

## ENGLISH ABSTRACTS

### Korean Speakers' Use and Acquisition of *Mono* and *Koto* as Seen in Oral Proficiency Interview Data

Yukari Tsubone

When we produce sentences in Japanese, the pseudo-noun *koto* has very important roles such as being used as a substitution word for a specific thing in context or as a nominalizer. And *mono* as an opposed concept to *koto* is hard to understand.

In this study I investigated Korean speakers' use and acquisition of *mono* and *koto*, using OPI (oral proficiency interview) data. By using OPI data, the use in natural circumstances can be examined. Based on the results, I investigated the acquisition order of *mono* and *koto*.

As a result of my study, it was seen that the total number of occurrences of both *mono* and *koto* as well as the number of types of usage increase from novice level to intermediate level and from advanced level to superior level. From intermediate to advanced, though expansion of types is not seen, complicated sentences are used more because of increased use of substitution words and nominalizers. Judging by the increase in the number of correct use, I suggest that syntactically necessary functions such as substitution word and nominalizer are acquired at intermediate level and the usages which show special nuance such as *to iu-mono*, *to iu-koto*, noun + *no koto* and various sentence-final expressions at superior level. The acquisition order of *mono* and *koto* proposed from this study based on the rate of correct use at each level is ①-*ta koto ga aru*→②*mono* (a substitution word), *koto* (a substitution word), *koto* (a nominalizer)→(③*koto ga dekiru*)→④noun + *no koto*→⑤*to iu-mono* (generalization), *koto (wa) nai*, *to iu-koto* (generalization), *to iu-koto* (content). Finally, errors indicating confusion between *mono* and *koto* are seen frequently.

**The Outlook for Teacher Training**  
**- From the Point of View of Situated Learning Theory -**

Ikumi Ozawz

There is a new paradigm in the field of psychology of learning, called “situated learning”. Situated learning also denies “learning” when behaviourism was a dominated ideology. Situated learning has pointed out that nothing can be really learned without contexts, and for human beings it is definitely necessary to be situated in the context in order to learn a thing. Communicative Language Teaching (CLT) is clearly opposed to the traditional way of learning as behaviourism insists but seems to take a quite similar attitude with situated learning followers. In this sense, situated learning can not offer totally new theoretical point of view. However, author sees that still there is room for situated learning to contribute to Japanese language education, that is teacher training.

This paper explains what the situated learning is, and discusses how it contributes to teacher training in Japanese language education. The paper overviews current movement in teacher training in Japanese language education, and some researches in Japanese education, then suggests that those researches can be applied to find out the professionalism of teachers of Japanese language with some adaptation.

## **JLP-ELP Joint Course Focusing on Discussion and Group Projects**

Yoko Suzuki

Midori Shimazaki

This report describes the joint course held by the Japanese Language Programs (JLP) and the English Language Program (ELP) in a university.

The course aimed to help students enhance their intercultural and interpersonal awareness and understanding, and develop their skills for discussion, academic research, and oral presentations. In-class activities included skill development tasks, reading and listening comprehension tasks, discussion, and preparations for an oral presentation.

The difference between the student number of the JLP and that of the ELP sometimes caused difficulties in doing tasks or promoting interaction in their target language. However, there existed advantages of the course, such as learning other communication styles and working on oral presentation projects in close collaboration with students with other cultural backgrounds. In addition, the course enhanced the mutual understanding between the JLP and the ELP and helped the teachers acquire other perspectives regarding language programs.

**Teaching Story Telling**  
**- Developing Speaking Skills toward the Advanced Level -**

Aiko Toyoka

This paper offers a teaching strategy that can help intermediate level students acquire speaking skills needed to reach the Advanced level. According to ACTFL Proficiency Guidelines, speakers in the Advanced level can describe and narrate in paragraphs and can control the use of some kango. However, how should students practice to acquire competency in these areas? How can teachers instruct effectively? In this paper, I will introduce a story telling activity that can elevate students' speaking skills towards the Advanced level, which I call the "chain story".

The chain story embodies four advantages.

- 1) facilitation of narrational practices on the paragraph-level
- 2) accurate introduction of vocabulary
- 3) enhancement of students' vocabulary
- 4) construction of an active environment for communication

These advantages prove the utility of this "Chain Story" for students aiming at the Advanced level.