

TEACHING ADULT EFL LEARNERS IN JAPAN
FROM A JAPANESE PERSPECTIVE

SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE MASTER OF ARTS IN TEACHING
DEGREE AT THE SCHOOL FOR INTERNATIONAL TRAINING
BRATTLEBORO, VERMONT

BY
PATRICIA JEAN GAGE

SEPTEMBER 2004

© PATRICIA JEAN GAGE 2004

This project by Patricia J. Gage is accepted in its present form.

The author hereby grants the School for International Training the permission to electronically reproduce and transmit this document to the students, alumni, staff, and faculty of the World Learning Community.

© Patricia Jean Gage, 2004. All rights reserved.

Date _____

Project Advisor _____

(Paul LeVasseur)

Project Reader _____

(Kevin O'Donnell)

Acknowledgements

There are so many people that contributed to this project and without their help this project would not have been possible. First, I would like to thank my Sakae and Taiyonomachi classes for always being patient with me and for taking time out of their busy schedules to write feedback about each of the topics. Second, I am very grateful to Toshihiko Kamegaya, Mayumi Noda, Katsuko Usui, Terukazu Chinen and Naoko Ueda for providing the anecdotes in the section titled "Voices from Japan." Third, I would like to give a special thanks to Paul LeVasseur, my advisor and teacher, whose Four Skills class inspired me to do this project and whose insightful comments about this paper were invaluable. I would also like to thank the summer faculty at SIT for their dedication and commitment to the teaching profession and to their students. Next, I would like to acknowledge my reader, Kevin O'Donnell, for guiding me in the *right* direction and for spending time, in his already hectic schedule, to read my paper. I would also like to acknowledge Kimberly O'Donnell for proof reading my paper and for giving me some editing advice. Last, but definitely not least, I would like to give a special thanks to my husband, Takahiro Ito, for spending countless hours translating my students' comments to me, for writing my questionnaires in Japanese, and, most of all, for his unwavering support throughout my graduate program...his contribution to my education and to this paper are truly immeasurable.

ABSTRACT

This paper presents teaching materials that were developed for adult EFL learners in Japan. The author's primary purpose for developing these materials was to create lessons that would utilize content from a Japanese perspective and the students' personal interests. The author asserts that students are able to communicate more effectively when the topic and the content of the lessons are familiar to the students. Developed around topics chosen by the students, these lessons contain anecdotes written by the students along with activities that integrate listening, reading, speaking, and writing. The five lessons and the rationale for designing them are included in this paper. Discussions of the students' impressions of these materials are also included.

Descriptors:

English (Second Language), Creative Teaching, Individualized Instruction, Teaching Methods, Language Skills

Table of Contents

INTRODUCTION.....	1
Purpose of Project.....	1
Teaching Context.....	5
DEVELOPING TEACHING MATERIALS.....	8
The Student’s Perspective.....	8
The Role of Schema Theory.....	9
The Four Skills.....	11
Piloting the Materials.....	14
LESSON 1: New Year’s Holiday.....	15
LESSON 2: Entertainment.....	18
LESSON 3: Shopping.....	23
LESSON 4: Education.....	27
LESSON 5: Travel.....	32
CONCLUSION.....	36
APPENDICES	
APPENDIX A.....	40
APPENDIX B.....	45
APPENDIX C.....	47
APPENDIX D.....	48
SOURCES CONSULTED.....	49

INTRODUCTION

I. Purpose of Project

The primary aim of this materials development project was to create lessons for adult EFL (English as a Foreign Language) learners in Japan that utilizes content from a Japanese perspective. The primary focus was the creation of content-based materials incorporating Japanese culture and my students' personal interests, with the belief that the student's own familiarity with the content would aid them in learning the associated English vocabulary and grammar. I also wanted to create materials where the content, rather than the linguistic text, was central to the learning. The secondary aim of this project was two-fold; first, to create materials that would utilize the four skills (listening, reading, writing, and speaking) in an integrative manner instead of teaching them as separate unrelated skills, and second, to learn more about my students' culture so that I could incorporate that information in the lessons. Finally, by designing my own teaching materials I could focus more closely on the students' learning needs, which would increase their motivation and, in the end, increase their English communicative ability.

Most English textbooks that I have encountered have content that is based on either American or British culture. This has been a problem for some of my beginning level students to handle; they not only have to decode the linguistic meaning of a text but also its socio-cultural content. However, if the content is

familiar to the students, they will have a better chance of deciphering the meaning of the text. Once the meaning of a text is clear, the students can focus on communicating in English.

An example that supports this comes from my Sakae class. We were studying one of the lessons that I created, called “Shopping.” I had the students talk about a reading/listening activity titled, “Voices from Japan”; a story written by one of my students about his favorite local store. The store mentioned was familiar to everyone and the students were able to expand the topic from there. They went on to talk about point cards, which are given to customers as an incentive to shop more (if they collect enough points they can ‘earn’ a cash dividend or a free gift). Students who were quiet in previous classes participated in this activity and contributed to the discussion. In my notes from that day I wrote, “The students all seemed quite involved and they were using a lot of English!”

One of the incentives for developing these teaching materials was my desire to explore to what extent my students’ own background knowledge could help my students to communicate in English. I wanted to know if my students could produce more language if the content was familiar to them.

The role of background knowledge ties into what is called *schema theory*. “According to schema theory, a text only provides directions for listeners or readers as to how they should retrieve or construct meaning from their own, previously acquired knowledge” (Carrel and Eisterhold 1983, 17-4: 556). According to Carrell and Eisterhold (Celce-Murcia and Olshtain 2000), there are two types of schematic knowledge; one, content schemata, which refers to the student’s background knowledge and two, formal schemata, which refers to “how discourse is organized with respect to different genres, different topics, or different purposes, including

relevant socio-cultural knowledge” (p. 102). In these teaching materials I have focused mostly on the role of content schemata in language production. Schema theory is usually applied to reading and listening, but I wanted to explore how utilizing my students’ knowledge of the content could aid them in improving their English oral communication proficiency.

I also wanted to create materials that were both of interest to my students and generated from their own personal experiences. I started by asking some of my students to write about one of the topics that had been chosen by the class. For instance, I asked one of the students to write something about travel. This student wrote about one of his favorite trips to Hokkaido. From there, Hokkaido became the focal point for some of the activities in the lesson.

In developing these materials, I wanted to focus on the cultural content rather than grammar. In the past, particularly with beginners, I focused my lessons on grammatical structures rather than on content. In these new materials, I wanted the content to inform or influence the language output. I also wanted students to use their own English linguistic knowledge to create language, instead of prescribing what language they *should* use. However, grammar has not been excluded from the materials. In fact, grammar is included, but it is used as a means of aiding students, not dictating what language they *have to* use. Since some students needed more language support than others, I provided some grammatical framework for them to use.

Focusing on content is very important, as well as integrating the four skills of reading, writing, listening and speaking. “In the language classroom it is important that the teacher create situations and activities that encourage the type of simultaneous and integrated use of language skills that the learners will be expected to use for

communicative purposes outside the classroom” (Celce-Murcia and Olshtain 2000, 180). One of the activities that we did in the lesson titled “Shopping,” integrated the four skills quite effectively and purposefully. The activity was called “Catalogue Shopping” and it consisted of the following: having the students search for items that they would like to purchase, reading about those items, filling out a catalogue ordering form, and then simulating a conversation that they might have with a salesperson on the telephone. This activity was challenging for many of the students but it was also quite useful. One of the students commented, “I liked the way you taught this lesson [shopping] because I can use this English in other situations, like at a store in the airport.” In this comment the student was referring to the language that would be needed to fill out a form: (1) “What’s your first name?” (2) “What’s your credit card number?” and (3) “When does your credit card expire?” This activity required my students to integrate reading, writing, listening and speaking naturally.

