institutional Japanese program

(Answer only if you have been selected as your institutional program representative - otherwise, do not answer part 2 and proceed to part 3)

8. Does your institution offer a major and/or minor and/or diploma in Japanese? (multiple choice, multiple responses possible)

- Japanese Major
- Japanese Minor
- Diploma
- Elective
- Other (response box)

9. How many levels are there in the Japanese language subjects at your institution?

- Introductory
- Intermediate
- Advanced
- Upper Advanced
- Other (e.g. heritage subjects) (answer box provided)

10. What are the different levels called?

(Please use the levels as defined by your institution)

If your institution uses a textbook for introductory and/or intermediate, please input the name of that text. For example, Levels 1-6 or beginners/introductory, intermediate etc.

(Each level has a separate page within the survey, adding lines as necessary.)

- 10.A Introductory [Course Titles, Course Code (optional) & Textbook Title]
- 10.B Intermediate [Course Titles, Course Code (optional) & Textbook Title]
- 10.C Advanced [Course Titles, Course Code (optional) & Textbook Title (if used)]
- 10.D Upper Advanced [Course Titles, Course Code (optional) & Textbook Title (if used)]
- 10.E Other Japanese [Course Titles, Course Code (optional) & Textbook Title (if used)]

11. How does your institution define "Advanced Japanese"?

If there is an institutional definition in the institutional handbook (or website), please copy and insert here.

(answer box provided)

12. Does your program have a placement test?

- Yes/No (multiple choice)

13. How do you divide students into proficiency levels?

- Self-assessment
- Placement test (online)
- Placement test (interview)
- Written test
- Questionnaire
- Other (answer box provided)

PART 3: Advanced Japanese Language Subjects at your institution

14. Please list the titles of the advanced subjects/courses/classes you have taught in the last four years (2017-2020)?

(If you have worked for more than one institution, please include the name of the institution in the subject field. Please also indicate if you were a coordinator and did not teach the course, or if you were a tutor and taught the course but had a separate coordinator.)

Please provide the course link on the university website, if available.

The number of students can be approximate.

| Year taught (e.g. 2017) | Course Title | Website Link | Student numbers | Textbook (if used) |
|----------------------------|--------------|--------------|-----------------|--------------------|
|----------------------------|--------------|--------------|-----------------|--------------------|

15. In the past four years (2017-2020), what delivery modes did you use to teach the advanced subjects you listed in response to the question above?

(Multiple answers allowed & if you are not teaching an advanced subject in 2020, you do not need to complete the 2020 section)

- Only face-to-face classes in the classroom
- Online face-to-face classes (Zoom, etc.) only in real time
- Asynchronous online learning activities (in their own time, not face-to-face)
- Blended learning (e.g. classroom and online)
- Dual learning (one group online, one group in the classroom)
- Other (answer box provided)

Note a table divided into 'Up to 2019' and '2020' was provided for easy response.

| | 2019までの授業形式 | | | | | | 2020の授業形式 | | | | | |
|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 対面 | オンライン | Asynch | ブレンディッド | デュアル | その他 | 対面 | オンライン | Asynch | ブレンディッド | デュアル | その他 |
| 教科名 1 <input type="text"/> | <input type="checkbox"/> |
| 教科名 2 <input type="text"/> | <input type="checkbox"/> |

16. What materials do you use in your Adv Language course(s) this year?

(Multiple Choice)

- textbook
- newspapers
- magazines
- TV
- Social media
- Academic Books
- Movies
- manga
- anime
- academic journal articles
- other (answer box)

17. Please select one of the advanced subjects you have taught this year and provide an introduction to that course. Include information about activities and assessment, for example, exam, project, participation. (response table provided – lines can be added

(Note: If you did not teach an advanced subject this year, please provide information about one of the advanced subjects you have taught in the past four years.)

| Activity | % |
|----------|---|
| | |
| | |

18. Please tell us your impressions of how your subjects and Japanese language education has been influenced by the Corona Virus pandemic this year?

(answer box provided)

19. We will be conducting interviews to gather more detailed information for this project.

We would very much appreciate your participation in an interview.

If you are happy to be interviewed, please provide your name and email address in the table below.

We will contact you shortly.

(If you are unavailable for interview, please click on the arrow at the bottom right and go to the final page)

(If you are able to available for an interview, please fill in your name and email address, then click on the arrow at the bottom right and go to the last page.)

| | |
|---------------|--|
| Name | |
| Email address | |

FINAL PAGE

Australian Network for Teaching Advanced Japanese

Thank you very much for your cooperation.

(for those who agreed) We will be in touch with you shortly if you would like to take part in an interview.

