

JLSIG Forum

Teaching Japanese Grammar-Theory and Pedagogy

12:30-14:00, November 27, 2016

Rm. 883

at Aichi Industry and Labor Center (WING), Nagoya

Moderator— Alessandro Benati (University of Portsmouth, UK)

MC—SIG coordinator Megumi Kawate-Mierzejewska (Waseda University)

**Summary**

In this Forum, innovative and effective ways to teach grammar in Japanese will be presented and discussed. Benati will talk about the role of grammar instruction in relation to SLA contemporary theories, Yamashita will talk about teaching style-shifting using an integrated grammar-pragmatics approach, Nishi will discuss the role of form-focused instruction, and Usami will report the findings of her experimental study of comparing the effectiveness of various input types using TV cooking program. \*The Forum is based on the book *Theory, Research and Pedagogy in Learning and Teaching Japanese Grammar* (Benati & Yamashita, Eds. 2016).

**Panelists:**

**1. Alessandro Benati (University of Portsmouth, UK)**

**Title: The role of grammar instruction and input manipulation in second language learning and teaching**

In this talk the role of grammar instruction in relation to SLA contemporary theories will be discussed. A number of effective pedagogical interventions to grammar instruction will be presented.

**2. Sayoko Yamashita (Jissen Women's University)**

**Title: Teaching desu/masu style shifting--an integrated grammar-pragmatics approach**

Appropriate use of language in context is emphasized using the knowledge of pragmatics. Using examples of style shifting between sentence or clause-final desu/masu and plain forms, an approach that integrates pragmatics into the teaching of grammatical structures and linking the dimensions of form, meaning, and use are proposed.

### 3. Yumiko Nishi (University of Iowa)

**Title: The role of form-focused instruction in the L2 acquisition of Japanese imperfective *-teiru***

**Summary:**

This paper reports three studies that investigated the role of explicit form-focused instruction in the learning of resultative meaning of *-teiru*, which has consistently been found more difficult than progressive meaning of *-teiru*. The overall results showed a positive effect of explicit form-focused instruction, suggesting the importance of grammar instruction in L2 classroom. We discuss how explicit form-focused instruction facilitates the learning *-teiru*.

### 4. Keiko Usami

**Title: Teaching conjunction "de"--which is most effective, input flood, input enhancement, or explicit grammar explanation?**

The effects of instruction on the learning of the Japanese conjunction "de" is examined. Three different treatments, 1) input flood only, 2) input flood and input enhancement, and 3) input flood, enhancement, and explicit grammar explanation were compared using TV cooking program as an input. The results showed that the explicit grammar explanation had the most significant effect on the learning of the conjunction "de."

**タイトル：接続詞「で」の効果的な指導法の検証—インプット洪水・インプット強化・明示的な文法説明の効果—宇佐美恵子**

**要旨：**本研究では、接続詞「で」の効果的な指導法を明らかにするため調査を行った。被験者をインプット洪水のみが与えられる洪水群、それに加えインプット強化が与えられる強化群、さらに明示的な文法説明が与えられる明示群に分け、料理の作り方を説明するタスクを指導の前後に実施し、実験群間の指導の効果を比較した。その結果、「で」の使用を促進するには明示的な文法説明が必要であることが明らかとなり、明示群では指導の効果が長期的に持続していることが明らかとなった。明示的な文法説明を行うことで学習者の注意が「で」に向き、指導後も継続的に「で」に意識が向けられたことがこのような結果となった要因だと考えられる。

\*Usami's talk will be given in Japanese.

\*This study won the 3<sup>rd</sup> Sasaki Prize at JASLA (Japan Association of Second Language Acquisition) in 2014.

\*Her study was introduced in Chapter 2 (by Yamashita) in the book (Benati & Yamashita, Eds.2016).