Japanese textbooks, the New Zealand tertiary sector and a discourse-based approach to teaching: Old business as usual

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Overview

• Motivation for the research
• Literature review
• Extracts of the textbook series
• Methodology
• Findings
• Conclusions
| Textbook I | Lessons 1-12 of “Dialogue and Grammar” and “Reading and Writing”  
|           | Dialogues, vocabulary, practice exercises and answers,  
|           | plus a CD containing MP3 recordings of readings       |
| Textbook II | Lessons 13-23 of “Dialogue and Grammar” and “Reading and Writing”  
|            | Dialogues, vocabulary, practice exercises and answers,  
|            | plus a CD containing MP3 recordings of readings       |

https://bookclub.japantimes.co.jp/jp/author/a144770.html
Literature Review:
Genre and text types

• Derewianka (1994) – six genres: recount, instruction, exposition/argument, narrative, report and explanation
• Bruce (2005) attempts to resolve this problem – ‘cognitive genres’ and ‘social genres’
• Crombie & Johnson (2009) – five + blended texts: recount, instruction, argument, explanation & classification
Literature Review: Discourse Relations

• Relations of meaning between propositions
• Crombie (1985a & b) and Kehler (2002) - classify relations into three types based on cognitive processes: comparison and contrast, cause and effect and temporal/ spatial
Literature Review:
Grammar, Cohesion and Coherence

• a distinction between text and discourse
• coherent if it makes sense and cohesive if it includes cohesive devices
• *Cohesive devices* - Examples: anaphoric pronouns, ellipsis, substitution and repetition (Halliday & Hassan, 1976)
Extracts: *Genki 1*: Lesson 3

Verb Conjugation
Verb Types and the “Present Tense”
Particles
Time Reference
〜ませんか
Word Order
Frequency Adverbs
The Topic Particle は

*CultureNote* 日本の家 *Japanese Houses*
**Dialogue**

1. Mary and Takeshi are talking.  
   1. **たけし:** メアリーさん、週末はたいてい何をしますか。
   2. **メアリー:** そうですね。たいていうちで勉強します。でも、ときどき映画を見ます。
   3. **たけし:** そうですか......。じゃあ、土曜日に映画を見ませんか。
   4. **メアリー:** 土曜日はちょっと......。
   5. **たけし:** じゃあ、日曜日はどうですか。
   6. **メアリー:** いいですね。

II. On Sunday morning, at Mary’s host family’s.
   1. **メアリー:** おはようございます。
   2. **お母さん:** おはよう。早いですね。
   3. **メアリー:** ええ、今日は京都に行きます。京都で映画を見ます。
   4. **お母さん:** いいですね。何時ごろ帰りますか。
   5. **メアリー:** 九時ごろです。
   6. **お母さん:** 喫ご飯は？
   7. **メアリー:** 食べません。
   8. **お母さん:** そうですか。じゃあ、いってらっしゃい。
   9. **メアリー:** いってきます。

**Takeshi:** Mary, what do you usually do on the weekend?
Mary: Let's see. I usually study at home. But I sometimes see movies.
Takeshi: I see... Then, would you like to see a movie on Saturday?
Mary: Saturday is not a good day. (lit., Saturday is a little bit [inconvenient]...)
Takeshi: Then, how about Sunday?
Mary: That's fine.

**Mary:** Good morning.
Host mother: Good morning. You are early, aren't you?
Mary: Yes, I'm going to Kyoto today. I will see a movie in Kyoto.
Host mother: Good. Around what time will you come back?
Mary: Around nine.
Host mother: How about dinner?
Mary: I will not eat.
Host mother: I see. Well, have a nice day.
Mary: Good-bye.

*(Genki 1, pp. 84-85)*
## Vocabulary

### Nouns

**Entertainment and Sports**
- 映画 (えいが) - movie
- 音楽 (おんがく) - music
- 雑誌 (ざっしき) - magazine
- スポーツ (スポーツ) - sports
- デート (デート) - date (romantic, not calendar)
- テニス (テニス) - tennis
- テレビ (テレビ) - TV

**Foods and Drinks**
- アイスクリーム (アイスクリーム) - ice cream
- 朝ご飯 (あさごはん) - breakfast
- お酒 (お酒) - sake; alcohol
- お茶 (お茶) - green tea
- コーヒー (コーヒー) - coffee
- 晩ご飯 (ばんごはん) - dinner
- ハンバーガー (ハノバーガー) - hamburger
- 午前ご飯 (ひるごはん) - lunch
- 水 (みず) - water

