

AMY SNYDER OHTA
Professor of Japanese
University of Washington

Education

UCLA, Los Angeles California

Ph.D., 1993: Applied Linguistics

Dissertation: Activity, Affect and Stance: Sentential Particles in the Discourse of the Japanese as a Foreign Language Classroom

M.A., 1990: Teaching English as a Second Language

Thesis: The Secrets of Our Success: A Study of Five Successful Learners of Japanese

Wheaton College, Wheaton IL

B.A., With High Honor, 1984: Psychology

Awards

Hori Award for Teaching Excellence. 2021. University of Washington, Department of Asian Languages & Literature

Professional Experience

The University of Washington, Seattle:

Department of Asian Languages & Literature

Professor: From September 16, 2023

Associate Professor: September 2001-present

Associate Chair: September 2007-August 2008

Assistant Professor: September 1995 to September, 2001

Department of Linguistics

Adjunct Associate Professor: 2001-present

The Graduate School

Chair, Second Language Studies Interdisciplinary Committee (2011-present)

Director, Graduate Certificate in Second/Foreign Language Teaching (2012-present)

Columbia University, Department of East Asian Languages and Cultures. Summers, 2001, 1998.

Visiting Assistant Professor. Taught an intensive graduate course in Japanese Sociolinguistics for the M.A. Program in Japanese Pedagogy.

California State University, Los Angeles: Department of Modern Languages and Literatures

Assistant Professor: September 1993 to June 1995.

Books

Masuda, Kyoko, Ohta, Amy Snyder and Tsujihara, Rie (Under contract, to appear in 2024)

Concept-Based Language Instruction: Usage-based Linguistics and Sociocultural Theory in Teaching Japanese. Routledge.

Ohta, Amy Snyder (Ed.) (2012) *Encyclopedia area Social, Dynamic, and Complexity Theory Approaches to Second Language Development*. In Chapelle, C. (Ed.) *The Encyclopedia of Applied Linguistics*. London: Wiley-Blackwell. (Approx. 50 peer-reviewed, 307 manuscript pages. Online and in alphabetical volumes).

Mori, Junko and Ohta, Amy Snyder (Eds.) (2008). *Japanese Applied Linguistics: Discourse and Social Perspectives* (384 pages). London: Continuum.

Ohta, Amy Snyder (2001a). *Second Language Acquisition Processes in the Classroom: Learning Japanese* (316 pages). Mahwah, NJ: Lawrence Erlbaum Associates.

Biography/interview (about Amy Snyder Ohta)

Tateyama, Yumiko (2012). Amy Snyder Ohta (biography). In Chapelle, C. (Ed.) *The Encyclopedia of Applied Linguistics*. London: Wiley-Blackwell.

Bräuer, Gerd (2004). In Conversation with Amy Snyder Ohta about Vygotsky's Zone of Proximal Development. In Gerd Brauer & Karen Sanders (Eds.) *New Visions in Foreign Language Education* (p. 178-189). San Diego: LARC Press.

Articles (Peer Reviewed Journals & Edited Volumes)

Ohta, Amy Snyder (in progress). Sociocultural theory and zone of proximal development activity. In Julia Herschensohn and Ana Fernández Dobao and Alex Ho-Cheong Leung (Eds.), *The Cambridge Handbook of Second Language Acquisition*. Cambridge University Press.

Ohta, Amy Snyder (to appear, 2023). Sociocultural theory and L2 discourse: From descriptive to interventionist research in SLA. In Brian Paltridge and Matthew T. Prior (Eds.) *The Routledge Handbook of Second Language Acquisition and Discourse*. New York: Routledge.

Ohta, Amy Snyder (2023). "Casual Friday": Organizational change, TA development, and languaculture learning in an advanced-beginning multi-section Japanese language course. *Language & Sociocultural Theory*, 10(1), 21-49.

Masuda, Kyoko, & Ohta, Amy Snyder (2021). Teaching subjective construal and related constructions with SCOBAs: Concept learning as a foundation for Japanese language development. *Language & Sociocultural Theory*, 8(1), 35-67. (Equal co-authors: names in alpha order)

Ohta, Amy Snyder (2020). Increasing Diversity of Japanese Language Teachers: Approaches to Teaching-Related Professional Development for College Students in North America. *Japanese Language and Literature*, 54(2), 399-414

Ohta, Amy Snyder & Prior, Matthew (2019) "That's a Stupid Question!": Managing Competing Perspectives and Language Choice in a Japanese-English Bilingual Research Interview. In Kathy Roulston (ed), *Social Studies of Qualitative Interviewing: Unpacking Research Methods* (pp. 147-179). John Benjamins. (Ohta is first author).

