Japanese Language Education in the U.S. and at B.Y.U.: Teaching Japanese as a Foreign Language to Native Speakers of English

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Outline of Lecture

- *Overview of Japanese Language Education in U.S.*

- *Asian & Near Eastern Languages at BYU*

- *Japanese as a Foreign Language at BYU*

- *Needs & Difficulties of English NSs Learning FLs in general, and Japanese as a FL in particular*

- *Pedagogical Issues in Teaching JFL to English NSs*
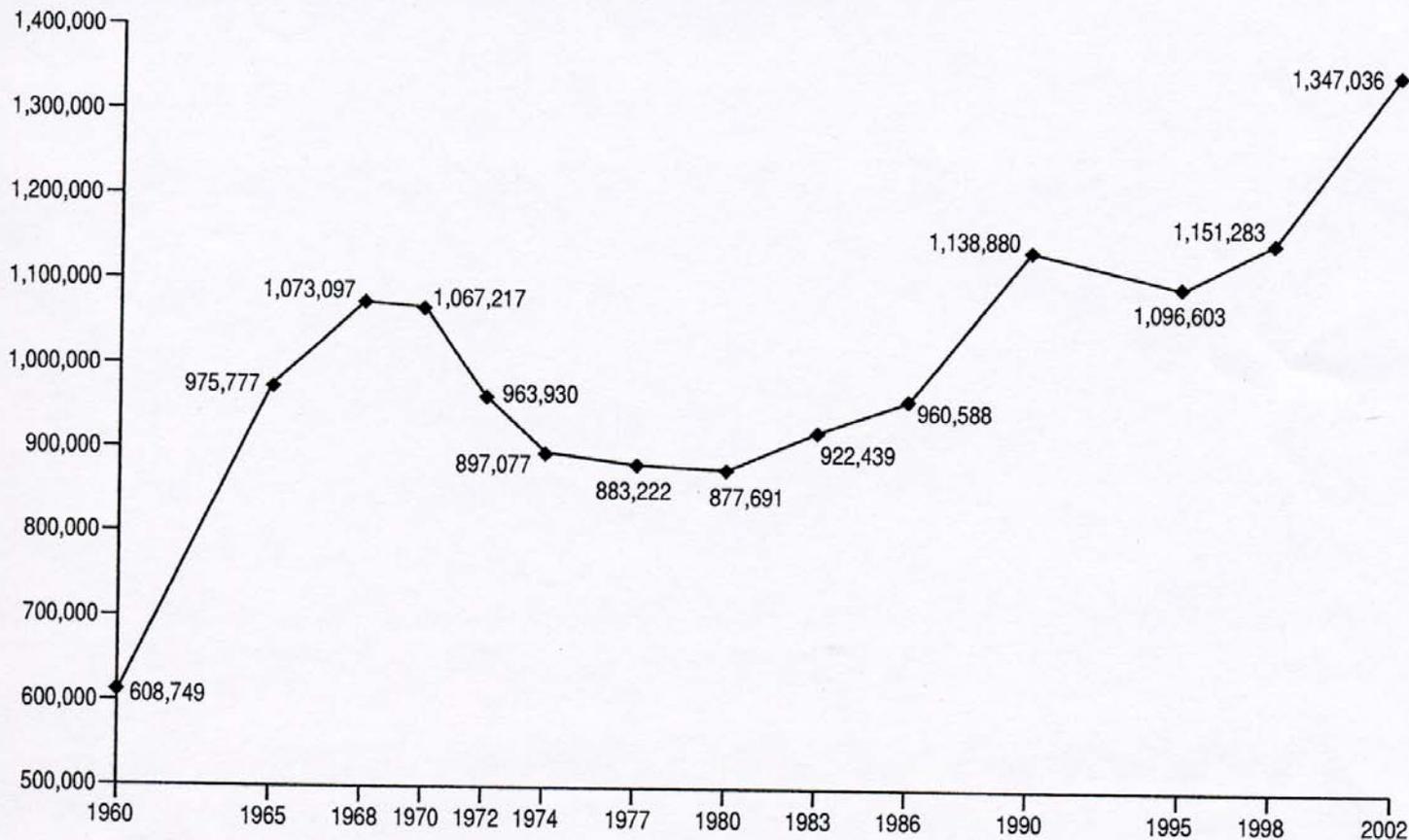
Japanese as a Foreign Language in U.S. High Schools

- *1958 -- First program to train HS Japanese language teachers, University of Hawaii, 20 students*

- *1980's – JFL had fastest growth rate in U.S. HSs*

- *1990's – U.S. College Board, SAT Subject Test in JFL*

- *1990~2000 – HS enrollments in JFL doubled from 25,000+ to almost 51,000, but have declined sharply since 2000*

- *May 2007 – First Japanese Advanced Placement Exam*

- *Although HS enrollments in JFL have declined since 2000, quality of JFL education improving with adoption of national standards promoted by ACTFL (American Council on the Teaching of Foreign Languages)*

(For overview, see http://en.wikipedia.org/wiki/Japanese_language_education_in_the_United_States)

Foreign Language Enrollment Survey (MLA, 2002)

Figure 1
Foreign Language Enrollments by Year, Excluding Latin and Ancient Greek

Table 1a
Fall 1998 and 2002 Foreign Language Enrollments in United States Institutions of Higher Education (Languages in Descending Order of 2002 Totals)

Language	1998	2002	Percentage Change
Spanish	656,590	746,267	13.7
French	199,064	201,979	1.5
German	89,020	91,100	2.3
Italian	49,287	63,899	29.6
American Sign Language	11,420	60,781	432.2
Japanese	43,141	52,238	21.1
Chinese	28,456	34,153	20.0
Latin	26,145	29,841	14.1
Russian	23,791	23,921	0.5
Ancient Greek	16,402	20,376	24.2
Biblical Hebrew	9,099	14,183	55.9
Arabic	5,505	10,584	92.3
Modern Hebrew	6,734	8,619	28.0
Portuguese	6,926	8,385	21.1
Korean	4,479	5,211	16.3
Other languages	17,771	25,716	44.7
Total	1,193,830	1,397,253	17.0

(Elizabeth B. Welles, "Foreign Language Enrollments in United States Institutions of Higher Education, Fall 2002," *ADFL Bulletin*, Vol. 35, Nos. 2-3, p. 9.)

MLA FL Enrollment Survey, 2006

Language	Enrollments	% of All Language Enrollments	Increase since 2002
1) Spanish	822,985	52.2%	+ 10.3%
2) French	206,426	13.1%	+ 2.2%
3) German	94,264	6.0%	+ 3.5%
4) American Sign Language	78,829	5.0%	+ 29.7%
5) Italian	78,368	5.0%	+ 22.6%
* 6) Japanese	66,605	4.2%	+ 27.5%
* 7) Chinese	51,582	3.3%	+ 51.0%
8) Latin	32,191	2.0%	+ 7.9%
9) Russian	24,845	1.6%	+ 3.9%
* 10) Arabic	23,974	1.5%	+126.5%
11) Ancient Greek	22,849	1.4%	+ 12.1%
* 12) Biblical Hebrew	14,140	0.9%	- 0.3%
13) Portuguese	10,267	0.7%	+ 22.4%
* 14) Modern Hebrew	9,612	0.6%	+ 11.5%
* 15) Korean	7,145	0.5%	+ 37.1%

(MLA News Release, 13 Nov 2007; FL enrollments in approx.
2,800 U.S. colleges and universities rose by 13% over 2002 levels
overall; cf. www.mla.org)

Asian & Near Eastern Languages at Brigham Young University (BYU)

22 Full-Time Faculty:
- *4 Arabic*
- *6 Chinese*
- *3 Hebrew*
- *6 Japanese*
- *3 Korean*

Of the 22 Full-Time Faculty:
- *8 Full Professors*
- *8 Associate Professors*
- *3 Assistant Professors (recently hired)*
- *3 Instructors (all visiting)*

A&NEL Faculty Profile

The 19 Professorial Faculty Hold Ph.D.'s from:

California-Berkeley (2), Columbia (2), Harvard (3), Michigan, Ohio State (3), Pennsylvania, Princeton, Purdue, Southern California, UCLA (2), Brigham Young, Utah

Scholarly Products by A&NEL Faculty in 2005:

6 books published (incl. Oxford Univ. Press, Cambridge Univ. Press, E.J. Brill),

5 book manuscripts accepted for publication

16 articles published

29 scholarly presentations

A&NEL Faculty Profile

Professional Service of the 14 Tenured Faculty Includes (current or former):
National/International:

Director, P.I., National Middle East Language Resource Center (current)
Director, P.I., Chinese National Flagship Center (current)
Associate Director, Chinese National Flagship Center (current)
President, American Association of Teachers of Arabic
President, Chinese Language Teachers Association
Director, Cantonese Language Association
Executive Directors (2), American Association of Teachers of Arabic
Director, Japanese Summer Intensive Program, Middlebury College (10 yrs.)
Directors (2), East Asian Summer Language Institute (Indiana Univ.), Japanese School
Executive Director, Arabic Linguistics Society (current)

A&NEL Faculty Profile

National/International continued:

Editor, Al-'Arabiyya (Journal of American Association of Teachers of Arabic)

Literature Editor, Journal of the Association of Teachers of Japanese

Language/Linguistics Editor, Journal of the Association of Teachers of Japanese

Book Review Editor, Journal of Asian Studies (Association of Asian Studies)

Editor, Bulletin, International Comparative Literature Association

Members of Boards of Directors (7 different faculty, some multiple terms, 2 current: American Association of Teachers of Arabic, Chinese Language Teachers Association, Association of Teachers of Japanese, American Association of Teachers of Korean, American Oriental Society-Western Branch)

Member, International Team of Translators of the Dead Sea Scrolls, Jerusalem

Distinguished Lectureships (2, Association of Asian Studies)

Chair, Committee on Korean Studies (Association of Asian Studies)

Secretary-Treasurer, T'ang Studies Society

Numerous Other national, international advisory board directorships, memberships, other positions

A&NEL Faculty Profile

University:

Dean, BYU College of Humanities (former)
Associate Dean, BYU Undergraduate Education/Honors
*   Program (former)*
*Department Chairs (4 former and 1 current)*

A&NEL Enrollment Trends By Language

ASNEL Enrollment Trends

	1995-96*	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	Total		10-Yr. Ave.		5-Yr. Ave.
Arabic	256	368	342	436	390	434	280	328	485	741	4060	Arabic	406.0	Arabic	453.6
Chinese	690	611	736	812	860	870	959	950	1103	1205	8796	Chinese	879.6	Chinese	1017.4
Hebrew	360	519	544	480	585	368	311	274	276	229	3946	Hebrew	394.6	Hebrew	291.6
Japanese	1338	1207	1028	922	933	942	1070	1080	1084	1009	10613	Japanese	1061.3	Japanese	1037.0
Korean	383	332	281	328	238	333	306	335	326	293	3155	Korean	315.5	Korean	318.6
Total	1995-96*	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05					
Total	3027	3037	2931	2978	3006	2947	2926	2967	3274	3477					

* Fall '95 est.

