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An Advanced Reading Course in Japanese with Wikipedia: A Case Study

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1. Introduction

This paper proposes integrating the activity of Wikipedia-article authoring into an advanced-level Japanese reading course. Designing such a course has become increasingly more challenging for several reasons. For example, we are now urged to invent protocols for incorporating the use of machine translation engines (e. g., DeepL, Google Translate), which have recently been expanded and refined at an admirable speed (see Forcada 2017, Ducar and Shocket 2018, Lee 2021).¹ To prohibit their use is impractical, akin to forbidding the use of online dictionaries. Nevertheless, its indiscriminate and uncontrolled use counters the very purpose of advanced foreign-language courses.

Another challenge is the diversification of students' learning backgrounds. More and more students enroll in our advanced language courses without taking prerequisite courses. Instead, they have acquired the required fluency via self-study, e. g., by reading manga and watching anime and YouTube videos. When students learn Japanese by taking college courses, their linguistic knowledge can accurately be inferable because grammatical constructions are typically introduced in academic curricula following common patterns. However, when students acquire the language via non-traditional paths, their ability to employ a complex grammatical construction does not necessarily guarantee the knowledge of other constructions customarily taught prior to it.

A more serious reason for the challenge in foreign-language course design is the significant decline in enrollments in college-level humanities courses in general (American Academy of Arts and Sciences 2017, Barshay 2021, Diao and Liu 2021). Consequently, advanced-level reading



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courses in foreign-language curricula need to be more relevant and attractive to retain the number of continuous learners and reduce the attrition rate. The present pilot study reports that incorporating Wikipedia as an opportunity for student output can significantly stimulate their enthusiasm in a distinct way.

In the past, Wikipedia was criticized vigorously by educators as unvetted and undependable (Jaschik 2007, Waters 2007). It is still banned as a reliable source by many schools mainly because of educators' unawareness of its rapid development in recent years (Christensen 2015). Wikipedia's writers and editors are indeed not screened nor identified by any authority; therefore, the quality of its articles varies considerably. Nevertheless, since the scientific journal *Nature* published that Wikipedia was only slightly less accurate than *Encyclopedia Britannica* in 2005 (Giles 2005), Wikipedia has increasingly gained credence, being used in academic studies (Schroeder and Taylor 2015, Vetter 2015, Meseguer-Artola et al. 2016), as well as in court cases (Cohen 2007), government documents (Aftergood 2007), and government websites (Parliament of Canada 2005).

English Wikipedia is one of 280 Wikipedias covering languages from Abkhazian to Zulu. Currently, it contains more than 6.5 million articles, while the Japanese Wikipedia provides 1.3 million. (All statistical data in this article are as of December 2022.) There are more than 108,000 Japan-related articles and administrative pages concerning fundamental maintenance tasks in the English Wikipedia.² Wikipedia is a gigantic enterprise ranked the seventh most popular website in the world, with approximately 5.3 billion visits per month.³ It is run almost exclusively by volunteers: the English Wikipedia has more than 44 million registered volunteers, of which approximately 123,000 are presently active.

Coordinating such a large number of anonymous volunteers is a formidable task. To this end, Wikipedia has developed strict policies and guidelines, as summarized below. Knowing them is imperative for our discussion because they necessarily delimit, to a great extent, what we can do when incorporating Wikipedia into our courses.

- **Facts:** Wikipedia is an online encyclopedia that consists only of known facts. It is not a dictionary, a newspaper, a book, an instruction manual, a report of original research, an advertising platform, a personal website, or other sources of information.
- **Neutrality:** Wikipedia articles document and explain the major points of view in a balanced and impartial manner. They do not debate or attempt

to persuade readers or share personal experiences, opinions, or analyses of data.

- **Notability:** Wikipedia–article topics must be notable (noteworthy). Generally, a topic is notable if it can be supported by 2–3 independent and verifiable sources.
- **Conflicts of interest:** When a writer or editor has a conflict of interest, it must be disclosed.
- **Copyright free:** Wikipedia’s content is free to edit, use, modify, and distribute. Copying and pasting copyrighted material into Wikipedia is prohibited.

Wikipedia Student Program (launched in 2010) is offered by Wiki Education, a spin-off of Wikimedia Foundation (which runs Wikipedia), to bridge academia and Wikipedia. It is for college-level educators who want to assign their students to write or edit Wikipedia articles as part of their coursework. The Program provides extensive training materials, and specialists employed by the Wikipedia Student Program hold weekly office hours and periodical Zoom workshops. In the fall 2022 semester, 354 courses from diverse academic fields offered at hundreds of institutions all over the United States and Canada participated in the Program. It helps students gain essential twenty-first-century skills such as digital and media literacy and critical writing and research. If a participating course involves translation, students can also build bridges between cultures by filling gaps in article coverage between a foreign language Wikipedia and the English version. Significantly, participating students can have their coursework reach an international audience rather than writing only for their professors.

In the fall of 2022, we experimentally taught at the University of California, Berkeley, an advanced reading course in Japanese, assigning short Japanese Wikipedia articles for translation into English. The potential of Wikipedia as a pedagogical resource is enormous. Nevertheless, as explained below, adapting it to a course requires a considerable amount of planning and preparation. Possibly reflecting this high threshold, it is not widely employed by L2 educators. In the fall 2022 semester, only three (ESL, French, and ours) out of the 354 were foreign-language courses. This paper reports on our experience, including rewards and difficulties, to help ease Wikipedia’s steep learning curve for those searching for a new pedagogical methodology and techniques.

The organization of this article is as follows. Section 2 introduces the Wikipedia Student Program, explaining its objectives, structure, and

conventions. Section 3 discusses our approach to designing the proposed course. Section 4 reports on our experimental course design as a case study. Section 5 discusses several Japanese grammatical and pragmatic topics and demonstrates the advantage of using Wikipedia as teaching material. Section 6 concludes this study.

2. Wikipedia Student Program

2.1. Preliminaries

College-course instructors interested in joining the Wikipedia Student Program first register with the course description on the Wiki Education website.⁴ (All websites referred to in this section were last accessed on November 29, 2022.) Then, a unique course dashboard website will be created almost immediately, and each student will register individually through the dashboard. All registered persons are entrusted with creating and editing any Wikipedia article.

To create a new Wikipedia entry, one starts to write a draft in a “sandbox,” which is established for each participant. A sandbox is a semi-private workspace where one can practice drafting and editing articles without impacting Wikipedia’s live-article “main space.” Nevertheless, sandboxes are still visible to the public, linked to each person’s username. Registered courses in the Student Program can simultaneously create as many sandboxes as needed.

