

Acquirement of Basic Abilities for Communicative Competence in English Mainly through Simplification of Expressions

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Foreword

The main part of this report is my explanations for my co-teaching native-speaker instructors both in the Nagasaki Institute of Applied Science and in my previous senior high schools. I have written these explanations to obtain their best assistance in my class. The report comprises two major parts: ① my analysis of some critical weak points in the majority of Japanese senior high school graduates in their basic abilities for communicative competence in *the English language as a foreign language*, and ② some practical countermeasures to make up for those weak points, focusing on the development of students' basic ability to *explain in English* the contents of English documents, *with the assistance of simply-structured sentences*.

Chapter I. Importance of sufficient and correct information for our co-teaching native-speaker teachers

There is increasing need for sufficient explanation to native-speaker foreign language teachers, regarding foreign language education in Japanese schools as we hear of some cases of unsuccessful cooperation between the Japanese teachers and the native-speaker teachers. This gap is a very natural result of the development of internationalization. In parallel to the accelerated increase, in recent years, in the number of native-speaker foreign language teachers in this country, the variety of their backgrounds and philosophies is also increasing, and there are an increasingly great number of less-prepared newcomers than before, less prepared in their knowledge about the general and educational situations in Japan.

In order to solve this problem, both sides need additional efforts, and the present task for the Japanese side is how best to utilize the plus side of this increase in international contacts and how carefully to prevent its minus side. From this point of view, one major defect on the Japanese side is that Japanese foreign language teachers, especially English language teachers, have so far been too busy to spare enough time to prepare sufficient information for their co-working native-speaker teachers regarding educational and other relevant problems that confront each new native-speaker teacher.

Lying behind the above negligence are two factors, the one is the busyness of Japanese teachers, and the other is the traditional mono-culture-oriented belief, that is, 'People can understand each other without words, if they have kind hearts.' I have often heard this idea openly expressed by Japanese teachers. But practical cases prove that the lack of well-prepared verbal explanation is

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creating obstacles to the work of internationalizing Japanese foreign language education. It is high time we changed our old mono-cultural attitude.

Many teachers point out that there are gaps between the real problems in Japanese schools and the policies recommended by the central and local governments or by various educational book publishers. And, as the Japanese teachers have so far failed to clearly convey their own analyses and countermeasures to their co-working native-speaker teachers, not a few of the latter are adopting government-side or publisher-side information in analyzing educational problems. As a rule, when there is a difference in the analysis of a problem, neither side could be perfectly correct. So adoption of only one-side's view is dangerous. Both sides must be examined.

Therefore Japanese teachers, especially in charge of teaching *foreign languages for general use*, in junior high school, in senior high school, in college and in university, must hurry to publish their own analyses and countermeasures, *not in Japanese but in the native-speakers' languages*. So far as I know, no such persuasive analyses or explanations *in English* have been published yet. That is the reason why I decided to write this report in English. I hope all the Japanese teachers of the English-language-for-general-use, who are co-teaching with native-speaker teachers, will write their own analyses and countermeasures *in English* and hand them to the latter. I am deeply concerned with the undesirable tendency among Japanese teachers that they are too ready to accept all, or most, of the native-speaker teachers' analyses and countermeasures, abandoning their efforts to sufficiently explain their own analyses and countermeasures in English.

Very few native-speaker teachers have sufficient knowledge of daily Japanese conversation, and much fewer can read Japanese students' translation or explanation of English words and sentences, and, needless to say, specialized educational documents written in Japanese. As a result, their information about the causes for Japanese students' weak points is very limited. We must hurry to write our own analyses and countermeasures in English. And I hope this brief report of mine will be a small stimulant in that direction.

Chapter II. My second motivation for writing this report—a quiz for simplifying a long sentence

My second motivation for writing this report was a small incident that I experienced soon after I had moved from my previous senior high school to the present university this April. Early in May I gave a quiz to all of my some 370 students. I told them to rewrite the following *one* sentence (in the frame) in a senior-high-school-first-year-level textbook in *five* simpler junior-high-school-second-year-level sentences:

Our earth is so beautiful, with its tall trees, with its deep seas, with its blue skies and with its wild flowers.

Before giving this quiz, I had used four hours to teach the short some-one-hundred-word story which contained the above sentence, and taught them the outline of my teaching methods, and then the analytical understanding method of 'sentence simplification, i.e. 'resolving' a long and complicated sentence into several simpler junior-high-school-second-year-level sentences. In this process, I used

the above sentence many times, and taught the students that the word 'with' had the concept of 'possession,' and so it is similar to 'have' or 'has.' I also repeatedly taught that the same sentence could be rewritten as follows: ('With' also contains other concepts.)

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| ① Our earth is so beautiful; | ② It has tall trees; |
| ③ It has deep seas; | ④ It has blue skies; |
| ⑤ It has wild flowers. | |

In the lesson-end check questioning in each lesson hour, students' replies were satisfactory. So I expected a good result from the final quiz for the same sentence in late May. But the result was betraying. Thus I began a survey for the reasons, and I soon found out that there was no difference between senior high school students and university students in their 'sentence simplification ability,' and that the basic cause for this defect was that they had a very poor stock of correctly memorized simple English sentences. I instantly remembered I had been discovering the same defect in my students over a very long period of time since I became a senior high school instructor in 1954. I have since placed much emphasis on the accurate memory by my students of basic simple sentences in English. I have employed several teaching methods to achieve this aim. Unless our students, both in high school and in university, acquire a fairly large stock of correctly memorized basic simple English sentences, they cannot rewrite longer and complicated sentences into easier and shorter ones. This is only too clear a logic. But this important rule has long been neglected in foreign language education in this country.

Without acquiring the sentence simplification ability, our students cannot correctly and quickly understand the meaning of intermediate and advanced English sentences. As a result, they can never acquire communicative competence that is indispensable in this age of rapid internationalization. This was my second motivation to write this report.

Chapter III. General conditions surrounding Communicative Approach in Japan

Section 1. The general situation

It is a widely accepted conclusion that the majority of Japanese university graduates greatly lack in communicative competence in foreign languages, especially in English, despite their long and hard work over eight to ten years from junior high school to university.

In this regard, Assistant Professor Anscomb-Iino of Kyushu University introduced some typical cases at a meeting of university general-use-foreign-language teachers at Miyazaki University from 15th through 16th of October this year (1991). In 1988, Kyushu University established 'Gengo Bunka Bu (the Institute of Languages and Cultures),' a special institute for intensive training in communicative foreign languages mainly for elite post graduate students in the areas of natural science and technologies. According to Professor Noguchi, chairman of the institute, also attending the same meeting at Miyazaki University, the institute aims at producing in the future those post graduate students that are sufficiently prepared for discussion at international conferences.

Ass. Prof. Anscomb-Iino, from the United States, teaches at this institute. He reported at the said

meeting that even those eager post graduate students, who took stronger interest in communicative English than the average students and were eager enough to apply for study at his intensive foreign language training institute, lacked very simple and basic abilities to answer his and other native-speaker instructors' simple questions in English about non-specialized English articles and documents. One incident was very symbolic of this problem, i.e. in the first year of the training at the institute (1989), the staff was surprised at the swarming host of applicants. But that was only the beginning, because a big problem followed soon—a swarmingly great number of them dropped out.

