Introduction: Through the development of curricula and materials for Japanese language courses, the goal is to offer students a lasting change in self-concept, attitudes, and behaviour, which results in greater self-awareness, more openness toward individuals of other cultures, and an increased desire to interact with them.

Pedagogies: Three pedagogies are used in designing curriculum and learning activities so that students can learn to develop expertise in operating successfully within and between different languages and cultures within the Japanese language course.

1) Student experience of Liddicoat’s (2008) cycle of intercultural learning:

Noticing (Learning about Japanese culture and language) → Comparing (with their own culture and language) → Reflecting (on their own perception) → Interacting (with Japanese and other culture in Japanese)

This pedagogy extends Liddicoat’s cycle by incorporating a second stage: noticing, comparing and reflecting, thus creating a cycle of transcultural learning (Tomita 2013):

Noticing (Learning about Japanese culture and language) → Comparing (with their own culture and language) → Reflecting (on their own perception) → Interacting (with Japanese and other culture in Japanese)

2) The achievement of a ‘pedagogy of connection’ (Cadman 2008) which, in addition to facilitating the linguistic mastery of Japanese, integrates a deeply held personal goal: to promote positive global relations and to work with others towards social justice.

3) Emphasising personal growth to create a new pedagogy based on the tenet that authentic intercultural exchange is the key to making real connections between people. (Tomita 2012)

Developing Course Curriculum:

- The teachers are used as an ‘authentic material’ and a cultural mediator
- Intercultural assignment with Japanese cinema
- Direct interaction with native speakers:
  - Special conversation sessions with Japanese native speakers
  - Language Use in Different Cultures
  - Student Skype Sessions with Japanese University students
- Video Conferencing with Japanese University students
- Development of transcultural communication within a vast diversity of cultural background
- Online and face to face discussions
- Creating a Japanese Study Tour (Summer School)

Result and Discussion: The positive results from this approach to developing language curricula are apparent both from student responses and in SELTs. The development of the students’ analytical and critical thinking in my current course is above the University of Adelaide average and exceptionally high for a language course.

Conclusion: This student-centric approach which integrates international experiences into the curriculum, based on the student feedback, appears to be more than meeting the needs of a new era and fostering life-long learning skills and personal growth.

References
Tomita, A 2013 ‘Designing a transcultural learning environment within a diversity of background: encounter with e-learning and face to face communication’ HERGA Conference Presentation