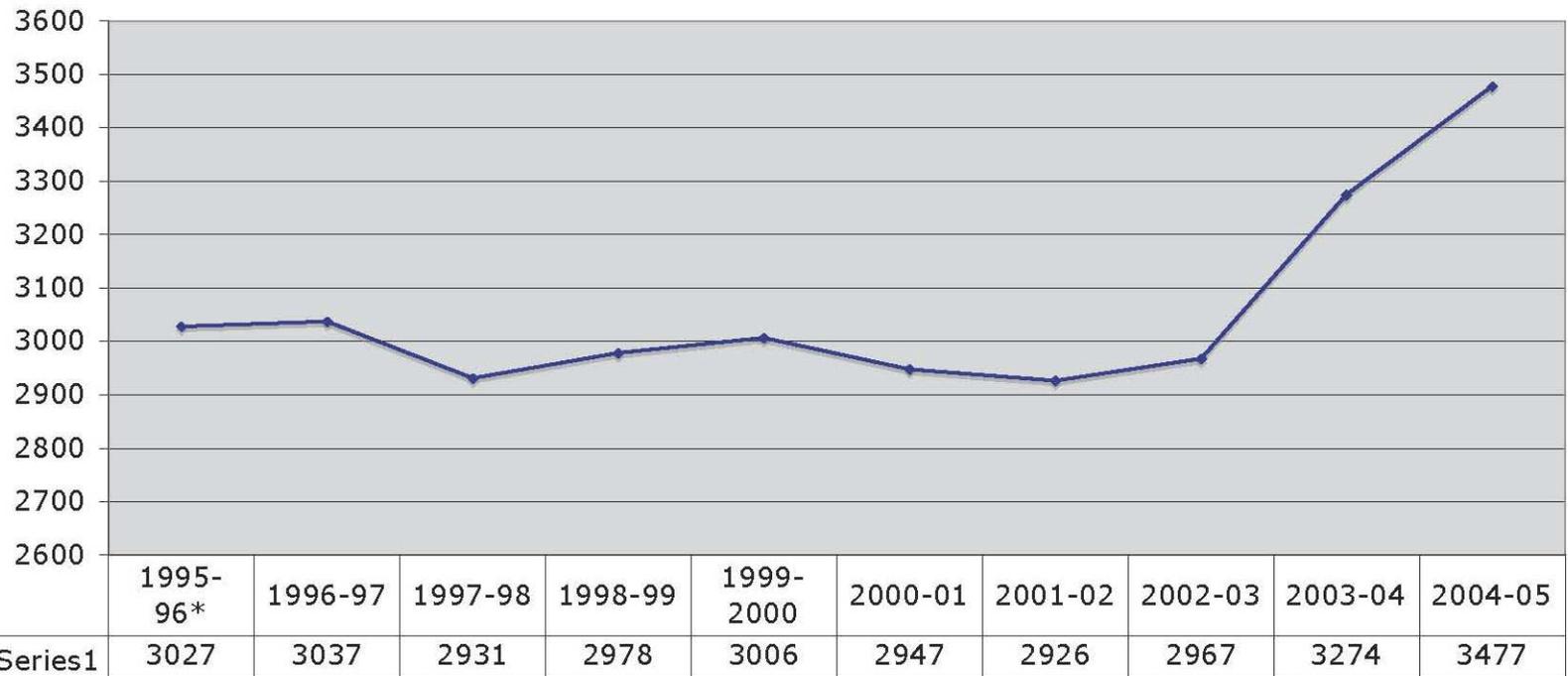**ASNEL Enrollment Trends, by Language, 1995-2005**
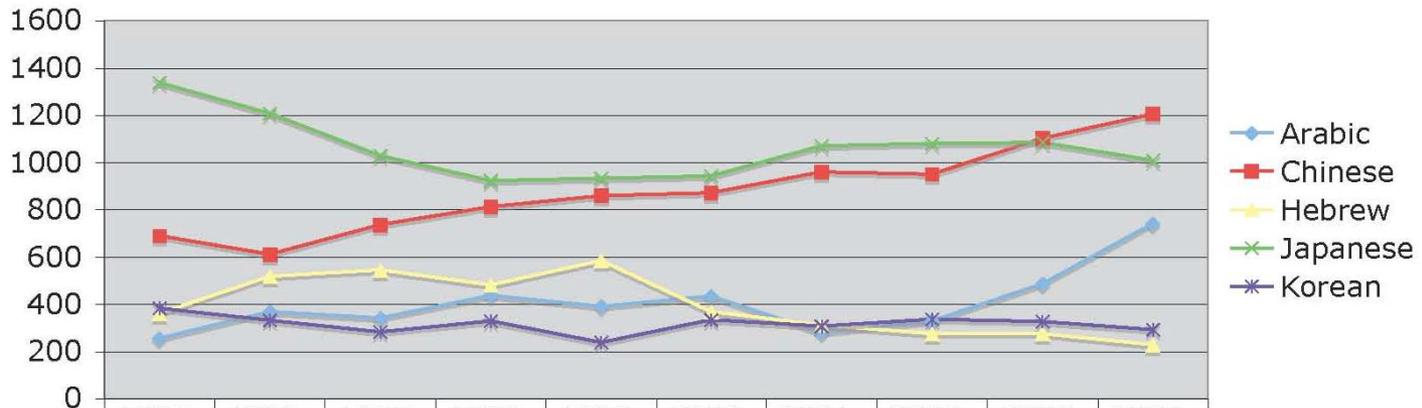
	1995-96*	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05
Arabic	256	368	342	436	390	434	280	328	485	741
Chinese	690	611	736	812	860	870	959	950	1103	1205
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Japanese	1338	1207	1028	922	933	942	1070	1080	1084	1009
Korean	383	332	281	328	238	333	306	335	326	293

* Fall '95 est.
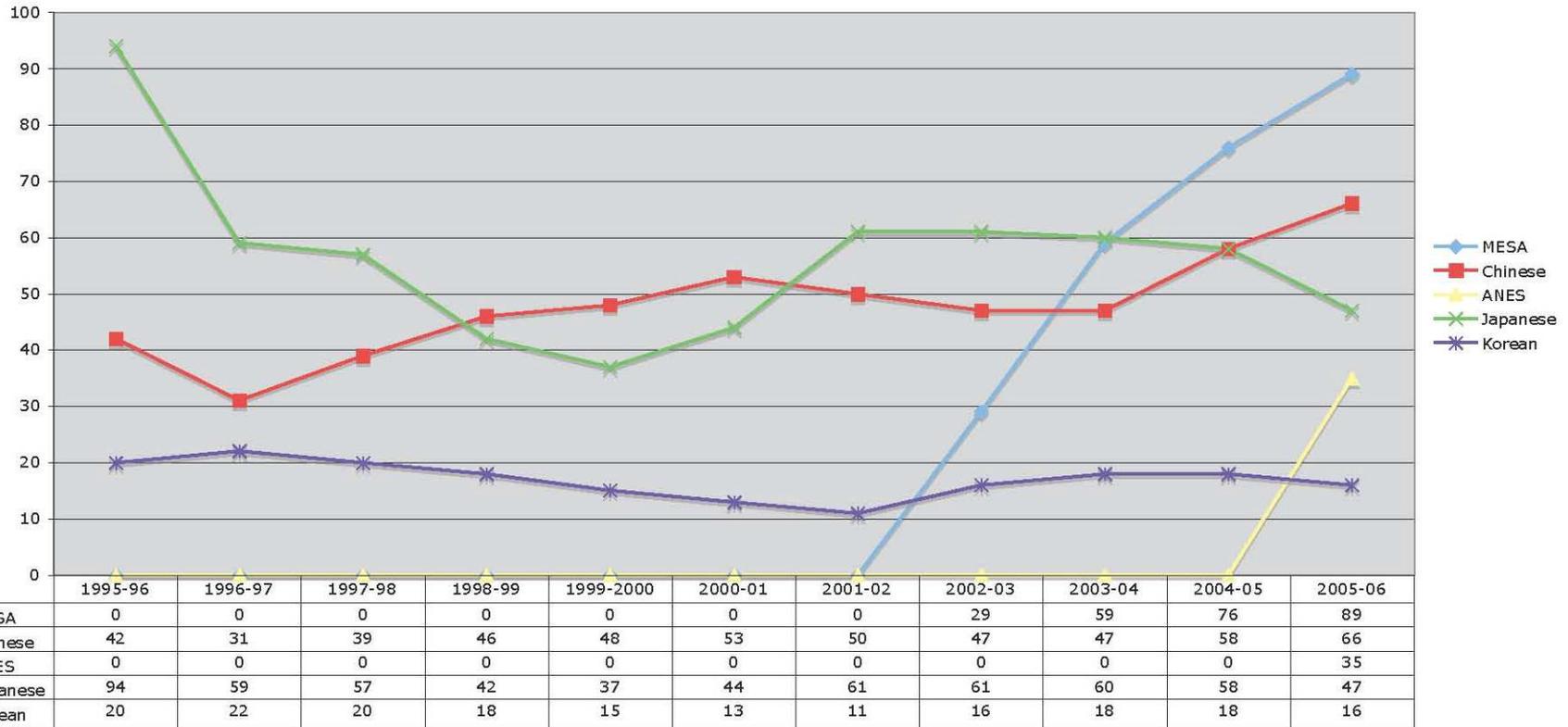
A&NEL Total Enrollments

Total Enrollments, ASNEL, 1995-2005

	1995-96*	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05
Series1	3027	3037	2931	2978	3006	2947	2926	2967	3274	3477

* Fall '95 est.

A&NEL Majors Enrollments by Language

ASNEL Majors, by Language, 1995-2006*

	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
MESA	0	0	0	0	0	0	0	29	59	76	89
Chinese	42	31	39	46	48	53	50	47	47	58	66
ANES	0	0	0	0	0	0	0	0	0	0	35
Japanese	94	59	57	42	37	44	61	61	60	58	47
Korean	20	22	20	18	15	13	11	16	18	18	16

* Based on semester with highest number for each academic year;
MESA = Middle East Studies/Arabic BA, housed in David M. Kennedy Center for International Studies; Arabic language course work provided by ASNEL;
ANES = Ancient Near Eastern Studies, housed in David M. Kennedy Center for International Studies; Hebrew language course work provided by ASNEL.