Why did this big dropout phenomenon occur? Ass. Prof. Anscomb-Iino pointed out a fact that the applicants took it too easy at first, i.e. they thought they had sufficient English knowledge for communicative English, since they had already studied many difficult 'written' English essays and documents, including the exercise books for university entrance examinations, but that very soon they found their knowledge was of no use, i.e. they could not catch up with the easiest basic spoken English class at the institute. Ass. Prof. Anscomb-Iino analyzed that those elite post graduates could read English writings *in the Japanese way, but not in the English way*. He urged that Japanese students should learn to read in the way the native speakers do.

The Kyushu University's Institute of Languages and Cultures uses a unique term 'ESP' (English for Specialized Purposes) for the kind of communicative English to be mastered mainly by scientific-and-technological-area post graduate students. I feel the necessity of further study of this concept in comparison with that of 'EFL' or 'ESL,' because, according to my conversational experience with foreign friends, in English, the participants did a great deal of 'out-of-specialty' talk, in other words, we needed a large amount of daily-life and 'out-of-specialty' terms and phrases. So, in order to establish effective business-oriented cooperation with foreign people, I suppose we need practical daily-life expressions and interesting human topics besides specialized discussion. This opinion is supported by leading technological researchers like Mr Susumu Hirano, ex-senior-researcher at an institutue of the Ministry of Posts and Telecommunications, and author of 'Gijutsu Eibun-no Subete,' a well-selling comprehensive manual for writing technological theses in English. Despite the above question of mine, Kyushu University's 'ESP' seems to contain effective hints for improving the present concept of 'EFL' or 'ESL.'

[Notes] EFL=English as a foreign language

ESL=English as a second language

Section 2. The situation of Japanese high school English language teachers

As Ass. Prof. Anscomb-Iino points out, it is a fact that the majority of Japanese university graduates including the elites greatly lack in communicative competence in English, despite their long and hard work over so many years, and we must remember that this majority includes most of the Japanese high school English language teachers.

For this regrettable situation more than one reason have been pointed out. But the greatest among them has been that practically no need has existed for this majority *to use foreign languages in daily contacts with foreigners*. This basic reason has led to the negligence of training for communicative competence, not only in listening and speaking but also in reading and writing.

Regarding this situation, some Japanese argue that it is feasible to achieve a practical level of

reading and writing without acquiring the business-like communicative abilities. This could be true if the documents to be read or written were limited within such a scope as Christmas and birthday cards or 'hello-how-is-everything' letters, and if the speed for reading and writing were one page per more than ten minutes, which has often been the case for those advocates.

But suppose a Japanese received an English letter from his native-speaker professional-painter friend explaining the newly growing trend of Inuits' painting, and the letter contained some sample photos of such paintings, and the friend asked him to write serious comments comparing the Inuits' simplicity and that in some of the Japanese traditional paintings, what would the Japanese do? Could he write a persuasive explanation without possessing a sufficient stock of daily-use English sentences?

Native speakers are finding very intelligent Japanese junior and senior high school English teachers, who had majored in the English language in highly-respected Japanese universities, unable to correctly discover the vital points of business-oriented documents and speech in English, e.g. those regarding employment contracts for foreign instructors, or their contracts for renting apartment houses, or the guide manuals for living in Japan and teaching in Japanese public or privately-operated schools, and so on. Such business-oriented documents and speech are much easier than literary works, but many Japanese high school English language teachers have great difficulty in understanding the 'vital' points of those documents or speech, and take too much time compared to the required speed of dealing with such practical jobs. Their difficulty increases in speaking and writing.

According to my study, the reason for those difficulties is rooted in their way of understanding English words and sentences, i.e. as they have had very few chances of making friends with English native speakers all their life, they have not spent enough time to memorize a sufficient stock of basic simple sentences. Even if they have, they have had no idea to positively utilize their weak points, exposed by such experiences, for reforming their learning methods so as to acquire the ability to explain their opinions to native speakers as accurately as practical situations require, —in other words, *they have not been taught to understand English expressions* ① *as the native speakers do, and* ② *with the purpose of utilizing necessary words, phrases and sentence formations for improving their own composition ability.*

Section 3. The danger of one-sided dependence on the 'whole-sentence translation method' in understanding foreign languages

The basis of understanding human speech is firmly connected to manual labor. In simple cooperative work in vegetable patches or in a manufacturing shop, if one worker can do the job that another worker asks him to do, then we can say that the first worker has understood the second worker's speech. In learning one's mother tongue, this first stage of language learning is achieved in actual daily actions at home or at play. In learning a language as a foreign language *in one's own country*, we will substitute much of this learning stage with the translation method, assisted by audio-visual and other aids.

The problem seems to lie in the second stage, according to my observation and experiments over 30 plus years in and out of the classroom. The Japanese English language teachers who taught me in high school and college seemed to take it for granted that the translation method was the only effective method for the second stage, too, and that *they needed no other method.* This belief can be

justified when Germans study English, and when Spaniards study Russian, but not with Japanese people, and, maybe, not with Korean people.

The reason lies in the linguistic systems: all the European languages have the basic similarity ① in phonetical analysis of human speech, ② in conceptual analysis of things in life, and ③ in organizing concepts into sentences. But the Japanese language, and maybe the Korean language, too, whose basic linguistic system is said to be very similar to the Japanese, are very different in these aspects. And the longer the sentence is, the greater the linguistic difference is. The sample for this difference is given in other parts of this report, i.e. the Japanese students' difficulty in understanding the meaning of the key English words 'some' and 'with.' In Japanese, there are no 'fully dependable' equivalents for these two words. Therefore it is very difficult for Japanese students to understand the correct meaning of these words and the sentences constructed with them.

In the first stage of language learning, the translation method will work quite effectively, i.e. explanation of things and physical actions in the learner's mother tongue, because sentences are short and their structures are simple. But in the second stage, the teacher needs to give a group of simplified sentences for each advanced sentence. The structures of these simple sentences are very much like those which a native-speaker mother would use to explain things to her child. The mother would use stage-one-type sentences, much shorter and easier than 'grownups' would use. Even if she has to use 'big words,' she would be careful enough to choose short and simply-structured sentences. I have often observed such scenes in my native-speaker friends' homes, especially when I was living with an American family in my youth.

Section 4. The importance of the ability to explain things

The act of explaining various things is a very common scene in the mother tongue, e.g. explanation of a newly bought broadcasting satellite TV set, explanation of some foreign cuisine, explanation of the plan for a party, explanation of one's trip itinerary, explanation of the design for a new dress, and so on. *All or most of these explanations are verbal. We could do nothing in our daily life without verbal explanation about things.* This is a very clear rule about language. But this indispensable rule has long been neglected in foreign language teaching in Japanese schools.

Suppose a foreman reads a plan for making a new machine, and is asked by fellow workers to explain its contents. If he could not make any explanation except reading the original text as it is written, could the plan be sufficiently understood by his team members and perfectly carried out? The answer is clear.

The majority of the Japanese high school English language teachers have not been taught to understand English as native-speaker children do, i.e. to explain stories or things in simply-structured English sentences, and furthermore they have been given practically no chances to be well aware of *what kind of words and sentences are necessary for actual personal contacts in daily scenes.* Those contacts often contain such problems as living and working conditions of native-speaker instructors, various educational problems, nation-wide and world-wide economic problems, Hong Kong and Taiwan's future, security problems for sight-seers in South Eastern Asian countries, radical politico-economical changes in East Europe, Gulf War, IAEA inspection for North Korea... those topics very naturally appear in daily conversation with native-speakers, especially with native-speaker

language instructors.

