

JPN 604

**INTRODUCTION TO
JAPANESE LANGUAGE PEDAGOGY**

Fall 2025



INSTRUCTOR

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Office Hours: Friday 4:00-5:00 or by appointment

TIME

Fri 1:30-4:00

ZOOM (when we have to meet online)

<https://hawaii.zoom.us/j/88572337446>

Meeting ID: 885 7233 7446

Passcode: 727628

PREREQUISITES

JPN350, JPN 451 or equivalent, or instructor's permission.

COURSE DESCRIPTION

Introduction to the instruction of Japanese as a second/foreign language (JSL/JFL) and theories of second language acquisition (SLA) as they relate to the instruction of JSL/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 JSL/JFL. Through an extended classroom observation project and a semester-long project to develop an empirical study of some aspect of JSL/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 JSL/JFL pedagogy in JPN 632 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 JSL/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) Attendance and active participation in class discussions, which include the completion of reading annotations, as well as other types of preparation
- b) Completion of all readings and assignments in a timely manner
- c) Two observation reports
- d) Micro-teaching
- e) Teaching portfolio
 - i) Teaching philosophy
 - ii) Curriculum vitae
 - iii) Sample lesson plan & material (and demo teaching in class)
- f) Project (research proposal, teaching project, etc.)

COURSE GRADE

Preparation and Participation.....	30%
(e.g., completion of annotations, familiarity with content of readings, quality of questions and comments, presentations, etc.)	
Class Observation Reports.....	20%
Micro-Teaching.....	10%
Teaching Portfolio:	
Teaching Philosophy.....	5%
Curriculum Vitae	5%
Sample Lesson Plan & Material.....	10%
Project	20%

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.

REQUIRED TEXTS/MATERIALS

All course readings are available on the course website (Lamakū). If you are dissatisfied with the quality of any scanned articles, you can access most articles from Hamilton Library or online. Readings denoted with “Additional Reading” are suggested, but not required. The instructor reserves the right to alter the content of this syllabus during the course of the semester.

READING AND DAILY PREPARATION

Before each class, read the assigned texts thoroughly and annotate them—using an online annotation tool “Kami”—with questions and/or comments that you want to share with the class (only the texts designated in the schedule). These comments and questions will help us deepen our understanding of the concepts discussed in the texts and critically assess the quality of research. The annotations are due at **10 pm on Thursday**. These annotations will be counted toward your participation grade.

Besides the readings, there will be specific instructions on how to prepare for each class. Read these instructions carefully and come to class with preparation. In cases where you need to present, prepare PPT slides.

CLASS OBSERVATIONS

You will be observing at least two Japanese language classes. Make an arrangement to observe a class in September and another class in October and write a report for each observation. For specific instructions, see a separate handout.

MICRO-TEACHING

Micro-teaching is a popular method for teacher training. This micro-teaching assignment requires you to prepare and present a condensed lesson. Specifically, you will:

1. Design a full 50-minute lesson plan that utilizes Musubi as the primary textbook.
2. Produce all necessary sample materials that complement your lesson plan.
3. Deliver a 20-minute demonstration of your lesson. This demonstration should focus on introducing a new language point (such as a grammar structure, dialogue, or vocabulary) and then engage students in a relevant practice activity.
4. Submit your complete 50-minute lesson plan and all supplementary materials (e.g., handouts, presentation slides) in advance, so they can be shared and reviewed by the class.

TEACHING PORTFOLIO

As a key part of your professional development, you will create a personal teaching portfolio this semester. This portfolio is an excellent way to showcase your skills and qualifications to future employers. For this reason, I highly recommend creating it in an online format using a website builder like *Wix*. Throughout the semester, you will be working on parts of your portfolio, including teaching philosophy, curriculum vitae, sample lesson plan(s) and materials, and final project paper. You may also consider uploading other materials, such as teaching videos (with student consent) and research papers, to showcase your abilities and accomplishments. See this website (TiPPS) <https://nflrc.hawaii.edu/tipps/> for ideas about teacher portfolio.

FINAL PROJECT

For your final project, you will develop a research proposal or a pedagogical project. You will present your project idea to the class and submit a written paper of approximately 3,000 words (about 10 pages).

Option A: Pedagogical Project

- You will come up with a **new and innovative pedagogical idea** that can be actually implemented in your current or future teaching. For this option, you will need to submit a paper, detailing (a) background of the proposed idea, including needs and rationale, (b) similar practices/projects that have been implemented in the past, (c) benefits/advantages of your idea over previous ideas, and (d) any supporting materials (e.g., materials used in the project, evidence of success, etc.).

