

Fall 2022

EALC-J 425 (11863) Teaching Japanese Language

EALC-J 525 (11903) Teaching Japanese as a Foreign/Second Language

Syllabus

About the Instructor

Instructor: Professor Nozomi Tanaka

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Communication Policy

You may send me a message through Canvas (my preferred mode of communication). I have multiple roles within the university and receiving messages through Canvas helps me stay organized. I will get back to you within 48 hours (excluding weekends and holidays when it might take longer to respond). Please be clear in the subject line as to what the message is concerning. If you do not hear back from me in a couple of days, please assume that I need to be reminded and email me again.

Office Hours

Typically, Thursday afternoons 2:00 and 4:00 PM is when I will be available to see you for office hours. I may be occasionally available on other days. You can check my availability at <https://calendly.com/nozomitanaka/meeting> and sign up for a 20-minute slot to meet with me via Zoom or in-person up to 24 hours in advance.

About the Course

Class Meeting Days and Times

Tuesdays & Thursdays, 4:45-6:00 PM

Class Location

Global & International Studies Building (GISB/GA) 0007

Course Prerequisites

Grade of C or higher in EALC-J 302, and consent of the instructor

Required Texts and Materials

[L&S] Lightbown, P. M., & Spada, N. (2021). *How Languages are Learned* (5th ed.). Oxford University Press. (ISBN 978-0194406291) (available through [IU Bookstore](#))

[GBP] Gass, S., Behney, J., & Plonsky, L. (2013). *Second language acquisition: An introductory course*. Routledge. (selected chapters only; [eBook available via IU Libraries](#))

Selected readings (See the list at the end of this syllabus)

Course Description

This course familiarizes current and/or prospect teachers of Japanese with the critical theoretical and practical issues in the fields of second language acquisition (SLA) and second/foreign language pedagogy in general, as well as with issues pertaining to Japanese as a second/foreign language more specifically. The course introduces students to relevant research methods and explores effective teaching techniques through discussing and presenting assigned readings and developing their own teaching or research proposal.

Course Goals

Upon completion of this course, students in both sections should be able to:

1. identify and analyze major language teaching approaches and develop effective teaching techniques through assigned readings and in-class discussion;
2. demonstrate a basic understanding of SLA theories and find their interpretations in Japanese pedagogy;
3. assess the value of published research by critically evaluating the research questions, the quality and appropriateness of the research designs, and the significance of the contributions of the study;
4. apply concepts and methods from research to analyze real-life language teaching/learning experience as a learner and/or a teacher of Japanese; and
5. describe ways to make Japanese learning/teaching more socially just and inclusive based on critical reflection on the social assumptions and consequences of Japanese pedagogy and program designs.

In addition, students in J525 should be able to:

1. develop adequate familiarity with the literature and issues in the field such that they will be able to independently develop a question regarding a specific aspect of JSL/JFL classroom learning and/or teaching, design an empirical study or teaching tools to address the question(s), and produce a coherent presentation of the study both as an oral presentation and as a formal written proposal.

Grading

Attendance

If you are late for class or miss class for any reasons, it is your responsibility to make sure that the instructor marked you as present.

You will be officially excused from class with advance notice citing unavoidable reasons (e.g., illness, religious or civic observances, threats to personal safety or security, and university-approved activities). Please inform the instructors before the beginning of class—or as soon as you know—if you need to miss the class. It is your responsibility to contact your instructor or classmates to find out what you have missed and what you need to do for the following class.

Assignments

Participation: Students must come to class well-prepared, having completed assigned readings, and participate actively in class discussions. Your participation will be evaluated daily on the following criteria: well-prepared and active participation. You will receive full credit for each class you attended if your engagement meets these criteria; otherwise, no credit for is given. This work must be completed on time for credit.

Assigned Readings & Canvas Posts: Students are required to contribute to online discussion on each assigned reading by responding to the prompts provided before the beginning of class. There are three requirements for your post (& reply): (1) must be *at least three sentences*; (2) the post should be responsive to the prompt; and (3) the post should be at all times respectful of others. You will receive full credit for the given post if it meets these criteria; otherwise, no credit for the post is given. This work must be completed on time for credit.

Your Canvas Posts should aid me, the student presenter (if any), and the rest of the class by identifying areas of confusion and stimulating class discussion. I cannot promise that we will answer everything you post, but we will try to address as many as possible in class.

Midterm Exam: There will be one open-book midterm exam to assess students' understanding of major concepts related to language learning and teaching. You will be asked to define, describe, and compare different terminologies.