The final aim in developing these materials was to learn more about Japanese culture. This aspect of the project was an exciting challenge. In order to create materials that would tap into my students’ background knowledge, I needed to know more about their culture and history. In the lesson about entertainment, I had to do a lot of research about famous people in Japan. I then took that information and turned it into a trivia activity. The students had a lot of fun listening to the questions and then trying to answer them correctly. I could hear students saying, “final answer.” After that class I learned that my students were referring to a TV trivia game show called *Final Answer*. This lesson motivated my students to listen and to understand the trivia questions and at the same time it gave me an opportunity to learn more about Japanese pop culture and to connect more with my students.

There are many EFL textbooks in Japan but only a few include presentations of Japanese culture; most textbooks seem to teach English from primarily an American or British cultural context. In the creation of this project, I wanted to keep my students' needs and interests in mind at all times. I created these materials so that my students would be able to communicate more effectively in English using content that was familiar to them.

II. Teaching Context

The focus of this materials development project is on my community classes at two centers; Taiyonomachi and Sakae. These classes are offered as a community service to the residents living near these centers. Both of these classes are 90 minutes long and meet twice a month. I have been teaching the Taiyonomachi class for almost four years and the Sakae class for less than a year. The new school year begins in April, at which time new students can enroll in the classes. However, many of my Taiyonomachi students started the class several years before I began teaching there and continue to enroll every spring. There are about twenty students registered in the Taiyonomachi class, but only eight to fourteen students attend regularly, three of whom are men. As for the Sakae class, there are twelve students; seven men and five women. In both classes the ages vary from high school students to septuagenarians. The students' English proficiencies vary too, from false beginners to advanced level students.

There are three factors that must always be considered when I prepare materials and teach these classes: first, students' different English levels and learning needs; second, their age differences; and third, their gender. The different levels of English have always posed a challenge for me. I am continually altering materials to

accommodate the needs of my students. Concerning these materials, I have either simplified some of the activities and/or text, or I have given students a different task for the same activity. I also previewed some of the vocabulary before doing the reading/listening activities.

The students' purposes for studying English differ as well. Some students want to study English seriously so that they can study abroad in the future, speak to foreigners who live near them, or get jobs that require English. Others think of the class as a hobby and a means to meet people. Students often say to me, "I just want to have fun speaking in English" and "I do not want to study grammar." Finding common educational ground is quite a challenge. In order to meet my students' diverse needs, I have tried to provide activities that were both fun and challenging.

The age of the students is also a challenge because younger students are often uncomfortable having a debate or discussion with their elders. In Japan, different age groups do not always mix well because of the *senpai-kohai* system. In this system the young must show respect towards older people. It can also cause a problem for an older student whose English ability is lower than a younger student's - the older student may become self-conscious about his/her lack of English and consequently tongue-tied. With these materials I have tried to keep the topics neutral and non-age specific. Most of the activities presented were designed to draw on the students' own experiences without drawing too much personal information. Their age differences have also made these lessons more interesting. For instance, in the lesson about education, the older students enjoyed talking about how school used to be when they were younger and then comparing that with how the younger students perceived their recent educational experiences.

The third factor that I had to consider was gender. Since most of my students are women I was unable to include some of the topics that the men had chosen to talk about, like baseball. It was important to select general-neutral topics in order to ensure free and open discussion, and to avoid controversial or discomfoting topics that might embarrass students into silence.

DEVELOPING TEACHING MATERIALS

I. The Student's Perspective

I tried to keep my students' interests and needs in mind at all times while developing these teaching materials. My central tenet was to be guided by my students' needs and wishes. In keeping with this basic goal, I created a list of topics; from that list students chose topics that were of interest to them. I gave this list to the Sakae class first. However, after giving this list more consideration I realized that perhaps by making a list for them, I was, in fact, informing their decisions. I decided that for the Taiyonomachi class I would have my students create their own list of topics. By happy coincidence, the students' lists and that which I had created for the Sakae class were very similar. After collecting both lists, I created an outline of topics that I later developed into teaching materials. The topics in this materials development project are as follows: education, entertainment, shopping, travel and *oshogatsu* (New Year's Holiday). Other topics were chosen as well, but were narrowed down to the five mentioned above.

Once the topics were decided, I asked some of the students to write short anecdotes on one of the above topics. I chose these students according to the topic. For instance, I chose Mayumi to write about entertainment because she enjoys talking about movies and actors. I chose Naoko to write about education because this was a topic she often brought up during discussions. All of these students have varying levels of English proficiency.

I wanted to use these students' anecdotes as the foundation for developing my teaching materials. This section of the materials is called "Voices from Japan." Some of the students chose to use a pseudonym in order to protect their privacy.

After receiving the students' anecdotes, I edited them for the sake of coherency and also to keep the language at an appropriate level for the majority of the students. These anecdotes were wonderful to work with because I was able to create materials from each student's interest, not just my own. It also gave me an opportunity to learn more about Japanese culture and to incorporate that new knowledge into the lesson plans.

II. The Role of Schema Theory

The role of *schema theory* (Carrell and Eisterhold 1983) played an integral part in developing these teaching materials. "One of the basic tenets of this theory is that any given text does not carry meaning in and of itself. Rather it provides directions for listeners or readers so that they can construct meaning from their own cognitive structure (background knowledge)" (Omaggio Hadley 1993, 134). Many ESL/EFL textbooks teach English from an American or British background, ignoring altogether the students' own background knowledge. Trying to teach English from content that is unfamiliar to my students has created an added obstacle for some of them, especially the beginners.

In one of the textbooks that I used in the past there was a section about music. The language focus was on likes and dislikes. The problem with this text was that the music mentioned was from an American context e.g., gospel and country music. What would happen if the same lesson was taught from a Japanese perspective?

Would the students be able to produce more language? Would the reading and listening activities be easier to understand? By activating the students' background knowledge, would the linguistic element of the text be easier to comprehend or produce? I wanted to explore these questions further by developing teaching materials that would tap into my students' pre-existing knowledge of the content.

This proved to be quite successful in my lesson about entertainment. In this lesson one of my students commented, "I liked this topic because it was about people I knew. It was easy to talk about because I knew this topic well and it was also good because the other classmates knew a lot about the topic too." In this particular class, most of the students were using English to communicate about famous people in Japan. In previous classes, we would talk about famous Western entertainers and although some students knew a lot about people like Tom Cruise, most of the older students did not. By using content that was familiar to all of my students, the students were able to carry on a conversation in English more effectively.

In my journal notes for that class I wrote, "Today one of the beginner students was able to contribute more in this class and to the discussion than in previous classes. I could see that she was very active in trying to understand the questions in the "Entertainment Trivia" section. She also did the homework assignment [creating your own trivia questions], which in my other classes she had never done."

In schema theory there are two processes that should take place simultaneously; one, top-down processing, which utilizes the student's background knowledge to decipher the meaning of a text, and two, bottom-up processing, which uses new and specific information to decode the meaning of a text (Carrell and Eisterhold 1983, 17-4: 557). In many ESL/EFL textbooks, the top-down process is

often ignored, making it difficult for students to decipher meaning, which in turn inhibits language learning and language production.

