

# The role of grammar in Japanese Language learning and teaching

13<sup>th</sup> September 2014

Daiwa Foundation, London

## TIMETABLE

SPEAKER	TIME	CONTENT
<b>Alessandro Benati</b> (University of Greenwich)	10:00 ~ 11:00	What is the role of grammar in second language learning and teaching?
<b>Sayoko Yamashita</b> (Jissen Women's University)	11:05 ~ 12:05	Pragmatics and grammar
	12:05 ~ 12:40	Lunch break
<b>Noriko Iwasaki</b> (SOAS)	12:40 ~ 13:40	The role of grammar in reading (and writing)
<b>Benedetta Basile</b> (University of Greenwich)	13:45 ~ 14:30	Putting research into practice: Communicative tasks in Japanese grammar teaching

## What is the role of grammar in second language learning and teaching?

By Alessandro Benati, University of Greenwich, London

In this session, we examine the role of grammar instruction in second language acquisition. Research and Theory in grammar learning provides valuable information about how grammar is acquired and how different factors may impact on the effectiveness of different pedagogical interventions. These pedagogical solutions move from input (e.g. input enhancement, consciousness-raising tasks, structured input tasks) to output-based options (e.g. structured output tasks).

### Suggested Reading:

Benati, A. (2013). *Issues in Second Language Teaching*. London: Equinox. (Chapter 1 and 2).

Benati, A., Laval, C., Arche, M. (2013). *The Grammar Dimension in Instructed Second Language Learning*. London: Bloomsbury.

Benati, A. and Lee, J. (2008). *Grammar Acquisition and Processing Instruction*. Clevedon: Multilingual Matters.

Nassaji, H., and Fotos, S. (2011). *Teaching Grammar in Second Language Classrooms*. New York: Routledge.

Wong, W. (2005). *Input Enhancement: From Theory and Research to the Classroom*. New York: McGraw-Hill.

Wong, W., VanPatten, B. (2003). The evidence is IN: Drills are OUT. *Foreign Language Annals*, 36 (3), 403-423.

## Pragmatics and Teaching Grammar

by Sayoko Yamashita, Jissen Womens' University, Tokyo

Pragmatics deals with how language is used in context—it covers themes such as speech acts, conversational implicature, hints, discourse markers, fillers, etc. Due to its strong link with language and culture, research in pragmatics is widely conducted nowadays and its findings attract a great deal of attention in the field of language education. Drawing on this, in Japanese language teaching it is insufficient to teach grammatical structures in a decontextualized manner. Rather, appropriate use of language in context must be emphasized. This lecture discusses pragmatics-focused instruction techniques for some typical grammatical structures. Suggested ways of introducing the relationship between grammar and pragmatics and its possible instructional approach in the classroom are presented.

### References

- スリーエーネットワーク編（1998/2010）『みんなの日本語』スリーエーネットワーク
- 野田尚史編（2005）『コミュニケーションのための日本語教育文法』くろしお出版
- 原沢伊都夫（2010）『考えて、解いて、学ぶ日本語教育の文法』スリーエーネットワーク
- 山崎佳子他（2008）『日本語初級①大地』スリーエーネットワーク
- International Christian University. (2009). *Japanese for College Students -Basic I*. Kodansha International.
- Yamashita, S.(1996). *Six Measures of JSL Pragmatics*. Honolulu: University of Hawaii Press.
- Yamashita, S. (2008). Investigating Interlanguage Pragmatic Ability: What are we Testing? In E. Alcon and A. Martinez-Flor (Eds.). *Investigating Pragmatics in Foreign Language Learning, Teaching, and Testing*. London: Multilingual Matters. 201-223.

## The Role of Grammar in Reading (and Writing)

By Noriko Iwasaki, SOAS, London

Reading materials and reading activities in the foreign language classroom are often employed to reinforce learners' grammatical knowledge (e.g., 宮谷 2005).

We first go over problems associated with such practice based on previous studies.

Further, against a backdrop of the commonly adopted approach in which the goal of reading is understood to be the accurate retrieval of information from text, we will discuss a proposal for a more critical approach to reading and the role of grammar in such an approach (e.g., Kumagai & Iwasaki, forthcoming).

In real life, we do not read just to 'comprehend' the text; we also try to learn about the writer's persona, emotions, hidden bias and/or their purposes. The writer's choice of structure/grammar (out of the alternative expressions) plays an important role for the writers to achieve their purposes. Their choice reflects the writers' attitude to the topic, their (imagined) readers and the identities that they wish to present to the world (Larsen-Freeman, 2003).

In this talk, we examine the choice of grammar, especially modal expressions, in reading different genres of texts (e.g., different social activities writers are engaged in such as reporting, narrating, persuading; different types of texts such as web-news, essays). We argue that reading texts while critically analyzing the textual features also help them write effectively for their purposes.

Though the target language learners are primarily upper-intermediate to advanced learners, we also explore how a similar approach can be adopted for elementary level learners.

### References:

Kumagai, Y. & Iwasaki, N. (forthcoming). Reading words to read the world: A Genre-based Critical Multiliteracies Curriculum in Intermediate/Advanced Japanese Language Education. In Y. Kumagai, A. Lopez-Canchez, and S. Wu (Eds.), *Multiliteracies in World Languages Education*, Routledge.

Larsen-Freeman, D. (2003). *Teaching language: from grammar to grammaring*. Boston, MA: Thomson Heinle.

宮谷敦美(2005).「読むための日本語教育文法」野田尚史(編)『コミュニケーションのための日本語教育文法』167-185. くろしお出版.

## **Putting research into practice: Communicative Tasks in Japanese grammar Teaching**

**By Benedetta Basile, University of Greenwich, London**

In this highly interactive talk, the workshop participants will be asked to put into practice what they have learned during the day and will try to identify and create the most effective communicative activities.

Benedetta will give directions on how to create effective communicative lesson plans following the widely used method of ESA: Engage, Study and Activate.

Teachers will be able to share their own activities and create their own in groups while keeping the latest research results in mind.

### **References:**

Benati, A. (2009) *Japanese Language Teaching: A communicative approach*. Bloomsbury Academic.

Harmer, J. (1998) *How to Teach English*. Longman Publishing.

Nassaji, H., and Fotos, S. (2011). *Teaching Grammar in Second Language Classrooms*. New York: Routledge.