

## ENGLISH ABSTRACTS

### Japanese Language Textbooks for intermediate-level learners

Yutaka Sato

This paper summarizes the reviews of Japanese language textbooks for intermediate-level learners. Articles written on this subject, that is, Japanese language textbooks for intermediate-level learners, were collected as part of the ongoing project to develop an intermediate-level textbook for learners of Japanese in the Japanese Language Programs, International Christian University. The following aspects of textbook development have been discussed and briefly summarized in this paper: (i) what skills should be emphasized (reading/writing or speaking/listening?), (ii) what kinds of topics are good as reading materials for learners of Japanese, (iii) how are grammatical points incorporated into readings in textbooks on the market, and (iv) what kinds of exercises and activities are there in those textbooks. Finally, an attempt to classify the textbooks into three types, the traditional type, the “new” type and the “geared-to-specific-skills” type, is introduced.

## Survey on the Frequency of “KINOGO” using CASTEL/J

Suzuki Yoko

This article shows the frequency of the 384 functional expressions listed in “KINOGO” in the grammar syllabus for the first and second level of the Japanese proficiency test. The corpus of this survey comprises 850,000 letters of Japanese from eight kinds of text, from CASTEL/J (Computer Assisted System for TEaching and Learning/Japanese), the database developed for Japanese language education. Based on the results of this survey, it is proposed that the KINOGO expressions be classified into the following three categories for purpose of developing Japanese intermediate level texts: 1) items to be introduced systematically in the early stage of intermediate level 2) items to be introduced as they appear in the reading text, and 3) items to be taught as spoken language. The basis for choosing items for each level is discussed.

**Japanese Language Education in the Crisis of Paradigm:  
Considering Japanese Language Education from an Educational Point of View**

Ikumi Ozawa

This paper begins by introducing the trend of discussion in general education. Most of the educational reforms in the 20th century were based on behaviorism, influenced by modern industrialism. Experts in education recently warn that although those educational reforms brought significant progress, clinging to them has caused serious problems especially for children's learning. The modern educational system worked very well in creating huge numbers of workers with a sufficient amount of knowledge upon the urgent request of the market in the past, however, it failed to create workers who can make appropriate decisions by linking their knowledge and information all together in complicated situations as required by the recent post-modern market. This mismatch of teaching and learning made people reluctant of learning, which is one of the current issues of education in Japan today.

Next, this paper demonstrates that Japanese language education has a history quite similar to that of education in general. During the past 20 years, learners of Japanese have increased in numbers as well as diversity. Concomitant with this, their learning environment has established rapidly. Teaching and learning Japanese language is nowadays quite sophisticated and has become a well known academic field. Not only business needs, but even just the slightest stimulus can leads people to learn Japanese these days. In this respect, it can be said that Japanese language education has now completed its modern stage and arrived at the post-modern stage. However, the teaching style and philosophy remain the same as in the modern stage.

Therefore, this paper discusses the necessity for a new paradigm for Japanese language education, and suggests that "cultural learning", according to Saeki (1995), can be the new paradigm to motivate people to genuine learning.

Finally, this paper points out that Japanese language teachers should reconsider the methods of teacher training, student assessment, and curriculum development, in order to orient themselves and students toward the new teaching and learning paradigm.

## Listener communication strategies

Yokosuka Ryuko

Language learners with their limited language competence of a target language confront a variety of communication problems. The strategies that learners use in order to compensate for their inadequate linguistic competence for solving such problems are called “communication strategies (CS)”. Research on CS has been carried out since the 1970’s, however, the traditional studies have focused on the CS employed by speakers rather than that of listeners. However, CS of the listener also play an important part in the development of interaction.

This paper is an attempt to analyze the CS used by listeners to solve communication problems and to facilitate smooth conversation which are observed in actual conversational discourse in Japanese as a second language. Avoidance of such strategies is also analyzed. Data was collected from interaction between native Japanese speakers and non-native speakers on telephone calls under an assigned task.

The results demonstrate that listeners use CS primarily on selected information rather than on the entire information content given by the interlocutor. The following four strategies are described according to the stage of the listening process; “request for clarification”, “response”, “question”, and “avoidance” of such strategies. Strategies of “request for clarification”, “confirmation”, and “question” function effectively in solving listening problems. On the other hand, “aizuchi”, “response” and “avoidance” of overuse of strategies are effective in enabling the conversation to flow smoothly.