

[SYLLABUS ANNOTATION ASSIGNMENT:](#) Comment on two or more of the following. It's fine to make more than one comment about the same category if you want to, or to skip a category that isn't relevant to you:

- Something that you were glad to see
- Something that you think is missing
- Something that surprised you
- Something that concerns you, makes you nervous or anxious, or that you have a question about

Japan 344 & Japan 544: Foreign Language Teaching in the Japanese Context: EFL in Japan and JFL in North America

Spring 2023

Class Time: 3:30-4:30 PM, PST

Class Location: [ECE](#) 042

Instructor Details

- Professor: Amy Snyder Ohta, Ph.D., Associate Professor
- Office Hours: By appointment. Always glad to meet right after class.
- Office Location: Gowen 247
- Email: On Canvas. For time-sensitive matters, please use aohta@uw.edu.

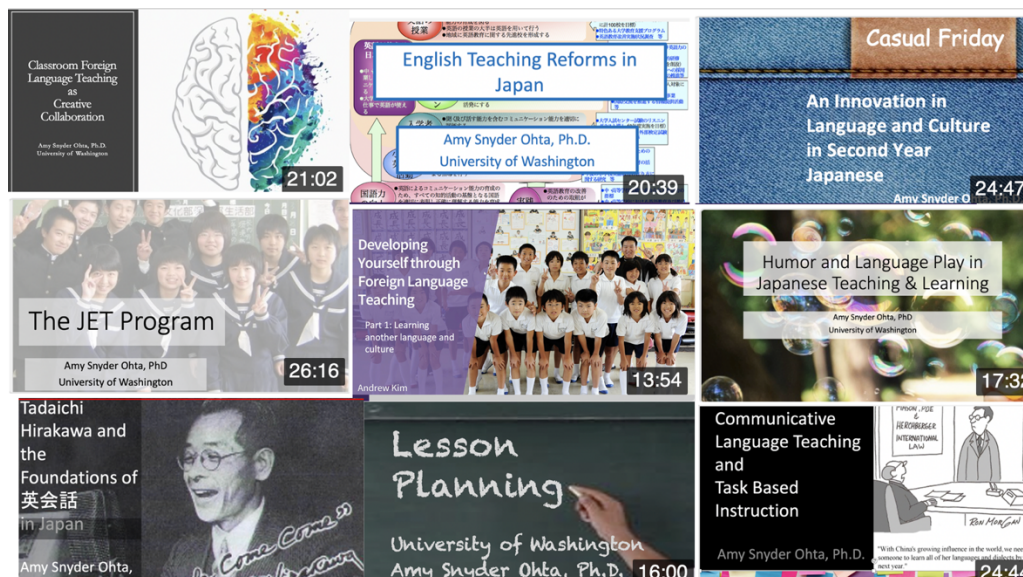
Class Overview Many Japanese majors and minors hope to get a job in Japan after graduating, and one of the most common ways to do this is to work as an English (EFL) teacher. Meanwhile, those who spend time living in Japan and develop a high level of proficiency in Japan may wonder how to use their Japanese in a career in the US, and Japanese (JFL) teaching is one way to do this for students who are interested in teaching. Another career track involving language teaching is ESL teaching in the US. Japan 344/544 is a foreign language teaching methods course for undergraduates (344) and graduate students (544) and works to apply what is taught/learned to teaching English in Japan and teaching Japanese in the US, touching a bit upon ESL teaching in Japan as well. The course includes an overview of foreign language teaching methods, with plentiful opportunities to practice, and considers practical research done on EFL and JFL teaching and learning. Students will also gain teaching experience via service-learning, whether 1:1 tutoring or being a classroom volunteer, for either JFL or ESL. Graduate student TAs can use their TA assignments for this service-learning component.

Prerequisites Completion of Japan 203, 213, or 234 (or a higher level Japanese language course, or equivalent). Students who know Japanese at this level or higher without taking one of these courses should contact the professor for an add code.

Learning Objectives

1. Describe positions and qualifications in this field and prepare for job-hunting.
2. Describe differences between “EFL” and “ESL,” “JFL,” and “JSL.”
3. Access and explain research in this field.
4. Describe how language teaching skills and international experience support career development in your field(s) of interest
5. Use different language teaching methods and approaches.
6. Develop and teach with your own language teaching materials.
7. Track your development, including your own strengths and challenges in becoming a language teacher.

Topics Covered This course covers a wide range of topics in the area of foreign language teaching, including perspectives on teaching and learning language, bilingual education, basic SLA theory (interactionism), errors and corrective feedback in language teaching/learning, the role of interaction in language learning, learning processes, individual differences, lesson planning, and teaching methods. There is a lot of Japan-specific content in the course also, including history of English teaching in Japan, teaching in Japanese schools, finding teaching jobs in Japan, teaching with anime and video games, and materials development for teaching Japanese and English. The class includes an optional, ungraded component: Creation of a job-hunting portfolio for a teaching position. Lectures and readings are on a wide variety of topics, tailored to teaching Japanese in North America and EFL-in-Japan. Here are some lecture topics from the course:



Guest Speakers Three guest speakers are planned for this course: 1) Andrew Kim, manager at Microsoft; 2) A high school teacher of Japanese; 3) An English conversation teacher living in Japan. The goal of having these guest speakers is to learn from them how language

teaching can fit into one's career journey, both in non-teaching and teaching career tracks, and how language teaching and working/living in Japan develops career-related skills.