The focal point of these teaching materials is on the content or theme (top-down processing) rather than just the linguistics forms (bottom-up processing). According to Celce-Murcia and Olshtain (2000), “The focal element [when designing a course around a theme] is the theme that controls the selection of structures, functions and vocabulary to be taught” (p. 188). In the “Voices from Japan” section of my lesson about travel, Toshi wrote an anecdote about his most memorable trip, which was a trip to Hokkaido. In his anecdote he used sequence adverbials to connect one event to the next; from there I incorporated a listening /speaking activity that would give the students a chance to practice the language that Toshi had used in his story. For homework, I asked the students to write about their most memorable trip to give them further practice with the structures that Toshi had introduced in his story.

As you can see from the above example, I attempted to allow the content provided by the students to inform the type of activities that I would use along with the linguistic forms that could support those activities. In some of the materials more linguistic support was supplied for students with a lower level of English proficiency. In other lessons, more difficult activities were provided for the advanced students.

III. The Four Skills

When I began teaching English in Japan, I thought that my students needed to practice only listening and speaking. Most of my students had already had at least six years of English study before coming to my class. They had many years of rigorous English classes; studying complex grammar structures and difficult reading passages.

At that time I really thought that having my students do *more* reading and writing was unimportant. However, my opinions regarding reading and writing in an oral communication classroom have completely changed.

One of the reasons for this change is from my own experience with teaching Japanese children. In the past, I tried to keep reading and writing out of my classes. Some students started to ask me to write down what I was saying on the whiteboard. I became aware at that time, that some of my students really needed to *see* the language in order to learn it. Most of the students were not able to actually read the words that I had written on the board, but they could see patterns which helped them to recall the language during activities. For instance, in one of my junior classes (ages eight to ten), we played the card game *Go Fish*. The purpose behind this game was for the students to practice the form, “Do you have a/an...?” At first, the students had difficulty remembering this phrase, but after I wrote it down on the board they were able to recall it more easily.

In another junior class, I discovered that the children acquired English more rapidly after I started to include writing activities. The writing activities reinforced the language that they had been practicing orally.

As for my adult classes, having my students write before doing pair work or group discussion, gives them time to organize their thoughts before speaking. As well, it gives students time to tap into the knowledge that they already possess but are unable to use spontaneously during discussions. For some of my students, having time to organize their thoughts decreases their level of anxiety, which, in turn, makes it easier for them to speak in English.

According to McKay and Tom (1999), “In a holistic view of language, all four skills areas are important and support each other” (p. 15). One way I have integrated

the four skills into these materials was by incorporating listening, speaking and writing into some of the reading activities. For example, in the travel lesson, student A read Toshi's story out loud to student B. Student B listened to the story and wrote down the places Toshi went to and what he did in those places. After that, student B retold the story to student A; student A then repeated the same task as student B. In this activity the students were naturally using all of the four skills simultaneously to complete the task.

Having students learn the four skills can also enable them to become independent learners, who will be able to expand their own grammar and vocabulary, which, in turn, will help them to expand their knowledge of the target culture. This is the case in my own language learning. One of the reasons that I am unable to expand my own Japanese vocabulary is because I am mostly illiterate in Japanese. I cannot read signs at stores, train stations etc., nor can I read newspapers or magazines. Being illiterate in Japanese has not only stunted my communication ability but has also distanced me from the culture and the people.

Another aspect of the four skills that I never considered until my coursework at graduate school is the correlation between the skills and their functions: reading and listening present samples of new forms and vocabulary to the learners, while writing and speaking provide a means for learners to practice those forms and vocabulary. Many of my students do not have enough exposure to English listening or an opportunity to speak English. Reading provides students with more examples of how English is used in certain contexts; writing gives the students an opportunity to produce and/or practice the language they have just learned.

IV. Piloting the Materials

I piloted these materials from December 2003 until July 2004 in both the Taiyonomachi and Sakae classes. The piloting consisted of using the materials in my Taiyonomachi class, observing the students' reactions to the materials, and then revising the materials before using them again in my Sakae class or vice versa.

The effectiveness of these materials was assessed through classroom observation, through reflective journaling on the lessons, and feedback, in the form of a questionnaire (see Appendix A) which was completed by the students. However, I had not yet created a questionnaire for the lesson about New Year's Holiday which we did in December of last year. The questionnaire was created to get feedback about what the students liked or disliked about each topic, what they would change about the lesson, and if they found it easier to communicate in English. The questionnaire was written in both English and Japanese, and the students were given a choice to reply in either language. Most of the students chose Japanese which was later translated into English. I also gave the students a final questionnaire (see Appendix B) to complete when the final lesson had been taught. This questionnaire was used to determine the students' overall impressions of the five topics. The students' overall impressions and the outcome of this project will be discussed further in the final chapter.

LESSON 1

New Year's Holiday

Voices from Japan

New Year's Holiday (*Oshogatsu*)

The First Day

My parents-in-law, my husband's brother and my family eat an assortment of specialty foods served on New Year's morning. We say "happy new year" and drink a toast to our health. In the afternoon, my family visits my mother's house. My sister's family, who is from Fukushima, comes back home too. Everyone stays overnight and enjoys playing some games (card, kurata, board games, etc.).

The second day

On the second day, I spend all day at my mother's house. Sometimes (if the weather is good) I go to a park with my children. We enjoy flying kites. My family goes back to my husband's parents' house at night.

The third day

My family and I go back home to Suzuka. If we use our car it takes 9 to 12 hours, and if we use a train it takes 5 hours. After arriving home, I read my New Year's cards. I always look forward to hearing from my friends. (*Hanako pseud.*)

Part One: Listen to the teacher or partner read the above story. Write what Hanako does during the New Year holiday.

First Day	Second Day	Third Day

Part Two: Retell Hanako's story to your partner.

Tell Your Story

What do you usually do during the New Year holiday? In the box below, write down some things that you do and then tell your story to your partner.

What's the word?

What is the Japanese word?

1. The big bells that ring 108 times _____
2. Gift money that you give to children _____
3. A traditional soup that is eaten on New Year's Day _____
4. Pounded steamed rice (rice cakes) _____
5. A decoration that is made of pine _____
6. House cleaning that is done before New Year's Day _____
7. Postcards sent to family and friends _____
8. A visit to a shrine on New Year's Day _____
9. Watching the first sunrise _____
10. "Happy Bags" that people buy on January 1 _____

Let's talk about you

Part One: Create five questions to ask your partner about this coming New Year holiday. Use the prompts below:

What	are you going to	do this New Year holiday?
When	are you planning to	go on New Year's Day?
Where	would you like to	see on New Year's Day?
Who	do you want to	go back to your hometown?
		eat osechi?
		go to a temple or shrine?
		eat soba?
		visit your friends?

Part Two: Using the questions from above, ask three people about their plans for this New Year holiday.

Questions	Person #1	Person #2	Person #3
1.			
2.			
3.			
4.			
5.			

LESSON 2

Entertainment

Voices from Japan

My favorite director and actor

One of the most famous Japanese directors is Akira Kurosawa. His masterpiece is *Shichinin no Samurai* (*Seven Samurai*). The US movie *The Magnificent Seven* was created from this masterpiece.

My favorite actor is Hidetaka Yoshioka. He has been performing continuously since he was a child. One of his most well-known performances was in *Kitano Kunikara*. This movie was very impressive. (Mayumi)

Let's Talk about Akira Kurosawa

Part One: In the box below write about the following: 1) What do you **know** about Akira Kurosawa? 2) What do you **Want** to know?

What do you know ?	What do you want to know?	What did you learn ?

Part Two: Listen to and/or read a story about Akira Kurosawa. What new things did you **learn** about him? Write them down in the above box.

Part Three: Tell your partner about Akira Kurosawa. Use the above box.