Option B: Research Project

- You will come up with an **empirical research idea** that can be actually conducted in the near future (e.g., Spring 2026). For this option, you will need to submit a

research proposal, consisting of (a) research background and statement, (b) a brief literature review of the past research, (c) research questions, (d) methodology, including data collection procedure and analytical procedure, and (e) timeline of your research. Your research needs to be related to the teaching of Japanese.

Option C: TBD

BASIC NEEDS

"Basic needs include food and housing, childcare, mental health, financial resources and transportation, among others. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation and overall student well-being. If you or someone you know are experiencing basic needs insecurity, please see the following resources: [UH System Basic Needs](#).

ACADEMIC DISHONESTY

The following are examples of the types of behavior that conflict with the community standards that UH values and expects of students. Engaging in, or attempting to engage in any of these behaviors subjects a student to the disciplinary process and sanctions on each campus. Acts of dishonesty, including but not limited to the following:

1. Cheating, plagiarism, or other forms of academic dishonesty.
 - a) Cheating is an act of academic dishonesty and includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student body; and (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.
 - b) Plagiarism is also an act of academic dishonesty and includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
2. Furnishing false information to any UH official, faculty member, or office.
3. Forgery, alteration, or misuse of any UH document, record, or form of identification.

ACADEMIC SUPPORT

The Writing Center supports writing and research at UHM, and provides one-to-one writing consultations free of charge to all students, faculty, and staff affiliated with the University of Hawai'i at Mānoa. Their writing consultants are trained to help writers working in different disciplines at every stage of the writing process and with various writing projects (i.e., essays, research papers, resumes, letters, creative work). The center also provides various themed workshops to further support writers in the UHM community.

Kuykendall Hall, Room 411
1733 Donaghho Road
Honolulu, HI 96822

Email: tutors@hawaii.edu

Website: <https://sites.google.com/a/hawaii.edu/writingcenter/about>

COURSE SCHEDULE (tentative)

<Week 1>

August 29 Introduction and Fundamentals

2. Think about the following questions:
 - What makes a good language teacher?
 - What are the elements of good language teaching?
3. Answer the questions on the modified BALLI for teachers and be prepared to share your responses in class.
4. Read Cook (2009)

<Week 2>

September 5 Language Teaching Methodologies and Approaches

1. Read Richards (2022) and look into one of the methodologies/approaches below and present it in class (prepare PPT slides, 5 minutes). Your presentation should focus on (a) (theoretical/historical) backgrounds, (b) core features and activities, (c) learner roles, and (d) teacher roles
 - Grammar Translation Method
 - Direct Method
 - Audiolingual Method
 - Situational Language Teaching
 - The Natural Approach
 - Communicative Language Teaching
 - Task-Based Language Teaching
 - Content-Based Instruction
2. Read Hadley (2001) Chapter 1: pp. 1-50 – 3 annotations
3. Think about the following questions:
 - What is “proficiency”? What is the relationship between “competence” and “proficiency”?
 - A considerable number of existing Japanese programs in the United States claim that they use “proficiency-oriented approaches” to teach Japanese. What are the characteristics of such programs?

(additional reading) Savignon (2002), Savignon (2017), MLJ Perspectives (2006), ACTFL Proficiency Guidelines: <https://www.actfl.org/educator-resources/actfl-proficiency-guidelines/japanese>

<Week 3>

September 12 Syllabus Design and Textbook Analysis

1. Choose a beginning-level textbook and analyze it (prepare PPT slides, 5 minutes). Try to discuss the following aspects: (a) overall structure and syllabus type, (b) balance of four skills, (c) vocabulary, and (d) practice and activity.
 - げんき
 - なかま
 - みんなの日本語
 - ようこそ
 - できる日本語
 - とびら
 - まるごと
 - SFJ
2. Read Ellis & Shintani (2014) Chapter 3: pp. 52-82 – 3 annotations
3. Think about the following questions:
 - Which types of syllabus design do you find the most appealing and why?

(additional reading) Willis & Willis (2007)

<Week 4>

September 19 SLA Theories: Cognitive & Psycholinguistic Approaches

1. Read Krashen (1982) Chapter 2: pp. 9-56 – 2 annotations
2. Read Gass & Mackey (2020) – 2 annotations
3. Read DeKeyser (2020) – 2 annotations
4. Think about the following questions:
 - Which aspects of Krashen's theory do you find useful/important/attractive?
 - Krashen's theory has been influential in the field of SLA and language teaching. However, it has also been the target of so much criticism. Think about the points where you can criticize his theory.
 - The Input-Interaction-Output (IIO) model is a popular theoretical framework in SLA. What are its strengths and weaknesses when applied to a real-world classroom setting? Where do we see this model working, and where might it fall short? How about Skill Acquisition Theory?