The selection of appropriate Japanese Wikipedia articles for translation in a reading course, as we are concerned with, is a complex process requiring knowledge of Wikipedia’s basic architecture. Wikipedia is fundamentally organized by numerous groups of contributors working together on a specific topic area called *WikiProjects*. The most relevant group for our purpose is *WikiProject Japan*, which was set up to organize Japan-related articles better, improve their quality, and expand the number of articles in its domain.⁵

Some of the crucial functions of a WikiProject are assessing the quality and significance of each article in its domain. Wikipedia articles are graded into the following seven classes.⁶ Assessments of FA and GA are made by volunteers who have achieved a designated editor status; WikiProject members assess all others.

- **FA** (featured article): Professional; no further content addition or editing is necessary.
- **GA** (good article): Approaching (but not equaling) the quality of a professional encyclopedia.

- **A:** A non-expert in the subject would find nothing wanting.
- **B:** The content may not be complete enough to satisfy a serious student or researcher.
- **C:** Useful to a casual reader but would not provide a complete picture for a moderately detailed study.
- **Start:** Provides some meaningful content, but most readers will need more.
- **Stub:** Provides little more than a dictionary definition.

Wikipedia articles are also assessed for their significance by WikiProject members, the number of links pointing to the article, and their hit counts. A **Top**-ranked article is considered a must-have subject for a print encyclopedia; a **High**-ranked one provides a depth of knowledge; a **Mid**-ranked article fills in more minor details; a **Low**-ranked one provides information mainly of specialist interest; a **Bottom**-ranked article is deemed of no real significance to the project.⁷

The Wikipedia Student Program furnishes a rich array of training modules (see next section). One of them specifically discusses how to find an article to work with.⁸ Course instructors are naturally inclined to let their students select topics of their own interest. However, this method is not practical because most, if not all, topics that students tend to select are already translated into English. That is, the low-hanging fruit has already been plucked. Such articles have likely undergone rigorous public scrutiny and achieved a high grade, so editing them requires expert skills. Because we are building a course to teach reading Japanese texts, not to teach editing skills in English, we focus on translating Japanese Wikipedia articles into English, not on editing already existing ones. In addition to the advice of avoiding controversial articles, this module points out that good candidates to work with for beginners are those rated as low-quality but with some importance.

2.2. Wikipedia conventions

Before embarking on writing articles, all contributors must become familiar with Wikipedia's overall architecture, its policies, and writing and editing rules. Our course covered the following topics in the first several class meetings with some practice exercises.

A. Wikipedia policies—Wiki Education Dashboard⁹

This 15–25-minute training module provided by the Wikipedia Student Program guides newcomers through fundamental rules they should abide by,

e. g., fact check, the neutrality of articles, and copyright issues.

B. Structure of Wikipedia articles¹⁰

Pages 7–9 of this Wikipedia brochure explain how a typical Wikipedia article is structured: the lead section, infobox, the body of the article, images, and references.

C. How to edit: Wikicode vs. Visual Editor¹¹

A 10–25 minute student training module. Most Wikipedia editing can be done with the intuitive Visual Editor (like a simplified word processor program), but some tasks require the manipulation of Wikicode (a markup language like HTML).

D. Adding citations¹²

A 10–25-minute student training module to teach how to add citations. The provision of reliable sources is the lifeline of Wikipedia; each statement is supposed to be backed up by a reliable source, e. g., academic presses, peer-reviewed journals, or national or international newspapers.

E. Wikipedia: Manual of Style/Japan-related articles¹³

A convenient manual of style, including acceptable Romanization methods and how to pluralize Japanese-origin words (e. g., *tsunamis*, *tycoons*, *futons* vs. *koi*, *haiku*, *ronin*). A simplified general (not limited to Japanese) style manual is also available.¹⁴

F. Help: Introduction to images with Wiki Markup¹⁵

This page explains how to add images to a Wikipedia article.

G. Wikipedia: File Upload Wizard¹⁶

Wikipedia is very strict about copyright. This page helps users upload images not already available in Wikimedia Commons (a media repository of open-use images, sounds, videos, etc.).

H. Translating articles¹⁷

This is yet another training module (ten minutes) focusing on translating foreign Wikipedia articles into English. It recommends finding an untranslated high-quality article and provides the following three options.

- **Option 1:** Check a backlog of articles that Wikipedia users have requested by searching “Category: Articles needing translation from Japanese Wikipedia.”
- **Option 2:** Find an English Wikipedia article that is interesting. Then look to 日本語 on the left sidebar. If it is there, click it and see the corresponding article in Japanese. Compare the two versions. If the Japanese version has more information, translate it to expand the English version.

- **Option 3:** In the Japanese Wikipedia, type “WP: GA” to find a list of “Good Articles.” Find one and check on the sidebar if there is a corresponding article in English. If there is none, translate the article.

We find that Option 1 is effective, but Option 2 is too time-consuming. Option 3 also does not work for our objectives because “Good Articles” are inevitably long, while we prefer to read and translate many different articles during a semester.

I. Category: Japan-related articles by quality¹⁸

This category contains articles that have been tagged by WikiProject Japan. When rated, articles are automatically placed in the appropriate sub-category (from FA to Stub).

J. Category: Stub-Class Japan-related articles¹⁹

This category contains Stub-class articles tagged by WikiProject Japan (i. e., those already available but with little information content). Our course mainly selected untranslated short articles, but finding appropriate articles is highly time-consuming. This list helps find candidate articles.

K. Drafting as a group²⁰

The Wikipedia Student Program offers a training module (ten minutes) for a participating group to work collaboratively on the same article draft rather than for each member to work individually. This module explains how to do so.

3. Pedagogical Considerations

3.1. Previous studies

With its unprecedented wealth of information and unique feature of collaborative writing on the wiki platform, Wikipedia has been recognized as a powerful pedagogical tool. Consequently, a considerable number of studies have been conducted on its innovative uses in higher education (e. g., Cummings 2009, Wannemacher 2011, Carver et al. 2012, Roth 2013, Leitch 2014, Brailas et al. 2015, to name just a few). According to Fessakis and Zoumpatianou (2012), commonly expected learning outcomes from teaching with Wikipedia include learning or improvement of (a) research methodology, (b) critical thinking, (c) digital and information literacy, (d) scientific communication skills, (e) concept exploration and understanding, (f) methodologies of historical research, (g) collaboration competency, and (h) foreign language. See Konieczny (2016) and the references therein for discussions of the educational benefits and shortcomings of implementing Wikipedia.

Wikipedia-based assignments have increasingly gained popularity. In 2016, a large-scale study was conducted involving 1,627 students and

ninety-seven instructors to survey students' information literacy and research skills, their attitudes toward the assignment and Wikipedia, and their reflections on the experience. When students heard that their courses would use Wikipedia in the classroom, their reactions were mixed (40% positive, 30% negative, 30% neutral). However, they eventually found that, compared with a traditional assignment, Wikipedia assignments were satisfying (50% more satisfied, 37% the same, and 13% less satisfied). Instructors found Wikipedia assignments much more valuable in developing digital literacy (96% more/much more valuable), for learning about the reliability of online sources (85% more/much more valuable), and for learning about writing clearly for the general public (79% more/much more valuable) (Vetter et al. 2019: 59).