Article Summaries: Students are required to submit a 1- to 2-page summary of an assigned article marked with an asterisk three times starting in Week 5, *not including* the articles they are presenting on for Article Presentations. Article Summaries are due on the days they are assigned as a required reading. You will receive full credit for completion regardless of performance. This work must be completed on time for credit. More information will be given in class and on Canvas.

Article Presentation: Each student will lead a lively class discussion of an article marked with an asterisk once during the semester starting in Week 5. More information will be given in class and on Canvas.

Take-home final (J425 only): Students who are registered in J425 will have a take-home final exam, in which students are asked to write short essays in response to questions regarding topics covered in class.

Term Project (J525 only): The term project will take the form of a project proposal. The project may take a variety of forms, ranging from an empirical study of methodological/acquisition issues to development of teaching materials or tools.

Throughout the semester, you are required to complete different steps: a question/topic statement (1 pt), a one-page description outlining the topic accompanied by working bibliography (4 pts), a draft of literature review (5 pts), a draft of method section (5 pts), an in-class presentation during the last week of class (18pts), and a full written proposal during the final exam week (51 pts). More information will be given in class and on Canvas.

Course Expectations and the Final Course Grade

All your assignments will count towards your final score. I do not grade on a curve. Grades are not negotiable.

Format of the Written Assignments

Unless otherwise specified, all written assignments are submitted through Canvas. They must be typed in a 12-point easy-to-read serif font (e.g., Times) and double-spaced, have 1-inch margins all arounds. If there are multiple pages, they must be page-numbered.

Getting Comments on Assignments

You are free to give me a copy of any assignment in advance, but I cannot promise that I will have time to look at it. The more time you give me, the more likely it will be that I can look at it, but my schedule varies with my other duties. Please allow at least a week for me to give you feedback. Plan ahead to get comments.

Grade Dissemination

Grades will be posted in Canvas within a **week** of the due date. Since Canvas keeps track of all of your grades, you should always be able to calculate your current grade in the course. If you need assistance, please contact me.

Assignment	J425 %	J525 %
Participation	20	10
Assigned Readings & Canvas Posts	25	12.5
Midterm	15	7.5
Article Summaries	20	10
Article Presentation	10	5
Take-home Final (J425 only)	10	-
Term Project (J525 only)	-	55

Grading Scale

% of points	Grade
Above 97	A+
93–97	A
90–93	A-
87–90	B+
83–87	B
80–83	B-
77–80	C+
73–77	C
70–73	C-
67–70	D+
63–67	D
60–63	D-
60-0	F

Late Work/Extension

Late assignments will be accepted until the associated contents have been discussed or until 7 days past due, whichever is sooner. Five percent will be deducted for each day (24-hour period) past the original due date, unless prior arrangements are made with the instructor and a new due date is established.

Make-up exams

Make-up exams should be completed within 7 days of the original date and will be only given if you cite unavoidable reasons (e.g., COVID-related absences, illness, religious or civic observances, threats to personal safety or security, and university-approved activities) or if you are scheduled to have three or more midterm/final exams on the same day. Please inform me before the exam date or as soon as possible.

Classroom Manners

Diversity is welcome in this class, and you are encouraged to bring in your own unique perspective coming from your background and to lend an ear to what others' have to say with an open mind. Disparaging or otherwise disrespectful language is strictly not tolerated. Any behavior that is disruptive to yourself (gaming, watching YouTube, online shopping, texting, working on homework) and others in class will not be tolerated.

Students are expected to adhere to the Code of Student Rights, Responsibilities, and Conduct at all times. Any inappropriate behavior, disruptive conduct (e.g., engaging in hostile or disrespectful commentary on the site, or discussing irrelevant evidence) or noncompliance with faculty directions can result in a charge of Academic and/or Personal Misconduct, the consequence of which could be a variety of sanctions either from the

instructor or the Dean of Students. For more information see [The Code of Student Rights, Responsibilities, and Conduct](#).

Syllabus Revision

The instructor reserves the right to revise or adjust the course syllabus and schedule to best accommodate the pace and needs of the students.

Special Notes about the Course

If you have a positive COVID-19 test, have COVID-like symptoms, or have been instructed to quarantine, you should not attend class. To ensure that you can do this, attendance in this class will be taken but will be prorated and will not lower a student's grade when that student was absent due to compliance with campus isolation expectations. For those students, alternative assignments or make-ups will be offered on a case-by-case basis. Please work with your instructor to determine a path to continue your progress in the class during these absences, in whatever way the instructor determines fits within course objectives.

If the instructor falls ill or needs to be isolated, the course sections that the instructor teaches will switch to Zoom for short periods (up to 3 weeks). You will be notified of the switch of the modality at least a day in advance through Canvas "Announcements", Canvas "Message", and/or by email.