<Week 5>

September 26 SLA Theories: Sociocultural Approaches / L2 Japanese Research

1. Read Lantolf, Poehner, & Thorne (2020) – 3 annotations
2. Read Mori, Hasegawa, & Mori (2021) – 3 annotations
3. Think about the following questions:
 - Which aspects/topics of L2 Japanese research do you find interesting and why?
 - Which aspects/topics of L2 Japanese research do you think should receive more attention?

September 30 Observation Report 1 Due

Submit your **Observation Report 1**.

<Week 6>

October 3 Teaching Orthography and Vocabulary

1. Read Hatasa (2002) – 2 annotations
2. Read Mori (2020) – 2 annotations
3. Read Chikamatsu (2006) – 2 annotations
5. Think about the following questions:
 - Should hiragana, katakana, kanji be introduced as early in the curriculum as possible? Refer to the Musubi curriculum and discuss the pros and cons of the current approach.
 - Think about various strategies and techniques for teaching hiragana, katakana, and kanji effectively and enjoyably.
 - Looking through the list of vocabulary introduced in Musubi, which vocabulary items are NOT important and why? Does Musubi cover a sufficient amount of vocabulary for beginning learners?
 - What are the strategies and techniques for teaching vocabulary effectively and enjoyably?

(additional reading) Thomas (2014), Brown (2012), Toyoda et al. (2013), Matsumoto (2013)

<Week 7>

October 10 Teaching Grammar and Pragmatics (WE WILL MEET ONLINE)

1. Read Yamashita (2016) Chapter 3 (pp. 39-70) – 3 annotations
2. Read Moody (2014) – 3 annotations
3. Think about the following questions:
 - List the grammar items that are commonly included in the beginner-level Japanese textbooks. Among those items, what are the most important grammar items and why? Which items are not important and why?
 - What are the difficult grammar items to teach in the beginner-level Japanese classroom? How would you incorporate those items in your teaching?
 - Look through the Musubi 1 textbook, list any pragmatic elements that are portrayed, introduced, or explained in the book.
 - Which elements of pragmatics are explicitly taught/presented and which are not (i.e., implicitly presented)?
 - Which teaching methods and approaches emphasize or deemphasize the teaching of pragmatics?
 - What are your thoughts on teaching pragmatics? Any pros and cons?

(additional reading) Benati & Basile (2016), Geyer (2007), Narita (2012), Saito & Beecken (1997)

October 15 Teaching Philosophy Due

Submit your **Teaching Philosophy**.

<Week 8>

October 17 Teaching Conversation / Model Dialogues

1. Read Jones & Ono (2001) – 2 annotations
2. Read Arita & Imamura (2024) – 2 annotations
3. Read Bannink (2002) – 2 annotations
4. Think about the following questions:
 - What is a conversation? What are different forms of “speaking” besides conversation? How is a conversation different from other forms of speaking?
 - What are the roles of textbook dialogues in the teaching of conversations?
 - Analyze the dialogues in Musubi and identify features that are unique to Musubi dialogues?

<Week 9>

October 24 Pair Work / Feedback

1. Read Storch & Aldosari (2012) – 2 annotations
2. Read Hasegawa (2018) – 2 annotations
3. Read Ellis & Shintani (2014) Chapter 10: pp. 249-282 – 2 annotations
4. Think about the following questions:
 - How can pair work promote or delimit the development of oral proficiency?
 - What are the effective ways to implement pair work in the classroom?

- What are the types of feedback you often give/have given/have received in the language classroom?
 - What kinds of items would you often give/have given/have received feedback on?
5. (additional reading) Read Ellis (2018) Chapter 2: pp. 22-40, Wei (2002), Yoshida (2008)

<Week 10>

October 31 Micro-Teaching 1, 2, 3, 4

October 31 Observation Report 2 Due

Submit your **Observation Report 2**.

<Week 11>

November 7 Nippon Culture Day (NO CLASS MEETING)

Instead of having a regular class session, we will meet individually to discuss your project ideas in Week 11. Before we meet, brainstorm ideas for your project.

<Week 12>

November 14 Micro-Teaching 5, 6, 7, 8

November 15 Curriculum Vitae Due

Submit your **Curriculum Vitae**.

<Week 13>

November 21 Writing a Pedagogy/Applied Linguistics Paper

1. Browse Purdue University's OWL Website: <https://owl.purdue.edu/index.html>
2. Complete the "fix the reference list" handout.

<Week 14>

November 28 Thanksgiving Holiday (NO CLASS MEETING)

<Week 15>

December 5 Project Presentations

Each student will give a 10 to 15-minute presentation to briefly outline their final project.

****DECEMBER 15****

Final deadline of your online teaching portfolio, including teaching philosophy, lesson plan(s), teaching materials, CV, as well as your final project paper