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) 3 written assignments i) a pre-observation reflection paper (due September 15th in my mailbox), ii) a post-observation write-up and discussion (based on a two-week period of classroom observation (due October 2/October 7), and iii) a critical analysis of a textbook excerpt (due November 18/20);
d) a research proposal with literature review and sample data-collection instruments (due at 4:00pm on Tuesday, December 18 directly to me or to my mailbox in Moore Hall 382); progress reports (e.g., preliminary topic, presentation of research question and methodology, annotated references, annotated references2, oral presentation) must be completed -- as scheduled (see syllabus) -- throughout the semester.

**ALL written assignments must be typed/word-processed and double-spaced, with 1" margins and using a font no smaller than 12 pitch. Correct spelling and grammar is expected, and a recognized style sheet (preferably the APA style sheet) must be followed consistently. 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.

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

Course grade:

Class participation...........................................20%
Written assignments
  Pre-observation Assignment.................... 10%
  Post-observation Assignment................. 20%
  Critical analysis of textbook excerpt....... 15%
Research proposal (including progress reports) .... 35%

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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 2014

• 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 “○” 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 26  Introduction to the course

August 28  Theory, research and pedagogical practice in the JFL classroom

Week 2
September 2  Origins of the field

September 4  The role of input and noticing

Week 3
September 9  The role of noticing

September 11  The role of interaction
Reading:
Week 4

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

September 18  Procedures for classroom observation
In-class practice of classroom observation tasks
Ethical procedures for classroom observation

**Pre-classroom observation writing assignment due in my mailbox on September 15 prior to your first observation.** You may begin your observations at any point after submitting this assignment.

Week 5


September 25  Recent shifts in approaches to SLA and L2 classroom learning

Week 6  The teacher in the foreign language classroom


**Due in class: Write-up of classroom observations.**

["No-cost" extension until October 7 if required.]

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


**Due -- Progress Report 1: Preliminary Topic**


Week 8  Classroom activities: Students and classroom visitors  
**Due: Progress Report 2: Research question and methodology**


Week 9  JFL Instructional Materials: Questions of authenticity  

**Due: Progress Report 3: Annotated references1**

Week 10  JFL Instructional materials: A critical examination  


Week 11  JFL Instructional Materials: A critical examination (Part I)  
November 4  ELECTION DAY (no class)

**Due: Progress Report 4: Annotated references2**

Week 12 JFL Instructional Materials: A critical examination (Part II)  
November 11  VETERANS’ DAY (no class)

Week 13

November 18 & 20 Assignment: Critical discussion of a textbook excerpt. **Due for presentation in class, and submission of write-up**

Week 14 Beyond Textbook-based Instruction: Approaches to the Instruction of Style Shifting


November 27 THANKSGIVING (no class)

Week 15 Beyond Textbook-based Instruction: Pragmatics and Conversational Competence


Week 16 Student presentations [**Due: Progress Report 5: Oral Presentation**]

December 9 Student presentations

December 11 Student presentations [Last day of instruction]

**PAPERS DUE ON TUESDAY, DECEMBER 17 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

Studies in Second Language Acquisition

Serial publications recommended for browsing

Japanese/Korean Linguistics

Applied Linguistics

Journal of East Asian Linguistics

Language Learning

Modern Language Journal

Second Language Learning System

Pragmatics and Language Learning