

## Concerning the Tutor System of the Japanese Language Teacher Training Program

Taeko Nakamura

We have a tutor system in the Japanese language teacher training program at International Christian University. This system is used in the "Teaching Japanese as a Foreign Language" I and II courses. We match the students of the training program and the students of the Japanese courses at random. The training program students offer tutorial activities to the language students. Then, the tutors write reports on the types of Japanese language learning problems that the language students had and how the training students handled and solved the problems.

This paper analyzes the tutors' reports and discusses the role and the meaning of this kind of system. For the training students, this system offers teaching experience and observations of the problems in Japanese language learning. For the language learning students, they will have the chance to solve problems with tutors and to communicate using Japanese language, which is one of the greatest needs of the students.

This paper discusses how we can carry on this system more effectively and also suggests a restructuring of the Japanese language teacher training program.

# **Some Characteristics and Limitations H.S.Exchange Students Have as Japanese Language Learners**

**Ryoko Murano**

The purpose of this survey is to define some characteristics and limitations which high school students, participating in a year - long host - family cross - cultural exchange program, have when they try to acquire the language.

The survey was conducted during the years 1990 - 1992 in the form of self - report questionnaires and interviews with students, high school teachers and host families.

The report describes the language learning environment in high schools and host families and tries to focus on features which make these students stand out from other learners of the Japanese.

## **Learner Awareness : A Study of the Output of Beginning Level Japanese Learners**

**Mari Tanaka**

This paper reports on a study of the output of Japanese learners in an aural/oral/writing class conducted by the author in a language laboratory setting. The aim of the class was to provide L12 learners with opportunities to modify their output. SLA research has shown that modification of output is an important variable in language learning. In the class, the learners were asked to respond to questions after viewing video skits. The first two times, the learners were asked to respond orally while tape recording their answers; then, they responded in writing. During the class, the learners were encouraged by the teacher to improve their output and strategies to do so were suggested.

An analysis of the output data indicated improvement. For example, two simple sentences in the first and second oral output data became a complex sentence in the final, written output, and language switching was dropped in favor of use of L2. It may be that, during the process of monitoring and modifying their own output, the learners developed their own strategies.

## Teaching Kanji on An Intermediate Level

—— Japanese IV, Winter, 1990 ——

Mariko Takashima

While kanji is usually taught step by step at the beginning level, from the intermediate level, learners are gradually expected to study more independently. Low - intermediate learners encounter a number of difficulties. For example, they are encouraged to use kanji dictionaries written entirely in Japanese. However, they still have great difficulty using these dictionaries quickly and efficiently. In addition, various factors have positive or negative effects on their memory of kanji.

This paper reports on a teaching method used in a low - intermediate Japanese course ( Japanese IV, winter, 1990 ). Glossary - like materials, created to supplement the Japanese IV kanji text, are described. Kanji test and quiz score data revealing information about retention is presented.

The new materials were used mainly to support classwork. They included the shape, meaning, reading, and examples of words and sentences of kanji newly introduced. They supported the lack of information in the main text and saved a lot of explanation time in the classroom while helping learners to study more smoothly.

During the term, there were several quizzes and a kanji final exam. Scores were collected and analyzed to examine how well the kanji readings and drawings were retained. According to the analysis, when asked for the reading of kanji, time since the kanji was assigned for study seemed to be a prime factor influencing memory. Students remembered the readings correctly for kanji studied most recently. When given reading and requested to write the kanji, frequency of encounter or usage seemed to be the prime factor influencing memory. For example, students could more easily write correctly kanji seen in everyday life.

## **A Study of Narration in the Japanese Novel: On the Relation between the Narrater and the Narrated Events**

**Ikumi Ozawa**

This paper aims to analyze narratives of Japanese novels from the relation between the narrater and the things narrated: to whom, when, where and how the narrater (not the writer of the text, but the one who is supposed to narrate the events in the text) narrates.

