Tentative course outline

JPN620B Practicum: Beginning Level Japanese Instruction (3 credits) Fall 2015

Seminar: MWF 9:30 – 10:20 (Moore 394)
Teaching practicum in JPN101: MTWF 8:30 – 9:20 → can be changed after consultation (Moore 103)
Instructor: Mitsue Tabata-Sandom (Moore 371 tel: 956-2493 e-mail: msandom@hawaii.edu)
Office hours: Mon & Wed 10:30 – 11:20 (can be flexible, but by appointment)
Prerequisite: JPN604, EALL601 or Instructor's consent

Course description and goals:

The goal of this course is to prepare graduate students to teach a beginning-level Japanese course at the university level. Students are expected to develop abilities and skills to create appropriate instructional as well as assessment materials, and teach a beginning-level Japanese course using these materials effectively.

To this end, the course will offer you the following opportunities:
(a) to regularly teach and observe a JPN101 course
(b) to develop instructional and assessment materials for the course
(c) to discuss topics and issues regarding teaching methods and techniques.

This course will also assist you in developing critical reflective skills that will help you to continue developing your teaching abilities and professional identity throughout your teaching career. To this end, the course will offer you ample self- and peer-evaluation activities to encourage individual and collaborative reflections on your teaching experiences.

Student Learning Outcomes:

With successful completion of this course, students will be able to:
1. Understand the importance of affective aspects of language learning and teaching
2. Demonstrate knowledge of basic guidelines and considerations for lesson planning by creating effective and appropriate lesson plans for teaching a JPN101 course.
3. Apply effective techniques of monitoring and improving their own teaching through self- and peer-evaluations.
4. Reflect on their own beliefs about teaching and learning and how such beliefs influence their actions in the classroom.
5. Evaluate their own teaching approaches with a well-rounded pedagogical stance.
6. Demonstrate knowledge about the components of communicative competence as well as communicative language teaching, and develop instructional and assessment materials with reference to a communicative framework.
7. Make informed and principled decisions about materials development and teaching strategies.
8. Demonstrate knowledge and skills for developing achievement test items for JPN101 and evaluate the effectiveness of these items.
9. Critically analyse how Japanese conversations, writing systems and other characteristics of
Japanese may be presented in the main Japanese textbook for the course.

10. Incorporate technology into Japanese language teaching.

**Texts:**

All reading materials will be uploaded to Laulima.

**You need to purchase textbooks and workbook for Japanese 101.** (I think that Ms. Evelyn Nakanishi may have textbooks. So, please ask her.)

**Grading:**

Course grade will be determined by the following:

- Autobiography writing and questionnaire completion (due 9/4, 12/11)…. 10%
- Participation in seminar discussion ……………………………………….15%
- Lesson planning and teaching ……………………………………….30%
- Class observation and peer feedback ………………………………….15%*
  
  (3% can be other teachers’ class observation. See below.)
- Lesson reflection journals (L1-5) ………………………………….10%
- Teacher portfolio (due 12/11) …………………………………….20%

**Guidelines for autobiography writing and questionnaire completion:**

Writing an autobiography about your own language learning makes you a reflective teacher. Please write about the following two aspects:

1. What language learning experiences have you had and how (un)successful have they been? What are your criteria for judging success?
2. How has your experience as a language learner influenced you as a language teacher (or more precisely in your case, a language trainee-teacher)?

After you have written your autobiography, please upload it on the Discussion section of Laulima before due date (9/4). Once everybody’s autobiography is uploaded, you need to read others’ and extrapolate common factors. (There is no word limit for this autobiography. However, please make it between two and three pages [double-spaced].)

You will be given two short questionnaires that tap into your belief about language learning and teaching. Please give them back to me before due dates (for the first questionnaire 9/4, for the second one 12/11). I will analyse results of each questionnaire and we will have discussion. (Subject to time availability).

**Guidelines for teaching and observation:**

You will teach a JPN101 course with a couple of other teachers in training. Successful collaborative teaching requires good team work. Although individual differences in teaching methods and styles are expected, it is very important that we make every effort to maintain coherence in teaching content between sessions and complete the required coverage for each lesson. Also, please note that teaching often does not go as you planned. You should be flexible to cope with unexpected things that may arise.
For each class you teach, you are required to prepare a copy of your lesson plan for all the observers (follow the format of the sample lesson plan sheet). You must keep records of student participation on the days you teach. You also need to give feedback to and keep records of mini quizzes and homework assignments you have given to your students. When you do not teach, you must observe the class and give feedback to the teacher who is teaching using the observation form. There will be a debriefing session after each class for feedback and coordination (When we have extra time after a debriefing session, we will cover some readings).