Ohta, Amy Snyder & Masuda, Kyoko (2018). Future directions for informed language pedagogy from cognitive linguistics. In Kyoko Masuda (Ed). *Cognitive Linguistics and Japanese Pedagogy Usage-Based Approaches to Language Learning and Instruction* (pp. 305-321). Berlin: De Gruyter Mouton.

Ohta, Amy Snyder (2017). Conceptualizing and teaching Japanese addressee honorifics as expressing modes of self: From SCOPA development to instructional implementation. *Language & Sociocultural Theory*, 4(2), 1-32.

Ohta, Amy Snyder (2016). Sociocultural Theory and Second/Foreign Language Education. In *Second and Foreign Language Education*, ed. by Nelleke van Deusen-Scholl & Stephen May. *Encyclopedia of Language and Education*. New York: Springer. Doi 10.1007/978-3-319-02323-6_6-1

Ohta, Amy Snyder (2013). Sociocultural theory and the zone of proximal development. In Julia Herschensohn and Martha Young-Shoulton (Eds.), *The Handbook of Second Language Acquisition* (pp. 648-669). Cambridge University Press.

Ohta, Amy Snyder (2012). *Social, Dynamic, and Complexity Theory Approaches to Second Language Development*. In Chapelle, C. (Ed.) *The Encyclopedia of Applied Linguistics*. London: Wiley-Blackwell. (1729 words).

Ohta, Amy Snyder (2010). Limitations of social interaction in second language acquisition: Learner “voices” and mediation in the zone of proximal development. In Paul Seedhouse, Steve Walsh and Chris Jenks (Eds.), *Conceptualising ‘Learning’ in Applied Linguistics* (pp. 161-183). London: Palgrave MacMillan. (Note: this book was short-listed for the British Association of Applied Linguistics book prize)

Ohta, Amy Snyder (2008). Laughter and second language acquisition: A study of Japanese foreign language classes. In Junko Mori and Amy Snyder Ohta (Eds.) *Japanese Applied Linguistics: Discourse and Social Perspectives* (pp. 213-242). New York: Continuum.

Ohta, Amy Snyder (2006). The zone of proximal development and second language acquisition: Beyond social interaction. In Asako Yoshitomi, Tae Umino and Masashi Negishi, (Eds.) *Readings in Second Language Acquisition and Second Language Pedagogy in a Japanese Context* (pp. 155-178). Amsterdam: John Benjamins.

Ohta, Amy Snyder (2005). Interlanguage pragmatics in the zone of proximal development. *System*, 33(3), 503-517.

Foster, Pauline & Ohta, Amy Snyder (2005). Negotiation for meaning and peer assistance in second language classrooms. *Applied Linguistics*, 26(3), pp. 402-430. (Equal co-authors: names in alpha order)

Ohta, Amy Snyder (2005). Confirmation checks: A discourse analytic reanalysis. *Japanese Language & Literature*, 39, pp. 383-412.

Ohta, Amy Snyder & Nakaone, Tomoko (2004). When students ask questions: Teacher and peer answers in the foreign language classroom. *IRAL Journal*, 42(3), pp. 217-237. (First author)

Ohta, Amy Snyder (2001b). A longitudinal study of the development of expression of alignment by classroom learners of Japanese. In Gabriele Kasper and Kenneth Rose (Eds.), *Pragmatics in Language Teaching* (pp. 103-120). Cambridge: Cambridge University Press.

Ohta, Amy Snyder (2000a). Re-thinking interaction in SLA: Developmentally appropriate assistance in the zone of proximal development and the acquisition of L2 grammar. In James P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 51-78). Oxford: Oxford University Press.

Ohta, Amy Snyder (2000b). Re-thinking recasts: A learner-centered examination of corrective feedback in the Japanese language classroom. In Joan Kelly Hall and Lorrie Verplaeste (Eds.), *The Construction of Second and Foreign Language Learning through Classroom Interaction*. (pp. 47-71). Mahwah, NJ: Lawrence Erlbaum Associates.

