

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

Anthea Fester, PhD

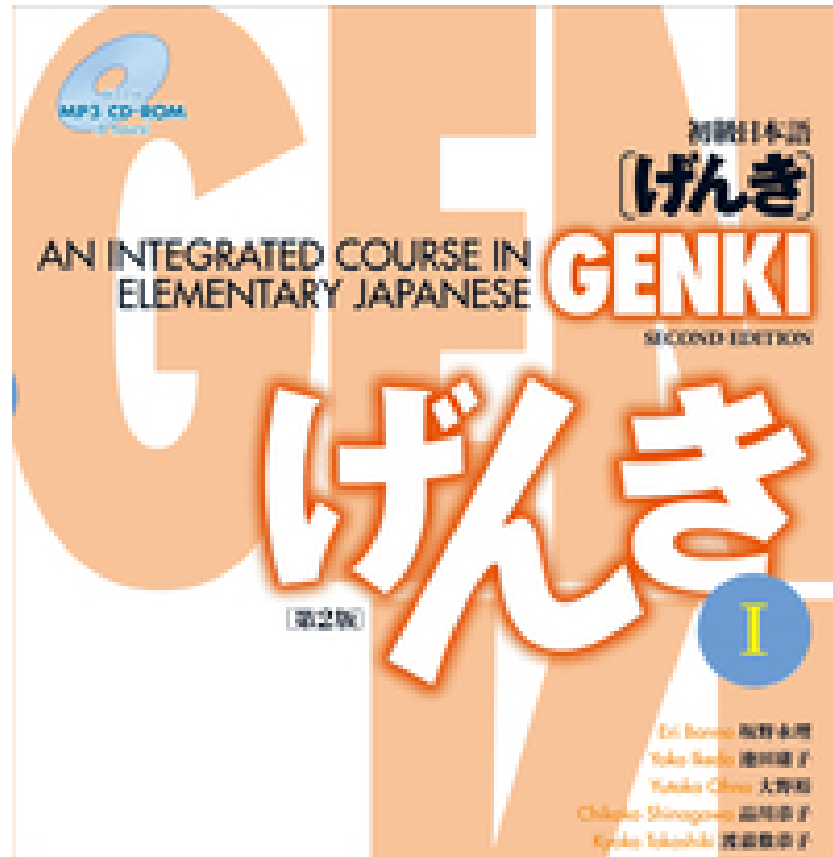
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Overview

- Motivation for the research
- Literature review
- Extracts of the textbook series
- Methodology
- Findings
- Conclusions

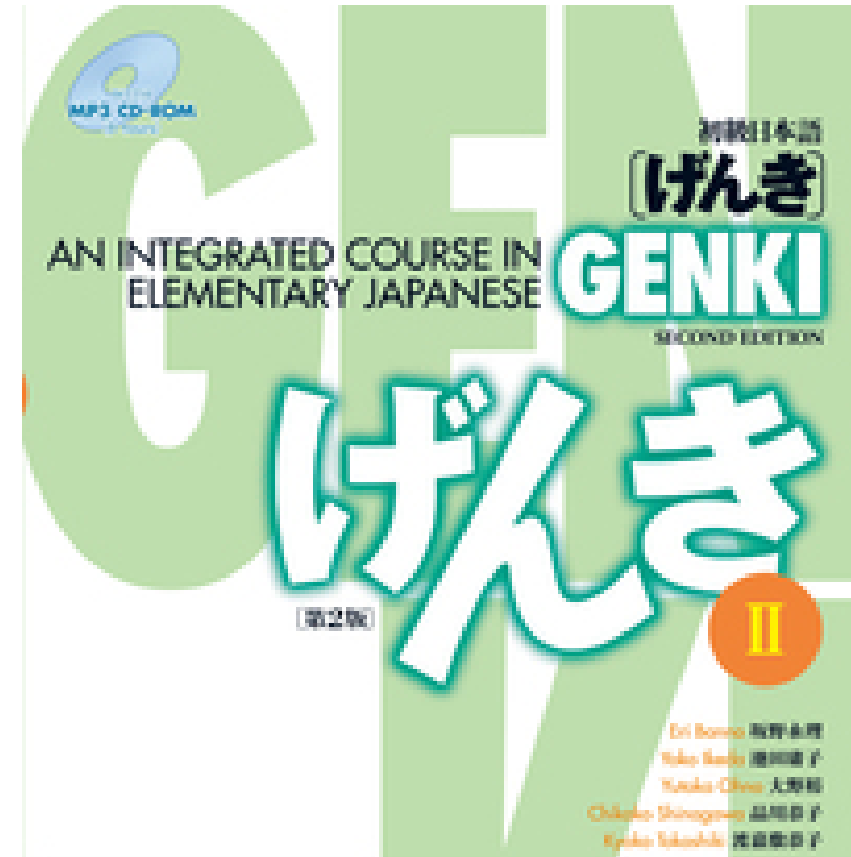


Lessons 1-12

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



Lessons 13-23

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



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



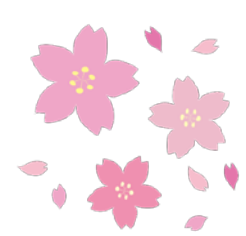
Literature Review: Discourse Relations

- 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

第3課

デートの約束 Making a Date
やく ぞく

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
にほん いえ

Japanese Houses101

(*Genki* 1, p. 7)