Then, in what kind of methods for understanding have the majority of Japanese high school English language teachers been taught to study English in high school and university? They have been forced to depend on the whole-sentence translation method, including as its derivative the whole-clause translation work, in order to understand the meaning of given English articles. Their teachers had little expectation for the arrival of today's radical and rapid internationalization. Very few Japanese might have made such a guess in their times. As a result, the practically only method for understanding the meaning of English sentences has since continued to be the making of the 'naturally-sounding' and 'whole sentence' Japanese translation of the original.

So far as they remain in this traditional method of understanding for the English language, they feel no inconvenience with their 'vague' notion of the meaning of key English words and sentences—no 'practical accuracy' is necessary. But the world is changing very radically beyond our expectation toward closer cooperation between peoples, not only on the level of government and big business representatives but also on the level of the ordinary people, in economics, politics, culture, and in daily-life areas. The situation urges us to make some basic changes in our foreign language approach with what we have now.

Section 5. Inference needs a firm basis—accuracy of understanding

For the past twenty years, A.S. Carton, H.H. Stern, J. Rubin, and recently S. Kathleen Saito and other native-speaker researchers of the teaching of English-as-a-Foreign/Second-language have been suggesting ① that the reading process is not a passive one, although it has long been considered as such, and ② that teachers of English-as-a-Foreign/Second-language should add to their teaching strategies the strategy of students' using background knowledge, or the 'inferencing' strategy. Their proposal is justified in light of the practical achievements in and out of the classroom by many active Japanese English language teachers belonging to Nihon Minkan Kyoiku Kenkyu Dantai Renraku Kyogikai (the Japan Association of Non-Governmental Educational Research Organizations).

The JANGERO strategy of using abundant and well-organized background knowledge outside lexical and grammatical knowledge began to be produced by many active Japanese English-language teachers in 1950's, and has been very effectively put into practice since then, i.e. since well before the above-introduced native-speaker researchers began to publish their studies. (cf. ① Sanyusha: 'Atarashii Eigo Kyoiku no Kenkyu,' around 1968, ② Sanyusha: 'Shin Eigo Kyoiku Koza,' 1988; and ③ other research reports by members of many non-governmental research groups throughout Japan, centering around Nihon Minkan Kyoiku Kenkyu Dantai Renraku Kyogikai)

Compared to the achievements by JANGERO, the 'background knowledge' strategy, or the 'inferencing' strategy, advocated by Rubin and other native-speaker researchers, seems to lack decisive countermeasures to overcome the critical defects in the *Japanese students'* communicative competence (including that of post graduate adults). And this seems true in light of my experiments over thirty years in and out of my class in senior high schools and in my present university.

Section 6. My experience in the practical use of English

In both levels of school, i.e. in senior high school and in university, I have employed well-qualified

native-speaker instructors as my co-teaching instructors. This means I have been exposed to constant demand to use English for a very practical purpose, i.e. to convey my opinions to those co-instructors in order to obtain their support for my opinions regarding the improvement of teaching materials and teaching methods, evaluation of students' achievement, and so on. And, of course, I also needed to understand a variety of their opinions and daily-life requests, most of which have been orally expressed. I had to do such conversation with business-like accuracy and instantness. If I did not, important practical troubles might occur, e.g. I could not pick up my native-speaker co-instructors at the promised time and place on their school visit days, and he/she might have to wait in the cold rain in vain.

Being placed under such strong pressure for accuracy and instantness of understanding for more than thirty years can change a man into a new person, and strongly urges him to get rid of the Japanese public schools' traditional learning method in foreign languages.

As I have mentioned before, I once lived with an American family for one year in my youth and have worked with native-speaker co-instructors for many years. I also have other experiences of working and associating with native-speakers. I worked for a transportation institute run by native speakers for more than a year in my youth, taught native-speaker students at the Japan Department of the University of Maryland, U.S.A., directed a native-speakers' church choir for one year, and was engaged in other cooperative practical activities with native speakers, like taking care of native-speaker children at home and at play, camping, traveling, sponsoring musical concerts, entertaining party guests and so on.

Those experiences have taught me *what kind of English language abilities are necessary in actual contacts with native speakers*, and greatly added to the before-said pressure which has been the prime motor for the improvement of my learning and teaching methods. Those methods have very effectively worked not only with me but also with my students in the acquirement of basic and advanced abilities of communicative competence.

Section 7. Use of simple sentences

What are the keys for the accurate and instant understanding of business-oriented conversation and documents? There are several vital factors for such understanding, i.e. ① a positive (=out-going) attitude for communication with foreign people in both social and business-oriented situations, ② the well-prepared background knowledge about the 'target' business activity or the 'target' social event, ③ the practical correctness of aural-oral vocal abilities, and so on. All of them are important. But the least noticed, and yet the most feasible within the present teaching ability of the Japanese English-language teachers, is the assistance for their students in acquiring the ability to explain the contents of stories, or to rewrite them, *in simple English sentences*.

Steady continuation of ① the translation work of such simplified sentences, ② the question-and-answer practice on them, ③ the memorization work for them, ④ the application of them to composition work on each student's opinion—gets the dull-looking class going, animates the class and encourages them for mastery. I have seen this method work on many students of mine both in senior high schools, for many years, and in my present university. The rules are: 'Do not give them sentences which they cannot understand. Do not give them longer sentences than they can understand *with a*

small effort. Before giving them long sentences, have them understand necessary 'big words' *using short sentences.*

The simplicity of those simple sentences differs according to the gap between the difficulty of the given text and the level of students' English knowledge. In other words, the simplified sentences must differ for the same original text according to the level of the class. Also occasional revisions are necessary for the previously-made simplified edition, when the teacher finds a class having difficulty in understanding some part of the simplified edition. But in many cases, if the teacher uses small group discussion, the class can overcome such difficulty.

Section 8. The literary sense and the business-like ability

There is another question i.e. the relation between art and business. I do not deny the necessity of artistic instinct for language. It is very important. We cannot live without literary values unless we stop being human beings. But, confronted with the fast and vast approach of the necessity of direct, personal contacts with foreign people which has been brought about by the rapid development of modern technical know-how, especially in the area of transportation, business-like accuracy and instantness is urgently required in using foreign languages. We now need both the literary sense and the business-like practicality. The situation calls for closer cooperation between the two types of teachers—the literary and the business-like.

Chapter IV. The real situation of Japanese senior high school graduates' communicative competence

Notes: This chapter contains the repetitions of some statements in the preceding chapters. The author has intentionally retained them, because he was afraid that he might erase important new elements of knowledge if he hurried to erase those repetitions. He expects to do the erasing work in later days.

Section 1. The general situation

Generally speaking, all the university students are expected to have understood, through their junior and senior high school education, all the English grammar rules and all the basic English words which occupy about 80 percent of the daily-used vocabulary.

This expectation seemed true with forty to fifty percent of my students during the first one month or so of my tenure at my present university (in 1991). As a means for orientation, I made a plan to use a senior-high-school-level textbook for the first few months to teach students some learning methods. I expected to cover about ten lessons during the first semester, i.e. from April through July.