The utility of Wikipedia in foreign language teaching has also been examined substantially. For example, McDonald (2007) reports on his course in which college-level Japanese EFL students wrote Wikipedia entries and concludes that the project had a multitude of positive impacts. In particular, the students, who did not have many opportunities to interact with English speakers in their daily lives, eagerly communicated in English with an authentic audience who commented on their articles. This availability of a genuine outlet enhanced students' critical skills in writing, including gathering sources and conducting research, organizing information logically in English, peer revision, and editing.

King (2015) also incorporated Wikipedia authoring in his first-year EFL course at a Hong Kong university. He considers the activity as computer-mediated language socialization that cultivates students' identities as credible writers of English texts for the mass public, not merely as students in an English classroom. When publishing their articles, they were prone to criticism by seasoned Wikipedians and gatekeepers, and their writings could even be deleted in the worst case. Nonetheless, most students took pride in becoming legitimate peripheral participants in the global Wikipedia community.

These are only a few examples of studies that are directly relevant to the topics of the present paper. However, we have not found any study on the utilization of Wikipedia in teaching Japanese as a foreign language. We hope our study will catalyze the implementation of Wikipedia as a pedagogical asset and trigger active and enthusiastic discussions.

3.2. Translation

Our course design involves translation, whose use has been somewhat controversial. Therefore, we shall briefly explain our stance on this issue.

For centuries, translation was the primary methodology in foreign-language acquisition. By the end of the eighteenth century, this common practice had established itself as the *grammar-translation method* that subsequently became popular everywhere in the early nineteenth century. However, by the early twentieth century, recognition of the inadequacy and inefficiency of the grammar-translation method led language educators to resist its use. Grammar translation was judged defective because it (i) ignores the spoken language, (ii) creates false notions of semantic equivalence across languages, and (iii) deals with isolated, unconnected sentences rather than coherent texts (Howatt and Widdowson 2004: 151–2, 189, 191–2). It was also negatively criticized for strengthening L1 interference, i. e., inducing errors due to the superimposition of L1 structures on the L2 (Gatenby 1952: 21–2; Lado 1964: 40, 217).

Consequently, by the 1940s, the grammar-translation method no longer dominated the foreign-language classroom in the US. It was replaced by the direct method and/or the audiolingual method. In other words, foreign language was taught mainly, often exclusively, by using the target language as the means of instruction. These new methods assumed that L2 learning should be similar to L1 learning. Thus, grammar was not taught overtly. Instead, students were encouraged to deduce rules from the language to which they were exposed, and achievement of accurate production of L2 was expected through repetitions and drills. Clearly, without an explicit comparison of L1 and L2, incorporation of translation is impossible in a curriculum that utilizes the target language solely.

Hymes (1971) convincingly argued that, in order to communicate effectively, speakers of a language must not only possess grammatical competence but must also know how members of its speech community use that language to accomplish their purposes. This idea of *communicative competence* shifted the goal of foreign-language instruction from a focus on the memorization of vocabulary and abstract grammatical rules to the ability to use the target language appropriately to accomplish communicative goals in various situations. Students are expected to be able to unconsciously analyze aspects of L2 through communicative activities, such as information retrieval and role-playing. As the communicative approach became widespread, the use of L1, including translation, has been reduced to a minimum in foreign-language classrooms in the US. For example, to check on meaning or understanding,

ACTFL recommends that L1 should be kept to 10% or less of what students say, hear, read, write, or view.²¹

Meanwhile, there was a growing awareness of the formal inaccuracies that can result from an exclusive focus on communication. Communicative approaches focus on acquiring appropriate language skills that will enable learners to survive and many to thrive in the target-language environment. Accordingly, they highly value the ability to express “personal” meanings, and, as a consequence, grammatical accuracy is frequently compromised. This problem can be remedied by translation. For instance, one of the virtues of translation as a pedagogical exercise is that the learner, constrained by the original text, is denied resorting to avoidance strategies and obliged to confront areas of L2 that they may find challenging. In this manner, the role of translation has begun to be reappraised in the foreign-language classroom.

Since the turn of the century, there has been a significant increase in research publications discussing the use of translation in language education (e. g., González-Davies 2004, Cook 2010, Laviosa 2014, Carreres et al. 2021, Pintado Gutiérrez 2021). The Common European Framework of Reference for Languages (Council of Europe 2001) also favors the revitalization of translation. Nevertheless, due partly to the lack of research on empirical practices of translation in language education, negative views and attitudes toward translation have persisted among language educators (Pym 2018: 211–212).

Boase-Beier (2020: 26–27) discusses the idea of *reading for translation*, a type of analytical reading that involves “an awareness of how what is said in the source language could be said in the target language, and of the differences between the two.” Hasegawa (2012: 136–137) also illustrates that thorough textual analysis is necessary when reading a text with the intention of translating it. In this light, translation activity is particularly beneficial for fostering advanced reading skills. It encourages learners to read critically and to reflect on the different ways in which L1 and L2 achieve the same communicative goals. Furthermore, resulting translations often reveal learners’ misunderstandings, which can be discussed in class. Our case study will show that translation activity provides opportunities to work on challenging areas for advanced learners.

3.3. The text type of Wikipedia articles

Wikipedia is an encyclopedia; therefore, the sentence types that the students are routinely exposed to are highly restricted. Numerous

typological categorizations of text types have been proposed according to their functions and purposes. Bühler (1934/1965) proposes three text types: (a) informative (conveying messages), (b) expressive (artistic usage of language to appeal to human emotion), and (c) appellative (aiming at influencing the addressees' behavior). Reiss (1977/1989) expands Bühler's framework by adding the audio-medial as a text type, which includes visual images and music to supplement the other three discourse functions. She further points out that most texts are a hybrid of genres, e. g., storytelling customarily combines informative and expressive elements.

Another common categorization is as follows: (a) narrative, (b) descriptive, (c) argumentative, (d) instructive, and (e) comparison/contrast, as pointed out by López Medina (2003: 149). These different text types are said to overlap frequently with each other; therefore, many texts cannot be identified as an instance of just one text type.

Significantly, reference works in general and encyclopedias in particular are archetypal informative texts, rarely involving expressive or appellative attributes. Consequently, grammatical and stylistic features are relatively limited compared to other text types. Wikipedia strictly reinforces the rule that the text be objective and neutral in tone. Therefore, it is unsuitable for teaching emotional and/or subjective expressions (e. g., donatory verbs, psych-predicates). Neither is it ideal for teaching complex expressions regarding temporal sequentiality, for which narrative texts are more fitting. Nevertheless, teaching advanced reading with Wikipedia is worthwhile because its articles involve a wide range of grammatical constructions commonly challenging for learners of the Japanese language, as discussed in the next section.