7. Japanese Language Online Survey questions

「豪州上級日本語ネットワーク」オンライン調査の質問

プロジェクトの紹介

「豪州上級日本語ネットワーク」(Australian Network for Teaching Advanced Japanese) は、国際交流基金のさくらネットワーク Mini Grant の助成を受け、Japanese Studies Association of Australia (JSAA)が行うプロジェクトです。

このプロジェクトは、オーストラリア（ニュージーランド・シンガポール）の大学において、上級日本語の授業でどんな教材・学習活動や評価が使われているのか、さらに、2020年、新型コロナウイルスの影響の下におけるオンライン授業で日本語上級の運営がどのような状況にあるのかも含め、調査を行うことを目的としています。また、調査に参加いただく方々に、

「豪州上級日本語ネットワーク」のメンバーとして JSAA の運営するサイトで上級日本語教授法に関する教材・資料・モジュールや学習活動のアイデアなどを共有し合う機会を設ける、というものです。

回答者は、研究参加に関する説明を読み、理解したことを確認し、オーストラリア上級日本語ネットワークのプロジェクトのためのオンライン調査に参加することに同意することが求められました。

研究参加に関する説明には、研究実施者の紹介、研究題目、プロジェクトの概要、研究調査への参加について、特に守秘義務、プライバシーに関して、データの保管、疑問点や問題がある場合の連絡先と倫理委員会による承認が入ってありました。

パート 1: 基本情報

1. 所属機関と学科名

(複数機関の場合、さしつかえなければ複数ご記入ください。「学科」が存在しない場合、プログラムなど学科に相当する部署名をご記入ください。)

2. 契約は常勤ですか、非常勤ですか。(多肢選択)

- 常勤 (長期雇用 continuing)
- 常勤 (1年契約など Fixed Term)

- 非常勤(casual)
- その他 (回答欄あり)

3. これまでにどのレベルの日本語を教えた経験がありますか。

(多肢選択・複数回答可能・レベルの定義は回答者ご自身の定義によるもので)

- 初級
- 中級
- 上級
- 超上級
- その他

4. 日本語教員としての経験年数を教えてください。どのような教育機関・国で教えてきましたか。

| | | |
|--------|---------|--------|
| 勤務した期間 | 約()年間と | 教育機関と国 |
|--------|---------|--------|

注：このプロジェクトの目的の一つは、どのぐらいの教員（長期、短期契約、非常勤）が高等教育において上級日本語を教えているかを把握することです。そのために勤務経験や教育機関についての質問が含まれているのですが、個人情報という点で懸念を持たれる方がいらっしゃるかもしれません。教育機関名と、参加者のお名前が結びつけられることはなく、オンライン調査、（及びインタビュー）の各参加者のコメントは、参加者から希望が提示されている場合には匿名という形になります。

5. 教育関係の資格や、日本語教育関係の資格は持っていますか。どのような資格ですか。

(多肢選択・複数回答可)

- いいえ
- 小学校教員免許
- 中等教育教員免許
- 教育学の学位
- 教育学修士
- 日本語教師養成講座修了（480時間）
- 日本語教授法の学位
- Diploma of Languages other than English (LOTE)
- その他

6. 日本語が第一言語ですか。 (多肢選択)

- はい
- いいえ

7. 国籍は何ですか。 (ドロップダウンリスト)

パート2： 所属機関日本語プログラムやコースの状況について

(各機関のプログラム代表者の方のみご回答ください、
それ以外の方は、パート2は回答せず、パート3に進む)

8. 所属機関では、日本語専攻、副専攻またはディプロマの選択肢がありますか。

- 日本語専攻
- 副専攻
- ディプロマ
- 選択科目
- その他

9. 所属機関では、日本語のコースに幾つレベルがありますか。

- 初級
- 中級
- 上級
- 超上級
- その他 (継承語など)

10. それぞれのレベルはどのように呼ばれていますか。 (以下のレベルは自分の機関における
レベルの定義を適用してください) 初中級で教科書を使用している場合、その教科書名も。
(各レベルの記入欄は、それぞれ別のページに入っています。)

10.A 初級教科名 (初級教科名、教科コード (任意)、教科書名)

10.B 中級教科名 (中級教科名、教科コード (任意)、教科書名)

10.C 上級教科名 (上級教科名、教科コード (任意)、教科書名)

10.D 超上級教科名 (超上級教科名、教科コード (任意)、教科書名)

10.E その他の教科名（その他の教科名、教科コード（任意）、教科書名）

11. 所属機関では日本語上級（または Advanced Japanese）をどのように定義していますか。

(機関のハンドブックなどの定義があれば、それをコピーして貼ってください。)