会 話 Dialogue

I Mary and Takeshi are talking. 🎧 K03-01/02

- 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ゅうぎょうします。でも、ときどき映画えいがを見ます。
- 3
- 4 たけし： そうですか……。じゃあ、土曜日どようびに映画えいがを見ませんか。
- 5 メアリー： 土曜日どようびはちょっと……。
- 6 たけし： じゃあ、日曜日にちようびはどうですか。
- 7 メアリー： いいですね。

II On Sunday morning, at Mary's host family's. 🎧 K03-03/04

- 1 メアリー： おはようございます。
- 2 お母さんかあ： おはよう。早いはやですね。
- 3 メアリー： ええ、今日は京都きょうとに行きます。京都きょうとで映画えいがを見ます。
- 4 お母さんかあ： いいですね。何時なんじごろ帰かえりますか。
- 5 メアリー： 九時くじごろです。
- 6 お母さんかあ： 晩ばんご飯ごはんは？
- 7 メアリー： 食べたません。
- 8 お母さんかあ： 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。



I

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.

II

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)



V o c a b u l a r y

Nouns

Entertainment and Sports

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

Foods and Drinks

アイスクリーム		ice cream
あさごはん	朝ご飯	breakfast
おさけ	お酒	sake; alcohol
おちゃ	お茶	green tea
コーヒー		coffee
• ばんごはん	晩ご飯	dinner
ハンバーガー		hamburger
ひるごはん	昼ご飯	lunch
みず	水	water

Places

いえ	家	home; house
• うち		home; house; my place
がっこう	学校	school

Time

あさ	朝	morning
あした	明日	tomorrow
いつ		when
• きょう	今日	today
• ~ごろ		at about ...
こんばん	今晚	tonight
• しゅうまつ	週末	weekend
• どようび	土曜日	Saturday

• にちようび	日曜日	Sunday
まいにち	毎日	every day
まいばん	毎晩	every night

U-verbs

• いく	行く	to go (<i>destination</i> に/へ)
• かえる	帰る	to go back; to return (<i>destination</i> に/へ)
きく	聞く	to listen; to hear (～を)
のむ	飲む	to drink (～を)
はなす	話す	to speak; to talk (<i>language</i> を/で)
よむ	読む	to read (～を)

Ru-verbs

おきる	起きる	to get up
• たべる	食べる	to eat (～を)
ねる	寝る	to sleep; to go to sleep
• みる	見る	to see; to look at; to watch (～を)

Irregular Verbs

くる	来る	to come (<i>destination</i> に/へ)
• する		to do (～を)
• べんきょうする	勉強する	to study (～を)

Adjectives

• いい		good
• はやい	早い	early

Adverbs

あまり+ negative		not much
ぜんぜん+ negative	全然	not at all
• たいてい		usually
• ちょっと		a little
• ときどき	時々	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 ... ?



文 法 Grammar

I Verb Conjugation

	<i>ru</i> -verb	<i>u</i> -verb
verb bases	<i>tabe</i>	<i>ik</i>
dictionary forms	食べる (to eat)	行く (to go)
present, affirmative	食べます	行きます
present, negative	食べません	行きません ²
stems	食べ	行き

	irregular verbs	
dictionary forms	する (to do)	くる (to come)
present, affirmative	します	きます
present, negative	しません	きません
stems	し	き

verb bases	見る (= a <i>ru</i> -verb) <i>mi</i>	帰る (= an <i>u</i> -verb that ends with る) <i>kaer</i>
long forms	見ます / 見ません	帰ります / 帰りません
stems	見	帰り

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飯を食べません。 *Mary sometimes doesn't eat breakfast.*

Future actions:

私はあした京都に行きます。 *I will go to Kyoto tomorrow.*
スーさんは今日うちに帰りません。 *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.³ In this lesson, we learn four particles: を, で, 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.*
音楽を聞きます。 *I listen to music.*
テレビを見ます。 *I watch TV.*

で The particle で indicates where the event described by the verb takes place.⁴

図書館で本を読みます。 *I will read books in the library.*
うちでテレビを見ます。 *I will watch TV at home.*

³ In spoken language, particles are often "dropped." We will learn more about such cases in Lesson 15.

⁴ In later lessons, we will be introduced to verbs that require particles other than で to express location.

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.*
私はうちに帰ります。 *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せん。 *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 get up at 10:45.*
九月に帰ります。 *I will go back in September.*

You do not use the particle に with (1) time expressions defined relative to the present moment, such as “today,” and “tomorrow,” (2) expressions describing regular intervals, such as “every,” and (3) the word for “when.”

来日します。 I will come tomorrow.

毎晩テレビを見ます。 I watch TV every evening.

いつ行きますか。 When will you go?