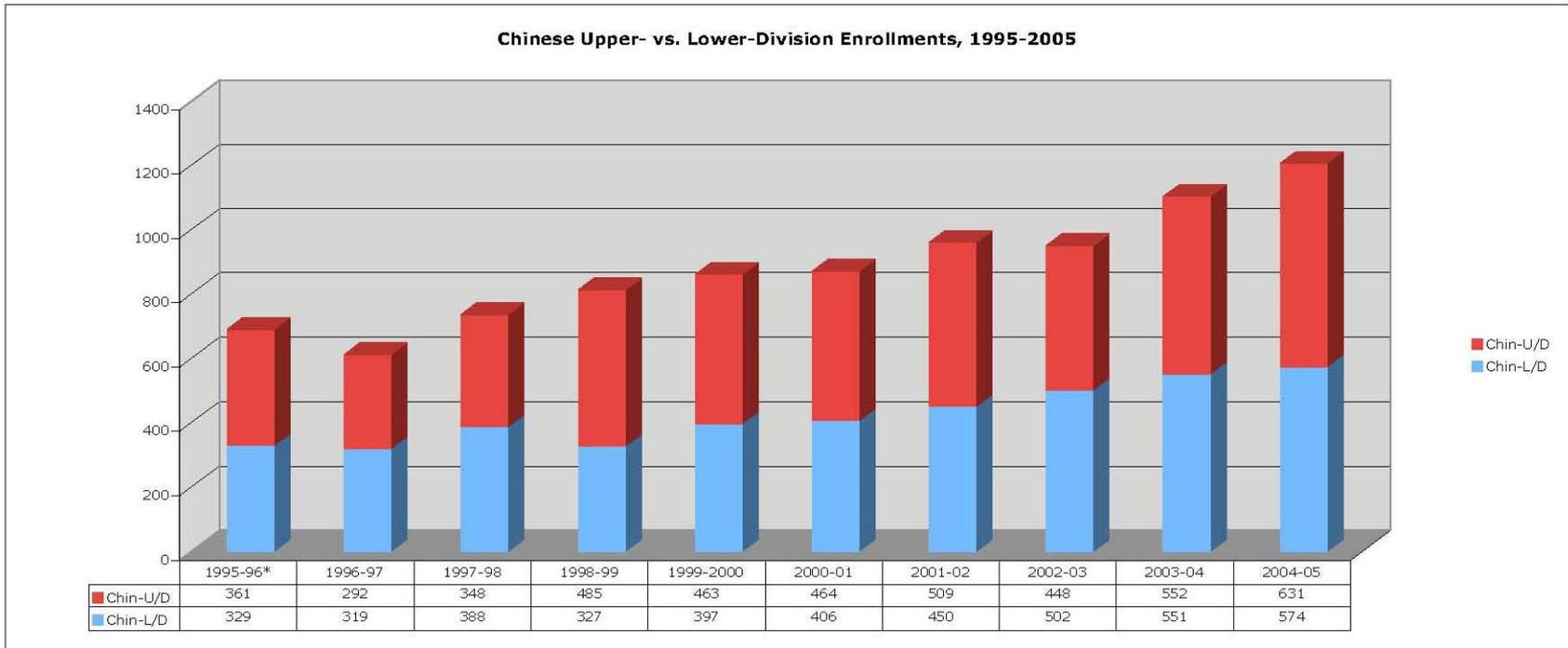# A&NEL Minors Enrollments by Language

ASNEL Minors, by Language, 1995-2006

	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Arabic	19	21	20	21	20	21	15	7	23	31	19
Chinese	5	4	9	18	23	21	17	29	39	39	37
Hebrew	14	17	26	28	28	24	18	18	19	20	16
Japanese	15	31	59	70	73	78	85	90	99	102	78
Korean	4	18	28	29	29	26	20	26	37	29	27

* Based on semester with highest number for each academic year; majors & minors tracked separately from 1995-96 on; **CJK numbers not reliable before 1998-99**; Chinese Teaching Minor and Japanese Teaching Minor included in Chinese Minor, Japanese Minor, respectively.
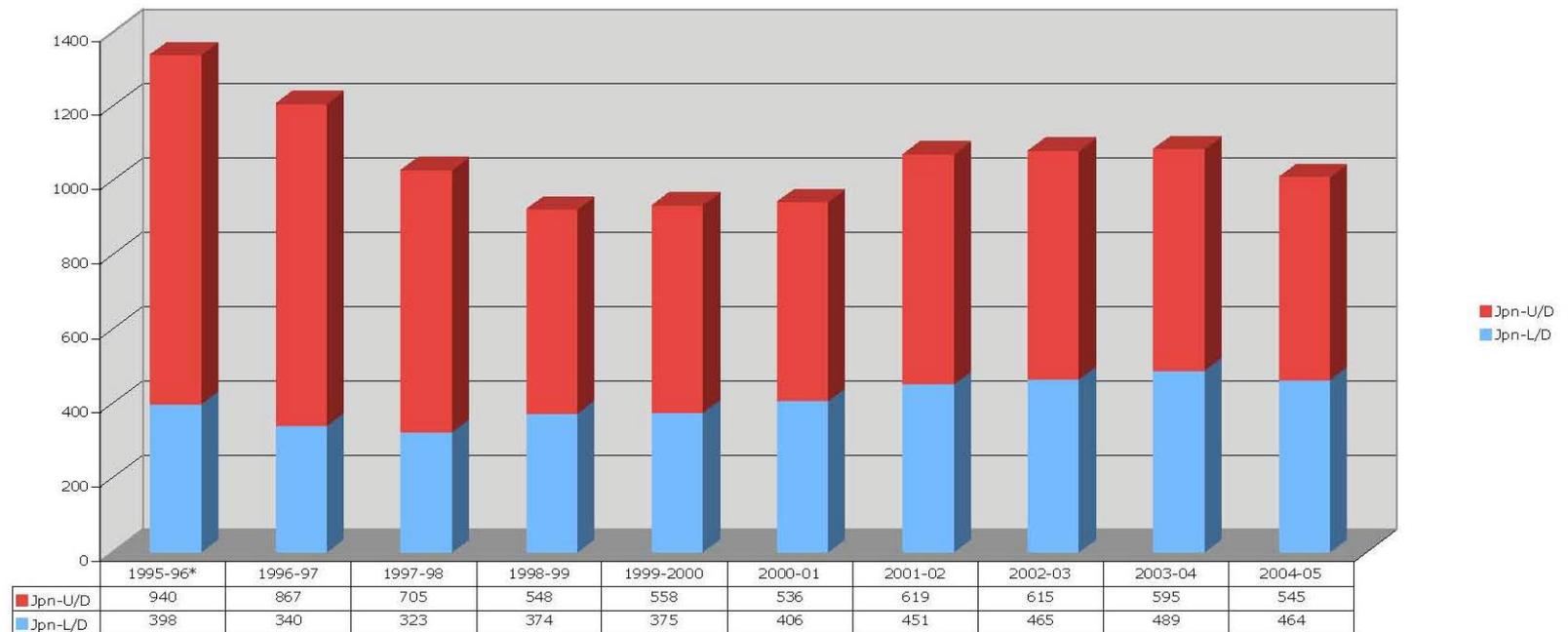
Chinese Enrollment Trends

Chinese Upper- vs. Lower-Division Enrollments, 1995-2005

	1995-96*	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05
Chin-U/D	361	292	348	485	463	464	509	448	552	631
Chin-L/D	329	319	388	327	397	406	450	502	551	574

* Fall '95 est.
Lower-Division = Chin 101-211R; Upper-Division = Chin 301 and up; RM's with Intermediate to Advanced L,S skills but varying levels of R,W skills make up approximately 50% of Chin 201-202 and the majority of Chin 112 and Chin 211R enrollments.

RM = "Returned Missionaries"

Japanese Enrollment Trends

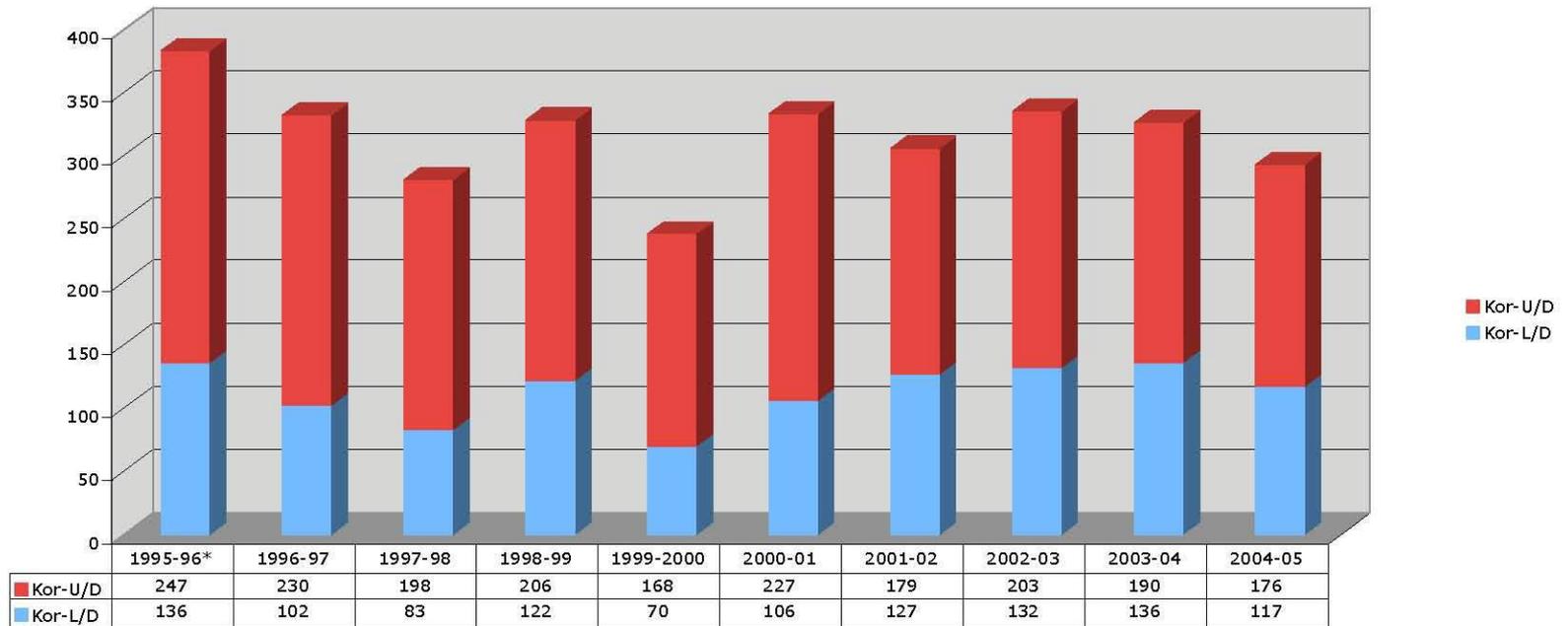Japanese Upper- vs. Lower-Division Enrollments, 1995-2005

	1995-96*	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05
Jpn-U/D	940	867	705	548	558	536	619	615	595	545
Jpn-L/D	398	340	323	374	375	406	451	465	489	464

* Fall '95 est.
Lower-Division = Jpn 101-221; Upper-Division = Jpn 301 and up; RM's with Intermediate to Advanced L,S skills but varying levels of R,W skills make up the majority of Jpn 221 enrollments.