12. プログラムではプレースメント・テストを行っていますか。

- はい
- いいえ

13. 学生のレベル分けはどのように行っていますか。（複数回答可）

- 自己申告制
- プレースメントテスト（オンライン）
- プレースメントテスト（インタビュー）
- 筆記テスト
- 質問表
- その他

パート3：所属機関の日本語の上級レベルについて

14. 過去4年間（2017-2020）に担当した上記の上級教科の教科名を教えてください。（複数機関の場合は教科名の欄に機関名も入れてください。コーディネーターで授業を担当しなかった場合、チューターとして授業を担当したがコーディネーターが別にいたという場合も、ご記入お願いいたします）大学のウェブサイトのコースリンクがあれば、記入してください。

学生数は大まかな人数で構いません。

| 教えた年 (e.g. 2017) | 教科名 | ウェブサイト リンク | 学生数 | 教科書名 (あれば) |
|---------------------|-----|---------------|-----|---------------|
|---------------------|-----|---------------|-----|---------------|

15. 過去4年間(2017-2020)、上の質問の回答として挙げた上級の教科はどんな形式で授業を行いましたか。（複数回答可、2020年に上級を教えていない方は2020年の欄は記入の必要はありません。）

- 教室での対面授業のみ
- オンラインの対面授業（ズームなど）のみ・real time
- 対面ではなく、自分の時間でオンライン学習活動（asynchronous）

- ブレンディッド・ラーニング（教室とオンラインなど）
- デュアル・ラーニング（あるグループはオンライン・あるグループは教室内）
- その他

| | 2019までの授業形式 | | | | | | 2020の授業形式 | | | | | |
|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 対面 | オンライン | Asynch | ブレンディッド | デュアル | その他 | 対面 | オンライン | Asynch | ブレンディッド | デュアル | その他 |
| 教科名 1 <input type="text"/> | <input type="checkbox"/> |
| 教科名 2 <input type="text"/> | <input type="checkbox"/> |

16. 上記の上級教科の授業では、今年どのような教材を利用していますか。

- 教科書
- 新聞
- 雑誌
- テレビ
- SNS ウェブサイト
- 専門書
- 映画
- 漫画
- アニメ
- 学術論文
- その他

17. 今年の上級の教科の一つを選び、評価についての情報を入れてください。例えば、試験、プロジェクト・参加など。

注：もし今年上級教科を担当しなかった場合は、過去4年間に担当した上級教科の一つについて記入してください。

| 評価課題 | % |
|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |

18. 今年、新型コロナウイルスの影響下で上級レベルの日本語教育を行った感想をご自由にお書きください。

19. このプロジェクトではさらに詳しい情報を得るために、インタビューを行う予定です。インタビューに参加していただけるとありがたいです。もし可能であれば、以下の表にお名前とメールアドレスを記入してください。こちらから連絡させていただきます。

[参加できない方は右下の矢印→のボタンをクリックし、最後のページに進んでください。]

[参加いただける方は名前とメールアドレスを記入してから、右下の矢印→のボタンをクリックし、最後のページに進んでください。]

| | |
|---------|----------------------|
| お名前 | <input type="text"/> |
| メールアドレス | <input type="text"/> |

最後のページ:

ご協力ありがとうございました。

(インタビューに参加する方のみ)インタビューにご参加いただける方には追ってご連絡いたしますので、どうぞよろしく願いいたします。

8. English translation of interview questions

To Begin: What is Advanced Japanese?

We are conducting this interview as part of our project on advanced Japanese.

Firstly, can you please tell us what advanced Japanese means to you and how you define it?

PART 1: Subject – Overall View

First of all, we would like to talk to you in detail about one advanced subject that you have taught in the last two years.

1. Please let me confirm the subject you wrote about in your questionnaire.

1.1. What is the subject title?

1.2. What programme is this subject part of?

1.3 How many students do you have in this subject?

What kind of background do the students have? (e.g. from high school, postgraduate etc.)

1.4 How many hours of teaching are there per week?

How many weeks are there in the term/semester?

1.5 What is the format of the classes? (2 hours lecture + 1 hour tutorial, blended, etc.)

2. What are the learning objectives (LOs) for this subject?

3. What are the assessment tasks for the subject? What is the percentage given to each task?

4. Do you teach alone, or do you have a tutor? If you have a tutor, how are they involved?

4.1 If there is more than one teacher involved (e.g., coordinator and tutor), how do you as the convenor communicate with the other teaching staff?

5. Are you happy to share the course outline as we talk?

6. Or would you like to share the LMS site?

7. How do you use the LMS?

7.1 How do the students engage the site?

8. How do you communicate with your students?

9. What do you think your students' motivations to study Japanese are? Do you think there has been a recent shift in student motivations?