In order to do this, this paper at first explains two fundamental notions of narrative types, which are “*récit*” and “*discours*”, presented by the linguist, Emile Benveniste.

Secondly, it introduces the discussions of Toru Araki and Chiyuki Kumakura, which point out the strong tendency to “*discours*” of Japanese narratives in comparison with the French and English ones. From these discussions, one may conclude that the types of narrations of Japanese novels are much more limited than those of the west.

Therefore, finally, this paper analyzes very closely two Japanese modern novels, *Kaze-no uta o kike* (*Hear the Wind Sing* written by Haruki Murakami) and *Kagiri-naku tomei-ni chikai buruu* (*Almost Transparent Blue* written by Ryu Murakami), to see if the above supposition is correct or not.

In conclusion, this paper shows that Japanese narratives, although their tendency to “*discours*” is rather strong, have different variation of narrations which cannot be seen in western counterparts.

## The Usage of "...teki" in Modern Japanese

Chika Nagumo

"...Teki" words are widely used in modern Japanese language. The affix "teki" was introduced into the Japanese language during the Meiji era, based on the "tic" sound of English adjectives - *systematic*, *automatic*, etc.

Establishment of "...teki" word usage in contemporary Japanese language within just a century manifests foreign influence in the diversification of Japanese vocabulary. Imbedded in the characteristics of "...teki" words are certain characteristics of the Japanese language. To study these characteristics, this paper analysed 1152 "...teki" words that appeared in the magazine CHUO-KORON (1992.11). Concluding from the analysis are five distinctive points:

- (i) Frequency of the usage of "...teki" words is dependent on the article's topic. Frequency of usage is comparatively higher in writings on public compared to culture.
- (ii) The type of vocabulary used as prefix differs according to the topic of writing. The variation could be distinct as:
  - (1) *Kango*, *wago*, *gairaigo* in topics on politics and social problems.
  - (2) *Kango* and *gairaigo* in topics on culture.
  - (3) *Kango* and *wago* in topics on literature.
  - (4) Only *kango* are used in topics on history, health and advertisement.
- (iii) Notation of the prefix varies by the type of vocabulary.
  - (1) *kango* are written in kanji.
  - (2) *Wago* are written in kanji or kanji+hiragana.
  - (3) *gairaigo* are written in katakana.
- (iv) Frequency of repeating the same "...teki" is higher in politics than in literature.
- (v) The range of the meaning of the prefix varies according to the article's topic.

## **“Waei Gorin Shusei”( ‘Japanese and English Dictionary’) and “Nanso Satomi Hakkenden”**

**Yuko Ezaki**

The purpose of this thesis is to research the word usage examples that James Curtis Hepburn(1815 - 1911) used in “Waei Gorin Shusei” ( ‘Japanese and English Dictionary’). W.E.Griffis said in “Hepburn of Japan and his wife and helpmates” that Dr. Hepburn read scores of Japanese novels and popular storybooks.(1913) I focused on “Nanso Satomi Hakkenden”(Takizawa Bakin,1814 - 42) in this paper, because it was one of the most popular *yomihon*, which were widely read among the people in the end of Edo period.

I checked all the examples which began with “A” in the dictionary from the first edition to the third edition. The numbers of them are 659 in the first edition, 787 in the second, 926 in the third. On the other hand, I examined “Nanso Satomi Hakkenden”(Iwanami Bunko). I picked up the same and similar words, expressions and sentences in this work as the word usage examples in “Waei Gorin Shusei”. Then I made a list comparing the examples and expressions used in this work.

After analyzing these examples and expressions, I discovered that there were 75 identical and similar expressions. Among them there were 52 similar expressions. I think that the differences are not important because they occurred in long expressions, therefore, they didn’t make significant differences.

In conclusion, about ten percent of the word usage examples in “Waei Gorin Shusei” coincide with the expressions of “Nanso Satomi Hakkenden”. Therefore, I might say there is a possibility that Hepburn referred to this work in the process of compiling “Waei Gorin Shusei”.