RM = "Returned Missionaries"

Korean Enrollment Trends

Korean Upper- vs. Lower-Division Enrollments, 1995-2005

	1995-96*	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05
Kor-U/D	247	230	198	206	168	227	179	203	190	176
Kor-L/D	136	102	83	122	70	106	127	132	136	117

* Fall '95 est.
Lower-Division = Kor 101-211R; Upper-Division = Kor 301 and up; RM's with Intermediate to Advanced L,S skills but varying levels of R,W skills make up the majority of Kor 202 enrollments.

RM = "Returned Missionaries"

Non-Returned-Missionaries Continuing to Upper-Division Courses, Winter 2007

	Total Responses	Total RMs	Total non-Rms	% non-RMs to Tot. Resp.
Chinese	297	246	51	17.2
Japanese	235	169	66	28.1
Korean	88	83	5	5.7
	Total RMs	RMs, Classes before Mission	% RMs w/ Classes to Tot. RMs	
Chinese	246	43	17.5	
Japanese	169	36	21.3	
Korean	83	1	1.2	
	Total non-RMs	Non-Rms, Non-Heritage Learners	% non-RMs, non-Her. To Tot. non-RMs	
Chinese	51	12	76.5	
Japanese	66	52	78.8	
Korean	5	2	40.0	

7 General Principles for Language Programs and Language Pedagogy

1. *Develop Curriculum TOP-DOWN*
2. *Make Programs LEARNER-CENTERED*
3. *Clearly Define LEARNING OBJECTIVES*
4. *Increase Levels of MOTIVATION*
5. *Maximize TIME-ON-TASK*
6. *Focus on COMMUNICATION*
7. *Improve EVALUATION for Excellence*

Curriculum Development Process (Jack Richards, *The Language Teaching Matrix*, 1990)

Needs Analysis

Goals & Objectives

Syllabus Design

> *Structural, Functional, Notional, Topical, Situational, Skills-Based, Task or Activity-Based*

Methodology

> *Approach, Roles of Teachers & Learners, Activities & Tasks, Selection or Design/Development of Materials*

Testing & Evaluation

Making Programs LEARNER-CENTERED

お客様は神様だ。

学習者が神様だ。

The Learner is Paramount

Learners' Needs

- *Who are the learners?*
- *What are their goals & expectations?*
- *What skill levels do they have?*
- *Who will be the "consumers" of their skills?*
- *What are their needs & expectations in terms of language, other skills?*

(Richards, 1990)

Teacher, Program Needs

- *Who are the teachers?*
- *What training and experience do they have?*
- *What teaching approach(es) do they prefer?*
- *What is the administrative context?*
- *What constraints (e.g., time, budget, other resources) are present?*
- *What kinds of tests and assessment measures are required?*

(Richards, 1990)

Returned Missionaries (RM's) from Japan, by Major (BYU, 1994-95)
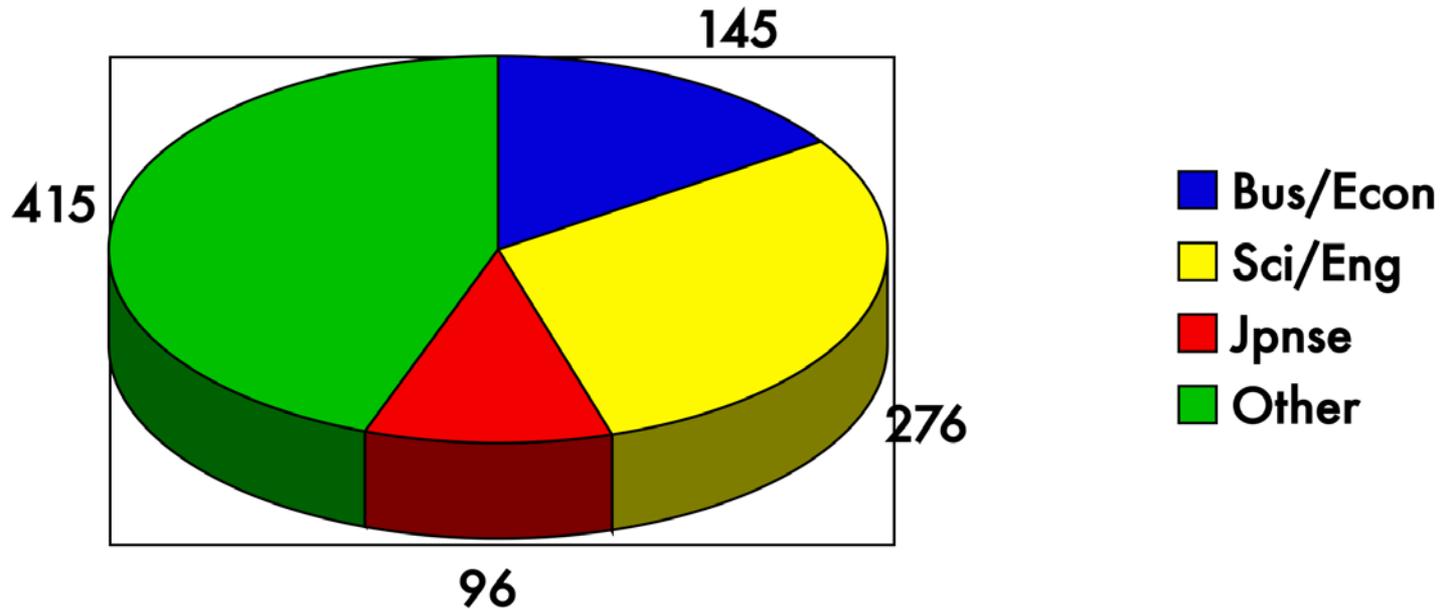
Japanese Majors, Double Majors (BYU, 1994-95)
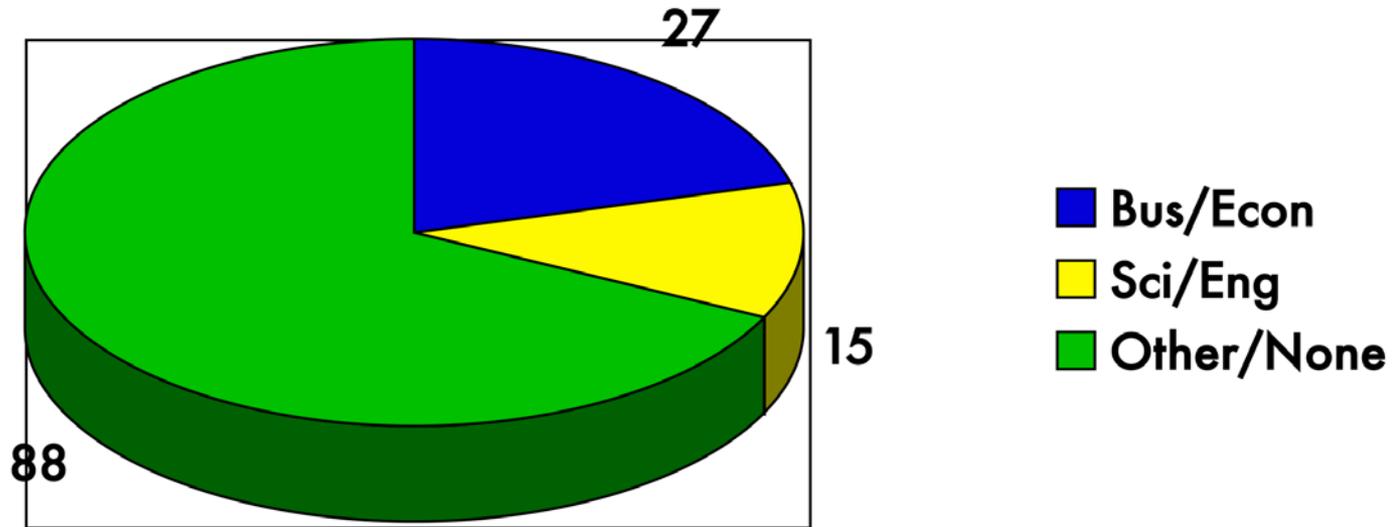
Enrollments in J301, J321, J322, by Major (BYU, 1994-95)
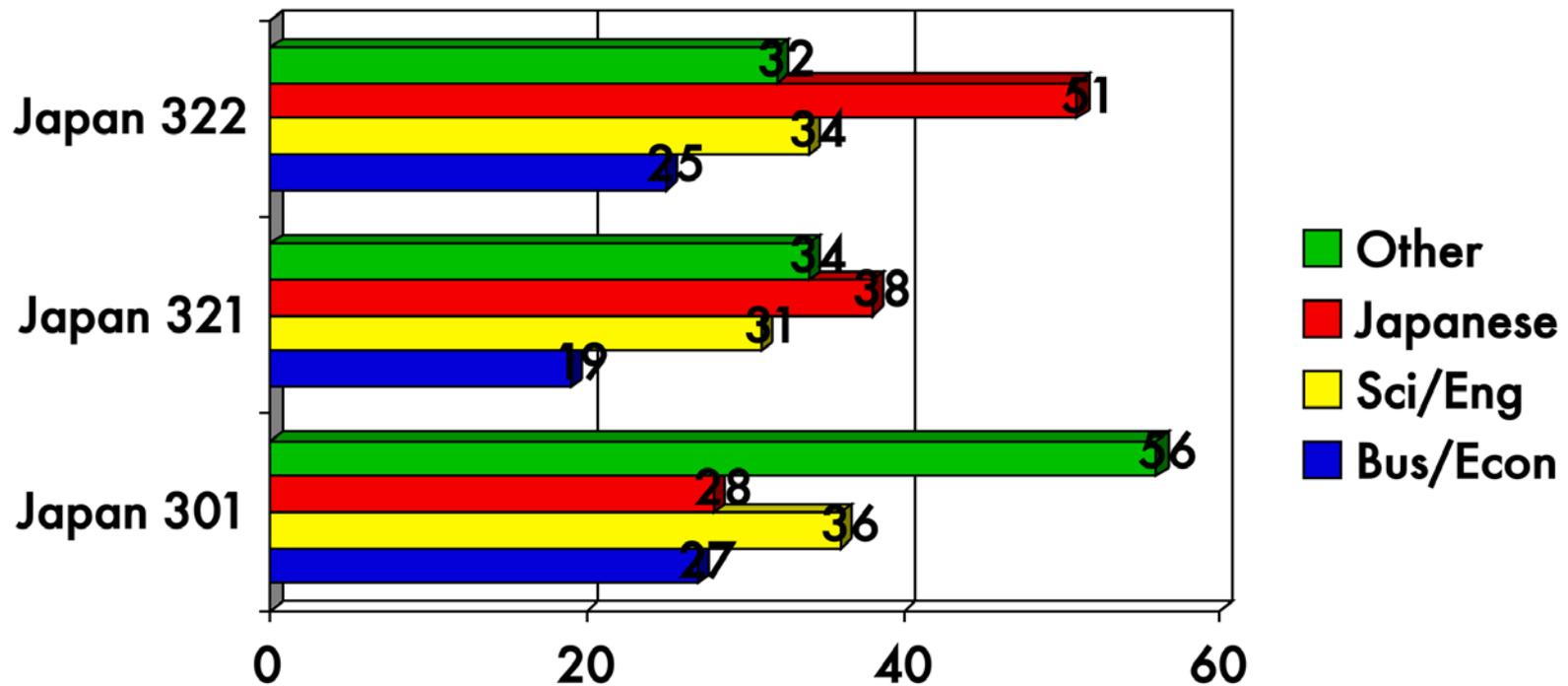
Survey of Students' Needs
Japanese 101-202, BYU

