Meeting Time & Location: MW 1:30 – 2:45  Moore Hall 106  
Instructor: Yumiko Tateyama (Moore 356   tel: 956-8031 e-mail: yumiko@hawaii.edu)  
Office hours: Tues & Th 8:30 – 9:20 & by appointment  
Prerequisite: JPN604 or Instructor’s consent

Description
As a continuation of JPN604, this course will provide students with the opportunity to increase their understanding of current theories of second language acquisition and to explore the relevance of these theories to the study of Japanese second or foreign language pedagogy through discussion and empirical research. Focal points of the course include the relationship of theory and practice, and the practicalities of developing effective classroom Japanese language instruction. Students are expected to take an active role in the presentation and discussion of articles and data, and to conduct empirical research on some aspect of Japanese language acquisition or Japanese second/foreign language pedagogy.

Student Learning Outcomes (SLOs):
1) The student will apply a growing knowledge of theoretical approaches and established empirical findings to the exploration of current issues in the study of Japanese as a second/foreign language learning and teaching.

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 research skills such that s/he will be able to independently investigate a specific aspect of JSL/JFL classroom learning and/or teaching by formulating a research question(s), designing an empirical study to investigate the question(s), collecting and analyzing a set of data, and producing a coherent presentation of the study both as an oral presentation and as a scholarly article.

Course Requirements:
a) actively participate in class discussions;
b) complete readings and post discussion questions on Laulima;
c) complete homework assignments in a timely manner;
d) present 3 scholarly articles (to be assigned)  
   \(\Rightarrow\) prepare a handout [i.e., summary and DQs] and lead the discussion;
e) conduct and write a research paper based on empirical data.

Proposal due: February 22  
Final paper due on Tuesday, May 11

**ALL written assignments must be typed/word-processed and double-spaced, with 1-inch margins and using a font no smaller than 12 pitch. For your final paper, follow the APA format. Correct spelling and grammar is expected. 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.**
Course grade:
- Class participation and assignments..........................35%
- In-class article reviews...........................................15%
- Final paper..............................................................50%

For assistance with physical and/or learning disabilities, please contact the KOKUA Program, Student Services Center, Room 013, 956-7511.
Academic dishonesty, including cheating and plagiarism, 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)

Required Texts:
Scholarly articles assigned by the instructor. Articles are available on-line through Electronic Resources http://sfxhosted.exlibrisgroup.com/uhmanoa/az or on the course Laulima website.
**The instructor reserves the right to alter the content of this syllabus during the course of the semester.

Syllabus

WEEK 1
1/11 M Introduction: Syllabus and assignment

1/13 W Conducting and writing up an empirical study - critical reading of Hatasa (2002)

WEEK 2
1/18 M Holiday (Martin L. King Day)

1/20 W Conducting and writing up an empirical study - critical reading of Inagaki (2001)
IRB Application
Homework: Prepare draft of IRB application for peer review

WEEK 3
1/25 M IRB application & Writing an abstract
Peer review of IRB application
How to write an abstract

1/27 W Studies of L2 Japanese learners: morphosyntax (relative clause)
WEEK 4
2/1 M Studies of L2 Japanese learners: tense & aspect (te iru)

2/3 W Feedback
(Further reading)

WEEK 5
2/8 M Input, output, interaction

Further reading:

2/10 W Research design 1 – Bring your abstract for feedback & discussion

WEEK 6
2/15 M Holiday (Presidents Day)

2/17 W Pragmatics and language learning

Further reading:
Ishida, K. (2009). Indexing stance in interaction with the Japanese


WEEK 7
2/22 M Pragmatics and language learning – Use of technology

Proposal due ➔ Bring your research proposal for feedback & discussion

Further reading:

2/24 W Social turn in SLA, CA perspective

Further reading:

WEEK 8 Interactional competence


WEEK 9 Interactional competence <CA perspective> Study abroad


Further reading:


WEEK 10 Student-teacher / student – student / student - NS interactions


3/16 W Research design 2 – Bring your abstract for feedback & discussion

(3/21 – 3/25 Spring Break)

WEEK 11
3/28 M Introduction to Sociocultural Theory

Further reading:

3/30 W Private speech


WEEK 12
4/4 M Zone of proximal development
4/6 W Task-based instruction

WEEK 13
4/11 M Teaching and learning pragmatics - Aizuchi
Forte, S. (m.s.) Japanese listenership: Instruction and materials for initiating pragmatic awareness of aizuchi among beginning JFL learners.

4/13 W Sociocultural issues in teaching Japanese

WEEK 14
4/18 M Research design 3 – Bring your abstract for feedback & discussion

4/20 W Sociocognitive Approach to SLA

WEEK 15
4/25 M CMC, Online instruction

4/27 W Kanji learning, community-based instruction
Hanaoka, V. (m.s.) Going from theirs to ours: Increasing language affiliation in Japanese as a foreign language learners through community-based instruction.
Journals available on-line/in-print and recommended for browsing
Annual Review of Applied Linguistics
Applied Linguistics
CALICO Journal
Gengo
International Review of Applied Linguistics in Language Teaching
Japanese Language and Literature
Journal of East Asian Linguistics
Journal of Pragmatics
Language Learning
Language Learning & Technology
Language Teaching
Pragmatics
Second Language Learning
Studies in Second Language Acquisition
System
The Modern Language Journal

Serial publications recommended for browsing
Japanese/Korean Linguistics
Pragmatics & Language Learning
Pragmatics & Interaction