Akira Kurosawa

Akira Kurosawa was born in Tokyo in 1910. He had six older brothers and sisters. Kurosawa's dream was to be a painter, but he gave up on this dream in 1936 and began working for a film studio.

In 1950, he received an Oscar award for his movie *Rashomon*. He then went on to make more wonderful movies including one of his most famous, *Shichinin no Samurai (Seven Samurais)*.

Akira Kurosawa is one of Japan's most famous directors, but he had some difficulties in his career. He was hired to make the movie *Tora, Tora, Tora*, with Twentieth-Century Fox, but the producers replaced him with another director. Later on, he had other setbacks which made him very depressed and he tried to commit suicide.

From 1975 to 1993, Kurosawa continued to make films, including *Dersu Uzala* and *Ran*. In 1989, he received the Lifetime Achievement Oscar. Kurosawa passed away in 1998 at the age of 88.

(Hall, Jonathon M., "Kurosawa Akira" in *Encyclopedia of Contemporary Japanese Culture* 2002)
(The British Film Institute, *Akira Kurosawa: a Biography*)

Let's talk about you

Who is your favorite entertainer? In the box below write some sentences about your favorite entertainer and tell your partner about him/her.

Entertainment Trivia

Student A

Read the questions below to your partner then read the choices. Your partner must choose the correct answer. The correct answers are on the bottom of the page.

1. Which actress did a commercial with Arnold Schwarzenegger?
a. Koyuki b. Miho Nakayama c. Rie Miyazawa d. Dewi Sukarno
2. Which actor studied jazz dance at the age of 13?
a. Beat Takeshi b. Hiroyuki Sanada c. Ken Watanabe d. Masatoshi Nagase
3. Who graduated from Meiji University?
a. Noriko Fujiwara b. Akiko Wada c. Joji Tokoro d. Ken Takakura
4. What is the most successful movie in Japan?
a. *Sen to Chihiro* b. *Godzilla* c. *Akira* d. *Mononoke Hime*
5. Whose mother is a famous enka singer?
a. Namie Amuro b. Ken Hirai c. Saburo Kitajima d. Hikaru Utada
6. Which comic book was translated into English?
a. *Astroboy* b. *Dragon Ball* c. *Shonen Jump* d. *Sailor Moon*
7. Which actor dropped out of high school?
a. Yuji Oda b. Masatoshi Nagase c. Motoya Izumi d. Koji Yakusho
8. Who won a talent contest at 16 years old?
a. Ayumi Hamasaki b. Hikaru Utada c. Namie Amuro d. Seiko Matsuda
9. Who acted with Russell Crowe in *No Way Back*?
a. Naoto Takenaka b. Ken Watanabe c. Etsushi Toyokawa d. Koji Yakusho
10. Which comedian died at the age of 51?
a. Kanpei Hazama b. Yasushi Yokoyama c. Kiyoshi Nishikawa d. Masao Kimura

(The Japan Zone, *Famous Japanese People* 1999-2003)

Answers: 1. c 2. b 3. d 4. a 5. d
6. all 7. b 8. d 9. c 10. b

Entertainment Trivia

Student B

Read the questions below to your partner then read the choices. Your partner must choose the correct answer. (The correct answers are on the bottom of the page).

1. Who won a Japanese Academy Award for acting in the movie *Sennen no Koi*?
a. Naoto Takenaka b. Koji Yakusho c. Ken Takakura d. Ken Watanabe
2. Which actor starred in *Shall We Dance*?
a. Papaya Suzuki b. Monta Mino c. Koji Yakusho d. Sanma Akashiya
3. Who is one of the “Kings of Enka”?
a. Saburo Kitajima b. Hiromi Go c. Tetsuya Komuro d. Dragon Ash
4. Where did Ayumi Hamasaki get vocal training?
a. Italy b. LA c. New York d. Tokyo
5. Which actor was the lead in the NHK period drama, *Hojo Tokimune*?
a. Takashi Sorimachi b. Hiroyuki Sanada c. Yuji Oda d. Motoya Izumi
6. Which actress starred in the TV horror series *Ringu*?
a. Nanako Matsushima b. Rei Kikukawa c. Ai Iijima d. Masami Hisamoto
7. Which movie did Akira Kurosawa NOT direct?
a. *Sugata Sanshiro* b. *Rashomon* c. *Hanabi* d. *Tengoku to Jigoku*
8. When was Yoshimoto Kogyo started?
a. 1929 b. 1912 c. 1950 d. 1940
9. Which actor did modeling in Tokyo and Europe?
a. Motoya Izumi b. Etsushi Toyokawa c. Takashi Sorimachi d. Yuji Oda
10. Which SMAP member has an English TV program?
a. Takuya Kimura b. Shingo Katori c. Goro Inagaki d. Masahiro Nakai

(The Japan Zone, *Famous Japanese People* 1999-2003)

Answers: 1. d 2. c 3. a 4. c 5. d
6. a 7. c 8. b 9. c 10. b

Trivia Extension.....

Part One: Create your own trivia questions about famous people from other countries or from Japan.

Use the trivia handouts to help you create questions.

Example:

- Who starred in *Titanic*?
- Who acted in *The Last Samurai*?
- Which singer sang *I Will Always Love you*?
- When was *Tom Cruise born*?
- What *movie did Steven Spielberg make*?

Trivia

- 1.
- 2.
- 3.
- 4.
- 5.

Part Two: Small group or whole class. Read your trivia questions and answers to the group.

LESSON 3

Shopping

Voices from Japan

I like shopping. My favorite place is Kahma Home Center. Before, I used to go to Mr. John, but three years ago I started going to Kahma. Kahma has a rich assortment of goods in stock. I even have a Kahma card. I get a one percent discount on all of my merchandise. When the sum totals 20,000 yen, I can get a 200 yen ticket. I can use it to buy merchandise at Kahma. I make it a rule to use the ticket when the total comes to 1,000 yen. (*Junich, pseud.*)

Part One: Listen to the teacher or your partner read the above story. Fill in the blanks.

I like shopping. My favorite place is _____. Before, I used to go to _____, but three years ago I started going to Kahma. Kahma has a rich assortment of goods in stock. I even have a Kahma card. I get a _____ discount on all of my merchandise. When the sum totals _____ yen, I can get a 200 yen ticket. I can use it to buy merchandise at Kahma. I make it a rule to use the ticket when the total comes to _____ yen. (*Junichi, pseud.*)

Part Two: What is your favorite store? Write about your favorite store in the box below and tell your partner.

Where do you like to go shopping?

Part One: Listen to some people talking about where they like to go shopping. Fill out the boxes. (See Appendix C for transcript)

Person	Item	Place	Why?
Takahiro			
Kevin			
Michiko			
JP			

Part Two: Where do you like to go shopping for.....?

Write some items under “**item**” and then ask two people where they like to shop for those items. Write the place under “**Person 1**” and “**Person 2.**”

Item	Person 1	Person 2
Bread		

Let's Role Play Catalogue Shopping

Part One: *Each student will need two copies of the form.* Look at the order form and with a partner write some questions that you will need to complete it.

Box 1: *Example* *“First Name”* *What is your first name?*
How do you spell your first name?

Box 2: *Example* *“Quantity”* *How many would you like?*

Part Two: Role Play

Student A: You work for a catalogue company. Ask student B questions to complete his/her order form.

Student B: You are a customer. You want to order some items. Call the catalogue company and place an order.

