Learning and Teaching Japanese Grammar Workshop for Teachers

2017 Workshop <*Japanese Grammar World*> in London

Admission: Free

Seminar Handbook

28th October, 2017

SOAS, University of London, UK

The Great Britain
SASAKAWA
FOUNDATION
グレイトブリテン・ササカワ財団

University of
Portsmouth

実践女子大学
実践女子大学短期大学部

Date & Venue

D a t e : 28th October, 2017

T i m e : 13:00 - 16:00

Venue : Room S113, Paul Webley Wing, North Block,

SOAS, University of London, Bloomsbury, London WC1E 7HX

Time Schedule

	SPEAKER	TIME	PAGE
Introduction	A. Benati & S. Yamashita	13:00 - 13:10	
	* Including the information about the website <Japanese Grammar World>		
1.	Alessandro Benati, Ph.D.	13:10 - 13:35	p. 2
2.	Sayoko Yamashita, Ed.D.	13:35 - 14:00	p. 3
3.	Akiko Furukawa, PhD.	14:00 - 14:25	p. 4
BREAK 14:25 - 14:35			
4.	Masakazu Kudara, MA.	14:35 - 15:00	p. 5
5.	Chie Hashimoto, MA.	15:00 - 15:25	p. 6
Discussion with the participants		15:25 – 15:55	
Closing Remarks	S. Yamashita	15:55 – 16:00	

Speaker 1

Alessandro BENATI, Ph.D.

University of Portsmouth

Title

Key issues in grammar acquisition and instruction

Abstract

One of the key issues in second language teaching concerns the role and practice of grammar instruction. Does grammar instruction make a difference? What is the role of grammar instruction in second language acquisition? Is there an effective pedagogical intervention to teach grammar that it is better than others? These are some of the questions that researchers, language instructors, and practitioners address in their attempt to find the most appropriate and effective way to teach grammar.

While many scholars address some of these questions to develop a better understanding of how people learn grammar, language instructors are in search of the most effective way to approach the teaching of grammar in the language classroom. In this talk we briefly examine the way the role and the practice of grammar instruction have changed over the years.

More specifically, this paper will provide a brief examination of a variety of pedagogical interventions to grammar instruction and offer a list of principles and guidelines that teachers of Japanese should consider to design and implement effective grammar tasks during their teaching.

Speaker 2

Sayoko YAMASHITA, Ed.D. （山下　早代子）

Jissen Women's University

Title

An integrated grammar-pragmatics approach in JSL teaching

Abstract

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, it is not sufficient to teach grammatical structures in a decontextualized manner. Rather, appropriate use of language in context must be emphasized using the knowledge of pragmatics. In this talk, I suggest and discuss *pragmatics-focused instruction* techniques for some typical grammatical structures taught in the field of Japanese as a second language (JSL) and/or Japanese as a foreign language (JFL). Suggested ways of introducing the relationship between grammar and pragmatics and possible instructional approaches in the classroom are presented.

Speaker 3

Akiko FURUKAWA, Ph.D. （古川 彰子）

SOAS, University of London

Title

Multiple approaches to teaching Japanese grammar:
in the case of *ni* passives

Abstract

Ni passives are generally presented in textbooks for learners of Japanese as a second/ foreign language with their 'corresponding active sentences'. This means that these passives are explained in terms of changed locations of the grammatical subject, the direct object and so on, or changed focus. However, they do not generally take into account the details of how the meanings of *ni* passives change according to semantic and pragmatic information or how *ni* passives are used by the speaker to achieve certain communicative goals. Drawing on Kuroda (1979), Kuno (1983), Shibatani (2000) and Onoe (1998/1999), this presentation will first examine the meanings of *ni* passives, especially their core meanings. Then I will demonstrate how these core meanings are further specified by semantic and pragmatic information to produce certain meanings and how the speaker can achieve various communicative effects and goals via the use of *ni* passives. Consideration of these factors will be useful and even essential to teach learners to use *ni* passives strategically to achieve their communicative goals.

Speaker 4

Masakazu KUDARA, MA. （百済 正和）

Cardiff University

Title

Task-Based Language Teaching (TBLT) to create a communicative environment

- How language development will be supported through TBLT -

Abstract

Along with the development of second language acquisition research, Task Based Language Teaching (TBLT) has recently gained prominence in foreign language pedagogy. TBLT aims to create a communicative environment in the classroom and to offer an opportunity for holistic language development to second/foreign language learners. TBLT does not deny the importance of teaching and learning "grammar." However, rather than presenting discrete language items out of context, TBLT aims to create a context in which learners will notice the need to develop language capacity.   In this presentation, I will first define TBLT. Then I will consider a task design from a Japanese pedagogical point of view. Finally, I will explore how grammatical items are taught through TBLT.

Speaker 5

Chie HASHIMOTO, MA. （橋本 千恵）

Whitgift School

Title

Exploring Effective Ways of Utilizing Processing Instruction in a Real Classroom Environment

Abstract

In this presentation, I would like to demonstrate effective ways of implementing the input-based grammar instruction technique Processing Instruction (PI) in real classroom situations. PI has been confirmed to be a successful mode of teaching Japanese grammar; however, certain difficulties arise when this teaching approach is used during lessons. Through my real experimental PI lessons for introducing the Japanese passive construction and real classroom lesson resources, which are based on PI, I would like to make a bridge between SLA and classroom teachers.

Notes

This research and workshops are conducted by:

1. the MEXT Basic General Research Fund Type (C)

Title: Methodology for Japanese Language Grammar Education based on SLA theories--

open to the public through the Web

Research Number: 16K02821

Primary Researcher: Sayoko Yamashita, Ed.D.

2. The Great Britain SASAKAWA FOUNDATION

Primary Researcher: Alessandro Benati, Ph.D.