

## ENGLISH ABSTRACTS

### PREFACE

YOSHIFUMI Hida

The new Japanese textbook authored by the members of the Japanese Language Programs at ICU, *Japanese for College Students: Basic (JCS)* in three volumes and its accompanying *Teacher's Manual* had been in the making since 1989. Special features of the textbook are: 1) its emphasis on comprehensive overall development of the four skills through a synthesis of three syllabi—structural, situational and functional; 2) its description of goals noted at the beginning of each lesson in the form of listening and speaking objectives; and 3) its use of copious illustrations which facilitate conversation and role-play practice and stimulate a communicative teaching approach.

### I The Composition and Content of *Japanese for College Students*

#### Steps Leading to Publication of ICU's Introductory Textbook

Machiko Netsu

Since 1989 when it was decided by the JLP staff at ICU to create a new textbook for foreign students based on the latest linguistic theories and teaching methodologies, the new textbook has gone through several preliminary versions and two trial printings. It finally appeared as *Japanese for College Students : Basic* in 1996.

This textbook is for college students studying Japanese for the first time. The goal of the book is to enable students to function linguistically in everyday situations involving listening, speaking, reading, and writing.

The text consists of 30 lessons (approximately 300 hours) divided into three volumes of 10 lessons each. Lessons are organized as follows:

Listening and Speaking

Grammar Notes

Reading

Writing

Audio tapes and a teacher's manual accompany the textbook.

## On the Objectives and Use of the FORMATION Section

Izumi Hirata

The goal of the "Formation" section is to 1) enable the learner to achieve accuracy in vocabulary, grammatical items, pronunciation, accent and intonation, thereby 2) preparing the learner to participate actively, accurately and appropriately in the drill and role-play activities. This section is to be previewed and reviewed by the learners on their own and to be activated in the classroom by the teacher.

## When and How to Make the Best Use of the Drills

Yoko Suzuki

In *JCS*, the "Drills" section constitutes the transition between the "Formation" and the "Role Play" sections. This article discusses the drills section from the standpoints of 1) its role in the sequence of practice, 2) structure and content, and 3) points to consider in organizing classes. Since the drills section should provide an effective link between the formation and role-play sections, and contains the most important practice of the items to be learned in the lesson, the type of drill practice varies according to the type of item being taught. Thus it is necessary to understand the nature and type of each drill so as to be able to organize classes effectively.

## The Role of "Roleplay" in *JCS* and How it Should be Used

Ryoko Murano

The Roleplay section of *JCS* is covered in the classroom towards the very

end of each lesson and is used to check if and to what extent the objectives of the lesson are learned by the students. This section is a unique feature of *JCS* which aims to help learners acquire communicative competence. The article discusses the nature and function of the *JCS* role-play section, lesson examples, some points to be kept in mind, method of evaluation and effectiveness.

## **Grammar in *JCS***

**Masayoshi Hirose**

This textbook is designed to give college students a solid foundation for acquiring Japanese language skills for academic purposes, and to explain its grammar based on current linguistic analyses in a systematic and consistent way throughout the textbook. In three volumes the textbook covers the fundamental grammar of the Japanese language.

## **Developing the *JCS* Reading Sections**

**Takashi Ogawa**

**Sayoko Yamashita**

The reading sections of *JapaneseJapanese for College Students* was designed by synthesizing the following aspects: 1) previously introduced grammatical items, 2) previously introduced vocabulary, 3) previously introduced kanji compounds, 4) variety of genres of written texts, 5) authenticity, 6) variety of topics, 7) variety in presentation (e.g. horizontal, vertical, etc.), 8) different reading skills, 9) variety of situations, and 10) further application exercises.

Classroom activities include pre-reading, close reading (comprehension check), and post-reading (speaking and writing activities).

## **Developing the *JCS* Kanji Materials**

**Kumiko Osaki**

The WRITING [KANJI] section in *Japanese for College Students: Basic* (vol. I, II, & III) includes 400 kanji, 245 for reading and writing and 155 for reading. The 400 kanji were selected based on 1) the Japanese Language Proficiency Test, 2) the comments and opinions of the users of the former textbook (*Japanese for University Students Today*, 1990), and 3) the available research on basic kanji.

## About the Cassette Tapes Accompanying *JCS*

Izumi Hirata

The *JCS* cassette tapes, which include “Getting Started” in addition to the “Listening & Speaking” sections of Lessons 1-30, offer the learner the models and practice in Japanese sounds, accent and intonation to be mastered. They also help the student to attain appropriate fluency. Hence, they play a crucial role in the learning of Japanese using this textbook, and the learner is encouraged to make the utmost use of them.

