

『げんき』の読み物を使った 内容重視(CBI)の試み

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内容重視の教授法(Content Based Instruction)とは？

- CBI is fundamentally a curricular **approach** or framework, not a method. The focus of most foreign language curricula is on learning about language rather than learning to use language for meaningful communication about relevant content. CBI, in contrast, is an approach to curriculum design that seeks to reach **a balance between language and content** instruction with an emphasis “on using the language rather than on talking about it” (Lightbown & Spada, 1999, p. 92).

It is designed to help learners:

- construct knowledge and develop understandings about a topic and a learning task;
- **use language meaningfully and purposefully**; and
- learn about **language in the context** of learning through language.

(<https://carla.umn.edu/cobaltt/modules/principles/index.html>)

『内容』 とは何か？ CBIが目指すものは？

初中級の日本語教育におけるCBIの実践

- 日本語は、他のヨーロッパ言語とは異なり、その習得が難しいとされるため、少なくとも2年間は教科書に基づいたスキル重視のカリキュラムが必要であろう。そこで、日本語の初中級レベルでは、教科書を主教材とした従来のカリキュラムにCBIアプローチを取り入れるカリキュラムモデルが適していると思われる。
(Kuriyama, K, 2011, 207)
- There are increasing numbers of practice reports and research papers on CBI in Japanese language classes
- Japanese is considered one of the most difficult languages to learn
- Most textbooks and Japanese language curriculum are designed in order to build basic skills
- Textbooks remain as the main tool for lower -intermediate Japanese classes
- It is appropriate to incorporate CBI approaches for first two years

一年生の日本語におけるCBIの例

- “CRITICAL CONTENT-BASED LANGUAGE INSTRUCTION”: JAPANESE ORTHOGRAPHY PROJECT
- J-POP and fashion
- Shinji Sato & Kyoko Matsui Loetscher (Columbia University)
- Keiko Kuriyama (Indiana University)

ミネソタ大学における日本語プログラム（初中級）

一年生の日本語

- 1) 秋学期
- 2) 春学期

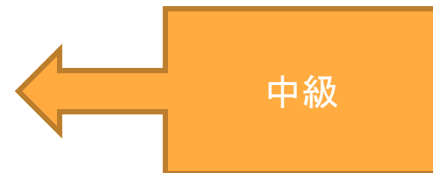
- 『げんき』 第1課～第6課
- 『げんき』 第7課～第12課



二年生の日本語

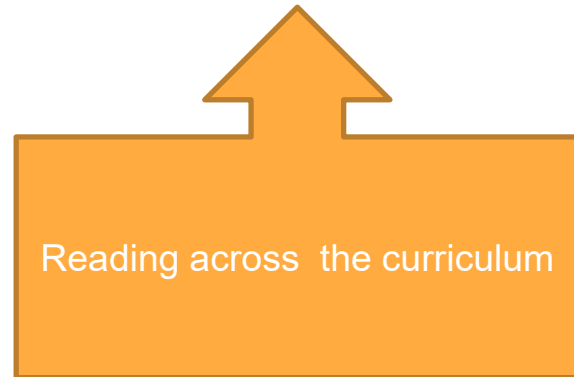
- 3) 秋学期
- 4) 春学期

- 『げんき』 第13課～第17課
- 『げんき』 第18課～第23課



K12 teachers requirement in Maryland

- Teaching of Reading in the Secondary Content Areas I
- Teaching of Reading in the Secondary Content Areas II



Take away from courses

- 1) thinks aloud
- 2) Jigsaw
- 3) Graphic organizer
- 4) Pair share
- 5) Question-answer relationship
- 6) Pre-reading
- 7) During-reading
- 8) After-reading

