

ALLEX-PSU Teacher Training Institute 2006 Overview

Faculty

Onsite Academic Director: Patricia Wetzel (tel 503-725-5277; email: wetzelp@pdx.edu)
Academic Coordinator: Suwako Watanabe (tel 503-725-5284; email: watanabes@pdx.edu)
Administrative Coordinator: Kana Ito (tel TBA; email: itok@pdx.edu)
ALLEX Academic Director and Distinguished Lecturer:
Eleanor H. Jorden (Cornell University)

Textbooks: *Japanese: The Spoken Language (JSL)*, by E.H. Jorden and M. Noda. [Required]
Advances in Japanese Language Pedagogy by Hiroshi Nara, ed. [Required]
Japanese typescript edition of *JSL CC's and Drills* [Optional]
Japanese: The Spoken Language Q&A Supplement
Other readings as assigned

The goals of this program are threefold:

1. To instill an understanding of developments in language teaching (particularly Japanese language teaching.) that view language as meaning-making activity that involves reflective performance;
2. To give ample opportunities in practice teaching with abundant constructive feedback;
3. To prepare participants to assume responsibility for an elementary language program at an American institution.

The program will mix theory and practice, lectures and hand-on demonstrations. As with any good language program, it will employ the principle of “recycling”—covering topics at a introductory level at first, then going back to them in more depth and detail as students progress.

- In weeks 1-2 we will make a first pass at a set of core concepts: fact/act (declarative/performative knowledge), spoken language as primary, language as performance, the four skills, assessment/testing, language in culture, etc.
- In weeks 3-4-5-6 we will go into more depth with each of these as they apply to your teaching demonstrations as well as how they relate to other textbooks besides *JSL*. You will hear from visiting lecturers how they use these concepts in their own teaching, and receive guidance in how to apply them in yours.
- In weeks 7-8 we will refine the concepts for a last time and go over the mechanics of running an elementary language program (writing a syllabus, setting office hours, testing and grading, expectations, etc.).

Requirements and Assessment

1. Content: There will be (sometimes unannounced) quizzes on assignments, including *JSL*. (35%)
A term paper is required for graduate students. This will be 15% of your assessment for Content.
2. Discussion/class participation: This is an upper-division course of study for some and a graduate-level course of study for others. Responding to lectures and the readings along with active participation in demonstrations is part of your job as an advanced student. (20%)
3. Demonstration lessons—“demos”—including your written plan. (45%)
4. Observations: You will be watching video-taped classes as part of your training, but you may also want to go and watch a class “live.” When you do that, you are required to notify the instructor at least 24 hours in advance. You are also required to fill out a “JPN Class Observation Form” and turn it in to the instructor.

Credits:

Undergraduate students will receive 12 credits: JPN 314 (2), JPN 408 (2), and JPN 477-478 (4-4).

Graduate students will receive 12 credits: JPN 508 (2), JPN 510 (2), and JPN 577-458 (4-4).

If you are receiving **graduate credit** for this workshop, you will be required to submit a 10-15 page term paper by **August 15** (12:00 noon). You should consult with Prof. Wetzel or Watanabe about your topic by **August 1**.