1. *Name:* _____ *(optional)*
2. *Gender:* M   F
3. *Major:* _____
4. *Minor:* _____
5. *Current Japanese class:* _____
6. *First Japanese class*

   enrolled in at BYU: _____

Survey of Students' Needs
Japanese 101-202, BYU

7. *Did you take Japanese in HS?*   *Y   N*

   a) *If Yes, how many years?*   _____

   b) *Name of HS, state?*   _____

   c) *Do you feel your HS Japanese adequately prepared you for college-level Japanese?*   *Y   N*

   d) *In what ways was it either adequate or inadequate?*

      _____

      _____

   e) *What was the relative emphasis on content in your HS Japanese program (rank in order, 1 to 4):*
      _____ *culture* _____*R/W* _____*L/S* _____*other*
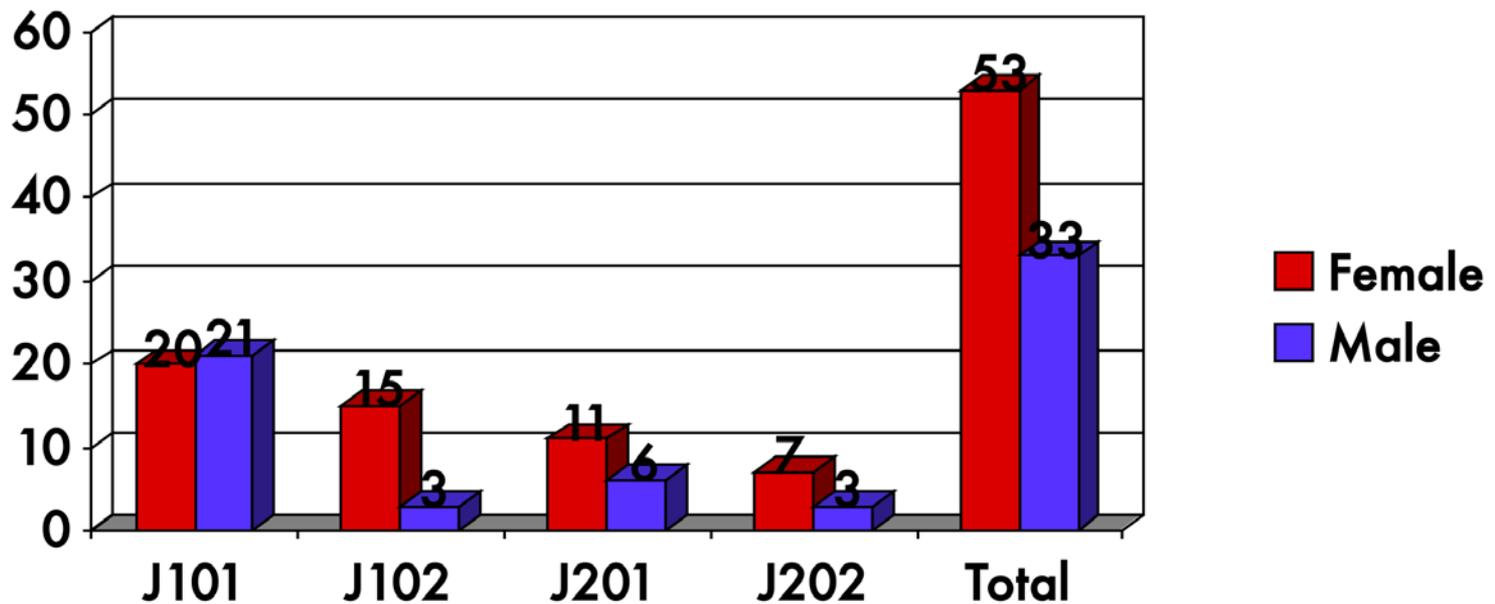   *(please specify, if other)* _____

Survey of Students' Needs
Japanese 101-202, BYU

8. *Have you studied Japanese at a college other than BYU?*   Y   N

    a) *If Yes, where did you study?* _____

    b) *How long did you study?*   _____

    c) *What texts, materials did you use?*

        _____
        _____
        _____

    d) *How many hours a week did you meet?* _____

    e) *What was the relative emphasis on content in your college Japanese program (rank in order, 1 to 4):*
        _____ *culture* _____*R/W* _____*L/S* _____*other*
        (please specify, if other) _____

Survey of Students' Needs
Japanese 101-202, BYU

9.   *Have you ever been to Japan?*   *Y   N*

    a)   *If Yes, where did you visit?*   _____

    b)   *How long did you stay?*   _____

    c)   *What was the principal purpose of your visit?*

          _____ *exchange student*

          _____ *employment*

          _____ *travel*

          _____ *mission*

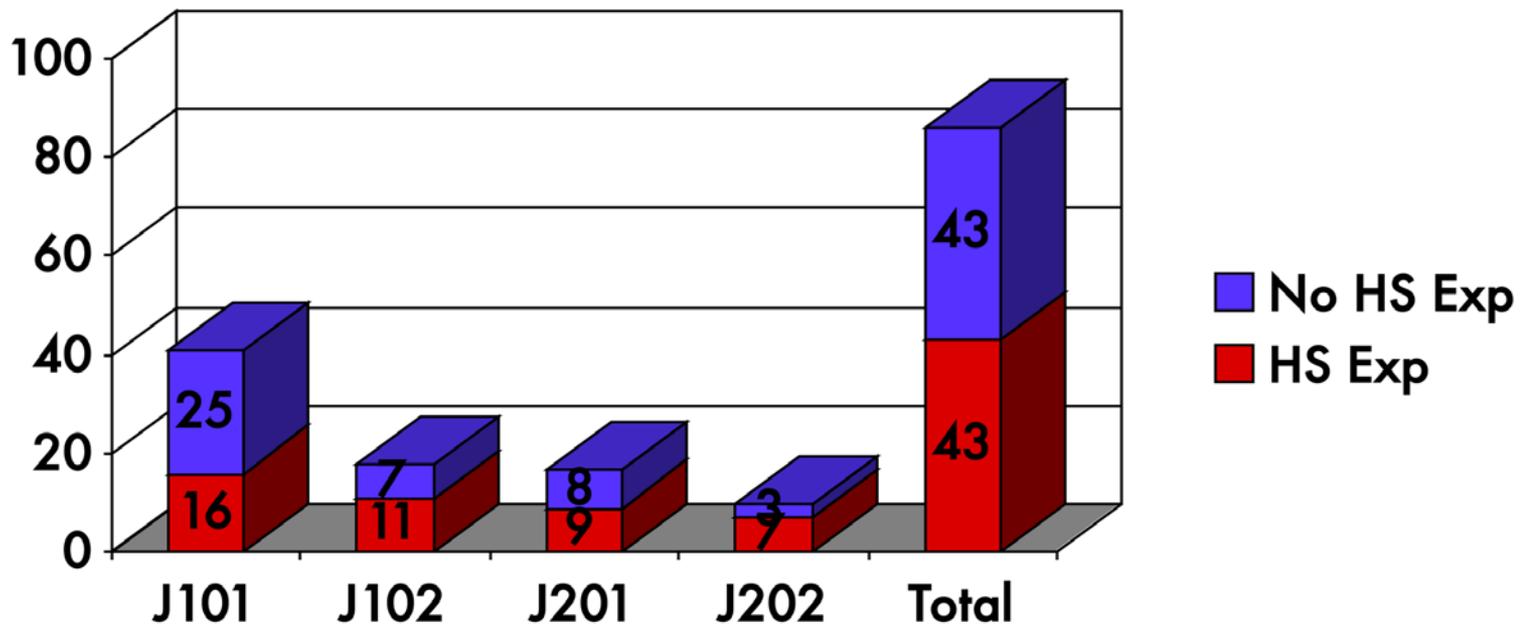   _____ *went with family or spouse*

          _____ *other (please specify): _____*

Survey of Students' Needs
Japanese 101-202, BYU

Survey of Students' Needs
Japanese 101-202, BYU

Students x Level x HS Exp.

Survey of Students' Needs
Japanese 101-202, BYU
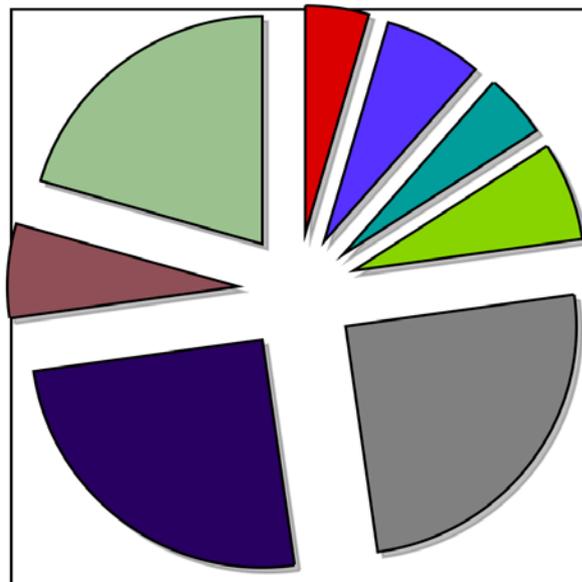
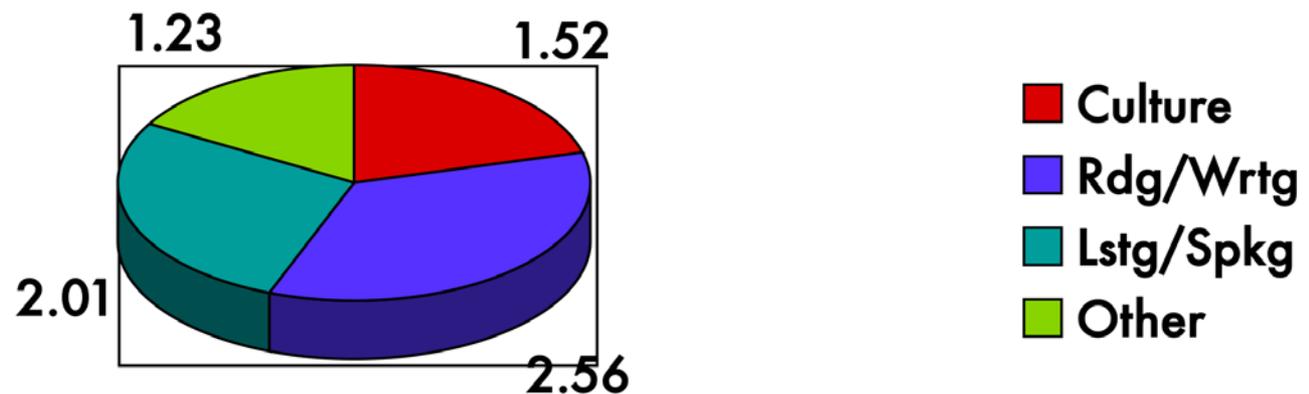# Survey of Students' Needs
Japanese 101-202, BYU