**Places**
- ええ (いえ) - home; house
- うち (うち) - home; house; my place
- かっこう (がっこう) - school

**Time**
- あさ (あさ) - morning
- あした (あした) - tomorrow
- いつ (いつ) - when
- きょう (きょう) - today
- ～ごろ (～ごろ) - at about...
- こんばん (こんばん) - tonight
- しゃうまっ (しゃうまっ) - weekend
- どようび (どようび) - Saturday

### U-verbs

- 行く (いく) - to go (destinationにへ)
- 帰る (かえる) - to go back; to return (destinationにへ)
- 聞く (きく) - to listen; to hear (～を)
- 飲む (のむ) - to drink (～を)
- 話す (はなす) - to speak; to talk (languageをで)
- 読む (よむ) - to read (～を)

### Ru-verbs

- おきる (おきる) - to get up
- はる (はる) - to eat (～を)
- ねる (ねる) - to sleep; to go to sleep
- みる (みる) - to see; to look at; to watch (～を)

### Irregular Verbs

- くる (くる) - to come (destinationにへ)
- する (する) - to do (～を)
- べんきょうする (べんきょうする) - to study (～を)

### Adjectives

- いい (いい) - good
- はやい (はやい) - early

### Adverbs

- あまり + negative - not much
- ぜんぜん + negative - not at all
- たいてい - usually
- ちょっと - a little
- ときどき - sometimes
- よく - often; much

### Expressions

- そうですね - That's right; Let me see.
- でも - but
- どうですか - How about...? How is...?
# 1 Verb Conjugation

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<th>Verb Bases</th>
<th>ru-verb</th>
<th>u-verb</th>
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<tr>
<td><em>tabe</em></td>
<td><em>iku</em></td>
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<table>
<thead>
<tr>
<th>Dictionary Forms</th>
<th>Present, Affirmative</th>
<th>Present, Negative</th>
<th>Stems</th>
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<tbody>
<tr>
<td>日本語 (to eat)</td>
<td>食べます</td>
<td>食べません</td>
<td>食べ</td>
</tr>
<tr>
<td>行く (to go)</td>
<td>行きます</td>
<td>行きません</td>
<td>行き</td>
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### Irregular Verbs

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<td><em>する</em> (to do)</td>
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<td><em>くる</em> (to come)</td>
<td>きます</td>
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<tr>
<th>Verb Bases</th>
<th>Long Forms</th>
<th>Stems</th>
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<tr>
<td>見る (= a ru-verb)</td>
<td>見ます/見ません</td>
<td>見</td>
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<tr>
<td>帰る (= an u-verb that ends with る)</td>
<td>帰ります/帰りません</td>
<td>帰り</td>
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</table>

*(Genki 1, pp. 88-89)*
2 Verb Types and the “Present Tense”

In this lesson we learn about a dozen verbs that describe basic human actions. These are often called “action verbs,” and the “present tense” of these verbs either means (1) that a person habitually or regularly engages in these activities, or (2) that a person will, or is planning to, perform these activities in the future.

Habitual actions:

私はよくテレビを見ます。 
I often watch TV.

メアリーさんはときどき朝ごはんを食べません。 
Mary sometimes doesn’t eat breakfast.

Future actions:

私はあした京都を行きます。 
I will go to Kyoto tomorrow.

スーサは今日うちに帰ります。 
Sue will not return home today.

3 Particles

Nouns used in sentences generally must be followed by particles, which indicate the relations that the nouns bear to the verbs. In this lesson, we learn four particles: を, に, and へ.

を The particle を indicates “direct objects,” the kind of things that are directly involved in, or affected by, the event. Note that this particle is pronounced “o.”

コーヒーを飲みます。 
I drink coffee.

音楽を聴きます。 
I listen to music.

テレビをみます。 
I watch TV.

で The particle で indicates where the event described by the verb takes place.

図書館で本を読います。 
I will read books in the library.

うちでテレビを見ます。 
I will watch TV at home.

に The particle に has many meanings, but here we will learn two: (1) the goal toward which things move, and (2) the time at which an event takes place.

(1) goal of movement

私は今日学校に行きません。 
I will not go to school today.

私はうちへ帰ります。 
I will return home.

(2) time

日曜日に京都に行きます。 
I will go to Kyoto on Sunday.

十一時に寝ます。 
I will go to bed at eleven.

(Some time words stand alone, without the particle に tagging along, which will be discussed in Section 4 below.)