Except ① the re-study classes, where slow-learners are concentrated, and ② about ten percent of the students in standardly- (=normally) progressing classes, students' pronunciation of the words in the textbook seemed fairly smooth although it had strong Japanese accent and was far from being understandable to native speakers in actual daily life situations. (Ten percent or so in my standardly-progressing classes could not pronounce smoothly even in Japanese accent. Some of them were from vocational-education senior high schools, where they give much fewer lessons in English than in liberal-education senior high schools.)

(Notes) I started teaching in my present university in April this year (1991).

As for my standardly-progressing classes, the students' ability in Japanese translation of the meaning of English sentences in the textbook that has been edited for senior-high-school first-year students, about 35 percent of the students gave correct translation for most of the English sentences in Lessons 1 and 2. (For other lessons, I did not have enough time to conduct an overall survey.)

(Notes)

The name of the textbook: 'The Cosmos English Course, Book One.'

This textbook belongs to the medium level of difficulty for senior high school students.

Seeing the above two favorable aspects of students' response, I took it easy. I assumed that they had accurate knowledge of the meaning of key English words constructing basic English sentences, e.g. 'some' and 'with.' But my expectation was soon betrayed. I began to feel a little uneasy to find some of the students in standardly-progressing classes unable to answer my questions on some key English words in Lesson One.

Lesson One 'The Crystal Ball', Page 6,

'Our earth is so beautiful, with its tall trees, with its deep seas, with its blue skies, and with its wild flowers. *Some* people are destroying our beautiful nature but *others* are trying to save it.

As for the key word 'some,' I asked each standardly-progressing class, "What is the meaning of 'some' in this passage?"

Their response was: (Type A) more than fifty percent sat silent with a perplexed expression on their faces, that meant they had no dependable knowledge; (Type B) about thirty percent were murmuring 'i-ku-tsu-ka-no,' or 'na-n-ni-n-ka-no'; (Type C) about five percent, i.e. 'three or four students in the best class' and 'none in the poorest,' were murmuring 'mo' (which literally means 'also' or 'too' in Japanese)

I had often observed the same response from students in my previous senior high schools. And I knew that, in many junior and senior high schools, students were taught that the meaning of 'some' was equal to 'i-ku-tsu-ka-no,' or 'na-n-ni-n-ka-no' in Japanese, and that, in many senior high schools, students were taught that the meaning of 'some . . . , and/but others . . . ' was equal to ' . . . su-ru hi-to mo i-re-ba/i-ru-ga . . . su-ru hi-to mo i-ru' in Japanese.

The concept of Japanese 'i-ku-tsu-ka-no' is partially implied in the English word 'some,' but there is a significant difference in meaning between the two words, and serious misunderstanding could occur in business activities if the Japanese counterpart did not have the correct understanding of the difference. The most important difference is that English 'some' often means a far larger number than twenty or thirty, even thousands of, and millions of, people and things, but that Japanese 'i-ku-tsu-ka-no' scarcely means more than twenty or thirty. As for Japanese 'na-n-ni-n-ka-no,' it *always* means a small number, ten or fifteen at most. So there is often a great difference between

Japanese 'na-n-ni-n-ka-no' and English 'some.'

I asked, in Japanese, each of my four standardly-progressing classes, "If only five, six...ten people were destroying nature, would it be a big problem? What do you think about this?" All the students seemed 'stuck.' They could think of no logical answer. They remained silent. This was a very natural result of the incorrect explanation or word-versus-word translation of 'some' in Japanese junior and senior high schools. If Japanese English-language teachers in high schools had been given enough opportunities to live and work with native speakers, they could have noticed the sharp difference between the meanings of 'some' and 'i-ku-tsu-ka-no' (or 'na-n-ni-n-ka-no').

As for the meaning of 'with' in the above-quoted passage in Lesson One, I asked each of my four standardly-progressing classes, "What is the meaning of this 'with'?" Their response was: (Type A) about seventy percent remained silent and perplexed, signifying they had no dependable knowledge; (Type B) about thirty percent whispered 'is-sho-ni,' which means 'doing something together with other people;' and (Type C) about two percent or less, i.e. 'two students in the best class,' and 'none in the poorest class,' whispered 'fu-ta-i' which is a very abstract concept that something abstract is attached to another abstract thing.

The scope of the meaning of English 'with' is so large that there is no single effective equivalent word in Japanese, and the idea of 'attachment' is too abstract for average Japanese senior high school students. Looking back on the birth of the Japanese word 'fu-ta-i,' it was very artificially invented only several decades ago in order to translate the European words like 'attachment' and 'with,' so it is still an unfamiliar foreign concept, in disguise of Chinese characters, to the Japanese eye. In order to have a dependable understanding of the meaning of English 'with,' we need a set of well chosen and systematically arranged sample sentences, starting from the concrete cases toward the abstract.

For further analysis, I asked, in Japanese, some of the above Type B students, "In the quoted sentence in page 6, who is doing something together with other people?" None of them could answer.

In this country, senior high school students can pass university entrance examinations with such knowledge as to understand that English 'some' is equal to Japanese 'i-ku-tsu-ka-no' and that English 'with' is equal to Japanese 'is-sho-ni' or 'fu-ta-i' In order to show the readers the causes for this illogical phenomenon, I will quote below the answers of one of my slower-going students in my present university in a translation examination. Please pay attention to the translation of not only 'with (preposition)' but also 'blue (adjective).'

Section 2. Student P's answers for a quiz

[Quiz]

Write the meaning of the given English words and sentence:

'Our earth is so beautiful, with its tall trees, with its deep seas, with its blue skies, and with its wild flowers.'

P's answers:

1) 'our' watashitachi

Author's analysis:

The Japanese possessive suffix 'no' is missing. This mistake is quite common now among junior and senior high school students. There are two major reasons: ① the difference in word formation rules between English and Japanese; ② the decrease in English lesson hours in junior high schools from five hours per week to four, and four to three. 'Three hours' in the Ministry-of-Education order means one and a half hours in reality. Beginning this year, the ministry slackened its regulation so as to allow four English lessons per week in junior high schools.

2) 'earth' chikyuu3) 'is' desu4) 'beautiful' utsukushii5) 'so' (No answer)6) 'so beautiful' utsukushii (Jap. equivalent for 'so' is missing)

The meaning of English 'so' seems very ambiguous to the Japanese eye. Sometimes it means an outstanding quality of a thing, and at other times, it means the similarity of two things or actions. The two meanings seem to be very confusing to the Japanese eye. The teacher must make a very careful teaching plan and be ready to allot sufficient time. He must not take it too easy to have his students understand the meaning of the seemingly easy word 'so.'

7) 'is so beautiful' utsukushii

Jap. equivalents for 'so' and 'is' are missing. As for the latter 'is,' see the notes in the frame in Item 8) below.

8) 'Our earth is so beautiful.' Watashitachi-no chikyuu wa utsu-kushii.

Jap. equivalent for 'is' is missing. This omission is forgiven if the student knows the grammatical difference between Japanese adjectives and the English. But this student P does not know it. P is not an exception. There are many such students in Japan. Few students can logically explain the difference. Teachers must take time for its explanation.