Survey of Students' Needs
Japanese 101-202, BYU

Relative Content Weight, HS Japanese Program

- Culture
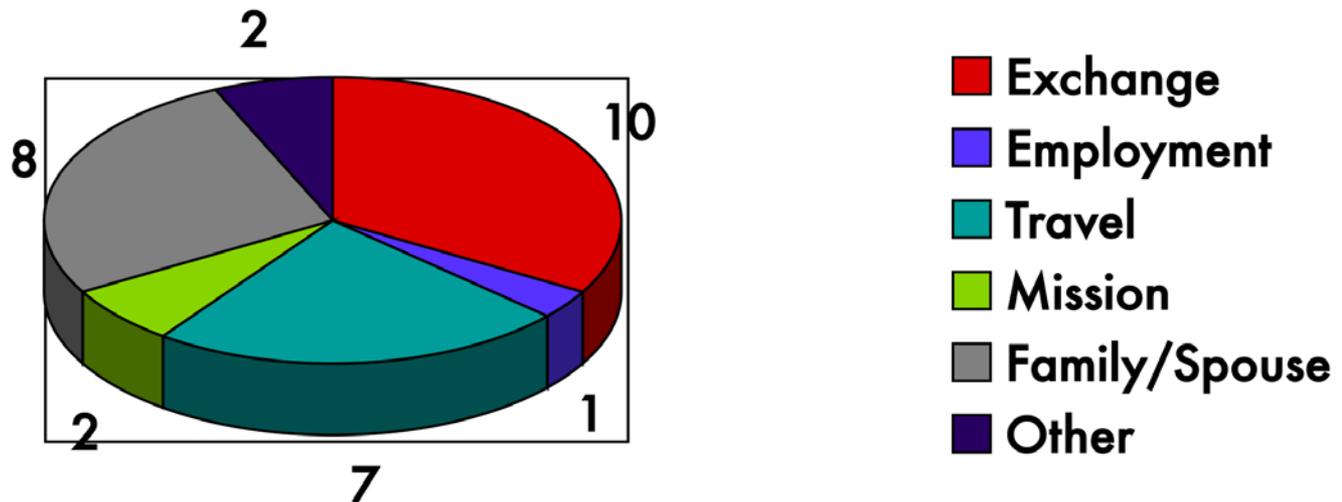- Rdg/Wrtg
- Lstg/Spkg
- Other

1.23   1.52
2.01
2.56

Survey of Students' Needs
Japanese 101-202, BYU
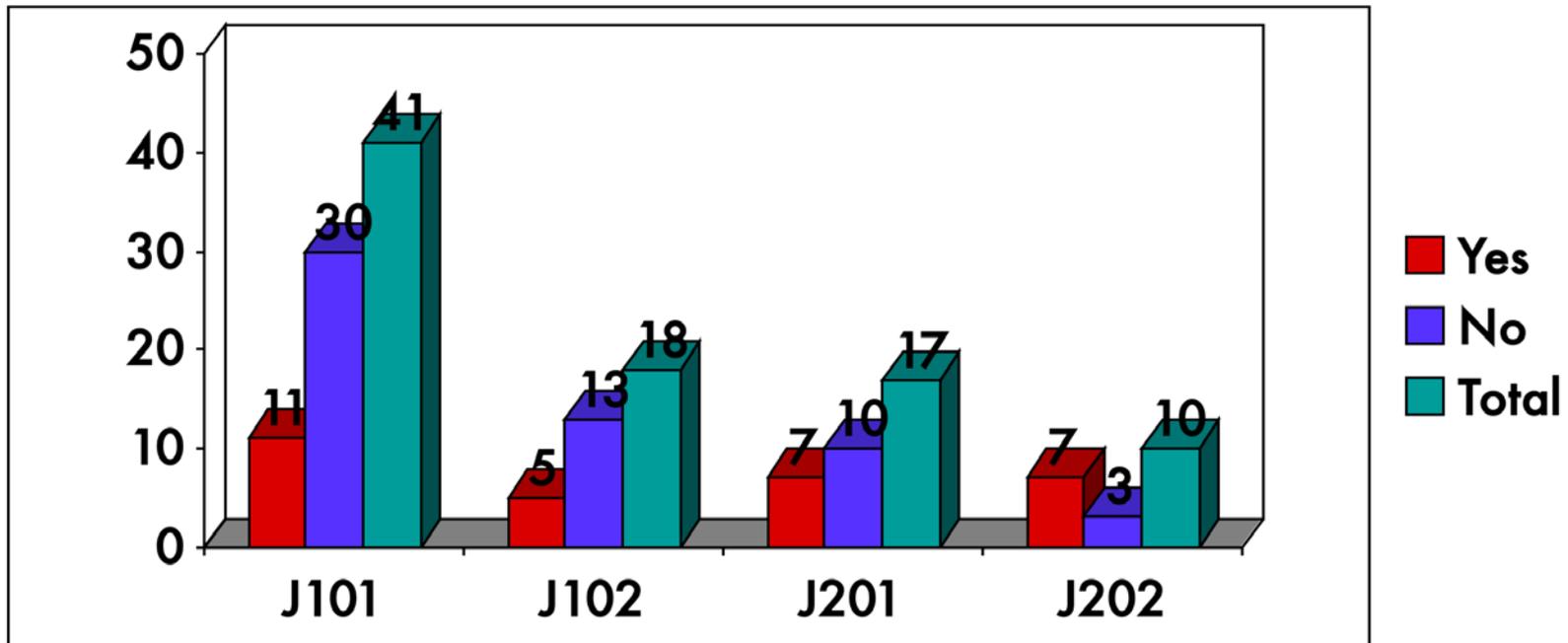
Have You Ever Been to Japan?

Survey of Students' Needs
Japanese 101-202, BYU

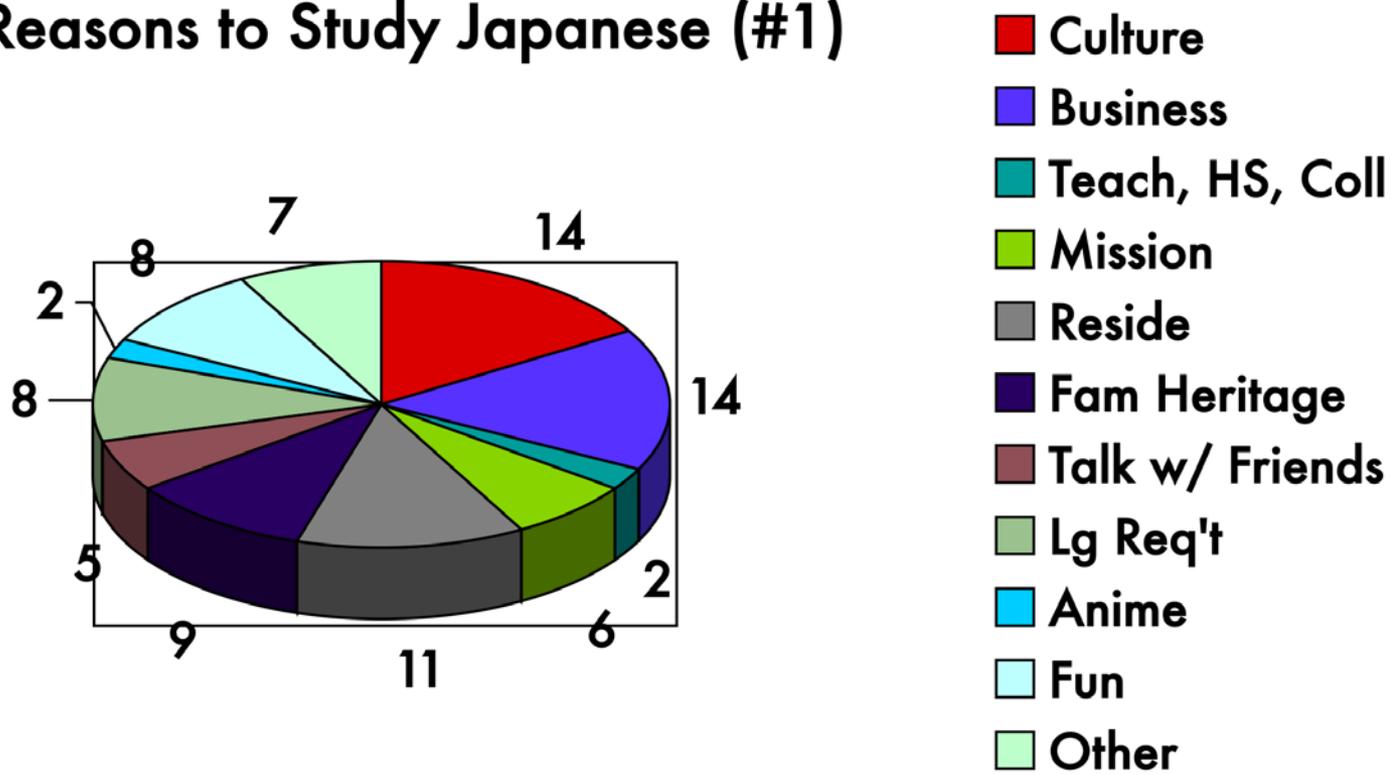# Survey of Students' Needs
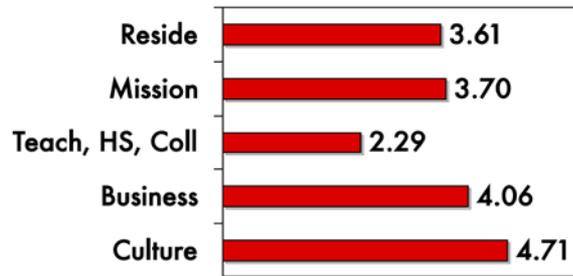# Japanese 101-202, BYU