Ohta, Amy Snyder (1999). Interactional routines and the socialization of interactional style in adult learners of Japanese. *Journal of Pragmatics*, 31, 1493-1512.

Ohta, Amy Snyder (1997). The development of pragmatic competence in learner-learner interaction. L. Bouton (ed.), *Pragmatics and Language Learning, Volume 8*, 223-242. Urbana-Champaign: University of Illinois.

Ohta, Amy Snyder (1995). Applying sociocultural theory to an analysis of learner discourse: Learner-learner collaborative interaction in the zone of proximal development. *Issues in Applied Linguistics*, 6:2, 93-121

Ohta, Amy Snyder (1994). Socializing the expression of affect: an overview of affective particle use in the Japanese as a foreign language classroom. *Issues in Applied Linguistics*, 5:2, 303-326.

Ohta, Amy Snyder (1993). The foreign language learner in Japanese society: successful learners of Japanese respond to Miller's "law of inverse returns". *Journal of the Association of Teachers of Japanese*, 27:2, 205-228.

Ohta, Amy Snyder (1991). Evidentiality and politeness in Japanese. *Issues in Applied Linguistics*, 2:2, 211-238.

Articles (not reviewed)

Ohta, Amy Snyder (2001). Japanese second language acquisition in the classroom: What the voices of teachers and students tell us about the process of learning Japanese. In Hiroshi Nara (ed.), *Advances in Japanese Pedagogy* (pp. 93-136). Columbus, OH: National Foreign Language Center, Ohio State University.

Ohta, Amy Snyder (1995). Hey, you took my turn! Student use of affective particles in the Japanese as a foreign language classroom. *Proceedings of the 1995 ATJ Conference on Literature, Language and Pedagogy*, 151-162. Middlebury, VT: Association of Teachers of Japanese.

Ohta, Amy Snyder (1995). The impact of teacher stance on the use of affective particles in classroom narratives. *Proceedings of the 1995 ATJ Conference on Literature, Language and Pedagogy*, 163-172. Middlebury, VT: Association of Teachers of Japanese.

Invited Panel

Ohta, Amy Snyder (2012). Wilga Rivers Panel on Foreign Language Pedagogy. Includes papers by Pauline Foster, Gale Stam, Matthew Poehner, Merrill Swain, Amy Snyder Ohta, and Diane Larsen-Freeman. American Association of Applied Linguistics, March, Boston, Massachusetts.

Conference Presentations

Yip, Colum & Ohta, Amy Snyder (2023). Investigating the role of *perezhivaniya* in pre-service teachers' reception of student-centered language teaching pedagogies. American Association of Applied Linguistics (AAAL) 2023 Annual Conference, Portland, OR, March 18-21.

Masuda, Kyoko & Ohta, Amy Snyder (2022). Concept-based language instruction (C-BLI) and the passive voice in Japanese. *Pragmatics & Language Learning*, University of Hawaii-Manoa, September 12-14, 2022. (refereed)

Ohta, Amy; Prince, Eric; Le, Maggie; Narkmon, Benjamin & Jojima, Sakura (2022). Teaching and learning through the lens of language minorities in an undergraduate sociolinguistics course. Colloquium on Transcultural Approaches to Europe, May 13, 2021. UW. (Organizer and main speaker, with undergraduate and alumni panelists).

Masuda, Kyoko, Ohta, Amy Snyder & (2022). Teaching benefactive constructions and motion verbs via subjective construal patterns in L2 Japanese with concept-based instruction (C-BLI) and SCOBAs. Presented at the American Association of Teachers of Japanese Annual Conference, held online, March 17-19, 2022. Equal co-authors.

Masuda, Kyoko & Ohta, Amy Snyder (2021). Teaching the benefactive with concept-based language instruction (C-BLI) and SCOBAs: Moving from concepts toward fluency. Presented at the American Association of Teachers of Japanese Annual Conference, held online, March 26-27, 2021. Equal co-authors.

Ohta, Amy Snyder & Masuda, Kyoko (2019) Subjective construal in Japanese: An experiential session with new SCOBAs and their applications to Japanese giving/receiving, benefactives and adversity passive constructions. Presented at the 2019 Meeting of Sociocultural Theory and Second Language Learning, November 8-10, Carnegie Mellon University. Equal co-authors.