Approximate time references can be made by substituting ごろ or ごろに for に. Thus,

十一時ごろに寝ます。 
I will go to bed at about eleven.

へ The particle へ, too, indicates the goal of movement. The sentences in (1) above therefore can be rewritten using へ instead of に. Note that this particle is pronounced “e.”

私は今日学校へ行きます。 
I will not go to school today.

私はうちへ帰ります。 
I will return home.

Note that へ may replace the particle に only in the goal-of-movement sense. The particle に for time references and other uses, which we will learn about in later lessons, cannot be so replaced.

4 Time Reference

You need the particle に with (1) the days of the week like "on Sunday," and (2) numerical time expressions, like "at 10:45," and "in September."

日曜日に行きます。 
I will go on Sunday.

十時四十五分に起きます。 
I will get up at 10:45.

九月に帰ります。 
I will go back in September.

(Genki 1, pp. 90-91)
Frequency Adverbs

You can add a frequency adverb such as 毎日 (everyday), よく (often), and ときどき (sometimes) to a sentence to describe how often you do something.

In this lesson, we also learn two adverbs which describe how infrequent an activity or an event is: ゼンゼン (never; not at all) and あまり (not often; not very much). These adverbs anticipate the negative at the end of the sentence. If you use ゼンゼン or あまり, in other words, you need to conclude the sentence with ゼンゼン。

The Topic Particle は

As we saw in Lesson 1, the particle は presents the topic of one's utterance ("As for item X, it is such that . . ."). It puts forward the item that you want to talk about and comment on. You may have noted that the topic phrases in sentences such as メアリーさんは三年生です (Mary is a sophomore), and 私の専攻は日本語です (My major is the Japanese language), are the subjects of those sentences. A topic phrase, however, need not be the subject of a sentence. We see three sentences in the dialogue of this lesson where nonsubject phrases are made topics with the help of the particle は.

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<table>
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<tbody>
<tr>
<td>メアリーさんは</td>
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New vocabulary items (nouns)
New vocabulary items (adjectives)
New Grammar 1 & 2
New Grammar 3 & 4
New Grammar 5
New Grammar 7
New Grammar 8
New expressions

会話 Dialogue

I. Mary and Takeshi are talking.

1. たけし：メアリーさん、週末はたいてい何をしますか。
2. メアリー：そうですね。たいていうちで勉強します。でも、ときどき映画を見ます。
3. たけし：そうですか……。じゃあ、土曜日に映画を見ませんか。
4. メアリー：土曜日はちょっと……。
5. たけし：じゃあ、日曜日はどうですか。
6. メアリー：いいですね。

II. On Sunday morning, at Mary’s host family’s.

1. メアリー：おはようございます。
2. 母さん：おはよう。早いですね。
3. メアリー：ええ。今日は京都に行きます。京都で映画を見ます。
4. 母さん：いいですね。何時ごろ戻りますか。
5. メアリー：九時ごろです。
6. 母さん：晩ご飯は？
7. メアリー：食べません。
8. 母さん：そうですか。じゃあ、いったらっしゃい。
9. メアリー：ってきます。

Takeshi: Mary, what do you usually do on the weekend?
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Mary: I will not eat.
Host mother: I see. Well, have a nice day.
Mary: Good-bye.

 GENKI 1, pp. 84-85
Findings: Grammar and Vocabulary

• Seems to be cognitive overload - number of Vocabulary items per unit

• Although certain grammar structures are reviewed, but initial introduction appears to be dense and teacher concerned about the number
Textbook analysis: Overall findings

• Very little indication that authors have taken advantage of research related to discourse-based teaching

• Cognitive overload and over analysis of dialogue texts
<table>
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<tr>
<th>Discourse Modes</th>
<th>Numbers (out of 565)</th>
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<td>Numbers</td>
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Initial findings:

• Mainly a focus from a grammatical discrete point perspective.

• There are a few indications – *temporal sequencing*, and the odd *reason–result* in one unit.
Conclusion

• Little evidence that learners are being introduced to these aspects of construction
• Range of social genres/discourse modes limited
• Over analysis of dialogue texts
• Range of social genres limited
• Coherence and cohesion largely neglected – only a focus on grammatical signalling or relations
References


Any Questions?

**ITCHY FEET**

LEARN A NEW LANGUAGE

BEGINNER’S HILL

CONVERSATION RIDGE

I made it! Yeah! Great work! Just... don’t look behind you.

...why?

MT. FLUENCY