3.4. The advantage of the use of Wikipedia as reading material

Not intended to be used by L2 learners, Wikipedia articles may appear, and sometimes actually are, intimidating and impermeable for our students. Notwithstanding, articles consisting solely or primarily of incomprehensible sentences are scarce. If students succeed in grasping the gist of an article, even with the help of machine translation, it will cultivate their pride and enhance their motivation to study Japanese. This approach affords flexibility in accommodating students with marginal fluency in Japanese to maintain reasonable class sizes. This subsection discusses two aspects in which the use of Wikipedia will help substantiate the course design.

3.4.1. Vocabulary

The most conspicuous advantage of using Wikipedia as reading material is a plethora of vocabulary. Its rich network of hyperlinks enables faster and more intuitive reading. Consider the following sentence derived from the 成人式 ‘Coming of Age Ceremony’ entry.

- (1) 成人を祝う儀式は古くからあり、男子には元服^a・禊^b、女子には裳着^c・結髪などがあった。

Here, the underlined words are hyperlinked; therefore, the reader can efficiently look up their meanings:

^a元服（げんぷく、げんぷく）とは、奈良時代以降の日本で成人を示すものとして行われた儀式。

^b禊（ふんどしいわい、へこいわい）は、日本の一部地方で行われる、男子が成人になるための通過儀式。第二次性徴期を迎える十代前半の男児が初めて禊（ふんどし）を締めて成人と見なされることから由来する。

^c裳着（もぎ）は、平安時代から安土桃山時代にかけて、女子が成人したことを一族および他氏に対して示すことを目的として行われた通過儀式。

Although the linked articles are all written in Japanese and sometimes quite challenging to read, L2 learners generally prefer computer-based hypertext to paper-based or computer-based non-hypertext (Son 2003, Zarei and Abbasi 2013, Bourina and Dunaeva 2019). Therefore, students can pursue reading Wikipedia articles more comfortably vis-à-vis printed texts.

3.4.2. The style of information packaging in a sentence

One of the rhetorical styles strongly preferred in Japanese formal/semi-formal writing is to combine the central assertion and relevant background or circumstantial information in a single sentence, which can be quite long. This style inevitably embeds several predicative expressions and tends to induce comprehension errors and the creation of awkward sentences when hastily translated into English.

Wikipedia translation is an exercise par excellence for fathoming this Japanese rhetorical style. For example, the following relatively (but not unusually) long sentence is taken from the article 外国大学の日本校

‘Japanese Campuses of Foreign Universities.’ It points out that, until the relevant law was amended, these campuses were not legitimate universities under the Japanese School Education Law because their curricula conform only to the laws and regulations of their home countries. Furthermore, graduates of universities in foreign countries were generally eligible to apply for admission to Japanese graduate schools, but graduates of a foreign university’s Japanese campus were not eligible. The article goes on to say:

- (2) その他の法令上でも特段の取り扱いはなかったため、大半の日本校は無認可校扱いであり、また特にアメリカの大学では一般的な、無試験等で容易に入学できるが進級が難しく卒業できずに退学勧告されることも珍しくない、といった日本の大学とは異なる仕組みに保護者からの信頼が得られず、学生募集に窮する学校が多かった。

This idea cannot naturally be translated into English with a single sentence; our final translation divided it into four:

- (i) Because there were no special treatments under other laws and regulations, most of those Japanese campuses were treated as unaccredited.
- (ii) Moreover, many of them, especially American ones, had difficulty recruiting students because they could not gain the trust of parents due to the academic structure being so different from that of Japanese universities.
- (iii) For example, unlike in the Japanese system, it is easy to enter a school without taking examinations, but it is not easy to advance to the next grade.
- (iv) It is not even unusual for students to drop out without being able to graduate.

One student who could not accurately parse the sentence mistranslated it as follows:

Because there were no special treatments under other laws and regulations either, most Japanese schools were treated as non-accredited schools, and in addition, parents can trust the system which is different from that of Japanese universities where students can easily enter the university without taking any exams, but it is not uncommon to be expelled without being able to advance to the next grade without being able to graduate, and many schools were struggling to recruit students.

“Parents can trust” must be “parents cannot trust.” However, this correction still leaves the sentence as a whole almost incomprehensible.

We will discuss this problem in more detail in Section 5.

4. A Case Study

During the fall 2022 semester, we offered an advanced reading course in Japanese with Wikipedia as the output of students' translations performed as weekly homework assignments. In the end, the course contributed a total of twelve articles.

4.1. Course design

As explained in Section 3, the incorporation of Wikipedia writing requires a considerable amount of preparation. Therefore, it cannot be done casually. Our course met three hours a week for fifteen weeks. The prerequisites were the completion of our second-year Japanese or equivalent and native or near-native fluency in written English. The course consisted of two modules: (i) Wikipedia-article translation and (ii) advanced grammar reviews. This paper explains the former module with materials covered by the latter module only in passing.

Every week, a short Japanese Wikipedia article was translated into English and submitted as a homework assignment on Friday, which was then graded during the weekend. On the following Monday, the students' translations were discussed in class. Through critical scrutiny and editing, the class collaboratively created a corresponding English Wikipedia article and uploaded it to Wikipedia's main article space. Grading students' assignments each weekend is a demanding task. Therefore, this scheme is feasible only for a class with fewer than ten students. (Our experimental class had eight.²²) If a class is larger, making the assignments pair work would be sensible and more effectual than solo translation.

It is not advisable to let students write an article independently. Although Wikipedia is based on "collaborative" writing, its peer scrutiny/gatekeeping is rigorous.²³ If articles are "poorly finished"—e. g., containing plagiarism or factual errors, inadequate notability of the topic (by some reviewers), or lacking reliable sources—they may be deleted without notice, which is certain to demoralize students (Konieczny and Eckert 2022: 313). King (2015: 109) reports that about a third of his students' articles were deleted within four weeks. Most students in our courses lack publishing experience; therefore, sufficient scaffolding is essential for an effective course design.²⁴

4.2. The use of machine translation

Although comprehensive discussions regarding the use of machine

translation are beyond the scope of the present paper, we briefly articulate our stance on this issue. We encouraged students to use all available resources, including translation engines, besides native-speaker friends, dictionaries, thesauri, and various websites. We wished that students first translate the text by themselves and then check it against machine-translation output. In reality, however, students tended to apply machine translation first and then work on its result.