PART 2: Your Practice

10. What themes/topics do you cover in this subject? Please be specific.

10.1 What are the learning objectives of each theme/topic?

11 Please describe one (or more) of the activities you use in class.

11.1 How does this activity work? What are the steps? In particular what do you require the students to do?

11.2 Do you assess this activity? If so how?

11.3. (if yes) When assessing this activity, do you use a marking rubric?

11.4. How do you provide feedback to students?

11.5. How do you tell the students about this assessment task?

PART 3: Impressions of your subject and the impact of COVID19 on your subject(s)

12. What went well with the learning activities you have just introduced? What factors do you think contributed to this?

13. Now what did not go so well? What factors do you think contributed to this?

14. What kind of feedback have you had from students about this activity? What changes (if any) have you made as a result?

15. Were there any changes you made in relation to the online mode used in 2020?

16. What were some of the challenges you faced as a result?

PART 4: Participation in the Advanced Network

17. Are you interested in using the JSAA website in the future to share materials, teaching materials, teaching methods etc. within your own networks, and would you be willing to participate in our activities?

18. Would you be willing to share the information you have given us today with other advanced Japanese language teachers in our community?

19. Is there anything you think would be useful to share in this network?

20. Do you have any ideas on how to maintain this network and make it more fulfilling for its members?

21. Is there anything you would like to see the Japan Foundation or other institutions do to develop advanced Japanese language education?

9. Interview questions in Japanese : インタビュー質問

はじめに : 上級日本語とは何か

上級日本語のプロジェクトの一環としてこのインタビューを行っていますが、先生にとって、上級日本語とは何か、上級日本語の定義は何か、お話しいただけますか。

PART 1 : 教科の全体像

まず、この2年で教えた、一つの上級の教科について、細かくお話を伺いたと思います。

1. アンケートで書いていただいた教科を確認させてください。
 - 1.1. 何という教科ですか。
 - 1.2. この教科は何のプログラムの一部ですか。
 - 1.3. この教科の学生数は何人ですか。どんな背景の学生がいますか。
(例えば、高校から、大学院生など)
 - 1.4. 週に何時間の授業ですか。授業は何週間ありますか。
 - 1.5. 授業の形式はどんな形ですか。(2時間の講義+1時間のチュート・Blended など)
2. 教科の学習到達目標(LOs)は何ですか。
3. 教科の評価課題は何がありますか。それぞれ何%ですか。
4. 一人で教えていらっしゃるでしょうか。それともチューターがいますか。チューターがいればどのように参加していますか。
 - 4.1. コーディネーターとチューターなど、複数の教員が関わっている場合、担当教員間のコミュニケーションはどのように取っていますか。
5. よかったら教科アウトラインを今シェアしていただけませんか。
6. それともLMSサイトをシェアしながらお話ししましょうか。
7. LMSはどのように使っていますか。
 - 7.1. 学生がどのように参加していますか。
8. 学生とのコミュニケーションの手段はどのようなものを使っていますか。
9. 学生が日本語を履修する動機にはどのようなものがあると思いますか。またはそれは近年、変わってきていると思いますか。

PART 2 : 教科の実践について

10. この教科ではどんなテーマを扱っていますか。具体的に教えてください。

10.1. そのテーマの学習目標は、何ですか。

11. 実践されている活動を一つ紹介していただけますか。

11.1. 活動の流れを説明してください。特に、学習者が何をするのかに焦点をあてて、お願いします。

11.2. 評価があれば、どのような評価を使用しているか。

11.2.1. 採点用紙を使っていますか。

11.2.2. 学生へのフィードバックをどのように行っていますか。

11.2.3. 学生にその評価をどのようにコミュニケーションしていますか。

PART 3 : 教科感想と 2020 年の新型コロナウィルスの影響・インパクト

12. 紹介していただいた学習活動で、うまくいったことは何ですか。それにはどんな要因があったと思いますか。

13. そして、うまくいかなかったことは何ですか。それにはどんな要因があったと思いますか。

14. 今、紹介していただいた学習活動に関し、これまで学生からどのようなフィードバックがありましたか。また、それによって何か変えたことがありますか。

15. 2020年の場合、オンラインモードとの関係で例年と変えた点などはありましたか。

16. そのために苦心したことはどんなことがありましたか。

PART 4 : 上級ネットワークの参加

17. 今後、JSAA のサイトを利用して、ネットワークの方々に資料・教材・教授法などをシェアする予定であって、その活動に参加していただけますか。

18. こういった日本語教育の実践などを他の機関の上級担当者共有したいという希望がありますか。

19. このネットワークで共有したら役立つと思うことがありますか。

20. このネットワークを維持し、メンバーにとってより充実したものにしていくために、何かアイデアがあればお願いします。

21. 上級日本語教育の発展のために、国際交流基金などの機関に望むことがありますか。