Ohta, Amy Snyder & Tsujihara, Rie (2018). From SCOBAs development to implementation in concept-based instruction: Conceptualizing and teaching Japanese addressee honorifics as expressing modes of self. 25th Sociocultural Theory and Second Language Learning Conference, University of Pittsburgh & Carnegie Mellon University, November 1-3, 2018. First author.

Ohta, Amy Snyder (2018). An individualized, content-based approach to college-level advanced Japanese. Presented at the 3rd Northwest Conference Japanese Pedagogy. University of Washington, May 12-13, 2018

Masuda, Kyoko, Tsujihara, Rie & Ohta, Amy (2017). *Shakaibunka riron to ninchi gengogaku no yuuwa o mezashite: Asupekuto maaka 'teiru' no jissen rei*. [Harmonizing sociocultural theory and cognitive linguistics: The Japanese aspectual marker *te-iru*.] 28th Japanese as Second Language Acquisition (JASLA) Conference, Ochanomizu University, Tokyo, December 16-17, 2017. (Masuda, first author).

Ohta, Amy Snyder, Masuda, Kyoko, & Tsujihara, Rie (2017). New directions for informed language pedagogy from sociocultural theory and cognitive linguistics. XXIV Sociocultural Theory and Second Language Learning Conference, University of Nevada-Las Vegas, November 2-4, 2017. Equal co-authors.

Ohta, Amy Snyder and Tsujihara, Rie (2017). Teaching addressee honorifics in Japanese using concept-based instruction (CBI): A qualitative, intact classroom study. Conference of the American Association of Applied Linguistics (AAAL), March 18-21, 2017, Portland, OR. First author.

Ohta, Amy Snyder (2016). Concept-based instruction (CBI) and its potential for instructed second language acquisition. 2016 Second Language Research Forum, Columbia University, September 22-25, 2016.

Ohta, Amy Snyder (2016). Colloquium Organizer: Concept-Based Instruction as an Approach to Instructed Second Language Acquisition. 2016 Second Language Research Forum, Columbia University, September 22-25, 2016.

Ohta, Amy Snyder (2016). The potential of Vygotskian concept-based instruction for teaching honorifics in Japanese. The Second Northwest Conference on Japanese Pedagogy. May 21, 2016, University of Washington.

Ohta, Amy Snyder (2014). From helpless to empowered: Online support groups and the construction of caregiver identities in Japanese and English-language social media. *Social Media and Society*, September 27-28, 2014, Ryerson University, Toronto, Canada.

Ohta, Amy Snyder (2014). How to interact with a starving child: Discursive dilemmas on online forums for parents of children with eating disorders. Conference of the American Association of Applied Linguistics (AAAL), March 22-25, 2014, Portland, OR.

Ohta, Amy Snyder and Prior, Matthew T. (2013). Co-constructing stance in bilingual research interviews: A discursive case study. Second Language Research Forum (SLRF), Provo, Utah, October 31-November 1, 2013. First author.

Ohta, Amy Snyder (2013). Casual Friday: Raising metacommunicative awareness and opportunity for using casual speech among teachers and learners of 2nd year Japanese. Conference of the American Association of Teachers of Japanese (AATJ), March 21, 2013, San Diego, California.

Ohta, Amy Snyder (2012). Beyond the zone of proximal development: The assistance-related unit (ARU) as an integrated unit of analysis for SLA research. Conference of the American Association for Applied Linguistics (AAAL), March 24-27, 2012, Boston, Massachusetts.

Ohta, Amy Snyder (2012). Assessing learning in the zone of proximal development: Advanced language learners' reflections on the role of assistance in L2 development. First Northwest Conference on Japanese Pedagogy, University of Washington, April 21-22, 2012.

Ohta, Amy Snyder and Pauline Foster (2007). Anatomising pairwork interaction in second language acquisition. Part of an invited colloquium "Are Two Heads Better than One? Pair Work in L2 Learning and Assessment," organized by Lynda Taylor and Gillian Wigglesworth. Conference of the American Association for Applied Linguistics (AAAL), April 21-24, Costa Mesa, California. Equal co-authors.