When students' translations are peculiarly similar or include the same mistranslation, machine translation is almost always the culprit. One clear example is derived from the translation of the 宗教 2 世 'Religion Nisei' article:

- (3) また、その宗教団体から脱会できたとしても、親と縁を切ることになるため、保証人などが求められる就職や住まいの転居などの面で支障が出ることも多い。

[Our collective translation ("our translation" hereafter)] In addition, even if they can leave the religious organization, they must sever relations with their parents. Therefore, they often struggle when a guarantor is necessary, such as employment or residential relocation.

Two students submitted the following, the former of which is the exact copy of DeepL:

In addition, even if they are able to leave the religious organization, they will be cut off from their parents, which often hinders them in terms of employment or relocation of residence, for which a guarantor or other guarantor is required.

Even if "second-generation believers" are able to leave a religious organization, they are subsequently cut off from their parents, which often hinders them in terms of employment or relocation of residence, for which a guarantor or other guarantor is required.

"A guarantor or other guarantor," seemingly an erroneous rendering of 保証人など, does not make sense. Students should learn to proofread their writings and detect this type of deficiency.

Another example of distorted rendering due to the use of a machine translation engine was found in the ごみ屋敷 'Hoarder House' article:

- (4) ごみ屋敷（ごみやしき）とは、ごみが野積みの状態で放置された、ごみ集積所ではない建物（主として居住用）もしくは土地のこと。（中略）悪臭やネズミ、昆虫（特に害虫）の発生等により近隣の住民に被害が及ぶほか、ボヤや放火などの犯罪に遭いやすいことから問題視されており、主に民放テレビキー局のワイドショーやニュースで報道され、社会問題として取り上げられている。

[Our translation] A hoarder house, or “garbage house,” is a building (mainly for residential use) or a piece of land that is not a refuse dump where garbage is left piled up. ... It is considered a problem because of the damage it causes to nearby residents due to foul odors, rodents, and insects (especially pests), as well as its susceptibility to crimes such as incipient fire and arson. Consequently, it has been reported as a social issue, mainly on wide shows and news programs on commercial TV key stations.

Three students translated it in the following manner:

It is considered a problem because of the damage it causes to nearby residents due to bad odors, rodents, and insects (especially pests), as well as its susceptibility to crimes such as voyeurism and arson, and has been reported as a social issue, mainly on wide shows and news on commercial TV key stations.

In addition to causing damage to nearby residents due to bad odors, rodents, and insects (especially pests), it is also susceptible to crimes such as voyeurism and arson. These are seen as problems and are reported as social issues, mainly in wide shows and news reports on commercial TV key stations.

It has been viewed as a problem because of the damage to nearby residents by bad odors, rodents, and insects (especially pests), as well as susceptibility to crimes such as voyeurism and arson. It has been reported as a social problem, mainly in the news and wide shows on commercial TV key stations.

The original article does not mention *voyeurism*, which was, again, erroneously supplied by DeepL:

[DeepL translation] In addition to the damage caused to nearby residents by bad odors, rodents, and insects (especially pests), the area is prone to crimes such as voyeurism and arson, and is considered a problem, reported mainly

on wide shows and news on commercial TV key stations, and addressed as a social issue.

These inaccuracies in our students' translations reveal that they need to learn how to check the accuracy of machine-translation outputs. At the same time, it is worth mentioning that students usually did not copy verbatim what was yielded by machine translation engines, and that the translations they submitted were usually much better in overall quality than translations by a machine. This observation inspired us to realize that teaching how to paraphrase machine-translated output is likely to lead to the establishment of a feasible protocol for using machine-translation engines in foreign-language curricula.

A paraphrase—alternative ways of conveying “the same information”—is a key concept in diverse academic fields as well as in practical applications, e. g., information retrieval on the Internet, language education, lexicography, machine translation, natural language understanding/processing, and translation practice/studies. Nevertheless, systematic investigation of this vital subject in L2 education is surprisingly scarce.

When a pair of sentences convey acceptably similar meanings relative to a given purpose of discourse, we say that one is a paraphrase of the other, or that the two are paraphrases of each other. A stricter and context-independent sense of paraphrase could be defined as a relationship of mutual entailment that holds between two statements expressed by two sentences. For example, “her car is more expensive than his” and “his car is cheaper than hers” hold mutual entailment. That is, whenever one is true, the other is also true. However, this strict definition disqualifies most of what we think of as “paraphrases” in daily life. We, therefore, regard that statement A is a paraphrase of B *when the reader sensibly makes* the inference that if B is true, A is most likely true. We also maintain that the paraphrase is a gradient concept; some pairs are more strictly equivalent, while others can barely qualify as such.

Our teaching experience of non-foreign-language courses tells us that when students understand an assigned reading thoroughly, they can report its content in many different ways. However, when they do not, they simply copy a seemingly relevant part of the reading and tend to create incomprehensible answers. We consider the ability to paraphrase as a diagnostic tool of students' comprehension and make it obligatory to paraphrase all machine-translation output. At this stage, we are unable to

propose a systematic way to teach paraphrasing; we will work on this issue and propose one in the near future.

5. Pedagogical Topics in Japanese Grammar and Stylistics

This section discusses grammatical and pragmatic topics in which the utilization of Wikipedia is particularly constructive for teaching the Japanese language.

5.1. Noun modification

Japanese is known to embrace long, complex prenominal modification. Consider the following sentence taken from the article 母子健康手帳 ‘Maternal and Child Health Handbook’:

- (5) 母子健康手帳（ぼしけんこうてちょう）とは、母子保健法に定められた市町村が交付する、妊娠、出産、育児の一貫した母子の健康状態を記録する手帳のことである。

Here, the involved modification constructions are as follows:

- a. [母子保健法に定められた] 手帳²⁵
- b. [市町村が交付する] 手帳
- c. [母子の健康状態を記録する] 手帳
- d. [妊娠、出産、育児の一貫した] 母子の健康状態

Japanese align modifying clauses one after another. By contrast, English uses a wide variety of noun modification structures: some are prenominal, and others postnominal. Our collective translation is:

A Maternal and Child Health Handbook is a handbook (b) issued by Japanese municipalities (a) as stipulated by the Maternal and Child Health Law (c) to record the health conditions of mothers and children (d) throughout pregnancy, childbirth, and childcare.

Deconstruction of the original Japanese sentence and reassembling the decomposed parts into natural English enable students to acquire a deeper understanding of both Japanese and English syntax.

Even when a sentence is long, if it consists principally of the coordination of modified nouns, parsing is relatively straightforward.

- (6) 中には高等教育（大学など）への進学や就職などを妨げられ、人権を侵害されたケースや教祖が命名した珍妙な名前を一生背負っているケースや、教祖の血が入っているとされているワインを無理矢理飲まされたケースなどもある。（宗教2世）

人権を侵害されたケースがある

- 例1. 高等教育（大学など）への進学や就職などを妨げられたケース
例2. 教祖が命名した珍妙な名前を一生背負っているケース
例3. 教祖の血が入っているとされているワインを無理矢理飲まされたケース

[Our translation] There are cases where their human rights are violated by being prevented from entering higher education (e. g., universities) or finding employment. Moreover, some are forced to live with bizarre names selected by the founder or forced to drink wine that is said to contain the guru's blood.