9) 'trees' ki10) 'seas' umi

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| 11) 'skies' | <u>sora</u> |
| 12) 'flowers' | <u>hana</u> |
| 13) 'tall' | <u>takai</u> |
| 14) 'tall trees' | <u>takai ki</u> |
| 15) 'deep' | <u>(No answer)</u> |
| 16) 'deep seas' | <u>(No answer)</u> |
| 17) 'blue' | <u>ao</u> |

Jap. adjectival suffix '-i' is missing. See Section 3 for further analysis.

- | | |
|------------------|-------------------|
| 18) 'blue skies' | <u>aozora</u> |
| 19) 'wild' | <u>araarashii</u> |

English 'wild' also seems ambiguous to the Japanese eye. The one meaning is the violent nature of big wild animals, and the other is merely that some plants are not domestic. The coexistence of these two meanings in one word is very confusing to Japanese people.

- | | |
|--|---------------------------|
| 20) 'wild flowers' | <u>araarashii hana</u> |
| 21) 'with' | <u>...mo</u> |
| 22) 'with tall trees' | <u>takai ki mo</u> |
| 23) 'with deep seas' | <u>(No answer)</u> |
| 24) 'with blue skies' | <u>aozora mo</u> |
| 25) 'with wild flowers' | <u>araarashii hana mo</u> |
| 26) Write the translation of the whole sentence: | |

Watashitachi no chikyuu wa utsukushii. Takai ki mo, umi mo, aozora mo, araarashii hana mo aru.

All of a sudden, a new Japanese word appears in the whole sentence translation, i.e. 'aru,' which means the 'existence' of the tall trees, the deep seas, ... and the wild flowers. He should have pointed out, in the given sentence, which English word corresponded to the Japanese word 'aru,' but he did not. This implies several important problems. See the following sections.

Section 3. Further analysis of Student P's answers.

① Japanese adjectival suffix '-i' is missing.

This negligence is very common among Japanese junior and senior high school graduates. And they have a very logical reason for this negligence. In the Japanese word formation rule of an adjective, the adjective 'a-o-i' is clearly divided into two parts, the one is the noun 'a-o' and the other is the adjectival suffix '-i,' whereas the English word is ambiguous in its grammatical category. The

same word form 'blue' is used for two categories, the noun and the adjective. Therefore there is a great difference in grammatical rules for word formation between the two languages. Japanese students must be given sufficient time and careful explanation about this difference. This difference is applied to many color adjectives in both languages.

② Preposition 'with'

Student P has not been carefully taught the correct meaning of 'with' in his senior high school in his big home-town city in Kansai area, where the educational level is one of the highest in Japan. The major reason seems that the necessity of communicative competence in foreign languages is not well understood even in such a central city of Japan.

③ Japanese verb 'a-ru'

When Japanese people examine the meaning of English sentences, the Japanese word 'aru' plays a very important role, so they must not use this Japanese verb without checking the existence of its English equivalent in the given sentence. But Student P has not been taught this important rule in his high school. And again P is not an exception. There are many such senior high school graduates throughout this country. And this type of attitude toward the English language study widely exists in this country for many key words other than 'with.' This seems to constitute one of the basic causes for the Japanese low communicative competence in foreign languages.

④ Japanese possessive case suffix 'no'

In the above Item 26), student P used the Japanese possessive case suffix 'no' after 'wa-ta-shi-ta-chi,' but this does not mean he understood the correct meaning of 'our.' He only desired to make up a 'naturally-sounding' Japanese sentence. And this illogical attitude in understanding the meaning of English sentences was the result of the high school teaching method which placed one-sided emphasis on the naturalness of students' Japanese translation. Since European languages are so different from Japanese not only in pronunciation but also in concept formation rules that it is often impossible to make a 100%-equivalent translation of each other's sentences. With this fundamental law lying at the basis, if we always tried to make naturally-sounding translation of European sentences, it would often contain misunderstanding, and this misunderstanding is sometimes very harmful in personal association or in business-oriented activities. This is more so in this era of rapid internationalization when millions of people meet and act together every year. High school teachers must not too strongly urge their students to seek for naturally-sounding translation, and instead they are requested to recommend their students to utilize other efficient means to detect the correct meaning of European words and sentences including those in English.

I understand well that natural translation is of vital importance in the world of literature, but in the world of everyday-life and business-oriented activities, correctness in understanding concrete things and actions is vital, like the size and quality of a piece of merchandise, the ability of a worker to employ, the conditions for the machine to be built, and so on. There is no reason why we can despise such things as are supporting the basis of human life. And also we must remember that high school foreign language education is not specialty education for foreign literature. In high school

foreign language education, we must firmly unite the two sides of language, the literary and the communicative, or the 'heart' and the 'hand.'

Now I will return to P's case. According to my teaching experience in senior high schools for more than thirty years, I instantly asked him if he had any knowledge about the intermediate-level meaning of 'with' in the given context, and he confessed that he merely tried to 'frame up' a 'naturally-sounding' Japanese sentence. He is 18 years old, old enough for such 'frame-up,' because he has seen many actual relations among different things in real life. Upon that experience, he can infer the possible relations among the several concepts given in a textbook sentence, and naturally arrange them into one sentence in his mother tongue.

Inferring the meaning of words and sentences in foreign languages assisted by one's background knowledge is a very recommendable method, but this method of thinking must be administered on the firm basis of the correct understanding of the meaning of key foreign words and sentence-structures.

I must reiterate that Student P is not an exception. There are many other similar students in my classes, and there may be hundreds of thousands of such students among all the Japanese university students, including part of the so-called elites. They can translate intermediate or advanced English sentences into 'seemingly smooth' Japanese sentences, but the instructors should not assume that their students have understood *the correct meaning of key English words* unless they pass other kinds of tests, including daily observation in class by the instructors, composition work and so on. The instructors must remember that the Student-P-type defect creates a major obstacle for Japanese people's acquirement of communicative competence in foreign languages.

If a Japanese could not *correctly* understand the meaning of such key English words as 'some,' 'with,' 'of,' 'to (before the root form of a verb),' and so on, he could hardly understand the easiest daily conversation sentences spoken by native-speaker adults, and, as a very natural conclusion, he could never speak or write such basic sentences. Needless to say, he could not carry on discussion, or read and write, about his professional specialty for international communication. I have seen too many of such cases over thirty years.

Upon the before-mentioned findings regarding my students' difficulties in my present university, where I started teaching this April (1991), I immediately made a plan to make supplementary teaching materials, but the speed of the thermo-printer machine, the only available printer for teachers' free use in this university, was so slow that I had to keep standing by its side for three hours thirty minutes to print only three pages of a twenty-page supplementary text. (3 pages×4 rounds×370 students=4,440 pages=4,440 sheets) plus (5% additional sheets=222 sheets)=4,662 sheets. Furthermore, three pages out of twenty was actually equal to nothing—it could hardly be called a systematized teaching material.

Thus I made up my mind to purchase a high-speed rotary printer on my own, since I had a great deal of experience in using such printing machines in senior high schools, and knew their great effectiveness for making teaching materials for beginner-level and intermediate-level English learners. Those senior high school teaching materials contained collections of many simplified English sentences and careful explanation for key words and key sentence structures.