Survey of Students' Needs
Japanese 101-202, BYU

Reasons to Study Japanese (Weighted)

Reason	Value
Reside	3.61
Mission	3.70
Teach, HS, Coll	2.29
Business	4.06
Culture	4.71

Expected Learning Outcomes, Japanese Major (<asiane.byu.edu>)

We expect that program graduates will be able to:

1. *acquire language and cultural fluency, thereby enabling the interpretation and presentation of Japanese language and culture to others in a manner that will promote mutual understanding and respect for peoples of the world;*
2. *analyze and discuss salient aspects of Japanese thought and their effect on language, behavioral patterns, and interpersonal relationships;*
3. *analyze and discuss Japanese literary genres, works, and authors in their social, historical, and religious contexts;*
4. *apply critical thinking skills and write well in English and Japanese (in various genres);*
5. *converse and act in Japanese in linguistically, socially, and culturally appropriate ways on a broad variety of topics in a wide range of settings.*

Expected Learning Outcomes, Japanese Major (<asiane.byu.edu>)

We expect that program graduates will be able to:

6. *analyze and discuss the structure of the Japanese language, including aspects of phonology, morphology, syntax, semantics, and pragmatics;*
7. *read and engage effectively texts of various genres (covering the range of jooyoo kanji);*
8. *discuss basic differences and continuities between modern and pre-modern Japanese and read and analyze pre-modern texts;*
9. *effectively utilize learning tools, such as dictionaries (electronic, paper, and web-based) and cultural literacy resources (such as Kokugo benran);*
10. *demonstrate self-managed learning skills that will facilitate life-long learning.*

Measures for Assessment of Expected Learning Outcomes, Japanese

- *critical analysis papers*
- *essays in Japanese*
- *presentations in spoken Japanese*
- *class projects*
- *capstone project*
- *J441 course project*
- *Japanese Language Proficiency Test*
- *reading proficiency test at J301, J321/J322, and end of program*
- *ACTFL WPT (end of program)*
- *ACTFL OPI (end of program)*

MOTIVATION is Critical

- *Learners' motivation will increase if their needs are being met*

- *Motivation and L2 acquisition success are strongly correlated (Gardner & Lambert, 1959, and many since)*

- *Extrinsic vs. intrinsic motivation*

- *Instrumental vs. integrative, assimilative motivation*

Motivation and Aptitude

Aptitude: The amount of time an individual learner <u>needs</u> in order to learn a second language

Motivation: The amount of time an individual learner <u>is willing to spend</u> learning the language

(Ray Clifford, former DLI Provost, current Director of BYU Center for Language Studies, President of ACTFL)

Motivation and Aptitude

Motivation

	High	Low
High	Highly Successful Learning	Average Success in Learning
Low	Average Success in Learning	Below Average Success in Learning

Aptitude

(Ray Clifford, Presentation at BYU, Fall, 2005)

Maximize TIME-ON-TASK

Strong Correlation between Time-on-Task and Level of Attainment in Second Language Learning

High Time-on-Task is a Necessary, but Not Sufficient Condition of Successful L2 Learning

Expected Levels of Speaking Proficiency, Languages Taught at FSI

GROUP I: Afrikaans, Danish, Dutch, French, Haitian Creole, Italian, Norwegian, Portuguese, Romanian, Spanish, Swahili, Swedish

Length of Training	Aptitude for Language Learning		
	Minimum	Average	Superior
8 weeks (240 hours)	1	1/1+	1+
16 weeks (480 hours)	1+	2	2+
24 weeks (720 hours)	2	2+	3

Source: Judith E. Liskin-Gasparro, <u>ETS Oral Proficiency Testing Manual</u>.Princeton, NJ: Educational Testing Service, 1982. Reprinted by permission in Alice Omaggio Hadley, <u>Teaching Language in Context</u>, 3rd ed. Boston, MA: Heinle & Heinle, 2001.

Expected Levels of Speaking Proficiency, Languages Taught at FSI

GROUP II: Bulgarian, Dari, Farsi, German, Greek, Hindi, Indonesian, Malay, Urdu

Length of Training	Aptitude for Language Learning		
	Minimum	Average	Superior
16 weeks (480 hours)	1	1/1+	1+/2
24 weeks (720 hours)	1+	2	2+/3
44 weeks (1320 hours)	2/2+	2+/3	3/3+

Expected Levels of Speaking Proficiency, Languages Taught at FSI

GROUP III: Amharic, Bengali, Burmese, Czech, Finnish, Hebrew, Hungarian, Khmer, Lao, Nepali, Philipino, Polish, Russian, Serbo-Croatian, Sinhala, Thai, Tamil, Turkish, Vietnamese

| Length of Training	Aptitude for Language Learning		
	Minimum	Average	Superior
16 weeks (480 hours)	0+	1	1/1+
24 weeks (720 hours)	1+	2	2/2+
44 weeks (1320 hours)	2	2+	3

Source: Judith E. Liskin-Gasparro, ETS Oral Proficiency Testing Manual.Princeton, NJ: Educational Testing Service, 1982. Reprinted by permission in Alice Omaggio Hadley, Teaching Language in Context, 3rd ed. Boston, MA: Heinle & Heinle, 2001.

Expected Levels of Speaking Proficiency, Languages Taught at FSI

GROUP IV: Arabic, Chinese, Japanese, Korean

Length of Training	Aptitude for Language Learning		
	Minimum	Average	Superior
16 weeks (480 hours)	0+	1	1
24 weeks (720 hours)	1	1+	1+
44 weeks (1320 hours)	1+	2	2+
80–92 weeks (2400–2760 hours)	2+	3	3+

Functional Proficiency Needs

- *What level of proficiency is required as an outcome?*
- *What level of proficiency is required at program or course entry?*
- *What specific functional skills will be required on the job?*
- *In what settings and role relationships will the learners' skills be used?*

(Richards, 1990)
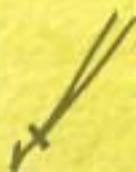
ACTFL Scale	ILR Scale
	5 Native or bilingual proficiency
	4+
	4 Distinguished proficiency
	3+
Superior	3 Professional working proficiency
Advanced High	2+
Advanced	2 Limited working proficiency
Intermediate High	1+
Intermediate Mid	1 Survival proficiency
Intermediate Low	
Novice High	0+
Novice Mid	0 No practical proficiency
Novice Low	

Source: Buck, Byrnes, and Thompson, 1989, p. 2–15. Reprinted by permission of ACTFL.

(Cited in Alice Omaggio Hadley, Teaching Language in Context
2nd ed. Boston, MA: Heinle & Heinle, 1993; NB: ACTFL Proficiency
Guidelines for Speaking have since separated Advanced into Advanced
Advanced Low and Advanced Mid, ACTFL, Inc., 1999)
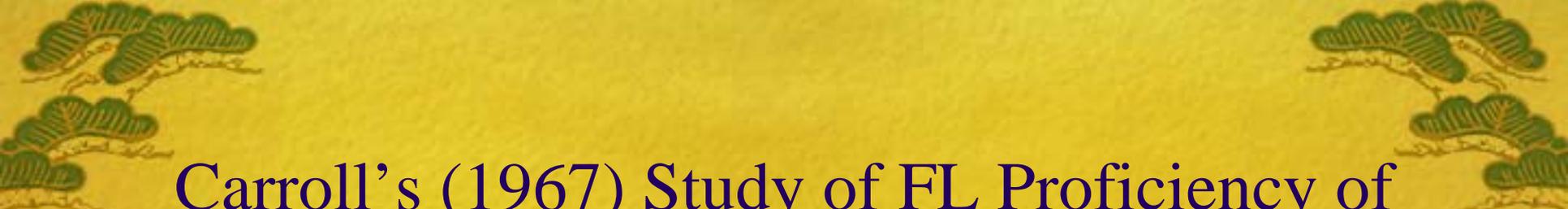
Carroll's (1967) Study of FL Proficiency of College Language Majors

"…the median graduate with a foreign language major can speak and comprehend the language only at about an FSI speaking rating of '2+'…"

(John Carroll, 1967, "Foreign Language Proficiency Levels Attained by Language Majors Near Graduation from College," Foreign Language Annals, Vol. 1, pp. 131-151.)

Rifkin's (2005) "Ceiling Effect"

"Data show that learners do not attain advanced-level proficiency in a Category 3 language in listening, speaking, reading or writing without over 700 hours of classroom instruction."

(Benjamin Rifkin, Presentation at BYU, November, 2005)

Hours of Target Language Classroom Instruction, Japanese Major, BYU

1st year:	*5 hrs/wk x 15 wks x 2 sem*	*= 150 hrs*
2nd year:	*5 hrs/wk x 15 wks x 2 sem*	*= 150 hrs*
3rd year:	*7 hrs/wk x 15 wks*	*= 105 hrs*
	6 hrs/wk x 15 wks	*= 90 hrs*
4th year:	*6 hrs/wk x 15 wks*	*= 90 hrs*
	3 hrs/wk x 15 wks	*= 45 hrs*
Total minimum # hrs:		*= 630 hrs**

(cp. to a typical 4-yr. language major: 420-480 hrs.)

How Proficient are
College FL Majors Today?

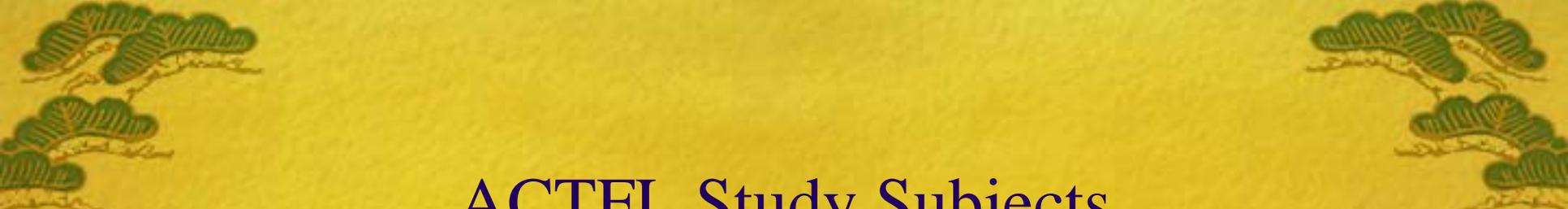*Results of Oral Proficiency Testing*

Official ACTFL OPI's administered to FL Majors

Tests conducted face-to-face and by telephone

Double-rated, certified results through the ACTFL Testing Office

(Elvira Swender, 2003, "Oral Proficiency Testing in the Real World: Answers to Frequently Asked Questions," Foreign Language Annals, Vol. 36, No. 4, pp. 520-526.)

ACTFL Study Subjects

501 Undergraduate Students:

    From five liberal arts colleges

    Juniors and Seniors

    Foreign language majors

Data gathered over five years (1998-2002)

Six languages:

    Spanish, French, Italian, Chinese, Japanese, Russian

(Elvira Swender, 2003, "Oral Proficiency Testing in the Real World: Answers to Frequently Asked Questions," <u>Foreign Language Annals</u>, Vol. 36, No. 4, pp. 520-526.)