By contrast, when modifying clauses (not modified nouns) are juxtaposed, parsing becomes more complex.

- (7) 試験の名称に「国際連合」という単語が含まれているが、主催者は国際連合でなく、日本国際連合協会が主催する日本でのみ行われている試験である。（国際連合公用語英語検定試験 ‘United Nations Association Test of English’）

[Our translation] Although the title of the test includes the words “United Nations,” the sponsor is not the United Nations, but rather, it is a test conducted only in Japan, sponsored by the United Nations Association of Japan.

Here, both 日本国際連合協会が主催する and 日本でのみ行われている must modify 試験. It is not the case that 日本国際連合協会が主催する modifies 日本. However, the correct parsing must be achieved solely on the semantic basis; i. e., Japan is not sponsored by the United Nations Association of Japan.

When a combination of adjectives and clauses modifies a noun, the rearrangement of the order is frequently called for in the translation:

- (8) そこで弘前大学の佐藤和之らは、旧日本語能力試験3級程度の日本語（小学校3年生の学校文法）で理解できる、吟味した簡潔な日本語「やさしい日本語」を研究、考案した。（やさしい日本語）

[Our translation] Facing this issue, Kazuyuki Sato and his colleagues at Hirosaki University researched and devised “Easy Japanese,” a concise and well-defined variation of Japanese that could be easily understood at the former level 3 of the Japanese Language Proficiency Test (incorporating grammar learned in the 3rd-grade elementary school).

Here, 日本語 is modified by:

- a. [旧日本語能力試験 3 級程度の日本語で理解できる] 日本語
- b. [吟味した] 日本語
- c. [簡潔な] 日本語

The most natural ordering of these modifications in English is (c), (b), and then (a).

5.2. The intra-sentential information structure

Students with this level of fluency have already cultivated a vague understanding of stylistic differences between Japanese and English. Nevertheless, such differences are usually not explicitly taught in language curricula. The consideration of the intra-sentential information structure is irrelevant at the elementary to lower-intermediate levels, but it becomes critical once students have achieved a higher level.

Let us examine this sentence from the 成人式 article:

- (9) 成人式は日本政府の主催ではなく各地方自治体が自主的に行っているため、学齢方式はどこも同じだが成人の日以外に主催する自治体も存在する。

Besides the Gregorian calendar, Japan uses the fiscal year and school year, both of which run from April 1 to March 31. 学齢方式 here refers to the school year. A typical student translation would be:

Because the Coming of Age Ceremony is not organized by the Japanese government but is voluntarily held by each local government, the school-age system is the same everywhere, but some local governments host events other than on the Coming of Age Day.

Although grammatical, this translation is deficient. In order to discuss this type of issue, our experimental reading course introduced the concepts of essential building blocks of sentences, viz., predicates and their arguments, at the beginning of the semester. In the above sentence, five predicates

(underlined) and their arguments exist.

- a. 成人式は日本政府の主催ではない
- b. 各地方自治体が成人式を行っている
- c. 学齢方式はどこも同じだ
- d. 成人式を成人の日以外に主催する
- e. 自治体が存在する

Because line (d) modifies 自治体 in (e), they consist of one information unit:

- d'. [成人式を成人の日以外に主催する] 自治体が存在する

To comprehend this sentence thoroughly, students need to identify the relationships among these pieces of information. The most pressing task is to find the primary clause break, for which there are two possibilities: at ため or が. Because of the use of a comma, many would automatically construe ため as the primary connective. Let us first explore this parsing.

The skeleton of the sentence would then be “because P, Q.” Next, we recognize that (b) is a rephrase of (a), and that these clauses fulfill the P slot. The sample student translation above heedlessly appends (c) to this unit, resulting in an improper component “because the Coming of Age Ceremony is not organized by the Japanese government but is voluntarily held by each local government, the school-age system is the same everywhere.” This is incomprehensible because the same school-age system is exercised throughout Japan regardless of how the Coming of Age Ceremony is organized.

The correct parsing is to recognize that Q corresponds to 成人の日以外に主催する自治体も存在する. The function of the intervening 学齢方式はどこも同じだ is not readily apparent. が here implies some notion of opposition; that is, essential characteristics of the Ceremony are uniform, but the date may vary according to the municipality. Later in the article it is explained that the school-age determines the eligibility for participating in the Ceremony; therefore, to make the translation readable, such information needs to be added. Our final translation was as follows:

[Our translation] The Coming of Age Ceremony is not sponsored by the Japanese government but by each municipality independently. Therefore, although the school-age system, which determines the eligibility for

participation, is the same everywhere, some municipalities hold the event on days other than the Coming of Age Day.

In general, Japanese sentences incorporate more circumstantial information than do English sentences. The next one contains more than ten clauses (noun-modifying clauses are not separately presented):

- (10) しかし、自治体の窓口やホットラインに児童虐待や生活支援を相談しても、
 信教の自由が絡んでくることもあり、生活保護やドメスティックバイオレンスなどとは異なる対応をされるケースが多く、「行政は宗教問題には介入できない」「家族のことはまず家族で話し合っ」などと言われて門前払いとなったり、親から逃れる目的で転居先の住民票閲覧に制限を掛けるよう申請しても「それは親子の問題だ」として、拒否された事例もある。(宗教2世)
- a. 自治体の窓口やホットラインに児童虐待や生活支援を相談する
 - b. 信教の自由が絡んでくることがある
 - c. 生活保護やドメスティックバイオレンスなどとは異なる対応をされるケースが多い
 - d. 行政は宗教問題には介入できない
 - e. 家族のことはまず家族で話し合う
 - f. (相談者は) X と言われる
 - g. (相談者は) 門前払いとなる
 - h. (相談者は) 親から逃れる目的で転居先の住民票閲覧に制限を掛けるよう申請する
 - i. それは親子の問題だ
 - j. (申請が) 拒否された事例もある

It is virtually impossible to convey this much information with a single sentence in English. The main structure of this sentence is [if (a), then (c)], while (b) explains why (c) occurs: i. e., “However, even if they consult a local government office or hotline regarding child abuse or livelihood support, they are often treated differently from public assistance or domestic violence cases because religious freedom is sometimes involved.” Clauses (d–j) elaborate on such differential treatments. One example is provided by (g), which is supplemented by (d–f): “they are turned away after being informed that the government cannot intervene in religious issues or family issues should be discussed within the family first.” Clauses (h–j) exemplify another differential treatment: viz., “there have been cases in which they requested to place an access restriction on their residential records in order to escape their parents, they were rejected and

were told that it was a problem between them and their parents.”
Assembling these pieces of information, we obtained the following:

[Our translation] However, even if they consult a local government office or hotline regarding child abuse or livelihood support, freedom of religion may be entangled with receiving support, as many of these cases are handled differently from those involving livelihood protection or domestic violence. Some were told that the authorities could not intervene in religious matters, and that family matters should be discussed within the family first and turned away. There were also cases in which sufferers requested restrictions on access to their residential records in order to escape their parents, but they were denied because the issue was one between parent and child.