For the beginners and intermediate learners, the instructor needs to make revised editions of the above-mentioned supplementary teaching materials as soon as he finds his students having difficulty

in understanding the present edition. For this purpose, too, the present thermo printer is too slow.

As for the purchase of the high-speed printing machine on my own, I had to wait for some time till as late as September (1991). I began to use it to print a large amount of simplified sentences at the start of the second semester, i.e. at the beginning of October.

Although it is only a few weeks since then, I have already seen such materials work with my present students, too. I am very satisfied with the result. As has always been the case with my senior high school students, the first effect of handing out the simplified edition is clearly observed: all of my students, without exception, began to be eager to examine the meaning of the words and sentences. Those lazy students, who used to often fall asleep or chat with their neighbors in class, changed their attitude almost 180 degrees. Now they have woken up and are struggling hard with simplified English sentences to examine their meanings, or practice their pronunciation for interview-style pronunciation tests, which are given by me and my native-speaker co-instructor. The simplified text is much longer than the original, but the students are very active in its study.

I had observed the same attitude of students in my previous senior high schools. The sudden change in their attitude seemed strange at first when I started making such simplified texts. What were the reasons for their suddenly-positive attitude? The answer came from my students. They said, "The textbook sentences are not interesting to us. Mr. Iwasaki's texts are more interesting. And Mr. Iwasaki's sentences are much shorter, and their structures are simpler. They are easier to 'look at.' So we are not as vexed as before."

They were not annoyed by new words so long as the sentences were short and simply-structured. It was only after they had understood the general meaning of the whole story *through the simplified edition* that they were ready for the study of the original advanced sentences in the textbook. The students' interest and their achievement showed the highest when the simplified editions were written in dialog style. This reflects the characteristics of high-teen-age students' mentality, i.e. they need to move and act, at least for a certain part of one class hour, in a foreign language class. This tendency of theirs is not to be blamed. History proves that human speech was borne by cooperative work for production—it developed from people's yelling to conduct cooperative work to build their huts, sow seeds, catch fish, and so on. Language learning must be connected with 'talking with friends.' This is a natural law.

A friend of mine, a Japanese senior high school English language teacher, once said to me, "I majored in French literature in K. University. For the first two years, I could not understand its grammar at all. It looked no more than complexity. And I could not memorize its vocabulary at all. I was thinking of retiring from the university. Then one day I happened to find a set of cassette tapes titled for French beginners at a bookstore. I bought it just for fun.

"But later these small tapes for the beginners proved to be my savior. I found the French sounds were far simpler and smoother than the written language. Those sounds were also attractive and the rhythm of the spoken language was very pleasant to the ear. So I played back the tapes over and over again, listening and repeating after the beginners' sentences. The sentences were all so short it was easy to memorize the sounds and repeat them. Listening to linguistic sounds was more fun than classroom study to me. I listened to those basic sentences many times, and very naturally came to repeat after, then simultaneously with, the voice. While I was not aware, I was understanding French

grammar, and memorizing its vocabulary. In the natural course of events, I began to get good marks, and finally I could graduate with good marks.”

Including the ‘veteran’ co-instructors of mine, many native-speaker English language instructors teaching Japanese students and adults agree with this kind of opinion. They say that ‘Sit still and just listen to the instructor all through the hour’ makes dull boys and girls in foreign language classes for the beginner-level and intermediate-level students. This rule is very important in making simplified editions for advanced foreign language writings. The teachers must make such texts as may create voluntary actions of students including sufficient repetition practice and dialog practice. The students must become the masters of their study, instead of its slaves.

Section 4. A poor stock of basic simple sentences

Now I must quote my report in Chapter II again. After teaching the students that they must consult their dictionaries once a week or so to read the sample sentences for the key word ‘with,’ and try to imagine similar cases in actual life around themselves, I started a new stage of teaching, i.e. to have the students rewrite one somewhat advanced English sentence back into several native-speakers’ -elementary-school-lower-grade-level English sentences, using blackboard explanation and repetition-type classroom pronunciation drills. Through this teaching process, most of the students in the standardly-progressing classes seemed to have understood the meaning of the advanced ‘with.’

To examine the effect of my teaching, I conducted two quizzes, the one just after a brief explanation that any advanced English sentence comprised several simpler sentences, and the other quiz after careful explanation and practice, including memorization training both aural-oral and written. I expected that the students would show a clear progress in the second quiz. But they showed very little change.

The reason was simple. Very few, or almost none, of them had been given such a type of foreign language education as to correctly understand the meaning of the key word ‘with’ and to memorize a large amount of simply-structured key English sentences in junior and senior high school. With the situation as such, the necessary countermeasure was clear, i.e. to make the simplified edition for the textbook stories and hand them out to my students.

But there was a hurdle to jump over, i.e., as I have mentioned before, there was no high-speed rotary printing machine in my present university available for teachers’ free use. I had to wait until the middle of last month (September, 1991) in order to purchase my own. Therefore, it is only a very short period of time since I began to use the simplified text. (The publishing date of this research report is October 31) But the students are already showing clear improvement in their attitude in the classroom.

The whole class is now more animated than it was in the first semester. The textbook-plus-a-very-small-amount-of-black-board-explanation-plus-a-very-long-and-complicated (to the students’ ear)-instructor’s-oral-explanation was often a strong sleeping pill for those young students who were still on the stage of ‘mechanical-memorization-centered’ study for segmental non-unified knowledge of language, which was far from enjoying the contents of an interesting story.

The simplified text, that has been written so as to well suit the students’ present ability, saved the instructor’s long oral ‘brain-complicating’ explanation. Students can do most of their study without

the 'intervention' of their 'noisy' instructor. They are now liberated, and on their own. They are no more 'slaves of someone else's thinking. They are the masters of their own thinking, no more forced to *constantly* follow someone else's thinking process for as long as 90 minutes. They can think in their own way, i.e. *they can have their own questions any time such questions arise*, and take enough time to think about their own questions, or, if necessary, they can discuss them with neighboring students.

Furthermore, since the simplified text is a *printed* matter, students can *read* any part of it *repeatedly*, as many times as they need. This renders great assistance to students' thinking. Their teacher's blackboard-written explanation and sample sentences are often erased before students *can* copy them, and they are gone when students want to refer to them later during the class. Being able to have questions and being able to come back to once-explained knowledge whenever a researcher (=the student) feels the need to do so is a very important 'must' in any kind of study, but this very natural rule has long been neglected in the educational world of Japan.

Maybe this negligence is due to the present remainder of the feudalistic or semi-serfdom-ages ideologies which had existed until as recently as 1945. The typical example was the moral education and training in the imperial Japanese army and navy. The Japanese general public could not ask questions about their seniors' ways of thinking in those days. They were ordered just to listen and obey in schools, in offices, in factories, and in the military organizations. This means that Japanese people were prohibited to 'truly think.' This lack of true thinking still rules Japanese society, and Japanese classrooms are no exception. 'The teacher thinks, and the students listen.'

This is not only a problem of the efficiency of learning knowledge, but also a problem of building up a truly democratic society, which is again the center of the world's concern raised by the recent rapid democratization in East European countries. The rewriting into simple sentences of an advanced text is a far more important thing than a mere technique in foreign language lessons.

Now, being given a new weapon called the 'simplified text,' my students are showing a clearly more active attitude in examining the meaning of English words and sentences and in examining and practicing their pronunciation, both of which constitute the most fundamental bases for *understanding* advanced long and complicated sentences, and at the same time the firm and dependable *bases for communicative competence* in foreign languages.