If you have concerns or health issues that we should be aware of, please let us know.

Tentative Schedule

All assignment due dates and the course schedule are subject to change at the instructor's discretion.

Week	Date	Readings	Assignments
1	8/23	Introduction	
	8/25	L&S Ch1: Child language learning	
2	8/30	L&S Ch2: Second language learning	
	9/1	Class canceled	
3	9/6	L&S Ch3: Individual differences	
	9/8	L&S Ch4: Second language learning theories	
4	9/13	L&S Ch5: Observing learning and teaching	
	9/15	L&S Ch6: Learning in the classroom	
5	9/20	GBP Ch3: Where do data come from?	Discuss your possible topics in class
	9/22	GBP Ch15: Related disciplines	
6	9/27	Tone: Ballis et al. 2019*	
	9/29	Lexical Accent: Goss 2018	

7	10/4	Tense and Aspect: Gabriele & McClure 2011*	
	10/6	Relative Clauses: Tanaka & Cherici 2022*	One-page proposal due
8	10/11	Indirect Speech: Taguchi 2014*	
	10/13	Conventional Expressions: Bardovi-Harlig & Su 2018*	
9	10/18	Orthography: Everson 2011	
	10/20	Feedback: Lyster & Mori 2006*	Midterm distributed
10	10/25	Heritage learners: Ortega 2020*	
	10/27	Native Speaker Fallacy: Tsuchiya 2020*	Midterm due
11	11/1	Politeness: Iwasaki 2012*	
	11/3	(No class)	Lit Review due
12	11/8	Gender: Arimori 2020*	
	11/10	Gender: Diao 2016 (Guest Lecture by Dr. Wenhao Diao)	
13	11/15	TBA (Student-suggested reading)	
	11/17	TBA (Student-suggested reading)	Method Section due
14	Thanksgiving Break (No class)		
15	11/29	TBA (Student-suggested reading)	
	12/1	TBA (Student-suggested reading)	
16	12/6	Term Project Presentations	
	12/8	Term Project Presentations	

Take-home final (J425)/Final Paper (J525) due Friday, December 16 at 11:59 pm

Reading List

- Arimori, J. (2020). Toward more inclusive Japanese language education: Incorporating an awareness of gender and sexual diversity among students. *Japanese Language and Literature*, 54(2), 359–371.
- Bardovi-Harlig, K., & Su, Y. (2018). The acquisition of conventional expressions as a pragmalinguistic resource in Chinese as a foreign language. *The Modern Language Journal*, 102(4), 732–757.
- Ballis, F., Suárez-González, N., González-Fuente, S., & Prieto, P. (2019). Observing and producing pitch gestures facilitates the learning of Mandarin Chinese tones and words. *Studies in Second Language Acquisition*, 41, 33–58.
- Diao, W. (2016). Peer socialization into gendered L2 Mandarin language practices in a study abroad context: Talk in the dorm. *Applied Linguistics*, 37(5), 599–620.
- Everson, M. E. (2011). Best practices in teaching logographic and non-Roman writing systems to L2 learners. *Annual Review of Applied Linguistics*, 31, 249–274.

- Gabriele, A., & McClure, W. (2011). Why some imperfectives are interpreted imperfectly: A study of Chinese learners of Japanese. *Language Acquisition, 18*, 39–83.
- Goss, S. (2018). A critical pedagogy of lexical accent in L2 Japanese: Insights into research and practice. *Japanese Language and Literature, 52*, 1–24.
- Heinrich, P. (2005). Language ideology in JFL textbooks. *International Journal of Sociology of Language, 175/176*, 213–232.
- Iwasaki, N. (2011). Learning L2 Japanese “politeness” and “impoliteness”: Young American men’s dilemmas during study abroad. *Japanese Language and Literature, 45*, 67–106.
- Lyster, R., & Mori, H. (2006). Interactional feedback and instructional counterbalance. *Studies in Second Language Acquisition, 28*(2), 269–300.
- Ortega, L. (2020). The study of heritage language development from a bilingualism and social justice perspective. *Language Learning, 70*(1), 15–53.
- Taguchi, N. (2014). Development of interactional competence in Japanese as a second language: Use of incomplete sentences as interactional resources. *The Modern Language Journal, 98*(2), 518–535.
- Tanaka, N., Cherici, A. (2022). Subject advantage in L1-English learners’ production of Chinese relative clauses. *Journal of Psycholinguistic Research*. <https://doi.org/10.1007/s10936-022-09865-9>
- Tsuchiya, S. (2020). The native speaker fallacy in a U.S. university Japanese and Chinese program. *Foreign Language Annals, 53*, 527–549.

See the online [Living Bibliography](#) for more!