

JLT210 Teaching Japanese as a Second Language for Communication

1st and 2nd quarters, Sophomore

Instructor	KUWABARA YOKO
Style of Class	Lecture
Number of Credits	2
Day and Period	Friday, period 1

Course Description

In this class, we will take another look at the Japanese language in terms of second language learning and second language education and learn about methods to support non-native speakers of Japanese as they learn the language, with an emphasis on communication. The lectures will encourage students to observe and analyze their own communication as native speakers of Japanese and consider what is needed to guide non-native learners to more natural communication. Furthermore, students will learn about the causes of problems that arise when non-native learners try to communicate in Japanese. These activities will teach students how to view their own communication objectively, to convey that reality to Japanese language learners in an easily understood way, and help them learn how to support their learning efficiently.

Course Objectives

- (1) To observe one's own language usage and to understand one's own communication style by comparing it with that of others.
- (2) To understand that there are differences in how people use linguistic expressions to achieve their objectives, not only differences among different languages but also among native speakers of Japanese.
- (3) To be able to plainly explain trends in one's own linguistic usage and that of other native speakers of Japanese to non-native learners of Japanese.

Prerequisites

Completion of Introduction to Japanese Language Studies is desirable.

Class Materials

No particular textbook. Handouts will be distributed during class.

Reference materials:

(1) *Minna no Nihongo shokyuu ichi* (Japanese for Everyone, Beginning Level 1), main text, and *Minna no Nihongo shokyuu ichi: honyaku, bunpou kaisetsu Eigo ban* (Japanese for Everyone, Beginning Level 1, Translation and Grammar Explanations, English Version), 3A Corporation.

(2) *Minna no Nihongo shokyuu ni* (Japanese for Everyone, Beginning Level 2), main text, and *Minna no Nihongo shokyuu ni: honyaku, bunpou kaisetsu Eigo ban* (Japanese for Everyone, Beginning Level 2, Translation and Grammar Explanations, English Version), 3A Corporation.

Course Methods

This course will consist mostly of lectures by the instructor, but it will incorporate a certain amount of pair work and group discussions.

Evaluation/Assessment

At the beginning of each class session, a brief quiz about Japanese language usage, lasting about 15 minutes, will be administered. The instructor will have notified the students about the content of the quiz at the end of the previous class session.

Grading

Quizzes, 40%, Issues (including group work) 60%

Course Schedule

Week 1: Overview. Indices for the Japanese language skills of non-native speakers

Students will learn about the indices for the Japanese language skills of non-native speakers.

Week 2: Overview. Textbooks used for Japanese language learning by non-native speakers :

The instructor will discuss typical textbooks used for teaching Japanese, their structure, and the theories about foreign language teaching that undergird them.

Week 3: Looking at teaching materials for speaking 1: Self introductions:

The class will think about what grammatical forms and expressions are needed when foreign language learners are taught about self-introductions. They will realize that there are many styles of self-introduction, and they will consider the kinds of practice that are needed to introduce themselves in each style.

Week 4: Looking at teaching materials for speaking 2: Hobbies

Students will come to realize what kinds of vocabulary, expressions, and grammatical forms they use when talking about hobbies. Next, they will think about which vocabulary, expressions, and grammatical forms should be chosen or discarded in order to teach learners about self-introductions in the most easily understood way.

Week 5: Looking at elementary grammatical forms 1: “Mr./Ms. Tanaka is in the classroom.”

We will look at the grammatical forms usually taught in the first half of an elementary course and think about what the learners need to know about these forms. In particular, we will consider how to think about variant grammatical forms, such as the difference between answering the question “Where is Mr./Ms. Tanaka” and answering the question, “Who is in the classroom?”

Week 6: Looking at elementary grammatical forms 2: “He/she is eating a meal.”

We will look at the so-called te-form of the verb, which is taught in the first half of the elementary level, and analyze the situations in which it is actually used as a present progressive, looking at the grammatical form and its actual operation.

Week 7: Looking at teaching materials for the elementary level 3: The so-called honorific expressions:

We will talk about the honorific expressions, which are usually taught in the latter half of the elementary level. Students will look back at their own use of honorific language and consider the range of honorific language that elementary non-native learners should acquire. Furthermore, we will look at the question of what the so-called “considerate expressions” are.

Week 8: Looking at teaching materials for speaking 3: Requests

We will consider the kinds of expressions that are used to make a request and how they vary depending on the nature of the request and whom you are talking to. We will also think about how requests are structured in order to achieve one’s objectives.

Week 9: Looking at teaching materials for speaking 4: Apologies

We will consider the kinds of expressions that are used for apologizing and how they vary depending on the nature of the apology and whom you are talking to. We will also think about how apologies are structured and about individual and cultural differences concerning when it is necessary to apologize or not.

Week 10: Looking at elementary grammatical forms 3: Plain style and polite style

Students will learn how the forms of the plain and polite style differ and the differences in the situations and circumstances in which they are used. They will also look at how they themselves distinguish both styles in conversational situations and think about how to explain these criteria for use of the plain and polite style to non-native learners of Japanese.

Week 11: Looking at teaching materials for writing 1: Refusals

Students will learn about the basic rules for writing e-mail. In addition, they look at situations in which they have to refuse a written request, and they will consider the expressions and structures that are appropriate, depending on the nature of the refusal and their relationships with the person they are writing to. They will also deepen their understanding of how these written expressions differ from those used in conversation

Week 12: Thinking about learning vocabulary

We will consider the Japanese writing system in terms of learning. First of all, which set of symbols should students start with? We will look at the difficulty of learning pronunciation and writing

simultaneously and how this difficulty can be overcome. Students will also consider effective ways of learning kanji and kanji-based vocabulary, based on their own experiences.

Week 13: Looking at teaching materials: Hospitals and clinics

We will consider which aspects of the four skills of reading, writing, listening, and speaking are needed when someone feels ill and goes to the hospital or clinic.

Week 14: Group work, determining and working on the issues

Week 15: Group work, summary

Preparation and Follow-up

- Preparation: You will be told about the content of the next week's lecture, so you should read the relevant materials ahead of time.
- Follow-up: Review the content of the previous session and figure out what kinds of questions you have about the next class session.