

EALL Talk Series invites you to a special guest lecture by

Fumiko Nazikian, Ph.D

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Columbia University*

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12:00-1:30pm

Center for Korean Studies Auditorium

Implementing learner-centered instruction as a way to encourage learner-autonomy in Japanese language instruction

Abstract:

This study illustrates how to promote learner-autonomy through learner-centered instruction when teaching Japanese as a foreign language. This is based on the four perspectives of learner autonomy proposed by Rebecca Oxford (2003): technical, psychological, sociocultural and political-critical. The study particularly focuses on the sociocultural and the political-critical perspective due to the fact that these two perspectives have not been observed as much compared to the other two perspectives in foreign language teaching, especially at the elementary level.

This study demonstrates how learner-centered instruction encourages learners at the elementary level to create a supporting community, and to express their views using Japanese. Introducing various projects such as video-podcasting, which were undertaken by the first year Japanese students, the study shows that socio-cultural and political-critical perspective of autonomous learners can be promoted even at the beginners' level.

Fumiko Nazikian received her Ph.D. in Japanese Linguistics from the University of Sydney, Australia. She joined Columbia University in 2004 as the director of the Japanese language program. She has taught all levels of Japanese from elementary to fourth year Japanese. She also teaches at the Columbia Summer M.A. program in Japanese Pedagogy. Prior to arriving at Columbia, she was a senior lecturer at Princeton University where she taught for 16 years. She has also taught at the Australian National University, the University of Sydney, and the University of New South Wales. Her research interest is in linguistic pragmatics focusing on topics such as discourse analysis and exploring links between linguistics and language pedagogy. Among her recent publications are "The Role of Style-Shifting in the Functions and Purposes of Storytelling: Detective Stories in Anime" (Georgetown University Press, forthcoming); "Bringing learners' perspectives into assessments: Self and peer Assessments in a Blog project" (Special Issue of Japanese Language and Literature: Japanese Pedagogy, the Association of Teachers of Japanese, 2008, co-author with M. Fukai & S. Shinji); "Danwa ni okeru jootai no kinoo nitsuite." [On discourse functions of da detached style in Japanese] (Kuroshio Press, 2007); "Developing Learners' Communication Skills through Story-Writing in Japanese Language Teaching" (Princeton University, 2007, co-author with Jisuk Park); Genkokyoiku no Shintenkai [New Perspectives on Language Teaching] (Hitsuji-shobo, 2005, co-edited with O. Kamada, M. Tsutsui, Y. Hatasa and M. Oka). She is a co-author of *Hiyaku*, an intermediate textbook with M. Nittono, S. Eguchi, K. Okamoto & J. Park. The book was published by Routledge Press in May 2011. She served as a committee member for the Japanese SAT in 1996-2001. She was elected to the Board of the Association of Teachers of Japanese (ATJ) in 2008. She has acted as a member of AP Japanese Language and Culture Development Committee since 2010.

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