

# Characteristics of the Vocabulary Used in the Japanese Language Textbook Edited by Golovnin

INAGAKI Shigeko

This paper presents an analysis of the vocabulary contained in the three - volume elementary Japanese textbook edited by Golovnin which was first published in the former Soviet Union in the 1970's and is still widely used in Russia today.

The teaching of Japanese in Russia began in the early eighteenth century when the Russian empress had castaways from Japan teach the language for purposes of diplomacy and trade. The textbook which this paper examines was compiled for the purpose of introducing the Soviet Union to Japanese ambassadorial delegations and tourists as well as to provide an understanding of Japanese society and culture.

In comparing the results of the analysis with two vocabulary lists prepared in Japan for Japanese language education purposes, the vocabulary in this textbook was found to possess the following characteristics:

- (1) Of the parts of speech, nouns constitute the greatest number, and verbs are few.
- (2) The number of words of Chinese origin, kango, used is strikingly high.
- (3) In terms of frequency of use, verbs are the most used part of speech, and nouns the least; words of Japanese origin, wago, are used with greater frequency than words of Chinese origin, kango.
- (4) In the area of semantic meaning, words expressing abstract relations are most numerous. Words expressing mental activities increase in Volume Two.
- (5) Words occurring in common in this textbook and the two comparison vocabulary lists constitute approximately 30% of the total.

The Japanese language of the people who learned Japanese using this textbook gives an overall impression of stiffness. However, we can say that it is well suited to its goal, which aims for Japanese language use in formal settings.

It has been made clear from this analysis that careful re - examination is needed of just what elementary - level vocabulary and basic vocabulary should consist of, respectively.

**Social and Psychological factors related to  
language acquisition of high school students in a  
cross - cultural, host - family,  
school year exchange program**

**Ryoko Murano**

This is a pilot study of language acquisition of high - school exchange students. The study aims at finding out which motivational and attitudinal factors distinguish successful learners from not so successful ones, and if language proficiency is related to social distance students feel towards the Japanese.

# Needs assessment for the development of instructiond System

Nobuko Ikeda

With the progress of an information - oriented society, a variety of media for education are increasing. In such situation, the role of a teacher as a designer of an instructional system is becoming more important than that of a teacher as one educational medium.

Needs assessment is a systematic process for determining goals, identifying discrepancies between goals and the status quo, and establishing priorities for action. For these reasons, needs assessment is the first step in the instructional design process, and it will enable us to focus our efforts on the development of materials to meet high - priority needs.

The purpose of this paper is to indicate a procedure of educational needs assessment and to identify the priority of needs in the development of an instructional system for effective Japanese Language Education for businessman through conducting needs assessment based on the proper procedure.

In order to do this, I adopts the Kaufman's Deductive Model and explains its procedure in four phases of activites outlined by Klein. Then this paper shows the results (the list of needs' priority ) and some problems getting through my trial of needs assessment .

# For a Reconsideration of the SCJ Curriculum

Mari Tanaka

The purpose of this paper is to analyze the pre - intermediate course and consider the curriculum of the Summer Courses in Japanese (SCJ) of International Christian University, using the data of the placement test and the production test.

The SCJ has many pre - intermediate level students, who have completed basic level Japanese in their home countries but whose language skills are not well - balanced or inconsistent. In addition, for more than twenty years, the majority of SCJ students has come from a non - *Kanji* L1 background. In recent years, however, the number of students with a L1 *Kanji* - background has been rapidly increasing. As a result, in the pre - intermediate course the learner difference is quite large so that it becomes difficult to organize the course.

In this paper, the author examines this course, comparing the scores of one of the sub - test of the placement test (mark sheet test), Reading Comprehension & Grammar Test (RG) with those of a production test (PR) which elicits sentences from the examinees by means of picture prompts.

The analysis indicates there is a high correlation between the scores of the RG test and the PR test for all test - takers. The author found, however, in the case of the pre - intermediate course students their ability to produce sentences not always correlates with the scores of the RG test possibly because of their unbalanced competence of language skills.

In conclusion, the pre - intermediate level should be divided into more than two courses according to their weak areas. In other words, urgent reconsideration of the curriculum of the SCJ is called for from the view point of *Kanji* and non - *Kanji* backgrounds.

## ケチュワ語動詞の形態構造

ジョージ・ベデル

この論文はアンデス山脈に住んでいる原住民族、すなわち古代のインカ帝国の言語ケチュワ語の動詞の形態構造を記述し、その中の動詞と目的語の一致が、最近のアメリカ言語学における動詞の屈折に関する機能主要部移動をもって説明しようとする理論に対して説明が不十分であると主張する。

# “Special Course in Reading and Writing”

## – Course Report –

Takashi Ogawa  
Yuko Ezaki  
Rie Komai  
Chika Maruyama  
Ikumi Ozawa

The recent diversification of learners of Japanese has witnessed a group that needs an intensive training in kanji compounds. To respond to this need, a special course covering 1,009 kanji (kyoiku kanji + 3) in 10 weeks was designed. The initial 400 kanji were introduced by ICU Japanese for University Students Today, while the rest was presented based on the categories of fields on the compound basis. A week consisted of 8 hours of kanji instruction and 2 hours of reading authentic materials.

The post - curricular review suggests that those who demonstrated high scores in the Comprehensive Test of the Placement Test tend to benefit more from this course. This implies that the target student group should be , in grammar and aural comprehension, at least in the second half of the Intermediate Level or above. Also, a new curriculum including the less number of required kanji and more emphasis on material reading and on writing composition can be suggested for improvement.