Foreign language teachers must keep in mind very clearly that a very short sentence which looks, to the eyes of the teachers, too simple for any explanation or drills often contains several important pieces of knowledge for their students, that each segmental knowledge needs a larger amount of self-study-type preparatory learning materials than teachers imagine, and that one of the key materials is the simplified text for the original story.

Section 5. Supplementary comments on the principles for making the simple-sentence edition of a story

1) The Stance of an Elementary School Pupil

Regarding the principles for making a simplified edition of an original story (=target story), any kind of *mechanical* division of the sentences in the original text into a greater number of 'seemingly' simpler sentences is not the correct way. The instructor must take the stance of an elementary school pupil. He must think, "How better (than the original text) can I *explain the contents* of this story to

elementary school children?" Then a series of 'natural' expressions will follow one after another in his brain. These are the sentences that can be of true assistance to our students.

2) Memorization of the outline of the story

Before the teacher starts writing the simple-sentence edition, he must read the original story several times until he memorizes its outline. Then he will start writing the simplified edition. He may feel almost as if he were writing a new story of his own.

Section 6. The simplified text and home study

The simplified text is, of course, a great help for our students in their home study. No other learning materials than the sterile combination of the excessively-condensed original story in the textbook and a poorly-edited Japanese-made English-Japanese dictionary is far from an effective means of study at home.

Study or thinking is itself an act of producing necessary things, seen or unseen, for human living. As Man has needed, invented, and used what he calls *tools*, i.e. means of production in manual labor, so does he in 'mental' labor. Man must have sufficient supply of 'means of production' in thinking and study. Compared to the quality and quantity of such means in material fields, we are not given enough supply in our mental field. This is not a scientific way of living. We must invent a greater variety of means for teaching or learning. 'A textbook and a dictionary' are nothing but insufficient.

The instructor-made simplified edition for a textbook story will work as powerful support for our students, because it is made by their own instructors who know all the gaps between the total of the textbook knowledge and the students' present stock of *well-mastered* knowledge. The instructors in each school know far better than Ministry-of-Education officials or textbook editors.

Section 7. Natural and sufficient repetition of key words and key sentences

Many Japanese English-language teachers in high schools lack confidence that they never fail to put 's' after all the third-person singular present verbs when they talk with native speakers at natural conversational speed. Few of them are confident that they never fail to do so when they write business-oriented documents at business-like speed. They know very well that they must put 's' after any third-person singular present verb, but that does not mean they can put the rule into practice. To be able to use foreign languages, we need a far larger amount of repetition practice than the Friesians imagine.

Friesian method supporters do a great deal of the famous 'pattern practice,' and they seem to believe this will make their students very naturally memorize each substituted sentence in the same pattern. But the result has been very betraying to most of the Japanese students. The reason is that the instructors have their students repeat each sentence only several times, once, or twice, or at most ten, during one lesson hour, and another two to ten for firmer memorization during the next hour, coming to four to twenty in all. And this is too small an amount of repetition practice.

Another important defect in this method is that the repetition work is cut off from real situations, as is shown in the famous Fries' textbook, "It's a comb," "It's a typewriter," No explanation is given to the situational relation between the comb and the typewriter. Why? Because Dr Fries and

his supporters were not aware of the importance of the relation between sentence memorization and the situation. They did not pay due attention to the natural process of ① creating motivation plus ② understanding the meaning plus ③ memorizing the words and sentences in learning foreign languages, especially under the conditions that the student's mother tongue is very different from the foreign language, like the difference between English and Japanese and that he studies the foreign language in his own country.

In the simplified text in Chapter V of this report, repetition practice is very naturally conducted, because the same sentence or its slightly changed forms are repeated in the natural development of the story, and because the simplified edition is in the form of dialog. These editing principles will reinforce the students' memorization practice.

Chapter V. A Sample of the Simplified Edition

Name of the Textbook:

The Cosmos English Course, Book One, 1991

Lesson 1 The Crystal Ball

Original Text

[Page 6]

Our earth is a planet. It moves around the sun. Our earth is so beautiful, with its tall trees, with its deep seas, with its blue skies, and with its wild flowers. Some people are destroying our beautiful nature, but others are trying to save it.

[Page 7]

There are black people, brown people, and white people on this earth. Some of these people hate one another. Others help each other. We can bring love and peace to the world. We can fight for this.

Yes, the world is like a crystal ball. It may smash into pieces at any moment. We must hold it carefully. The earth belongs to all of us.

Simplified Text

Purposes of This Simplified Edition

Notes for the Native-Speaker Instructor

- ① The purposes are written in Japanese in the original simplified edition to be handed out to the students. I have rewritten them in English for native-speaker instructors' convenience.
- ② In the original simplified edition, each simplified sentence is printed in one line, except a few conjunctions and other special words, so that the student's mind may

not be unnecessarily confused by looking at a sentence which is printed in more than two lines. But in this research report a few of the simplified sentences could not help being printed in more than two lines, because the author was asked to use the A-4-size paper. (The original simplified edition is printed on the B-4-size paper.)

- ③ Furthermore, in the original simplified edition, each line contains no more than one sentence. This makes the students 'feel at ease' much better than the usual textbook printing, and this state of mind reinforces the students' motivation for foreign language study. According to my 37-year-long teaching experience, this kind of care for editing foreign language texts is very important for beginners and intermediate learners.

This edition has been written for several purposes. Although you have great potential:

- ① Few among you have correct understanding of the meaning of key English words;
- ② The above defect ① prevents you from accurate memorization of basic English sentences;
- ③ The above defect ② limits the amount of your memorized sentences to a very small extent;
- ④ The above defect ③ prevents you from acquiring the ability to explain the contents of English writings in simple English sentences.
- ⑤ The above defect ④ makes it difficult for you to correctly understand adult native-speakers' easy English writings. With that level of English competence, you would make big mistakes, when you go out into the world, in personal association and in business.

This simplified edition of Lesson One has been written to develop your abilities to overcome the above four weak points. It is very certain that your English competence will make a big progress through this edition, and you will get greater motivation for study. Please use this simplified edition for your classroom and home study, when you examine word and sentence meanings, when you do pronunciation practice, or when you do memorization practice for English words and sentences. In classwork work with native speaker teachers, this edition will be very helpful.

As early as in the first semester, I wished to make this kind of simplified edition for you, but there was no high-speed rotary printing machine available for teachers' free use at this university, so I could not put my plan into practice. But, as I could afford to buy one during the summer vacation, I can now make simplified editions for you, starting in this second semester. Please use them and get better knowledge of English.

Simplified Text:

Lesson 1 Crystal Ball

San-yu-sha: The Cosmos English Course, Book 1, 1991

Textbook: Page 6

Characters: A and B

- 01 A: The earth is a planet.
- 02 B: What is 'planet'?