Japanese Major Requirements This course meets major and minor requirements for Japanese and Asian Languages and Cultures and counts as an elective toward the Linguistics major. For graduate students, this course counts as a teaching methods courses toward the Graduate Certificate in Second/Foreign Language Teaching (SFLT). You can find information on this Certificate program at: <https://depts.washington.edu/sflt/>

Required Materials

- Johnson, Keith, *An Introduction to Foreign Language Learning and Teaching*, Third edition, New York: Routledge. (UW Bookstore. On reserve at TEAL library.)
- PDF files of research articles and other readings
- Computer (laptop or desktop) or device to connect to Canvas and zoom
- Webcam and microphone for any sessions on zoom.

Hybrid Course In this course, some components are synchronous, on class days, and some are asynchronous, using online tools. These components are as follows:

- Synchronous Classes: MW, 3:30-4:30. [Breakout slides for use in class are uploaded to Google Drive.](#)
- When classes are held in our assigned classroom, zoom is not available as an option. If we meet on zoom, the assigned classroom is available as a space for students to "zoom" from.
- Lectures are individually viewed on Panopto, with online Canvas discussions among study group members. Because lectures and lecture discussions are conducted asynchronously out of class time, the class time for this course is shorter than for other 5-credit courses.
- Homework includes reading notes, prepping teaching demonstrations, materials development, and homework.
- Due dates are staggered, to promote engagement and help to prevent students from falling behind.
- There is no online-only option for this class.

Study Groups Study Groups, formed via Canvas, are used for a variety of assignments, to promote discussion and learning with a consistent set of course peers. Study groups change at about the mid-point in the course. They are used for lecture discussions, teaching reflections and peer encouragement, and providing peer feedback on student-created teaching materials. Peer feedback should always be positive and constructive, focusing on one another's strengths, as this helps us to both develop strengths and to identify and improve in areas of challenge.

Effort Required The policy of the UW curriculum committee is that each credit multiplied by 3 is the amount of time a course should take per week. Thus, this course requires 15 hours per week, including time spent attending class, doing assignments, preparing teaching demonstrations, viewing lectures, taking notes, studying, doing research, writing, preparing oral presentations etc.

Components of the grade Grading is based on a variety of categories, involving both learning and applying new knowledge. There are no exams in this course.

Reading notes:	15%
Lecture discussions:	15%
Teaching practice:	15%
Song Project (344) or Grad Project (544)	20%
Tutoring/volunteer journals	10%
Participation	15%
"Teach the Class" final demo	10%

Reading Notes:

Students must submit reading notes for each reading assignment. Reading notes from the Johnson text may be hand-written or typed. Reading notes from articles and web pages must be hand-written, or can involve highlighting the text using a highlighter (on paper and then scanned or using a tablet device) and adding annotations, which can be hand-written or typed using a comment tool.

Lecture Discussions:

Each lecture is accompanied by a Canvas discussion in your study group, involving your own post about the lecture, and posts on two classmates' contributions. One module, in two parts, from UT Austin's teaching methods course is included, to introduce you to this excellent resource. On dates where we have an in-class guest lecture, there will be a Reading Discussion assignment instead.

Teaching Practice:

Weekly, students will teach short lessons in small groups. Materials must be submitted in advance. Teaching practice is usually held on Mondays, unless there is a Monday guest lecture.

Songs Project (Japan 344):

Each student will choose two songs and develop related materials to teach language with the song selected. Students may choose one Japanese song and one English song, or two Japanese songs. The song may be of any type or genre, selected with the target student level in mind. With student permission, Japanese song materials developed may be used in teaching a future 200-level UW Japanese course on Japanese through songs.

Grad Project (Japan 544):

Grad students have the option of doing the “Songs Project” or a project of their choice. See Canvas for further details.

Tutoring/Volunteer Journals:

Each student will gain teaching experience by tutoring English or Japanese, on a 1:1 basis, or by volunteering in a foreign language classroom. Each student arranges for their own volunteer experience and must spend 8 or more hours volunteering. Possible volunteer settings will be discussed in class and distributed in Canvas announcements. Students also write journal entries about their volunteer work, posted in a Canvas discussion in their small group, to learn from one another’s experience.

Participation:

Participation and preparation are graded according to a rubric. On rare occasions when class is held on zoom (guest speakers, for example), video-on participation is required because video-on increases class quality and engagement for all students. Please note that none of our classes are recorded, to protect student privacy. If a student has difficulty with this requirement for zoom meetings due to individual circumstances, please contact the professor for assistance and an adjustment of the requirement. “Video on” in the participation rubric refers only to these occasional classes held online. For face-to-face classes, the same rubric is used without inclusion of "video on" as a criterion for 4 points.