*In the 2015 Fall practicum, I would like to incorporate class observation of the teachers of our programme. If we are lucky enough to be able to find enough cooperative teachers (instructors & lecturers) for all of us, we will go ahead with this plan, and the output from this assignment will be given a 3% credit. However, it is not certain if we are able to find enough cooperative teachers…We can discuss it.

Guidelines for creating teacher portfolio:

Your teaching portfolio should include the following items, and the items are neatly bound:
1. Table of contents
2. Information about the course you teach (course syllabus, etc.)
3. Statement of your teaching philosophy (about 4-5 pages, double-spaced)
   A philosophy of teaching statement is a personal statement about your teaching beliefs, not a research paper on teaching and learning. It is a narrative that includes your concept of teaching and learning Japanese, a description of how you would teach Japanese, and justification for why you teach that way. A good statement should demonstrate that you have been reflective and purposeful about your teaching, clearly communicate your goals as a Japanese language teacher, and corresponds with actions in the classroom. You should also display some knowledge of second language learning theories and curriculum design, give specific strategies or exercises, and propose new ideas that you might have. You may further develop and expand work created in other relevant classes you have taken.
4. Sample of your work that reflect your stated philosophy – Include a narrative (about 2 pages) that explains what is included and how they reflect your teaching philosophy.
   4.1. Selected lesson plans (best three) with your reflection
   4.2. Selected original instructional materials (best three) with your reflection
   4.3. Selected feedback to the student work (best three) with your reflection
   4.4. Selected homework materials (best three) with your reflection
   4.5. Selected daily quizzes (best three) with your reflection
   4.6. Selected visual aids you developed (powerpoint slides, etc.) with your reflection.
   4.7. A summary of student evaluation with your comments (short end-of-semester evaluation will be administered in class)
   4.8. One video-taped class (attach the lesson plan) with your reflection

Guidelines for writing self-reflection reports:

You will be asked to write a short reflection every time after you teach class (write at the bottom of your lesson plan). Consider the following questions when you write your reflection:

Planning and instructional materials development
- Were the objectives of the lesson clear and appropriate?
• Were the activities/materials effective and appropriate?
• How did the students react to the activities and materials?

Teaching
• Did the class go as you planned?
• What events in the class made you deviate from your plans?
• Did you achieve all the objectives?
• Was the lesson well-organized and paced?
• Were your instructions and explanations clear?
• How did you deal with student errors?
• Did you use Japanese effectively and sufficiently?
• Did you give all the students opportunities to use Japanese?

Classroom management
• Did you start and end the class on time?
• How was the atmosphere of the class?
• Was the use of whiteboard and audio-visual aids effective?

Lesson reflection journals (L1-5):

When each lesson is over, you will be asked to write a journal (about two pages, double-spaced), reflecting upon what you have noticed through teaching and/or observing others teaching. You can comment on general issues or specific topics you have pre-selected such as teacher-student interactions, teacher feedback, etc. (Topics may be assigned for some lessons.)

Guidelines for peer evaluation:

What are the characteristics of a good formative evaluation observer?

• Understand the nature of formative evaluation: the primary objective of this activity is the improvement of the teacher's instruction.
• Give specific, constructive feedback and advice.
• Have integrity; take the process seriously; and prepare for the observations.
• See different styles of teaching as valid and acceptable.
• Honest and yet have sensitivity; empathize with the person being observed.

Notes about constructive feedback (constructive criticism)

• Descriptive (rather than overtly evaluative) and specific.
• Focus on the behaviour rather than the person and is directed toward behaviour that the teacher may choose to change.
• Should be affirming and suggestive: suggestions for further change should be made in a positive way.
Tips for coping with critical feedback (criticism)

- Do not just focus only on critical comments without acknowledging many positive comments you may have received from the same or different peers.
- Ask yourself if you are not amplifying the criticism beyond what your peer or teacher meant.
- Remember what is being criticized is not you as a person but your teaching. Be open-minded and willing to accept what your fellow teachers have to say.

Remember that this is a great opportunity for us as a team to learn from each other to enhance our teaching skills!!

References: These should be uploaded on Laulima in a timely manner (subject to change, but informed by email)


Note 1: When you see a word, ‘tentative,’ that means that I could not specify dates because I was not given the official schedule by the course coordinator at the time of writing this schedule.

Note 2: Academic dishonesty will not be tolerated in the course. Please refer to the University of Hawaii at Manoa Student Conduct Code (p. 15). (http://studentaffairs.manoa.hawaii.edu/downloads/conduct_code/UHM_Student_Conduct_Code.pdf)

Note 3: I will try to upload all the readings specified above on Laulima in a timely manner in a case that some of you cannot access actual books and/or journal articles.

Note 4: The followings are the important dates in terms of administrative arrangements:

09/02/2015 Last day to register
09/02/2015 Last day to receive 100% tuition refund
09/14/2015 Last day to receive 50% tuition refund
08/31/2015 Last day to drop (No "W" on transcript)