

Online Activities

Activity A: Finding the “Gap”

1. Students sometimes make “logical” mistakes. These are the types of errors that you could trace back to find how the students came to the utterance. As a teacher, you know what is culturally inappropriate yet you understand why the students said it. (Example: “You’re good at making sushi” in Japanese presented at the workshop.) Write an example of such a “logical” error.
2. Explain how you think the students came to say this following their logical thinking process.
3. When encountering this error, what do you normally do? If you teach the correct way, how? If you don’t, why?

Activity B: Textbook Analysis

1. Looking at the textbook(s) you are using, answer the following.
Positive (Why you chose them)

Negative (What you wish were different)

2. Textbook sentences and dialogues are created for specific purposes, such as using the grammar patterns in focus. Use the space below and write a sample dialogue from the textbook. See the example in Appendix and write what you would most expect to see in an actual conversation in the column on the right. (At this point, you do not need to compare the textbook example to an actual recorded conversation on a similar topic.)

Sample Dialogue from Textbook	Actual Conversation

- Based on your comments above, what would you like for the students to learn that is not clearly introduced in the textbook? In what context will the feature most likely be found? See example in Appendix.

Feature:

Context:

Activity C: Data Collection & Analysis

4. Assignment for Students

Prepare an assignment so that your students to collect data targeting at one of the features you selected above (Activities A and B). It is important to give assignments that provide students with an opportunity to accomplish something immediately. In this exercise, think of a data collection assignment that gives students an immediate learning opportunity while giving you a chance to review it to use it later.

When completing the chart below, note that the students only see the “tasks” and “goals (Students)”. You keep the “Goals (Teacher)” to yourself because they are not for the students’ immediate goals.

If you plan to collect data while being in the United States, write a detailed plan for collecting data. Clarify who collects data, yourself or someone else. Write clear descriptions accordingly.

Tasks	1. 2.
Goals (Students)	1. 2.
Goals (Teacher) Discussion Topics for Class	1. 2.

5. Create a handout ready to give to your students. Give specific guidelines for the assignment (collecting data).

6. Data Analysis

You need to find data. If you have collected data, use them. If you don't have collected data, give the assignment above to speakers of the target language and ask them to follow the directions. Do not tell them what your real goals are. Or find corpus that meets your criteria and use it to practice here.

Once you have collected data, identify a section that shows the feature you have selected (15 – 30 seconds) and transcribe it. Make sure that the segment you select has at least a few turns per speaker. You need to have a specific context to help the students understand how the feature is used.

Select the segment that reveals the feature.	
Context in which the conversation takes place.	
Why does this segment work to achieve your goal(s)?	

Activity D: Lesson Plan & Teaching Materials

7. Using the segment of the data above, think of the activity you want to conduct in class. Describe the activity. Is it a group activity or an individual activity? How long does it take? What types of teaching materials do you need for this activity: video, handout, etc.?

Try to make this activity such that you are guiding students through the analysis of the given data in class rather than teaching them what is right or wrong. You are inviting the students to gain analytical skills through this process.

Activity	
Time	
Materials	

8. Create at least one of the materials you need for this activity. For example, you can create a handout. See example in Appendix (Activity D – 11) although your material may look different.

9. How will you prepare your students to be ready to do this activity? This could be a homework assignment or another in-class activity prior to the main activity. If you don't need a preparation activity, write justification for not needing it.

Prep Activity	
Time	
Materials	

10. Describe how you will assess the learning outcome. Will you use a test or another activity?

Post Activity	
Time	
Materials	

Appendix (Examples)

Activity B - 5

Sample Dialogue from Genki I	Actual Conversation
<p>Mary: Good morning. (long) Mother: Good morning. (short) You're early, aren't you? (long) Mary: Yes, I'm going to Kyoto today. (long) I will see a movie in Kyoto. (long) Mother: Good. (long) Around what time will you come back? (long) Mary: Around nine. (long) Mother: How about dinner? (short) Mary: I will not eat. (long) Mother: I see. (long) Well, have a nice day. Mary: Good-bye.</p>	<ul style="list-style-type: none"> • The actual conversation between a student and the host mother tends to be in short forms (informal patterns). • When a person talks about a movie, the other person would most likely ask for the name or the type of the movie. (No expansion on the topic.) • Translation doesn't really convey the essence of the Japanese expressions. (Have a nice day; good-bye) • Final particles at the mid-sentence level are absent.

Activity B – 6

Feature: Final particles at the mid-sentence level in Japanese

Context: Informal conversation between friends or among family members.

Activity C – 7 (1)

Tasks	<ol style="list-style-type: none"> 1. Video-record your conversation with your host family. Talk about the excursion to "XYZ". 2. Write about the excursion. <p>(The order is reversed at the beginning of the semester.)</p>
Goals (Student)	<ol style="list-style-type: none"> 1. Speaking (short form) 2. Writing practice (long form; polite)
Goals (Teacher) Discussion Topics for Class	<ol style="list-style-type: none"> 1. "Any difference between speaking before writing and vice versa?" "If yes, why? Is there any time that's the opposite?" 2. Response tokens of the host family 3. Final particles the host family uses

Activity C – 7 (2)

Tasks	<ol style="list-style-type: none"> 1. Video-record yourself ordering a smile at McDonald's. 2. Get a signature on a release form. 3. Video-record a conversation between you and a classmate about this experience.
Goals (Student)	<ol style="list-style-type: none"> 1. Speaking practice – ordering food; reflecting with a friend. 2. Negotiation/explanation about the release form.
Goals (Teacher) Discussion Topics for Class	<ol style="list-style-type: none"> 1. “Why ‘I’ don’t want to do this HW.” 2. “Do Japanese people really do this?” “Why is it on the menu?” 3. “What did the worker do/say about the release form?” 4. * “How did they refuse?” 5. * “What would happen in the US?” 6. 4. “If you were a McD manager, will you add this to your menu?”

Activity D – 11

Name	Utterance	Glossary; Grammar
さやか	^{あくしゅ} りょう、りょう、握手	りょう (男の子のなまえ) あくしゅ (Handshake)
ともこ	わあ、すごい	
さやか	^{あくしゅ} ほら握手できる()、ここで	
ともこ	すごい	
さやか	^{はや はや} ほら早く早く ^{あくしゅ} 握手する() ^{あくしゅ} 握手って、してごらん ^{あくしゅ} 握手、よろしく()って ()、できた()。	ほら (See?) はやく (adverb of はやい) て form + ごらん(Why don't you try and see...?) できた (potential of する ; short form; past tense)
ともこ	^ね うふふ、ベッドで寝てるのこのごろ	ねてる (contrasted form of ねている) このごろ (these days)

えつこ	あそう、あつ、いっちゃった	いっちゃった (short form; past tense; contrasted form of いってしまふ; て form + しまふ indicates 'regretfully' or 'completion of an action')
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