Participation						
Criteria	Ratings					Pts
Participation Grade	4 pts Active and positive participation with video on Video on. Active participation with a positive impact on the class and learning environment. Contributes well to discussion in group and whole-class work. Submitted both Reading/Viewing and Lecture Discussion by the Canvas deadline.	3 pts Positive participation Participation with a positive impact on the class and learning environment. Contributes well to discussion in group and whole-class work. Submitted at least one related assignment (Reading/Viewing notes or Lecture Discussion) by the Canvas deadline.	2 pts Participation and partial preparation Basic participation and partial preparation prior to the Canvas deadline (lack of on-time submission of lecture discussion and reading assignments)	1 pts Present, not disruptive Present, not disruptive. Minimally or rarely participates. Partial or lack of preparation	0 pts No Marks	4 pts
Total Points: 4						

"Teach the Class" Final Demo:

The final teaching presentation of the quarter is an oral presentation on an area of student interest related to JFL, EFL, or ESL language teaching/learning.

Grading Scale for Japan 344

Minimum score for grade	Grade Point
IV 97 % =	4.0
IV 95.9 % =	3.9
IV 94.8 % =	3.8
IV 93.6 % =	3.7
IV 92.5 % =	3.6
IV 91.4 % =	3.5
IV 90.3 % =	3.4
IV 89.2 % =	3.3
IV 88 % =	3.2
IV 86.9 % =	3.1
IV 85.8 % =	3.0
IV 84.7 % =	2.9
IV 83.5 % =	2.8
IV 82.4 % =	2.7
IV 81.3 % =	2.6
IV 80.2 % =	2.5
IV 79.1 % =	2.4
IV 77.9 % =	2.3
IV 76.8 % =	2.2
IV 75.7 % =	2.1
IV 74.6 % =	2.0
IV 73.5 % =	1.9
IV 72.3 % =	1.8
IV 71.2 % =	1.7
IV 70.1 % =	1.6
IV 69 % =	1.5
IV 67.8 % =	1.4
IV 66.7 % =	1.3
IV 65.6 % =	1.2
IV 64.5 % =	1.1
IV 63.4 % =	1.0
IV 62.2 % =	0.9
IV 61.1 % =	0.8
IV 60 % =	0.7
IV 60 % =	0.0

Grading Scale for Japan 544

Graduate students are graded differently from graduate students in that, 1.7 is the lowest passing grade. Grades of 1.6 and below are recorded as 0.0 by the Registrar and will not count toward a UW graduate degree.

Student responsibilities

1. Keep up with assignments. Submit work on time.
2. Be prepared for class.
3. Develop a basic understanding of terminology. Look up unfamiliar terms when you encounter them while reading.
4. Monitor class-related announcements on CANVAS and keep updated on any changes.
5. Contact the instructor if you notice errors in any course materials.
6. Ask questions when you have them, during or after class, or by appointment. The professor is also available to consult individually with students about study abroad, work in Japan, graduate school, your interest in Japanese linguistics, etc.
7. Do your own work. Submit original work that you have not used for a previous class. To do otherwise, is academic misconduct. Suspected academic misconduct will be submitted to the Committee on Academic Misconduct.
8. Come to class. If you are sick and can't attend, please let the instructor know. Get missed lecture notes from a classmate. Please note that classes are not recorded.

9. Understand that course format may change during the quarter depending on circumstances with online service providers and software.

Other Policy Items

Errors: I am always happy to hear from students who have noticed errors in my course materials, whether this syllabus, the Canvas page, my lectures, etc. Please email me with information on any error(s), and I will do my best to make corrections promptly.

Late work: Late work is accepted, but not being prepared for class, including on-time work by each class day, counts against the participation grade.

Inclusion: UW strives to create a welcoming environment for all students. Please speak to or email the professor for assistance related to inclusion in the classroom learning community. Examples are personal pronouns, disability, neurodiversity, accommodations, privacy, disclosure, religious observance schedules, and learning preferences. When there is a safe and open atmosphere for discussing our diversity, it creates a better learning environment for all.

Disability Access and Accommodations: If you have already established accommodations with Disability Resources for Students (DRS), please let me know so that we can discuss your needs in this course. To arrange accommodations for a temporary health condition or permanent disability (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), please contact DRS (206-543-8924 or uwdrs@uw.edu or disability.uw.edu.) DRS offers resources and coordinates accommodations, which are established through an interactive process. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Accommodations for Religious Observances: Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#).

Incompletes: Incompletes are only permitted as defined in writing by the University of Washington, within the limits outlined by UW academic policy.

J-Info: The Japanese faculty has an email listserv that distributes information on Japanese and Japan-related events, job leads, etc. To subscribe, go to <http://mailman.u.washington.edu/mailman/listinfo/j-info/>