The following exemplifies another type of complex sentence (this time, noun-modifying clauses are also separately represented):

- (11) 株主優待を実施する企業が日本にだけ多い理由は、返礼品が人気のふるさと納税と同様、中元・歳暮などの日本の贈答文化が普及の下地との指摘があるほか、主に投資信託経由で株券に投資する欧米と違い、日本では個人が株券を直接持つ傾向が強いことが指摘されている。（株主優待 ‘Shareholder benefit’）

The skeletal structure is [X is Y], where the head of X is 理由 that is modified by the two nested clauses:

- a. [株主優待を実施する]企業
- b. [企業が日本にだけ多い]理由
- a+b. the reason [why companies [that practice shareholder benefits] are numerous only in Japan]

The Y portion of [X is Y] consists of two coordinated clauses connected with ほか:

- c. 理由は、Y₁との指摘がある
- d. 理由は、Y₂が指摘されている

The breakdown of Y₁ is as follows:

- e. [返礼品が人気だ]ふるさと納税 (The copula だ in a nominal predicate becomes の in a modifying clause.)
- f. ふるさと納税が普及の下地だ

The breakdown of Y₂ is:

- g. [日本では個人が株券を直接持つ] 傾向 (noun complementation, not noun modification)
- h. 傾向が強い

However, while Y₁ can readily be construed as a cause of the popularity of shareholder benefits in Japan, Y₂ needs more explanation. Therefore, we elaborated on it by adding the underlined part in the following translation:

[Our translation] It has been pointed out that shareholder benefits are in favor uniquely in Japan because of its ingrained gift-giving culture, such as *Chūgen* mid-year gifts and *Seibo* year-end gifts, as well as the hometown tax gift system. Another reason is that Japanese people tend to hold stock certificates individually. By contrast, in Europe and America, people invest in stocks mainly through mutual funds; therefore, shareholder benefits cannot easily be distributed.

By translating Japanese Wikipedia articles, students learn that Japanese sentences permit the center-embedding of supplementary information in a manner that is not allowed in English. In such a case, it is essential to distinguish those parts that comprise the major thread and those that supply *auxiliary* information. By translating highly complex sentences throughout a semester, students become skillful in not indiscriminately following the linear order of the clauses in the original Japanese sentences, as seen in the students' erroneous translations of examples (2) and (9) above.

Wikipedia is abundant with these types of complex sentences and thus provides good opportunities for students to review connective expressions to mark various semantic relationships among information units. The following list exemplifies such connectives:

Addition	その通行人はタクシーを呼んでくれ、 <u>そればかりか</u> 、病院まで付いてきてくれた。
Consequence	予算が足りません。 <u>したがって</u> 、このプロジェクトは中止とします。
Concession	彼女は人には厳しい。 <u>そのくせ</u> 、自分には甘い。
Contrast	彼女は親切だ。 <u>反面</u> 、怒らせると怖い。
Diversion	レストランに入った。 <u>さて</u> 、何を食べようか。

Explanation	今、お金がない。 <u>という</u> のも、給料前だから当たり前だ。
Parallel	東京は政治の中心であり、 <u>かつ</u> 、経済の中心でもある。
Rephrase	あれが日本一高い山、 <u>すなわち</u> 、富士山です。
Selection	面接は電話、 <u>もしくは</u> Zoomで行います。
Supplement	宝くじを買っても、当たる確率はゼロに近い。 <u>そもそも</u> 、宝くじとは夢を買うものなのだ。

5.2.1. The connective が

Related to the topic of Section 5.2 is the coordination connective が. Although it is frequently used to express opposition or concessive relationship, it can be used to merely link two clauses (the so-called 前提の「が」 ‘presuppositional ga’), corresponding to the English *and*. Nevertheless, many students automatically translate が as *but* or *although*, which may result in questionable translations:

- (12) 1995年（平成7年）の阪神・淡路大震災では、多くの在日外国人も被災したが、その後の調査で避難所やライフラインの情報を理解できずに、困難な状況に置かれていたことが判明した。（やさしい日本語）

[Marginal translation] In the Great Hanshin-Awaji Earthquake of 1995, many foreign residents in Japan were also affected by the disaster, **but** subsequent surveys revealed that they were placed in difficult situations since they could not understand information on evacuation centers and lifelines.

[Our translation] In the Great Hanshin-Awaji Earthquake of 1995, many foreign residents were affected by the disaster as the Japanese were, **and**, according to subsequent surveys, they had more difficulty due to their inability to understand information on evacuation centers and lifelines.

- (13) 2019年12月現在の日本に在留する外国人の数はおよそ30年前の3倍余りにも増えているが、2008年の時点で独立行政法人国立国語研究所の日本語教育基盤情報センターが定住外国人を対象に行った「生活のための日本語」全国調査によれば、定住外国人にとっての「日常生活に困らない言語」として「日本語」を上げた割合が62.6%であったのに対して、「英語」は44.0%であった。

[Marginal translation] The number of foreigners residing in Japan as of December 2019 has increased more than three times over the past 30 years, **but** according to a nationwide survey on “Japanese for everyday life” conducted in 2008 by the National Center for Japanese Language Education and Information of National Institute for Japanese Language and Linguistics, 62.6% of the foreign residents chose “Japanese” as the

language they have no trouble with in their daily lives, while 44.0% chose “English.”

[Our translation] As of December 2019, the number of foreign residents in Japan has more than tripled since 30 years ago. According to the nationwide survey conducted in 2008 by the National Center for Japanese Language Education and Information of the National Institute for Japanese Language and Linguistics, targeting foreign residents on “Japanese for daily life,” 62.6% of the respondents chose Japanese as the language they have no trouble within their daily *life*, while 44.0% chose English.

- (14) イスラム法の下では豚肉を食べることは禁じられているが、その他の食品でも加工や調理に関して一定の作法が要求される。この作法が遵守された食品がハラールとされる。（日本ムスリム協会 ‘Japan Muslim Association’）

[Marginal translation] Under Islamic law, it is forbidden to eat pork, **but** other food products also require certain practices in terms of processing and cooking. Foods that comply with these rules are considered Halal.