- 03 A: It is a 'star.'
- 04 B: Are they the same?
- 05 A: Yes.
- 06 They are the same.
- 07 B: Are they really the same thing?
- 08 A: In daily use, they are the same.
- 09 But in science, they are different.
- 10 B: How are they different?
- 11 A: All right.
- 12 I will draw a picture for you.
- 13 (A draws a picture on a sheet of paper.)
- 14 (A draws the sun.)
- 15 (A draws Mercury.)
- 16 (A draws Venus.)
- 17 (A draws the earth.)
- 18 (A draws Mars.)
- 19 (A draws Jupiter.)
- 20 (A draws Saturn.)
- 21 (A draws Uranus.)
- 22 (A draws Neptune.)
- 23 (A draws Pluto.)
- 24 Now I have finished.
- 25 I will show you the planets.
- 26 (First A points to the sun.)
- 27 (Then he/she points to the planets.)
- 28 This is the sun.
- 29 This is Mercury.
- 30 This is Venus.
- 31 This is the earth.
- 32 This is Mars.
- 33 This is Jupiter.
- 34 This is Saturn.
- 35 This is Uranus.
- 36 This is Neptune.
- 37 This is Pluto.
- 38 That is all.
- 39 B: There are many planets.
- 40 How many planets are there?
- 41 A: There are nine planets.
- 42 You must remember two rules.
- 43 The sun stays in the same place.

- 44 But the planets move.
- 45 This is a very important difference.
- 46 B: The sun moves, too.
- 47 My physics teacher told us so.
- 48 A: Yes.
- 49 It is true.
- 50 The sun moves, too.
- 51 But, from the earth, the sun seems to stay.
- 52 B: Yes.
- 53 It seems so.
- 54 A: All the planets move around the sun.
- 55 B: Now I know.
- 56 We call 'planet' 'wa-ku-se-i' in Japanese.
- 57 And we call 'star' 'ko-o-se-i' in Japanese.
- 58 A: Oh, do you call them so?
- 59 B: Yes, we do.
- 60 Now I understand the word 'planet.'
- 61 You can go on.
- 62 A: All right.
- 63 There are nine planets.
- 64 They shine at night.
- 65 They are beautiful.
- 66 B: Does the earth shine?
- 67 A: Yes, it does.
- 68 B: I have never seen it shine.
- 69 Have you seen it shine?
- 70 A: Astronauts have taken pictures of the earth.
- 71 The earth shines in those pictures.
- 72 It reflects sunlight.
- 73 All the planets reflect sunlight.
- 74 B: Oh, I understand.
- 75 I want to be an astronaut.
- 76 Then I could see the earth shining beautifully.
- 77 A: The earth shines.
- 78 So it is beautiful.
- 79 But there is another reason for its beauty.
- 80 B: What is that?
- 81 A: The earth has mountains.
- 82 The earth has fields.
- 83 The earth has grass.
- 84 The earth has trees.

- 85 The earth has rivers.
86 The earth has lakes.
87 The earth has seas.
88 The earth has skies.
89 Spring skies.
90 Summer skies.
91 Autumn skies.
92 Morning skies.
93 Noon skies.
94 Evening skies.
95 Night skies.
96 The earth has many flowers.
97 Lilies.
98 Roses.
99 Cosmos.
100 Violets.
101 Hyacinth.
102 Cherry blossoms.
103 Peach blossoms.
104 And many other flowers.
105 All these things make the earth beautiful.
106 This is another reason for the earth's beauty.
107 B: I understand.
108 But the earth is sometimes dirty.
109 Look around your house.
110 Does your house have a beautiful garden?
111 A: No, it does not.
112 Our house has no garden.
113 Our land is too small.
114 B: Look at the roads around your house.
115 Do they have beautiful flowers and trees?
116 Are those roads clean?
117 Too many houses cover the ground.
118 There is no green among them.
119 Look at your town from a mountain top.
120 Your town is not very beautiful.
121 It is a desert of houses.
122 A: Your idea is very radical.
123 But I can understand.
124 The earth is sometimes dirty.
125 The earth is sometimes ugly.

- 126 B: I think so.
127 People destroy the earth.
128 A: Yes, they do.
129 B: People are bad.
130 A: Yes, they are.
131 But not all of them.
132 Part of them are good people.
133 B: You are right.
134 Not all of them are bad.
135 Part of them are bad.
136 Part of them are good.
137 Part of them destroy trees.
138 They destroy grass.
139 They destroy water.
140 They destroy the air.
141 They destroy the flowers.
142 They destroy nature.
143 A: They might destroy mankind in the future.
144 We must stop them.
145 Good people try to stop them.
146 They try to protect nature.
147 They try to protect the earth.
148 B: Yes.
149 We must do our best to protect the earth.

Textbook: End of Page 6

Textbook: Head of Page 7

Characters: A and B

- 201 A: We have discussed about nature
in the preceding section.
202 B: Yes, we have.
203 A: Now let us discuss about people.
204 Are all people good?
205 B: No.
206 I do not think so.
207 Part of them are good.
208 And part of them are bad.
209 There are two kinds of people.
210 A: Well,
there are more kinds than two.

- 211 And people's thoughts change.
212 All people can be better people.
213 Compare today's people with Stone-Age people.
214 Today's people are much better.
215 We must remember that.
216 But
still
their knowledge has weak points
in several important problems.
217 So people are bad in several important actions.
218 B: Not all of them.
219 A: You are right.
220 Part of the people are bad.
221 And part of the people are good.
222 Bad people hate other people.
223 Bad people despise other people.
224 B: Why do they hate?
225 Why do they despise?
226 A: There are several important reasons.
227 We need time to study them all.
228 But one of those reasons is the skin color.
229 Part of the white people despise black people.
230 They despise brown people, too.
231 Furthermore,
part of the brown people despise the black people.
232 B: I know that.
233 Japanese people have brown skin.
234 They are despised by part of the white people.
235 And yet,
part of the Japanese people despise black people.
236 A: You are right.
237 And this despise caused war in Africa many times.
238 B: I know that.
239 But good people have succeeded in stopping such wars.
240 A: Yes.
241 They have succeeded.
242 But not all of the wars.
243 War is continuing in part of Africa.
244 One example is Ethiopia.
245 People die there every day.
246 They die of hunger.

- 247 They die in war.
- 248 We must know the hurting and killing
in other countries.
- 249 B: Do you mean Cambodia?
- 250 A: Not only Cambodia.
- 251 B: Oh, yes.
- 252 Middle East.
- 253 Yugoslavia.
- 254 Azerbaijan.
- 255 A: There is killing in many places today.
- 256 There is hurting in many places today.
- 257 B: We must stop despise.
- 258 We must stop hatred.
- 259 We must stop killing.
- 260 We must stop hurting.
- 261 We must bring peace.
- 262 A: Many good people work hard to stop killing.
- 263 Their number is increasing.
- 264 But their number is not enough.
- 265 We must help those good people.
- 266 B: Yes.
- 267 We might lose nature.
- 268 War might kill all mankind.
- 269 The destruction is going fast.
- 270 We must hurry.
- 271 Otherwise,
mankind would disappear from the earth.
- 272 Nature and mankind are not very strong.

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Afterword

Not only as a means to acquire communicative competence in foreign languages but also as a natural process for understanding the basic relation between the spoken language (speech) and the written language (language), we must pay more attention to the spoken language. We have hitherto separated the two to an unduly excessive degree, but that was not scientific. The increase of personal contacts between mutually foreign people is reminding us of the above necessity. Our students are entering a new horizon of international contacts which their parents, including us, have not experienced before. It is our duty to prepare a new wine bag for them.

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