LIN 810. Theory and Practice of Teaching a Non-Indo-European Language: Japanese (Fall 2004)
http://www.msu.edu/course/lin/810 (course materials and notices)
TuTh 3:00-4:20 p.m., C-110 Wells Hall

I. Content (See also "Schedule")
This course introduces theories and practice of teaching Japanese as a foreign language, particularly at
the elementary level. It promotes proficiency-oriented instruction, adopting techniques of various
theories and approaches. You will observe at least three elementary Japanese classes, and practice (and
evaluate others’) peer teaching. To be an effective language teacher, you need to have KNOWLEDGE
of the language, SKILLS to promote learning, and CARE for the learner. This course is intended to help
you especially in the second requirement.

Specifically, you will be introduced to: how to teach Japanese pronunciation, writing system, listening
comprehension, speaking, reading, writing, culture, and grammar, and how to utilize audio-visual,
computer and web materials. Additional topics to be discussed include: curriculum design, lesson plans,
material evaluations, homework, testing, and how to find resources (e.g. materials, information,
professional associations and foundations).

II. Objectives
The objectives of the course are to gain basic knowledge and skills for teaching Japanese (e.g. re.
curriculum design, material development, classroom activities), and to learn how to find resources.

III. Texts
New York: Cambridge University Press.

Japanese. The Japan Times.
Japan Times.
Tokyo: The Japan Times.
(5) National Standards in Foreign Language Education Project. 1996. Standards for Foreign
Communicative Framework for Introductory Japanese Language Curricula. Second
Language Teaching & Curriculum Center, University of Hawai'i.
IV. Grades

A. 15%: **Class attendance and performance:** You are expected to attend every class, have done the assignments due each class, and actively participate in the discussions. If you must be absent from a class, e-mail or telephone the instructor and make necessary arrangements ASAP.

B. 10%: **Observation notes:** Observe at least three JPN 101 classes of different types at different points during the semester – grammar/sociolinguistics explanations and practice (mainly Mon., Wed.), practice activities (Tue., Thu., Fri.), and other sessions (e.g. review). Submit a 1-page "Observation Notes" of each class by the due date. Consult JPN 101 syllabus and schedule to know when to go where. Be sure to obtain prior permission from the instructor of the class. Those of you who are currently teaching are strongly recommended to videotape at least two of your own classes and write on them, as part of this assignment.

C. 15%: **Other homework:** Seven 1/2-1 page assignments from Omaggio and others; only the best five will be counted (+, √, √).

D. 20%: **Mid-term paper:** A 3-4 page critique, in Japanese or English, of an elementary textbook from a proficiency point of view: i.e., consideration for the context/content, functions, accuracy, discourse types, affective impact and learning styles; the effectiveness of teaching pronunciation, writing systems, four language skills, culture/sociolinguistics, grammar, and integrations thereof; any other noteworthy features. Illustrate each of your points with examples. The textbook to be critiqued by each student will be determined later in class. (more details later). Due: **Tuesday, November 9.**

E. 10%: **Peer teaching:** A 20-minute teaching demonstration per student in our class. We will decide together on which grammatical/functional item each of you will "teach" in context. Consult the instructor about your teaching plan (in Japanese or English) several times. All students (except for the teacher demonstrator) participate in the evaluation process, as does the instructor. We will discuss more in detail later. **Tuesday, November 30.**

F. 30%: **Final paper:** A 6-7 page teaching plan, in Japanese or English, of a grammatical/functional item of your choice (obtain prior permission from the instructor). First, specify the age group of your "students" (e.g. high school, college), and their Japanese level (e.g. after about 10 hours of instruction, near the end of JPN 101). Then, include a general outline of the progression (in a small table), sample classroom activities (pre-, main and post-activities), procedures, materials to be used (e.g. props, video), and sample homework or test questions, the last of which may be considered a post-activity. Specify the objectives and time allotted for each activity. We will discuss more in detail later. Due: 5 p.m., **Tuesday, December 14.**

Please word-process (or neatly handwrite) your papers, homework answers, etc., put a 1" margin all around, and use 12 pt. Times font in English or 10 pt. Osaka (or equivalent) font in Japanese.

今学期もがんばりましょう！