Ohta, Amy Snyder (2004). The ZPD and adult L2 development: Beyond social interaction. Conference of the American Association for Applied Linguistics (AAAL), May 1-4, Portland, Oregon.

Foster, Pauline & Amy Snyder Ohta (2002). Is the 'negotiation of meaning' model adequate to describe L2 classroom interaction and development? Conference of the American Association for Applied Linguistics, April 6-9, 2002, Salt Lake City, Utah.

Ohta, Amy Snyder (2001). Confirmation checks: A conversation analytic reanalysis. of the American Association for Applied Linguistics, February 24-27, 2001, St. Louis, Missouri.

Ohta, Amy Snyder (2000a). The development of interactional style in adult foreign language learners: A longitudinal classroom study. 7th International Pragmatics Conference, Budapest, Hungary, July 9-14. 2000.

Ohta, Amy Snyder (2000b). Finding the "individual" in individual differences research. Conference on Sociocultural Theory and Second Language Learning. Penn State University. October 4-7, 2000.

Ohta, Amy Snyder (1999a). Broadening the notion of "uptake": What private speech reveals about the role of corrective feedback in longitudinal L2 development. American Association for Applied Linguistics Annual Conference, March 6-9, 1999, Stamford, CT.

Ohta, Amy Snyder (1999b). Issues in intermediate/advanced programs at the post-secondary level. Co-presenter with Suwako Watanabe, Portland State University. Pacific Northwest Council on Foreign Language's 50th Anniversary Conference, April 7-10, 1999, Tacoma, WA.

Ohta, Amy Snyder (1998a). The role of laughter in the classroom acquisition of Japanese as a foreign language. 3rd Pacific Second Language Research Forum, March 26-29, 1998, Aoyama Gakuin University, Tokyo, Japan.

Ohta, Amy Snyder (1998b). The role of language play in the acquisition of foreign language by adult learners: evidence from the classroom. American Association of Applied Linguistics Annual Conference, March 14-17, Seattle, Washington.

Ohta, Amy Snyder (1998c). Learner investment and the role of the socio-institutional setting in the classroom acquisition of Japanese. Sociocultural Theory and Second Language Learning, 5th Annual Conference. Indiana University-Purdue University at Indianapolis, October 8-9, 1998.

Ohta, Amy Snyder (1997). Re-thinking interaction in SLA: A Vygotskian analysis of the role of collaborative classroom interaction in the acquisition of L2 grammar. American Association of Applied Linguistics Annual Conference, Orlando, Florida, March 8-11, 1997.

Ohta, Amy Snyder (1996a). Input, output, or interaction? Third Annual Conference on Sociocultural Theory and L2 Research. San Juan, Puerto Rico, 1996.

Ohta, Amy Snyder (1996b). Classroom language and the socialization of interactional style in adult learners of Japanese as a foreign language. Association for Asian Studies, April 11-14, 1996, Honolulu, HI.

Ohta, Amy Snyder (1996c). Indexicality in the construction of the expert-novice relationship in pair work. Annual Conference of the American Association of Applied Linguistics, March 23-26, 1996, Chicago, IL.

Ohta, Amy Snyder (1996d). The development of pragmatic competence in learner-learner interaction. Tenth Annual International Conference on Pragmatics and Language Learning, March 22-23, 1996, University of Illinois, Urbana, IL.

Ohta, Amy Snyder (1995a). Scaffolding and interactional routines in the Japanese L2 classroom. Second Annual Conference on Sociocultural Theory and L2 Research, University of Georgia, November 3-5, 1995, Athens, GA.

Ohta, Amy Snyder (1995b). The advanced Japanese reader and dictionary use strategies. American Association for Applied Linguistics, March 25-28, 1995, Long Beach, CA.

Ohta, Amy Snyder (1994). Communicative methodology and affective particle use in the Japanese as a foreign language classroom. Western Conference of the Association of Asian Studies, October 21-22, 1994, Claremont, CA.

Ohta, Amy Snyder (1993a). Drawing the listener in: Japanese-language storytelling in the foreign language classroom and by mothers to children. 5th Annual East Asian Linguistics Workshop, May 28, 1993, University of California, Santa Barbara, CA.

Ohta, Amy Snyder (1993b). Developing and using unscripted listening materials in the Japanese foreign language classroom. Fall Conference of the Teachers of Japanese of Southern California, November 14, 1993, Santa Monica, CA.