LESSON 4

Education

Voices from Japan

The Japanese Education System

I think the Japanese education system is too rigid and it doesn't teach students to think or express their opinions. As a result, the Japanese youth are too indifferent about social issues such as politics. I think teachers should ask students about politics such as, "What do you think about the Prime Minister's speech yesterday?" If the student answers, "I didn't understand it," it doesn't matter. But I want my children to have an interest in politics and other social issues when they are young. (*Naoko*)

Part One: (Listening or reading activity) After reading or listening to Naoko's story write **T** (true) or **F** (false) next to the sentences below.

1. Naoko thinks the Japanese education system is too rigid.
2. Young Japanese people like to talk about social issues and politics.
3. Naoko thinks that teachers should talk about politics with their students.

Part Two: What do you like about Japanese education? What do you like/dislike?

Let's Compare

Part One: Listen to your partner. Are these statements true about Japan or the USA or both?

Student A: What does your partner think? Read the statements below to your partner. Write his/her answer next to the statements. Write **J** (Japan), **US** (United States) or **B** (both).

1. School starts in April and ends in March.
2. High school is compulsory (*gimu-kyoiku*).
3. Students eat lunch in a cafeteria.
4. Most schools do not have central heating or air conditioning.
5. Elementary students have a home-room teacher (*tannin*).

Student B: What does your partner think? Read the statements below to your partner. Write his/her answer next to the statements. Write **J** (Japan), **US** (United States) or **B** (both).

1. Students help keep the school clean.
2. Students can fail a grade level.
3. There are about 180 school days in a year.
4. Public school students have to wear uniforms.
5. Schools have a lot of social events such as dances and football games.

Part Two: Write some questions that you want to ask the teacher about schools in the USA.

1. _____
2. _____
3. _____

Part Three: Discussion. With the class talk about **Part One** and **Part Two**.

Let's talk about your school days

Part One: Read the *hints* below and write the words in the puzzle on the next page.

Hints

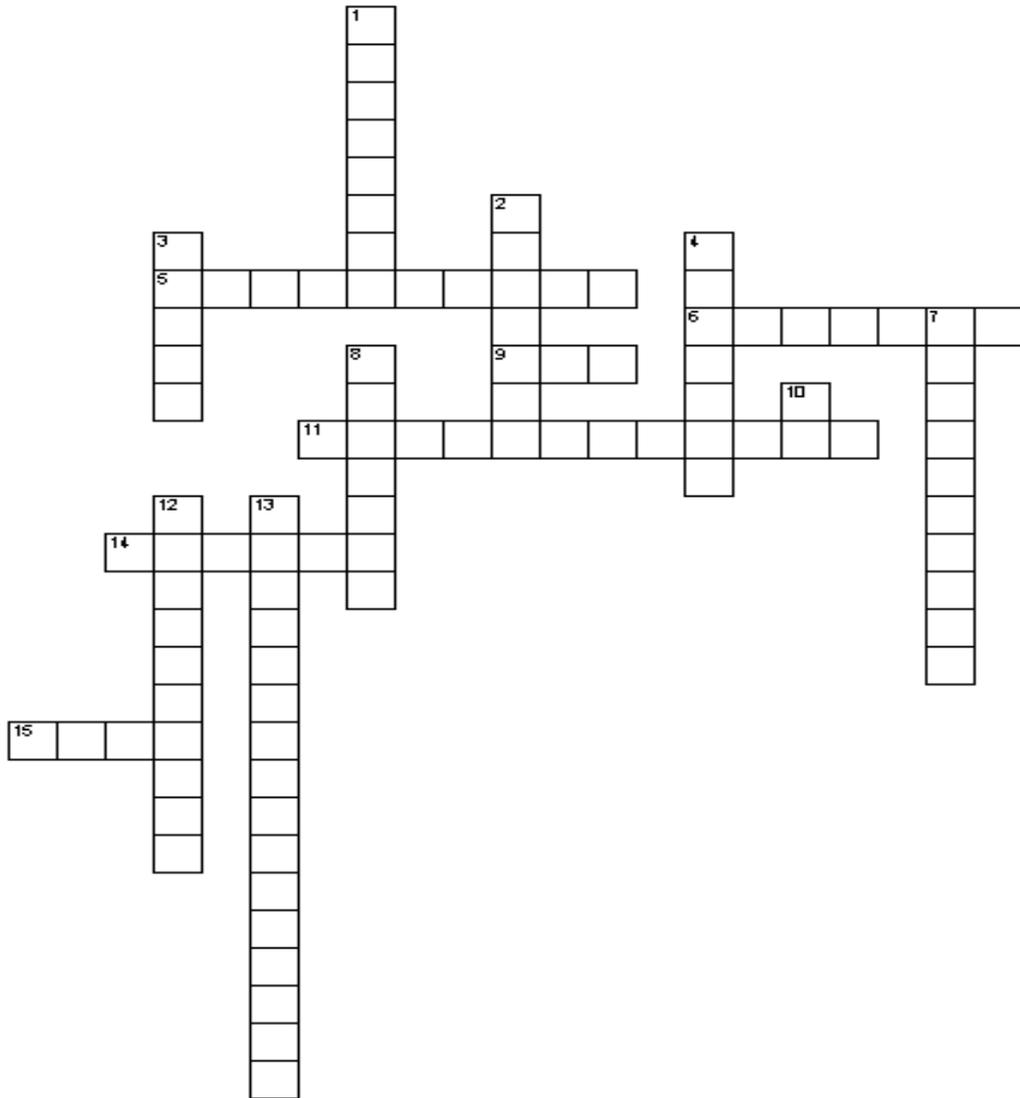
Across

5. A school that you go to after you finish high school.
6. kamoku
9. painting and drawing = ?
11. A school that you go to before elementary school.
14. Shiroko High School and Kouriyama Elementary School are ___?___ schools.
15. $2 + 2 = 4$

Down

1. English, Japanese, Spanish = ?
2. Suzuka High School is a _____?_____ school. (opposite of #14)
3. ongaku
4. rekishi
7. A school that you go to after school to study for tests.
8. kagaku
10. Short (abbreviation) for physical education
12. chugakko
13. shogakko

School Days



Part Two: Can you think of anymore words that you can use to talk about school/education? Write them down below.

Part Three: What were your school days like?

Note: Try using some of the following expressions:

- *When I was in high school, I.....*
- *When I was a university student, I used to.....*
- *My favorite subject was art.*
- *I didn't like history, but I liked mathematics.*
- *In university my major was theater.*
- *My favorite teacher was....., because he/she.....*

Write about your school days in this box.

Part 5: In small groups talk about your school days.

For Advanced Students:

American Education

I think American education is falling apart in many ways, but still has to be the backbone and future of our society. Bush wants to test teachers and students more, but this only exacerbates the real problem---family. Our students have so many family problems that transfer right into the classroom. Either they have no one at home who cares or some sort of abuse problem or....you name it. I work in a wealthy area and my kids don't appreciate or respect anything or anyone because they've had everything handed to them, and they do whatever they want because they are often home alone to play while mom and/or dad is at work. These are the negatives.

I do also have amazing students; students whose parents do care and support their kids as well as their teachers. They take up to 8 classes every day and work their butts off to get into college. I have one girl who smiles and says thank you to me every day as she leaves my room. It is the little things that keep me going. (*Sarah; teacher in the USA*)

1. Does Sarah think American education is good?
2. What does Bush want to do?
3. What does Sarah think the main problem is with education in the USA?
4. What does Sarah like about being a teacher?

LESSON 5

Travel

Voices from Japan

Hokkaido is one of my favorite places to take a trip in Japan. Twenty-three years ago, I traveled around Hokkaido in my car. First, I visited Noboribetsu Spa which is a very famous hot spring. After staying one night there, I went to Sounkyo where there is a bear park; the bear show was fun. I also listened to Ainu storytelling which was very interesting; it helped me to understand their tragic history. Then, I went to Lake Mashu. The landscape of Lake Mashu was terrific!