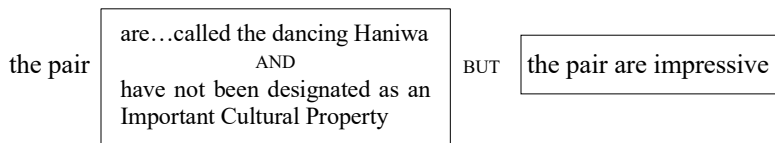
[Our translation] Under Islamic law, eating pork is prohibited, **and** other food products must be processed and cooked by designated methods. Foods that comply with these rules are considered Halal.

Some students associate が with opposition/concession so strongly that they include the notion in an inappropriate way:

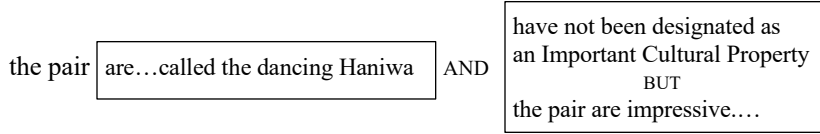
- (15) この2体の埴輪は、俗に踊る埴輪（おどるはにわ）とも呼ばれ、重要文化財等の指定はされていないが、強いデフォルメと独特の顔の表情が印象的で、一般に古墳時代の埴輪の中でもよく知られた存在である。（埴輪 踊る人々 ‘Haniwa Terracotta Dancers’）

[Marginal translation] Although the pair are also commonly called the dancing Haniwa and have not been designated as an Important Cultural Property, they are impressive for their strong deformity and unique facial expressions, and they are generally a well-known presence among the Haniwa of the Kofun period.

This translation is based on the following parsing:



However, an opposition or concession relationship between the two main constituents is hardly conceivable. Rather, if such a notion were to be expressed, the proper parsing would be as follows:



[Our translation] Commonly known as the Dancing Haniwa, they are not designated as an Important Cultural Property but are well known among the Kofun-period (250–538 CE) haniwa for their strikingly intense deformity and unique facial expressions.

Due to the nature of encyclopedia entries, Wikipedia articles provide students with abundant examples of 前提の「が」 and, in turn, excellent opportunities to learn techniques for close examination of semantic relationships among clauses.

6. Conclusion

This paper has reported on our experimental, advanced-level reading course that employed Wikipedia as the primary pedagogical material. Students translated selected short articles from the Japanese Wikipedia into English as weekly homework assignments. Their translations were subsequently scrutinized and discussed in class to produce collaborative final texts to be uploaded onto the English Wikipedia. Most of our articles attracted an audience almost immediately. Some readers added hyperlinks to words and phrases in the articles or Wikipedia categories to which the articles should belong; others made minor edits to improve the readability of the articles. This long-lasting real-world impact instilled pride and confidence in being a functional bilingual in our students.

The following representative excerpts are derived from the end-of-the-term course evaluations:

I really liked how we would focus on working on the material and translations in our own time, and then we would regroup and go over [Instructor’s] choice of the best translations the next week. More than that, I really appreciated how much [Instructor] cared about our input in the project, whether it was distributing such important tasks [as adding images] to us for each article, or hearing from us our opinions on what the ‘best’ translations were or what the most appropriate way of organizing the

sentences were. She made it feel like we were all working together to make each article equally, and that all of our work was really important.

Another student commented:

The course was so unique because of this introduction to Wikipedia and the Wiki Project Japan. I felt really honored to have been the first class to do this, and I was pleasantly surprised by how much doing translation work for Wikipedia helped me with my knowledge of Japanese grammar and syntax. I appreciated that we went over difficult and advanced grammar for some days of the week, but I really thought that the Wikipedia translating helped me the most in understanding the nuances of the Japanese language, as well as providing me with many different writing styles in Japanese to work through and try to understand. I was also so fascinated by the workings of Wikipedia itself, and this course really opened my eyes to how complex Wikipedia really is, and I felt so accomplished by the work we did publishing the translated articles and contributing to the project.

Integration of Wikipedia authoring into college courses has become popular; however, compared with other disciplines, it is yet to be explored in foreign language education. This paper has provided sufficient information for those interested in experimenting with this potential resource to enhance their courses.

NOTES

1

¹ Currently, the most sophisticated translation engine is arguably ChatGPT, which was not available when this article was completed.

² https://en.wikipedia.org/wiki/Wikipedia:WikiProject_Japan

³ <https://www.alltopeverything.com/most-popular-websites-in-the-world/>

⁴ <https://wikiedu.org/teach-with-wikipedia/>

⁵ https://en.wikipedia.org/wiki/Wikipedia:WikiProject_Japan

⁶ https://en.wikipedia.org/wiki/Wikipedia:Content_assessment

⁷ https://en.wikipedia.org/wiki/Wikipedia:Version_1.0_Editorial_Team/Release_Version_Criteria_-_Priority_of_topic

⁸ <https://dashboard.wikiedu.org/training/students/finding-your-article>

⁹ <https://dashboard.wikiedu.org/training/students/wikipedia-essentials>

- ¹⁰ https://en.wikipedia.org/wiki/Wikipedia:Version_1.0_Editorial_Team/Release_Version_Criteria#Priority_of_topic
- ¹¹ <https://dashboard.wikiedu.org/training/students/how-to-edit>
- ¹² <https://dashboard.wikiedu.org/training/students/sources>
- ¹³ https://en.wikipedia.org/wiki/Wikipedia:Manual_of_Style/Japan-related_articles
- ¹⁴ https://en.wikipedia.org/wiki/Wikipedia:Simplified_Manual_of_Style
- ¹⁵ https://en.wikipedia.org/wiki/Help:Introduction_to_images_with_Wiki_Markup/1
- ¹⁶ https://en.wikipedia.org/wiki/Wikipedia:File_Upload_Wizard
- ¹⁷ <https://dashboard.wikiedu.org/training/students/translating-articles/translating-welcome>
- ¹⁸ https://en.wikipedia.org/wiki/Category:Japan-related_articles_by_quality
- ¹⁹ https://en.wikipedia.org/wiki/Category:Stub-Class_Japan-related_articles
- ²⁰ <https://dashboard.wikiedu.org/training/students/drafting-in-sandbox-group>
- ²¹ <https://www.actfl.org/educator-resources/guiding-principles-for-language-learning/facilitate-target-language-use>
- ²² The students consisted of native speakers of Chinese (1, self-study learner), English (2, took Japanese courses at college), Japanese (2), and English-Japanese heritage students (3).
- ²³ See Leitch (2014: chapter 2) for the Wikipedia gatekeeping system.
- ²⁴ An anonymous reviewer has drawn our attention to the possibility of team teaching. If the instructor is uncomfortable editing and/or grading students' translations, it may be feasible to teach the course with an English-speaking graduate student.
- ²⁵ Another parsing possibility is [母子保健法に定められた] 市町村.

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