Introduction to Japanese Language Pedagogy

Prerequisite: JPN350, JPN 451 or equivalent, or instructor's permission.

Course Description: Introduction to the instruction of Japanese as a foreign language (JFL) and theories of second language acquisition as they relate to the instruction of JFL. The course will consist primarily of lectures, discussions, and assignments aimed at familiarizing students with the field of second language research and pedagogy in general, as well as with issues specific to the instruction of JFL. Through an extended classroom observation project and a semester-long project to develop an empirical study of some aspect of JFL pedagogy and/or learning, the course is also intended to provide students with a foundation for conducting empirical classroom research on various aspects of JFL pedagogy in JPN632 and subsequent courses.

Student Learning Outcomes:

1) The student will recognize and describe a range of theoretical approaches to the study of Japanese as a second/foreign language learning and identify the assumptions, methodologies, and types of research questions associated with each approach.

2) The student will assess the value of published empirical studies by evaluating the research question, the quality and appropriateness of the research design, and the significance of the contribution of the study. The student will also critique various aspects of the study design or data analysis and, when relevant, generate alternative analyses or discussion points.

3) The student will develop his/her awareness of pedagogical issues in the instruction of JFL including, but not limited to, the roles of teacher and student, the types of activities engaged in by student pair and student small group ensembles, and the effective classroom instruction of grammar, and sociolinguistic and discourse pragmatic aspects of Japanese language use.

4) The student will develop adequate familiarity with the literature and issues in the field such that s/he will be able to independently develop a research question(s) regarding a specific aspect of JSL/JFL classroom learning and/or teaching, design an empirical study to investigate the question(s), and produce a coherent presentation of the study both as an oral presentation and as a formal research proposal.
Graded Course Requirements:

a) active participation in class discussions;
b) completion of all readings and assignments in a timely manner;
c) an oral presentation of a critical analysis of a textbook excerpt with a paper handout (no PowerPoint to be presented in class on November 16/18);
d) preparatory assignments for the research proposal (graded C/NC);
e) a research proposal with literature review and sample data-collection instruments to be submitted by 4:00pm on Monday, December 14 directly to me or to my mailbox in Moore 382.

Guidelines for written assignments:

a) Submit each assignment in paper form and upload a digital copy to your Laulima Dropbox;
b) Assignment must be typed/word-processed and double-spaced, with 1" margins and using a font no smaller than 12 pitch;
c) Correct spelling and grammar is expected – work with excessive typos, poor grammar or otherwise less than graduate level quality will be returned without a grade;
d) Use a recognized style sheet (preferably the APA style sheet) consistently in citing works both within the text and in the Works Cited section at the end of any assignment;
e) Be judicious in the use of citations (including citing discussions with and concepts developed in collaboration with classmates or other peers);
f) Plagiarism, even when inadvertent, will be treated as a serious violation of academic ethics.

Work which fails to meet these specifications, or which is deemed to be of unacceptable quality, will be returned to the student without a grade with a request to revise and resubmit.

POLICY ON DEADLINES: In order to ensure fairness, there will be no negotiation of deadlines for any assignments (including the research proposal) except in circumstances of significant student illness, injury, or other personal emergency.

Course grade:

Class participation.............................................. 20%
Preparatory assignments for the research proposal......15%
Presentation of critical analysis of textbook excerpt... 15%
Research proposal (including oral presentation).........50%

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If you are a student with a disability and have disability-related needs or concerns please contact the Kokua program at 956-7511 or drop in to room 13 in the Student Services Building.

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JPN604 Course Syllabus -- Fall 2015

• All course readings are available on the course website (Laulima). If you are dissatisfied with the quality of the scans provided, you can access most articles from the on-line resources function of Voyager, or from the bound volumes of journals at Hamilton Library or the archived volumes at Sinclair Library.
• Readings marked with a “c” are suggested, but not required.
• The instructor reserves the right to alter the content of this syllabus during the course of the semester.

Week 1 Introduction to the course
August 24 Introduction to the course and discussion of research topics

August 26 Theory, research and pedagogical practice in the JFL classroom

Week 2
August 31 Origins of the field

September 2 The role of input and noticing

Week 3
September 7 The role of noticing

September 9 The role of interaction
Week 4
September 14 Focus on form and TBLT

September 16 Correction as focus on form: Negative feedback and positive evidence

Week 5
September 21 The Output Hypothesis

September 23 Recent shifts in approaches to SLA and L2 classroom learning

Week 6 The teacher in the foreign language classroom
September 28 [To be rescheduled for week of October 17.]


Week 7 Classroom activities: Students working in pairs and small groups


Week 8 Classroom activities: Students and classroom visitors
October 12 Reading: Mori, J. (2002). Task design, plan, and development of talk-in-interaction: An

**Due — Progress Report 1: Framework and research question**


**Week 9 JFL Instructional Materials: Questions of authenticity**


**Due — Progress Report 2: Critical review of one article**

**Week 10 JFL Instructional materials: A critical examination**


**Week 11 JFL Instructional Materials: The instruction style shifting**

**Due — Progress Report 3: Critical review of additional article.**


Week 12 JFL Instructional Materials: Benefactives


November 11 No class – Veterans’ Day

Week 13

November 17 & 19 Assignment: Critical discussion of a textbook excerpt.
**Due for presentation in class with handout**
[SCHEDULE MAKE-UP CLASS Tues/Thurs]

Week 14 Pragmatic competence and particle use


Week 15 Pragmatics and Conversational Competence

December 1 Continue discussion of Iwai (2010)
December 3 Student presentations

Week 16 Student presentations

December 8 Student presentations
December 10 Student presentations [Last day of instruction]

**PAPERS DUE ON MONDAY, DECEMBER 14 AT 4:00pm**
(Papers may be submitted directly to me, or to the main office)

Journals available on-line/in-print and recommended for browsing

- Annual Review of Applied Linguistics
- *Gengo*
- International Review of Applied Linguistics in Language Teaching
- Japanese Language and Literature
- Journal of Pragmatics
- Language Teaching
- Pragmatics
- Applied Linguistics
- Journal of East Asian Linguistics
- Language Learning
- Modern Language Journal
- Second Language Learning
Studies in Second Language Acquisition

Japanese/Korean Linguistics

Serial publications recommended for browsing

System

Pragmatics and Language Learning