I also stopped at a restaurant in Nemuro. The marinated fried scallops and seafood gratin tasted great! The corn, onions, and potatoes in Hokkaido taste different from the ones in my hometown.

The weather in September was cool and the air was dry. I enjoyed my seven days in Hokkaido and I returned to Honshu by car (via ferryboat) from Kushiro. (*Toshi*)

Part 1: Listen and/or read the above passage. Then fill out the chart below.

	Places	What did Toshi do?
1st		
2nd		
3rd		
4th		
5th		

Part 2: Look at the above chart. Retell Toshi's story to your partner. Use the following expressions to help you.

First, then, after that, finally

Tell Your Story

Part One: Write about your most memorable travel experience. Where did you go? What did you do?

My Most Memorable Trip

I went to _____ . First, I _____

Part Two: In small groups tell your story.

Travel Plans

Situation: You will take a three-day trip to Sapporo with some friends.

Part One: Decide how much money you want to spend on your trip.

Part Two: Find one or two people who want to spend the same amount of money on their trip. Ask your classmates:

How much money do you want to spend on your trip?

Places to Stay (Sapporo)	Under 8,000 yen	8,000 to 15,000	15,000 to 25,000	25,000 to 35,000	Over 35,000
Fuji Hotel This hotel has both Japanese and Western style rooms. It is located near the Botanical Gardens. It has private baths in all the rooms. It serves both Western and Japanese style food.		**			
Sakura Ryokan This is a traditional Japanese style hotel. It is located near the Botanical Gardens. It has private baths in all the rooms plus a shared hot spring bath.		**			
Sapporo Hotel Located near the station, this hotel has both Japanese and Western style rooms. There is a wonderful restaurant that serves French cuisine. All rooms have private baths.			***		
Grand Hotel This is a superb modern hotel with both Japanese and Western style rooms. All rooms have private baths.				***	
Youth Hostel This place is excellent for backpackers and university students. Rooms fit up to 6 people and there is a communal bath.	*				

(Adapted from *DK Eyewitness Travel Guides; Japan 2000, 307*)

Places to Eat (Sapporo)	Under 1,500 yen	1,500 to 3,000	3,000 to 6,000	6,000 to 10,000	Over 10,000
Sapporo Ramen (Chinese) This is a great place to eat good food at a low price. Osho is famous for its ramen and gyoza.	*				
Indo Mura (Indian) This wonderful restaurant serves Sapporo's best Indian food. It also serves vegetarian dishes. It is located near the Mitsukoshi Department Store.		**			
Goma (Japanese) Serves traditional Japanese noodle dishes and is famous for its sesame soba.			***		
Beer Garden Famous for its beer and its all-you-can-eat barbeque.			***		
Club Manhatton This place is very modern and is famous for its tempura.					*****

(Adapted from *DK Eyewitness Travel Guides; Japan 2000, 339*)

Things to do:

TV Tower:

This tower is located at the east end of Odori-koen. You can see beautiful views of the city from the top of the tower. Admission is 700 yen.

Hokudai Shokubutsuen:

This beautiful garden is located near Hokkaido University. This is a great place to relax and enjoy looking at many types of plants and flowers. Admission is 400 yen.

Sapporo Beer-En:

Be sure to visit Japan's first brewery, which was built in 1876. Take a tour of the factory and enjoy a free beer afterwards. Admission is free.

Moiwa-yama Ropeway:

The view from the top is fantastic. A return trip costs 1,300 yen.

Sapporo Winter Museum:

This museum is located at the foot of the ski-jump which was used in the Sapporo Olympics. Admission is 600 yen.

(Adapted from Lonely Planet Japan (8th Edition) 2003, 563-564)

Part Three: Use the charts and answer the questions below.

	Day 1	Day 2	Day 3
Where will you stay?			
Where will you eat?			
What will you do?			

Part Four: Role Play: With your travel partner(s) *create a short dialogue for one of the following situations:

- A restaurant in Sapporo.
Student A is a waiter. Take the customer(s) order.
Student B (C, etc) is a customer. Ask for a non-smoking seat. Order some food.
- A hotel in Sapporo
Student A is a hotel clerk.
Student B (C, etc) wants to make a reservation for two nights.
- A tourist Information Center in Sapporo
Student A you work at the tourist information center in Sapporo.
Student B (C, etc) you want to know some information about what you should do in Sapporo.

* **For beginners:** Practice the dialogues on the handout (see Appendix D).

CONCLUSION

When I started this materials development project I had no idea to what extent it would take me. This whole project has been a journey of growth for me as a teacher and as a student. Looking back on this whole experience, I can see that this project has been more about the *process* than the actual outcome, for the process has invigorated my teaching and has renewed my passion for the EFL teaching profession. As I have already written about the process in the first two chapters, I will use this final chapter to discuss the outcome of this project as well as my students' overall impressions of these materials that I collected from the final questionnaire (see Appendix B).

As I mentioned in the introduction of this paper, my main objective for initiating this project was to focus on content that would utilize my students' culture and personal interests. In doing so, it was my belief that the students would be able to comprehend the text better and consequently be able to communicate more effectively in English. In many cases this proved to be true. In my lesson about travel one of the students wrote, "It [traveling to Hokkaido] was easy to talk about because I have been to a lot of the places mentioned." Another student commented about the same lesson, "I've been to Hokkaido before, but even if I hadn't I could have talked about it because I know about Hokkaido." In my lesson about shopping a student wrote, "I don't like shopping but this topic was interesting. It was easy to talk about because the topic was familiar."

I have also learned through my own observations, along with some of the students' feedback, that having familiar content did not *always* lead to easier comprehension and/or communication. One of my students wrote in her feedback about the entertainment lesson, "I enjoyed the topic because I knew about it, [but] speaking English is difficult no matter what the topic is because I cannot create sentences."

Even though some of the beginners enjoyed the topics, they still felt that they did not have enough vocabulary or grammar to carry out a conversation in English. This problem could have been remedied by providing the beginner students with more *scaffolding* (Wood *et al.* 1976), such as previewing the vocabulary before doing the reading or listening activities, simplifying the language in the text, and/or by supplying the beginners with more examples of sentence structures and vocabulary that they could use during their discussions.

I also think part of my students' frustrations stemmed from comparing themselves to their peers (this is a problem I often face in mixed-level classes). When the more advanced students could carry on a conversation in English without much *apparent* difficulty, the beginners felt frustrated that they could not do the same. I solved this problem in my Sakae class by dividing the students into groups of beginners and advanced learners. In doing so, I could give the beginners more linguistic support without making them feel uncomfortable and without boring the more advanced students.

Most of the topics appeared to be quite effective in motivating students to speak more in English, however, this was not true for all of the lessons, particularly the lesson on education. In retrospect, I should not have chosen this topic. I knew through my own classroom observations that this topic was too difficult for the

beginners to participate actively. First, the reading section, “Voices from Japan,” was too difficult for the beginners to comprehend and most of the students needed some previewing of the vocabulary before tackling the passage as a whole. Second, the topic required students to have a better command of English in order for them to contribute to the discussion. Third, the topic made some students feel very uncomfortable because of its personal nature. Unfortunately, I did not discover this third problem until after reading my students’ feedback on the final questionnaire. One of my students in the Taiyonomachi class wrote, “Everyone was interested in this topic [education] but it was also very private. Some people might not feel comfortable talking about what university they attended.” Another student commented, “I was not interested in this topic because it was too personal.”