You normally do not use に with (1) the parts of a day, like “in the morning” and “at night,” and (2) the word for “weekend.” Unlike words like あした and 毎晩 above, however, these words can be followed by に, depending on styles, emphases, and personal preferences.

朝(に)新聞を読みます。 I read the newspaper in the morning.

週末(に)何をしますか。 What will you do on weekends?

5 ~ませんか

You can use ませんか (= the present tense negative verb, plus the question particle) to extend an invitation. It should be noted that its affirmative counterpart, ますか, cannot be so used. Thus a sentence like 昼ご飯を食べますか can only be construed as a question, not as an invitation.

昼ご飯を食べませんか。 What do you say to having lunch with me?

いいですね。 Sounds great.

テニスをしませんか。 Will you play tennis with me?

うーん、ちょっと。 Um, it's slightly (inconvenient for me at this moment).

6 Word Order

Japanese sentences are fairly flexible in the arrangement of elements that appear in them. Generally, sentences are made up of several noun-particle sequences followed by a verb or an adjective, which in turn is often followed by a sentence-final particle such as か, ね, or よ. Among the noun-particle sequences, their relative orders are to a large extent free. A typical sentence, therefore, looks like the following, but several other arrangements of noun-particle sequences are also possible.

私は 今日 図書館で 日本語を 勉強します。
 わたし きょう としよかん に ほんご べんきょう
 topic time place object verb

I will study Japanese in the library today.

私は よく 七時ごろ うちへ 帰ります。
 わたし よく しちじ ごろ うちへ かえ
 topic frequency time goal verb

I often go back home at around seven.

7 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.

私はときどき喫茶店に行きます。 I sometimes go to a coffee shop.

In this lesson, we also learn two adverbs which describe how infrequent an activity or an event is; ぜんぜん (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 ぜんぜん or あまり, in other words, you need to conclude the sentence with ません.

私はぜんぜんテレビを見ません。 I do not watch TV at all.

たけしさんはあまり勉強しません。 Takeshi does not study much.

8 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 メアリーさんは二年生です (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.

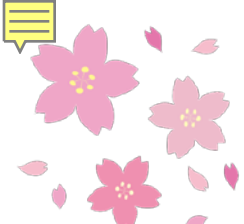
メアリーさん、週末はたいてい何をしますか。
 わたし せんごう に ほんご
 Mary, what do you usually do on the weekend?

今日は京都に行きます。
 きょう ぎょうと い
 I'm going to Kyoto today.

In the above two examples, は promotes time expressions as the topic of each sentence. Its effects can be paraphrased like these: “Let’s talk about weekends; what do you do on weekends?” “Let me say what I will do today; I will go to Kyoto.”

晩ご飯は? 食べません。
 ばんごはん はん た
 How about dinner? I will not eat.

In this example, は is used in directing the listener's attention and thereby inviting a comment or completion of a sentence. You may also note that the broached topic, 晩ご飯, does not stand in subject relation to the verb, but is rather its direct object.



会話

- New vocabulary items (nouns)
- New vocabulary items (adjectives)
- New Grammar 1 & 2

Dialogue

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- 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
- 4 たけし： そうですか……。じゃあ、土曜日に映画を見ませんか。
- 5 メアリー： 土曜日はちょっと……。
- 6 たけし： じゃあ、日曜日はどうですか。
- 7 メアリー： いいですね。

II On Sunday morning, at Mary's host family's. K03-03/04

- 1 メアリー： おはようございます。
- 2 お母さん： おはよう。早いんですね。
- 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： 晩ご飯は？
- 7 メアリー： 食べません。
- 8 お母さん： そうですか。じゃあ、行ってらっしゃい。
- 9 メアリー： 行ってきます。

- New Grammar 3 & 4
- New Grammar 5
- New Grammar 7
- New Grammar 8
- New expressions

I

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.

II

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?

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Host mother: How about dinner?

Mary: I will not eat.

Host mother: I see. Well, have a nice day.

Mary: Good-bye.

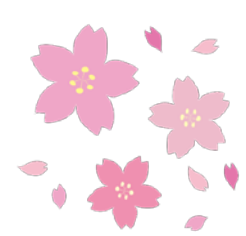


(Genki 1, pp. 84-85)



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



Discourse Modes	Numbers (out of 565)
Recounting	556
Instructing	5
Classifying	3
Discussing	1
Explaining	-



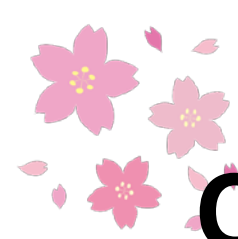
Social genres/ text types	Numbers
Dialogues	312
Short text & Essay	39
Letters, Emails, Postcards & Memo	20
Monologues	16
Diary	7
Map	2
Graph	2
Questionnaire	2
Notices	2
Name tag	1
Lyric	1



Findings: Discourse Relations and Cohesion and Coherence

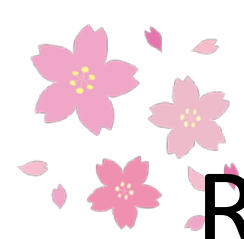
Initial findings:

- 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



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Any Questions?

ITCHY FEET