Ohta, Amy Snyder (1993c). "Ne" in the Japanese foreign language classroom. American Association for Applied Linguistics, April 16-20, 1993, Atlanta, GA.

Ohta, Amy Snyder (1991). The successful learner of Japanese. The 17th annual Minnesota Conference on Language and Linguistics, October 24-26, 1991, University of Minnesota, Minneapolis, MN.

Invited Lectures

Ohta, Amy Snyder (2022). Harnessing INoPs to Promote Japanese Language Learning through Social Interaction and Media Resources. Keynote address at Southeast Association of Teachers of Japanese annual conference (SEATJ), April 2, 2022.

Ohta, Amy Snyder (2021b). Deaf in Japan. Invited lecture. Georgia Institute of Technology, School of Modern Languages. September 23, 2021.

Ohta, Amy Snyder (2021a). Peer learning in L1 and L2: Teaching foreign language with concept-based language instruction (C-BLI). Keynote address at the Chicago Language symposium, DePaul University, May 17, 2021.

Ohta, Amy Snyder (2012). The assistance-related unit (ARU) as an integrated unit of analysis for SLA research. Invited lecture. East Asian Languages Speakers' Series, University of Hawaii-Manoa, February 2, 2012.

Ohta, Amy Snyder (2011). The zone of proximal development in second language learning: Definitions, controversies, and new directions. Plenary lecture presented at the Second Language Studies Spring Symposium, Michigan State University, February 25, 2011.

Ohta, Amy Snyder (2009). Dialogicality across modalities: Learner voices and the zone of proximal development. Invited lecture. April 19, 2009, University of Alberta, Edmonton.

Ohta, Amy Snyder (2009). Materials development for teaching reading. Keynote lecture. Annual Conference of the Washington Association of Teachers of Japanese. February 9, 2008, Shorecrest High School.

Ohta, Amy Snyder (2008). Teaching reading to learners of Japanese. Keynote lecture. Washington Association of Teachers of Japanese. February 9, 2008, Shorecrest High School.

Ohta, Amy Snyder (2005). Project work in foreign language teaching. Plenary lecture presented at the conference "Meeting the Challenges of Classroom Implementation: Content, Tasks and Projects," Monterey Institute of International Studies, Graduate School of Language and Educational Linguistics, May 18-20, 2005.

Ohta, Amy Snyder (2003). Second language acquisition processes in the classroom. Temple University (Japan) Distinguished Lecture Series. September 14-15, Osaka Campus; September 21-2, Tokyo Campus.

Ohta, Amy Snyder (2001). Socialization processes in language learning: Americans learning Japanese. Invited lecture. Emory University, Program in Linguistics, Linguistics Colloquium series, April 24, 2001.

Invited Workshops

Ohta, Amy Snyder (2004). The ZPD and foreign language teaching: A workshop for immersion teachers. Pacific Lutheran University, August 4, 2004.

Ohta, Amy Snyder (2001). Semi-scripted listening materials in foreign language teaching. University of Washington, May 5, 2001.

Linguistic Society of America 1997 Summer Linguistic Institute. Cornell University. *Invited Workshop Coordinator and Presenter*. Invited workshop. "Applying Applied Linguistics: SLA Research and the Language Classroom." Workshop held weekly during the six-week Institute.

Book Reviews

Ohta, Amy Snyder (2003). Review of Yamamoto, Masayo, *Dual Language Families in Japan*. *Journal of Japanese Studies*, 29:2.

Ohta, Amy Snyder (2001). Review of Hansen, Lynn (Ed.) *Second Language Attrition in Japanese Language Contexts*. *Studies in Second Language Acquisition*, 23:3, 432-434.

Ohta, Amy Snyder & Anne Curzan (2001). Book review of van Dijk, Teun A. (Ed.) *Discourse Studies: A Multidisciplinary Introduction, Vol. 1: Discourse as Structure and Function; Vol. 2: Discourse as Social Interaction*. In *Modern Language Journal*, 85:2, 322-324.

Ohta, Amy Snyder (1995). Book Review of *Bunka Chuukyuu Nihongo I* (Bunka Intermediate Japanese I). *Modern Language Journal*, 79:1, 137-138.