When I created activities for education I did not factor in the socio-cultural implications of this topic. At that time, I did not realize that my activities would cause some students discomfort. In Japan, the high school that a student attends is determined by a highly competitive entrance examination. This system creates a hierarchical structure which labels students for the rest of their lives. In most cases, if the students do not attend academically high-level secondary schools they will not be able to attend similarly high-level universities. For some of my students, talking about their education was too revealing and too personal, and as a result they were often unwilling to contribute more to the discussion.

According to the feedback on the final questionnaire, the students’ overall impressions of the materials/lessons were quite positive. Most of the students mentioned that because the topics were familiar to them they were able to contribute more to class discussions. Familiarity with the topics also motivated them to participate actively and prepare more for each class. One Taiyonomachi student

commented, “I felt like I wanted to speak more because the topic [Hokkaido] was familiar.” Later on, the same student wrote, “Most textbooks set the travel situation in the USA or the UK, but it was more interesting setting the travel situation in Japan.” Another student wrote, “I like how we are studying now. I am satisfied.”

An indication of the success of this materials development project is revealed in some of the comments that my students wrote in reply to the question, “What was your overall impression of these lessons?” The general comment from the students was that they enjoyed these lessons because the topics were familiar to them. Some of the students wrote that they had fun learning English this way and that they did not want to go back to using a textbook. Others also commented on my approach to teaching. A student in the Sakae class wrote, “I like taking your lessons. Your preparation was very interesting and it made me study harder.” In fact, the energy that was put into making these materials made me *work* harder, but the hard work has paid off. When I read comments such as this one from a Taiyonomachi student, “thanks for thinking about us,” I realize that all my efforts were not in vain. I know that creating materials that draw on students’ personal experiences and interests is an effective way for fostering communicative language learning.

APPENDIX A (PART 1)

MATERIALS DEVELOPMENT FEEDBACK LETTER FOR EACH TOPIC (ENGLISH/JAPANESE)

Dear Students,

I am currently working on my graduate school project, which is developing teaching materials for this class. My purpose is to develop materials that will be easier for my students to talk about. My belief is that students will be able to talk more if the topic is familiar and / or of interest to them.

Your feedback is very important to this project. Please answer the following questions honestly.

Thank you.
Patti

Questions:

- 1) Did you like this topic? Why or why not?
- 2) Was it easier for you to use English with this topic? Why or why not?
- 3) What would you do differently?

生徒の皆さんへ：

現在、私は大学院の卒業論文に取り組んでいます。論文のテーマは、このクラス用のより良い教材を作成することです。私の目的は、このクラスの皆さんにとって、より英語で話し合い易い材料を作ることです。それは、もし会話の話題が皆さんにとって身近なもの、または興味のあるものであれば、より英語で話し易くなると思うからです。

皆さんからのフィードバック（回答）は私の論文にとってとても重要です。次の質問に、あなたが感じたままにお答えください。

（質問１）あなたはこのトピック（話題）が好きでしたか？好きならば、好きな理由は？また、好きでなかったなら、その理由は何ですか？

（質問２）このトピック（話題）は、英語で話し易かったですか？話しやすかったのはなぜですか？また、なぜ話し易くなかったのですか？

（質問３）他にどんな違ったことをクラス内で勉強したいですか？

APPENDIX A (PART 2)

MATERIALS DEVELOPMENT FEEDBACK (TAIYONOMACHI)

Topic: Entertainment (8 students)

Questions	Yes	OK	No
Did you like the topic?	7	0	1
Was it easier for you to use English with this topic?	5	2	1
Comments: Many of the students enjoyed the topic because it was familiar to them. One student didn't like the topic at all because he/she did not know much about it, even though it was from a Japanese context. One student said that he/she would like to know about US culture (not just Japanese).			

Topic: Shopping (5 students)

Questions	Yes	OK	No
Did you like the topic?	5	0	0
Was it easier for you to use English with this topic?	4	1	0
Comments: All of the students liked this topic because it was familiar to them. However, one student had said that he/she did not like talking about his/her personal monthly expenses. "I appreciate that you prepared a listening tape with Kevin and JP." "I liked this topic but I wanted to have more discussion time." "When I listened to other students I could get some idea about what to ask. It was fun listening and asking questions." "I liked it because shopping is something I do every day."			

Topic: Education (9 students)

Questions	Yes	OK	No
Did you like the topic?	7	1	1
Was it easier for you to use English with this topic?	1	2	4
Comments: Many of the students made comments about how difficult this topic was for them. One person wrote, "This topic is difficult for me even in Japanese." However, one student wrote that it was fun to talk about his/her school days. Most of the students liked this topic but felt that the first half of it was too difficult (in the first half we read and talked about the section titled, "Voices from Japan"). One student wrote, "I liked this topic because it was familiar to me." Another wrote, "It was a difficult topic but necessary to talk about."			

Topic: Travel (13 students)

Questions	Yes	OK	No
Did you like the topic?	13	0	0
Was it easier for you to use English with this topic?	11	2	0
Comments: All of the students enjoyed this topic because they enjoy traveling and because the content, Hokkaido, was familiar to them. “I liked this topic because I could make my own travel itinerary.” “It was easy to talk about because I have been to a lot of the places mentioned.” “I’m interested in traveling. It was easy to talk about because the other students were interested in this topic.”			

APPENDIX A (PART 3)

MATERIALS DEVELOPMENT FEEDBACK (SAKAE)

Topic: Entertainment (7 students)

Questions	Yes	OK	No
Did you like the topic?	5	1	1
Was it easier for you to use English with this topic?	2	2	3
<p>Comments: Some of the students really enjoyed this lesson because the actors and movies were familiar to them. One of the students said that “speaking English is difficult no matter what the topic is”. A couple of students mentioned that they needed more vocabulary to participate in the discussion. About five students said that they wanted to talk about daily things.</p>			

Topic: Shopping (8 students)

Questions	Yes	OK	No
Did you like the topic?	6	2	0
Was it easier for you to use English with this topic?	6	0	2
<p>Comments: Most of the students commented on the lesson being easier for them to follow because it was familiar to them. “I could imagine being in a real [shopping] situation so it was fun.” “I liked this topic because I like shopping.” “The topic was familiar to me so it was easy to talk about.” “I liked the way you taught this class because I can use this English in other situations, like at the airport.”</p>			

Topic: Education (6 students)

Questions	Yes	OK	No
Did you like the topic?	4	1	1
Was it easier for you to use English with this topic?	2	0	4
<p>Comments: Some of the students liked this topic but most of them felt it was too difficult to talk about because they did not have enough vocabulary. A couple of students who are retired felt that they were too far removed from this topic. “It was easy to talk about because it is familiar and part of my daily life.” “I had fun because I could compare American and Japanese education.” “This topic reminds me of my school days so I could talk about it easily.” “I need more vocabulary.” “I don’t know about the current Japanese education system because no one in my family goes to school now.”</p>			

Topic: Travel (6 students)

Questions	Yes	OK	No
Did you like the topic?	5	1	0
Was it easier for you to use English with this topic?	3	2	1
Comments: All but one of the students enjoyed this topic, but some of them still found it a bit difficult to communicate in English. “Speaking was difficult but the topic was really interesting so I was really into it.” “Easy to talk about because I am interested in this topic.” “I like talking about both domestic and overseas travel.”			

APPENDIX B (PART 1)

FINAL QUESTIONNAIRE (ENGLISH)

Dear Students;

Thank you for contributing to the teaching materials that we have been using from December 2003 to July 2004. These topics were chosen by you (Taiyonomachi and Sakae students) last fall. The teaching materials that I have been using were created from your interests and the lesson activities were developed from stories that some of you provided in the "Voices from Japan" section.

