

## ENGLISH ABSTRACTS

### Japanese Language Volunteers in Thai Secondary Schools

Ryoko Murano

In Thailand, many secondary schools have started to teach Japanese language. They now face lack of teaching staff and Japanese volunteers are highly in demand. The author visited Thailand to do a survey for sending Japanese language volunteers to secondary schools. The project is based on promoting mutual understanding through assisting Thai teachers at school and through local home stays. The report discusses the survey findings and some problems involved in this project.

**A Progress Report on the Development  
of the ICU Intermediate-level Japanese Textbooks**

Yutaka Sato

This report summarizes the activities by the working group that was formed in June, 1998, to develop Intermediate-level Japanese textbooks to be used in the Japanese Language Program at ICU. Its activities over the period of September 1998 to November 1999 resulted in the following materials: (i) a list of linguistic functions and notions to be covered in the writing activities from Japanese 4 to Japanese 6; (ii) a sample writing textbook for Japanese 4, which contains sentence patterns, example sentences, English translations, English grammatical notes, and fill-in-the-blanks type completion exercises; (iii) sample class schedules divided in terms of the types of activities and skills for Japanese 4 to Japanese 6, and Intensive 2 and Intensive 3; and (iv) a sample list of topics for reading materials. The overall curriculum for the Intermediate level Japanese courses that this working group proposed was organized around two different kinds of class activities: (i) those for teaching sentence patterns organized in terms of notional-functional syllabi, and (ii) those for reading skills (as well as other skills) organized in terms of a content-based (and theme-based) approach.

## On the Intermediate Level Japanese Language Teaching

Taeko Nakamura

The concerns regarding the intermediate level of Japanese language teaching are quite numerous. When we discuss this level we first need to define the term "intermediate level." Having successfully passed the second level of the Japanese language proficiency test is the most common defining criterion for this stage. The starting line of this level is also ambiguous. A survey of several intermediate textbooks does not reveal a fixed starting line.

At ICU we have started to make our intermediate textbooks. The group in charge has begun to determine the features requisite to this level textbook and to propose several teaching materials. It is clear that we have to cover many elements in this textbook because our class hours are not sufficient to accomplish the final goal which is to attain a functional level of academic Japanese. It is also necessary to ensure the development of the students' ability to study by themselves when they meet with the problems in Japanese. To realize ICU's aims by offering an excellent Japanese program is essential. For that purpose, developing the intermediate textbooks is of vital importance.

**A Case Study of a Course Design of the Japanese Language Teaching  
for Upper-Intermediate Students on an Intensive Course**

Endo Ranko

Kushida Kiyomi

It is usually difficult for Japanese language teachers to solve the problem of how to improve the language skills of the learners with a good amount of improvement seen by both teachers and learners.

This is one of the solutions to that problem. We tried to design a course for upper-intermediate students at a summer course of ICU following two main policies. One was to design the syllabus according to what we called “the counting back system”. The other was to introduce studying strategies to the learners which will encourage self-study. “The counting back system” for the syllabus design is a method where at first we set the goal to be attained on the course and then, taking this goal into account, we decide the tasks for the students to carry out. Next we pick out the micro skills needed and design a syllabus which we follow in class.

Fortunately this approach was accepted by the students with fairly good results and we gained confidence for it. The result suggested the possibility that this method would provide guidance for others to design intermediate Japanese courses.

## Teachers' Use of Speech Styles in the Classroom

Yokosuka Ryuko

The use of *gozaimasu*, *desu/masu*, and *da* styles in traditional studies has been regarded as a matter of 'politeness' or 'formality' decided by social factors such as situation and setting, and psychological factors such as relations between conversational partners. These forms are necessary to explain conversational discourse, but they can not account for all of the complex shifts of speech style in situations such as classroom situations where social conditions remain unchanged.

This paper is an attempt to analyze the shifts of speech style between *desu/masu* and *da* style that Japanese teachers use. The usage of speech styles was observed in actual conversational discourse in Japanese as a second language classroom situations at university. The purpose of this investigation is to provide a description of the features of shifts of speech style by teachers depending on students of different language competence as well as the types of interaction between teachers and students, and to examine the factors that cause such shifts.

The results demonstrate that the use of *da* and *desu/masu* style is closely connected with the formality of the situation and the teacher's psychological distance from the students. The following three factors are also related to the shift of speech style: types of interaction, the teacher's attitude toward his/her role, and students' linguistic competence.

## Functional Variety of *Toka* as a Quotative Marker in Conversational Japanese

Ryoko Oikawa

Previous studies of quotation in Japanese have mainly focussed on two types of quotative markers: *to* and *tte*. This paper demonstrates the function of another quotative marker *toka* (a combination of the quotative marker *to* and the question particle *ka*), as well as quotation that occurs without any marker at all (zero-marking), in conversational Japanese. Dictionaries define both *to* and *tte* as particles demonstrating quotation, while *toka* is defined as an indication of either uncertain imagination or hearsay. However, these differences in dictionary definition do not necessarily reflect how these markers are actually used. I will suggest that *toka* in actual conversations has two functions: 1) to show the informality of conversations; and 2) to show an event in a narrative, and contrast the event with the peak of the narrative. My analysis of 270 quotations from 19 conversations in Japanese reveals that *toka* is used 46.3% of the time, almost as often as *tte* (48.9%). The complementizer *to*, which is typical in constructed data, occurs far less often (2.2%). Following Hopper's (1987) claim that grammar comes from and is shaped by discourse, I examine the functions of quotative markers with respect to their use in different types of discourse. *Toka* is frequently used in informal conversations, whereas *to* is only used in formal conversations. Use of *toka* is predominant in narrative type conversations, in which one speaker continues to keep the floor, but it is not used for the peak of such narratives. Instead, either *tte* or zero-marking is used to mark the peak of a narrative. This paper discusses the functions of *toka* in contrast with the functions of other quotative markers, based on analyses of spontaneous Japanese conversations.