## II The Teacher’s Manual Accompanying *JCS*

### On the Compilation and Use of the *JCS* Teacher’s Manual

Machiko Netsu

Although the *JCS* textbook covers all of the four basic skills, the teacher’s manual includes the Listening and Speaking, Formation, Drills and Roleplay sections only. This is because the other sections -- Grammar Notes, Reading, and Writing -- should present few problems once the instructor has read “How to Use This Book” at the beginning of each volume. The teacher’s manual presents model class activities for the Formation, Drills, and Role Play sections for each lesson.

## III Realizing the Potential of *JCS* in a Variety of Situations

## Using *JCS* at the University of British Columbia

Hiroko Tokumoto

This report discusses our experiences during the use of *Japanese for College Students* at the University of British Columbia. UBC began using the textbook this year for our first-year Japanese language courses. It details the way the textbook is being adopted, and describes the problems we have encountered due to certain characteristics of our program.

### Problems Encountered in the Early Stages of Intensive Japanese I

—from the viewpoint of learner characteristics and items taught—

Yoko Suzuki

The level of the students enrolled in Intensive Japanese I ranges from the very beginning level to those already knowing up to about one-third of the Basic Japanese level. Moreover, the first part of the textbook used in this course contains more items to be learned than does the latter half. Therefore, until the true beginners catch up to those with prior knowledge, problems arise for both categories of student.

This article proposes that we should 1) make an extra pre-lesson covering hiragana and basic daily conversation for the beginner to study before class begins, and 2) provide an exemption test which would excuse the more advanced students from the first few classes at the very basic level.

### Course Design for a Short-Term Intensive Japanese Course Using *JCS*

Ryoko Murano

The author used *JCS* Part I as a main textbook for a six-week summer Japanese language course and concludes that *JCS* Part I, which contains an abundance of most of the basic survival language information, quite suits the needs of highly motivated Summer Courses participants. It is found especially effective in integrating language learning with culture learning in real-life situations.

## **Textbook Analysis in the Teaching Methods in Japanese Course** — on the grammatical items —

Taeko Nakamura

In the Teaching Methods in Japanese as a Foreign Language course at ICU we analyze the Japanese language textbooks which are used in the ICU Japanese Language Programs classes. The purpose of this analysis is for the students to learn what items are presented and how they are taught in the beginning level Japanese language classes.

We developed a questionnaire on what the students think about the textbooks, *Japanese for College Students: Basic 1, 2, 3*, asking for their comments on “overall impression of the books”, “lesson structure”, “models of modern Japanese conversation”, “topics and situations” and “grammatical items.” In this paper the responses on grammatical items are discussed.

Results showed that the selection of the grammatical items and the explanations for the items are good. The description of Japanese grammar in the Japanese language teaching is different from what the Japanese students learned before they came to ICU. The main differences are: verb grouping, particles, auxiliary verbs, adjectival nouns, conditionals, giving and receiving, passive and polite expressions. The goal of the presentation of Japanese grammar in teaching is simplicity and ease of explaining to the learners. Through the analysis of the textbooks students learn what should be taught in Japanese language classes; such analysis is important to enable the teaching methods students to acquire a basis for their future teaching.

## ***JCS* from a Functional Syllabus Viewpoint**

—from the comments of students in the teaching methods class—

Shigeko Inagaki

In ICU's Teaching Methods for Japanese as a Foreign Language class, the class analyzed *Japanese for College Students*. Comments from students in the class indicated their view that although the textbook is appropriate for the students studying Japanese at ICU, they thought that it would be better to start with grammar and that there were some unnatural passages in the book.

One reason for their view is that they had not yet had the opportunity to grasp an overview of Japanese language teaching as a whole. One way to deal with this problem would be to have the students go through a method of study in which theory, class observation and textbook analysis is dealt with in a spiral format.

## **The Vocabulary in *JCS***

Ikumi Ozawa

This is a brief report on the vocabulary of *Japanese for College Students: Basic*. Before its publication by Kodansha International Co. Ltd, two reports on the vocabulary used in this textbook were done by the ICU JLP staff who were in charge of vocabulary. Those reports present the details of the vocabulary occurring in earlier versions, such as the method of vocabulary selection, and offer a tentative vocabulary list.

At first, this report reviews the earlier general decisions made about the vocabulary of this textbook as detailed in the reports. Then, it compares the vocabulary of the previous edition as noted in the two reports and that of the final published edition, showing the differences between the two.

Finally, this report makes some specific remarks on the vocabulary of this textbook for the teachers who may use *Japanese for College Students: Basic* in their classes.