The main reason I developed these materials was because I thought that teaching English using content that was familiar to you, i.e. Japanese entertainers instead of American ones, would help you to understand the reading/listening activities better and allow you to speak English more easily.

In order for me to understand the effectiveness of these materials, I will need your feedback. I would appreciate it if you could answer the questions below. Thank you.

Yours truly,
Patti Gage

Topics/Lessons

New Year's Holiday

Entertainment

Shopping

Education

Travel

1. What is your overall impression of these lessons?
2. Which topic(s) did you like best? Why?
3. With which topic(s) were you able to speak English more easily? Why?
4. Which topic(s) did you NOT like? Why?
5. Were you able to understand the English in these lessons more because the topics were familiar to you? Why or why not?
6. In the section titled "Voices from Japan", students wrote about their own personal interests or experiences. Did you enjoy reading these stories? Why or why not?

APPENDIX B (PART 2)

FINAL QUESTIONNAIRE (JAPANESE)

生徒の皆さんへ

まず私は、皆さんの教材（皆さんが2003年12月～2004年7月まで使っている教材です）に対する大変なご協力に感謝いたします。これらのトピックは、昨年秋に、皆さん（太陽の街・公民館の皆さん）に選んでいただいたものです。私が現在使っている教材は、皆さんの関心に基づいて作成したもので、レッスン活動の内容は“Voices from Japan”のセクションで、皆さんから頂いたストーリーに基づいて作成したものです。

私がこれらの教材を作成した主な理由は、皆さんが英語を勉強するためには、皆さんにとってより関心のある、身近な内容（例えば、アメリカの芸能人よりは、日本人の芸能人の方が、英語でより理解し易い（読みやすい・聞き取り易い）し、話題が発展して英語で話しやすいと考えたからです。

この教材の効果を知るためにも、私には皆さんからのフィードバックが不可欠です。下記の質問にお答えいただければ幸いです。

ご協力に感謝いたします。

P a t t i G a g e

トピック／レッスン内容

お正月休み ・ エンターテイメント ・ 教育 ・ 旅行

- Q 1. あなたの、これらのレッスンにたいする総合的なご感想をお教えてください。
- Q 2. どのトピックが一番良かったですか？ また、それはなぜですか？
- Q 3. あなたが英語で話し易いと感じたトピックはどれですか？ また、それはなぜですか？
- Q 4. 好きでなかったトピックはどれですか？ また、その理由は何だとお考えですか？
- Q 5. これらのレッスンは、皆さんにとって身近なものを題材にしたつもりですが、身近な話題なので、より英語で理解し易かったですか？ 理解し易かったなら、それはなぜだとお考えですか？ また、理解しづらかったならば、その理由は何だとお考えになりますか？
- Q 6. “Voices from Japan”のセクションのところでは、皆さんには、個人の関心や経験について書いていただきました。これらのストーリーを楽しんでいただけましたか？ もし楽しんでいただけたなら、それはなぜだとお考えですか？ あまり楽しくなかったとお感じら、その理由をお聞かせください。

APPENDIX C

LISTENING TRANSCRIPT FOR SHOPPING LESSON

Patti: So, Takahiro, tell me. Where do you like to go shopping for appliances?

Takahiro: Uhhh, Mr. John.

Patti: Why?

Takahiro: 'Cause they're cheap...and they have a big selection.

Patti: So, Kevin. Where do you like to go shopping?

Kevin: Usually my wife does our shopping, but when I have to go shopping I like to go to Sanshi. They always have fresh fruits and vegetables.

Patti: Hi, Michiko.

Michiko: Hi.

Patti: Um, tell me. Where do you like to go shopping for your clothes?

Michiko: Clothes? Um, I like to go to a store near Tsu Eki because they have...they usually have very fashionable clothes there and I go there when they are having a bargain sale because it's usually 40 to 50 percent off.

Patti: Hi, J.P. Where do you like to go shopping for books?

JP: Oh, I like to go to Maruzen in Nagoya. They have a great selection and if I need anything they order it for me.

APPENDIX D

TRAVEL DIALOGUES

(Supplement for beginners)

At a restaurant

Waitress: Are you ready to order?

Customer: Yes, please.

Waitress: What would you like?

Customer: I'd like a bowl of ramen and a plate of gyoza, please.

Waitress: All right. And would you like anything to drink?

Customer: Yes, I'd like some coffee, please.

Waitress: Hot coffee or ice coffee?

Customer: Let me see... I'd like ice coffee.

Waitress: OK. That's a bowl of ramen, a plate of gyoza, and an ice coffee? Will that be all?

Customer: Yes, thanks.

At a hotel or a ryokan

Hotel Clerk: Good morning/good afternoon/ good evening. How may I help you?

Customer: Do you have any rooms available for two people?

Hotel Clerk: Non-smoking or smoking?

Customer: Non-smoking, please.

Hotel Clerk: Let me see... yes, we have one room available. How many nights?

Customer: Two nights, please.

Hotel Clerk: OK.

Customer: How much is the room charge?

Hotel Clerk: It's 8,000 yen per person and it includes breakfast and dinner.

Customer: OK.

Hotel Clerk: How would you like to pay?

Customer: Cash. (credit card, traveler's checks)

Hotel Clerk: OK. You will be in room 112. Here's your key.

Customer: Thank you.

At the tourist information center

Receptionist: Hello. May I help you?

Tourist: I'd like to go sightseeing. Can you recommend somewhere?

Receptionist: If you like shopping, you should go to Susukino.

Tourist: Hmm. How do I get there from here?

Receptionist: You can get there by subway.

Tourist: How long does it take?

Receptionist: It takes about five minutes.

Tourist: Great. How much does it cost?

Receptionist: About 300 yen.

Tourist: OK. Thank you.

SOURCES CONSULTED

- Buckley, Sandra, ed. 2002. *Encyclopedia of Contemporary Japanese Culture*.
Kurosawa Akira by Jonathon M. Hall. London, England: Routledge.
- Carrell, Patricia L. and Joan C. Eisterhold. 1983. Schema Theory and ESL Reading
Pedagogy. *TESOL Quarterly*, Vol. 17-4.
- Celce-Murcia, Marianne and Elite Olshtain. 2000. *Discourse and Context in
Language Teaching: A guide to Language Teachers*. Cambridge, UK:
Cambridge University Press.
- McKay, Heather and Abigail Tom. 1999. *Teaching Adult Second Language Learners*.
Cambridge, UK: Cambridge University Press.
- Omaggio Hadley, Alice. 1993. *Teaching Language in Context*. Boston,
Massachusetts: Heinle and Heinle Publishers.
- Rowthorn, Chris, John Ashburne, David Atkinson, Andrew Bender, Sara Benson,
Craig McLachlan. 2003. *Lonely Planet: Japan*. Hong Kong, China: Lonely
Planet Publications Pty Ltd. Original edition, 1981.
- The British Film Institute. Akira Kurosawa: a Biography. On-line source. Available
from <http://www.bfi.org.uk/features/kurosawa/biography.html>; Internet;
accessed 28 January 2004.
- The Japan Zone. 1999-2004. Famous Japanese People. On-line source. Available
from <http://www.japan-zone.com/modern>; Internet; accessed 22 January 2004.
- Thiro, Rosalyn, ed. 2000. *Japan: DK Eyewitness Travel Book*. London, Great
Britain: Dorling Kindersley Limited.
- Wood, D., J. Bruner and G. Ross. 1976. The role of tutoring in problem solving.
Journal of Child Psychology and Psychiatry, Vol. 17, 89-100