ACTFL Study Results

ACTFL Rating	# of Students	% of Total	Cumulative %
Superior	*12*	*2%*	*2%*
Advanced High	*24*	*5%*	*7%*
Advanced Mid	*95*	*19%*	*26%*
Advanced Low	*105*	*21%*	*47%*
Intermediate High	*175*	*35%*	*82%*
Intermediate Mid	*86*	*17%*	*99%*
Intermediate Low	*4*	*1%*	*100%*
Novice High	*0*		*100%*
Novice Mid	*0*		*100%*
Novice Low	*0*		*100%*
Total	501	100%	

(Elvira Swender, 2003, "Oral Proficiency Testing in the Real World: Answers to Frequently Asked Questions," Foreign Language Annals, Vol. 36, No. 4, pp. 520-526.)

% of FL Majors Qualifying for Different Positions

Diplomat - Superior (ILR 4)	*0%*
Business Executive - Superior	*2%*
Court Interpreter - Advanced High	*7%*
Customer Service Rep - Advanced Mid	*26%*
Social Worker - Advanced Mid	*26%*
K-12 Teacher - Advanced Low	*47%*
Receptionist - Intermediate High	*82%*
Tour Guide - Intermediate Mid	*99%*

(Elvira Swender, 2003, "Oral Proficiency Testing in the Real World: Answers to Frequently Asked Questions," Foreign Language Annals, Vol. 36, No. 4, pp. 520-526.)

Time-on-Task Dilemma: Solutions?

1. *Start Earlier (Elementary, High School)*
2. *Intensify Learning and Instruction*
   a. *Immersion*
   b. *Content-Based Instruction*
   c. *CALL Materials, Online Resources*
   d. *Study Abroad and Internships*
3. *Life-Long Learning Skills*

Linguistic Needs

L1 vs. L2 Variables

> *Both General (see Time x Proficiency above)*
> *and Specific (L1 to L2 Transfer Effects, both*
> *Positive and Negative)*

Contrastive Analysis, Error Analysis, Discourse Analysis,
Attrition Research – What have we learned?

Specific Language Features, Subsystems (pragmatic,
register-related features – keigo, etc.; phonological –
pitch accent, loan words, etc.; morphosyntactic –
particles, tense-aspect, passives, causatives, other
subordinate clause structures [conditionals, koto-no,
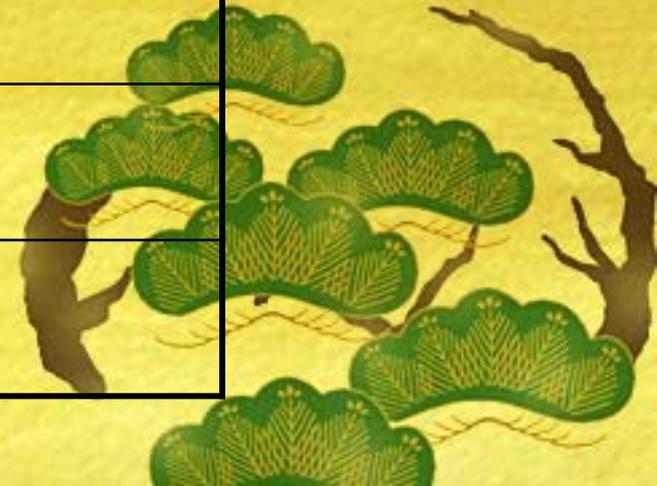*etc.]; reading-writing subskills; etc.)*

Pragmatic Difficulties:
Speech Styles, Registers

- *Various sociocultural factors govern the use of grammatical and lexical forms along 2 dimensions:*

	Direct Style	*Distal Style*
Honorific	いらっしゃる	いらっしゃいます
Neutral	行く	行きます
Humble	参る	参ります

Pragmatic Difficulties, cont.

- *mate*
- *matte yo*
- *tyotto matte kureru?*
- *tyotto matte kudasai*
- *tyotto matte itadakemasu ka*
- *syoosyoo o-mati ni natte kudasaimasen ka*
- *syoosyoo o-mati ni natte itadakenai desyoo ka*

(ad nauseam)

General, Typological Difficulties

Morphosyntactic Features

- *tabe-ru*
- *tabe-sase-ru*
- *tabe-sase-rare-ru*
- *tabe-sase-rare-ta-i*
- *tabe-sase-rare-ta-ku-na-i*
- *tabe-sase-rare-ta-ku-na-ku-nar-[r]u*
- *tabe-sase-rare-ta-ku-na-ku-nar-[r]i-hazime-ru*

(ad nauseam)

SOV Typology and Japanese

* *Structural features related to basic word order typology (most SVO languages behave like VSO languages with respect to the following features):*

* Post*positions (SOV) vs.* Pre*positions (VSO)*
* *Genitive N - Head N (SOV) vs. Head N - Genitive N (VSO)*
* *Adjective - Head N (SOV) vs. Head N - Adjective (VSO)*
* *Rel.Cl. - Head N (SOV) vs. Head N - Rel.Cl. (VSO)*
* *Verb - Infl.Aux. (SOV) vs. Infl.Aux. - Verb (VSO)*
* *Q-markers S-final (SOV) vs. S-initial (VSO)*
* *Interrog.Pron's "normal" position (SOV) vs. S-initial (VSO)*
* *Misc., not necessarily word-order related features -- number, gender, pronouns, definiteness, comparison, etc.*

Japanese Discourse Typology

- *"Topic-prominent" languages (e.g., Lisu, Chinese)*

- *"Subject-prominent" languages (e.g., English, other Indo-European languages)*

- *Both "topic-prominent and subject-prominent" languages (e.g., Japanese, Korean)*

    (Li and Thompson, 1976)

Japanese Discourse Typology, cont.

- *"Topic-prominent" languages often have so-called "double-subject" sentences*

  - *Japanese:*   *sakana-wa*   *tai-ga*   *oisii*
                         fish-TOP   *red snapper-SUBJ   (is) delicious*
                         'Speaking of fish, red snapper is (the most) delicious.'

  - *Korean:*   *pihengki-nun*   *747-ka*   *khu-ta*
                         airplane-TOP   *747-SUBJ*   *big-STATIVE*
                         'Speaking of airplanes, the 747 is big.'

  - *Chinese:*   *neike*   *shu*   *yezi*   *da*
                         that   *tree*   *leaves*   *big*
                         'Speaking of that tree, (its) leaves are big.'

Functional Sentence Perspective
-wa & *-ga* (Kuno, 1973)

Functions of -wa:

- *THEME (TOPIC)（主題）*
    Hanako-<u>wa</u> gakusei desu.（花子は学生です。）
    '(As for) Hanako, (she) is a student.'

- *CONTRAST（対照）*
    tenisu-<u>wa</u> suki desu ga...（テニスは好きですが...）
    '(I do) like tennis, but (as for other sports)...'

Functions of *-ga*:

- *SUBJECT, NEUTRAL DESCRIPTION（中立叙述の主語）*
  yuki-ga hutte-iru.（雪が降っている。）
  'It's snowing (lit., snow is falling).'

- *SUBJECT, EXHAUSTIVE LISTING（総記の主語）*
  Hanako-ga gakusei desu.（花子が学生です。）
  '(It's) Hanako (that) is a student.'

- *OBJECT, STATIVE TRANS. VERBAL（状態他動詞の目的語）*
  tenisu-ga dekiru.（テニスが出来る。）
  '(She) is able (to play) tennis.'

- *SUBJECT, SUBORD. CLAUSE（従属節の主語）*
  boku-wa [Hanako-ga kaita] tegami-o yonda.
  （僕は「花子が書いた」手紙を読んだ。）
  'I read the letter that Hanako wrote.'

Focus on COMMUNICATION

Primacy of Oral Communication Skills in Language

Demand in Marketplace Highest for Oral Skills

AJALT Survey

Among Students' Most Frequently Expressed Needs:

"…to be able to communicate with native speakers of the target language in culturally appropriate ways."

Importance of Developing Strong Reading Skills

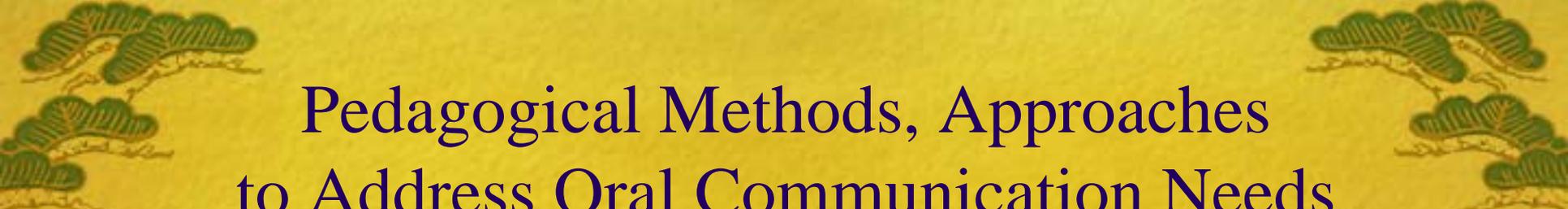*In Functional, Task-Based Contexts*

Extensive Reading Strategies

> *Skimming*

> *Scanning*

> *"Free Voluntary Reading" (S. Krashen, 2004)*

Literacy Levels and Oral Skills

> *Correlation with Oral Skill Acquisition, Retention (L. Hansen & J. Shewell, 2002)*

Pedagogical Methods, Approaches
to Address Oral Communication Needs

Audio-Lingual Method

Direct / Natural Approach-related methods
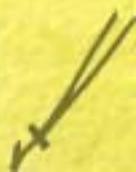
Communicative Approach

Task-Based Instruction

Cognitive Approach

Form-Focused Instruction / Explicit Grammatical Instruction

Team-teaching approaches

Translation, memorization, other traditional, but underused methods

Critical Importance of Context / Interaction

Curriculum Development Process (J. Richards, *The Language Teaching Matrix,* 1990)

Needs Analysis

Goals & Objectives

Syllabus Design

> *Structural, Functional, Notional, Topical, Situational, Skills-Based, Task or Activity-Based*

Methodology

> *Approach, Roles of Teachers & Learners, Activities & Tasks, Selection or Design/Development of Materials*

Testing & Evaluation

7 General Principles for Language Programs and Language Pedagogy

1. *Develop Curriculum TOP-DOWN*
2. *Make Programs LEARNER-CENTERED*
3. *Clearly Define LEARNING OBJECTIVES*
4. *Increase Levels of MOTIVATION*
5. *Maximize TIME-ON-TASK*
6. *Focus on COMMUNICATION*
7. *Improve EVALUATION for Excellence*