

The Teaching Practice Sessions in Japanese Language and Japanese History			
Date	February 15 th – 21 st , 2009		
Place	Dongduk Women's University (Soul, Korea)		
Participants	8 graduate students, Ochanomizu University		
	Group1 (Japanese Linguistics)	Group2 (Japanese Linguistics)	Group3 (Japanese History)
	FUKUTOMI, Rie KOMATSU, Nana WU, Xiaojing HUANG, Mingshu (Graduate Student)	HAYAKAWA, Kyoko ZHANG, Qian KIM, Suhye (Graduate Student)	SOMEI, Chika (Graduate Student)
Teacher	10 graduate students, Dongduk Women's University		
	Ochanomizu University	MORIYAMA, Shin SASAKI, Yasuko	
	Dongduk Women's University	YI, Dokbong KIM, Yongmin ISHII, Naomi OKUYAMA, Yoko KIM, Youngsuk	

The teaching practice sessions in Japanese language and Japanese history were held in Dongduk Women's University, our sister university in Korea in February, 2009. This time the participants were required to include some new attempt in their teaching.

On the 16th, right after arriving at the university, we had a brief introduction and a orientation session. Then, our Group 1, of four members from Ochanomizu University (HUKUTOMI, KOMATSU, HUANG, and WU), did their practice sessions of teaching Japanese language. In the sessions, they focused on “responding expressions” in Japanese; learners were expected to realize by themselves the importance of using responding expressions, thereby mastering the language. It was followed by a class, “Japanese teaching that incorporates cooperative and exchange activities” given by five graduate students from Dongduk Women's University (NISHIOKA, KURAMOCHI, YANAGAWA, AIHARA, and JANG). In the afternoon was held a joint seminar to discuss these practices; the person in charge in each class first explained their project, and then they had a discussion session.

On 17th, our Group 2 (HAYAKAWA, KIM, and ZHANG) gave their practice sessions of teaching Japanese, in which they taught an ending expression “-NDA” by applying “the teaching method using a cognitive linguistics viewpoint.” Recently in the field of cognitive linguistics, Achard (2004, 2008) had proposed a certain specific teaching method, which we applied to our teaching this time. Five students from Dongduk Women's University then gave a class of “Japanese teaching that incorporates cooperative and exchange activities,” just like the day before. The two day classes covered not just linguistic issues but (different) cultural issues, and were so designed as to help the participants learn by themselves the language through the activities. In the afternoon, we had a joint seminar on the teaching practices that was followed by a discussion session.

On the 18th, we were given a tour of the museum in the Women's Center at Dongduk Women's University to learn about women during the period of the Joseon Dynasty. In the afternoon, the Group 3 from Ochanomizu (SOMEI) did a practice of teaching Japanese history. In the practice, she explained “Korean warriors and Japanese samurai” from the viewpoint of comparative history. This session was designed not in such a manner as they merely provided necessary knowledge in Korean as normally done in the country, but as learners found by themselves the significance of Japanese samurai by comparing them with their Korean warriors. It appeared to me that those students who had not originally been concerned about Japanese history became interested in the history. The session was followed by a joint seminar to discuss the class.

Each teaching practice was organized with the plans and materials, which they prepared based on what they had learned thus far, in quite a creative and inspiring manner. The teaching staff and the graduate participants from both countries made comments and expressed their ideas; it provided them with an occasion of genuine learning experience.

Bibliography References

- Achard, M. (2004) Grammatical instruction in the Natural Approach: A Cognitive grammar view. In Achard, M and Niemeier, S (eds.) *Cognitive Linguistics, Second Language Acquisition, and Foreign Language Teaching*: 165-194. Berlin: Mouton de Gruyter.
- Achard, M. (2008) Teaching construal: Cognitive Pedagogical Grammar. In Robinson, P. and Ellis N. C. (eds.) *Handbook of Cognitive Linguistics and Second Language Acquisition*: 432-455. NY: Routledge.
- (The Director of the Center for Comparative Japanese Studies, Ochanomizu University, MORIYAMA, Shin)