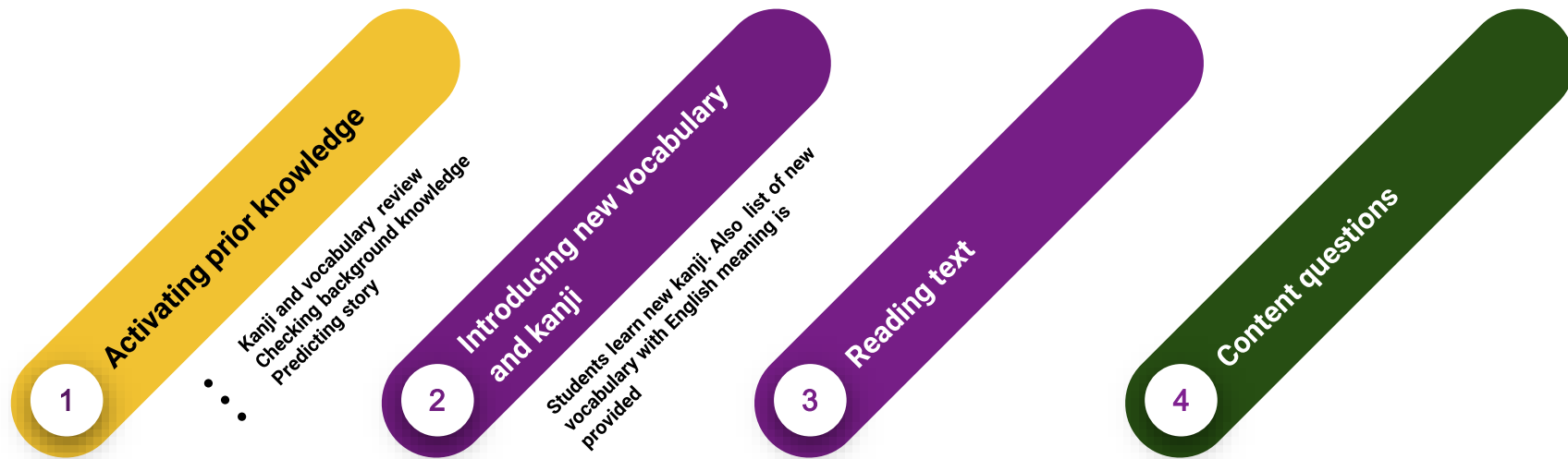
『げんき』の読み物を活かすには？

- 学生とともに読解のストラテジーを学ぶ
- 読み物を起点とするプロジェクトの実践を試みる

二年生の『げんき』の読み物

- 第13課
 - 第14課
 - 第15課
 - 第16課
 - 第17課
 - 第18課
 - 第19課
 - 第20課
 - 第21課
 - 第22課
 - 第23課
- 『日本のおもしろい経験』 『満員電車』
 - 『悩みの相談』
 - 『私が好きな所』
 - 『ドラえもん』
 - 『オノ・ヨーコ』
 - 『大学生のアルバイト』 『橋本くんの大学生活』
 - 『お礼の手紙』 『マリアさんへのメール』
 - 『猫の皿』
 - 『厄年』
 - 『友美さんの日記』
 - 『これはどんな顔?』

『げんき』の読み物の構成



Before reading

During reading

After reading

Introducing grammar and vocabulary in meaningful contexts

- Reviewing new vocab and kanji in context
- Guided task



Activating prior knowledge

- KWL chart,
- visual aide
- Guided questions



Expanding

Groups discussion on relevant topics/themes while applying new kanji or vocabulary for authentic situation

Options for pre-reading tasks

新しい単語の練習（『大学生のアルバイト』）

Before reading

310ページと312ページの新しい単語を読んでください。それから目的に正しい単語を
さい

1. 給料が高いアルバイトは人気があると思う。
2. アルバイトのじきりはお金と経験だ。
3. 男子学生と女子学生と、どちらのほうがよく授業をサボると思いますか。
4. アメリカでお酒が飲めるのは二十一歳いじょうです。
5. 洋服を買うときは着てみたほうがいいですよ。
6. 両親が食べ物を送ってくれるのであまりよくひはかからない。
7. はじめは日本語は難しそうだったが、今はやさしいと思う。
8. 大学生にはかていきりのアルバイトは人気がある。
9. ひっこしをするので、いらぬ物をすてたり、部屋をかたづけたりする。
10. 友だちはワンルームマンションに住んでいる。

新しい単語の意味について考えてみる (『大学生のアルバイト』)

次の文を読んで『ゆとり』の意味について考えてみてください。

1. ^{きゅうりょう}給料が安いので、お金にゆとりがない。
2. アルバイトや授業でいそがしいので、時間にゆとりがない。
3. ^{きんちよう}緊張している時や^お落ち込んでいる時は気持ちにゆとりがない。
4. ^{たから}宝くじに当たったら、もっとゆとりのある生活がしたい。

『ゆとり』の意味を英語で説明してください。

ゆとり means extra, which could apply to things like time, money, etc.

Comprehension guide

- Key words recognition
- Guessing meaning from the context
- Inference



Additional tasks

- Discuss how pronouns and conjunctions are used in the text
- Investigate how sentences with target grammar points are used in the text



Grasp main idea with supporting details from the text

Tasks during reading

Comprehensive guide (『猫の皿』)

Tasks during reading

Find the Japanese equivalent of the following words. Circle and label them with letters (a, b, c, d, ...). Then, write them in Japanese as shown in the text.

a. voice	こえ	f. plate	皿
b. man	男	f. rare	めずらし
c. old	古	g. impossible	無理
d. price	ねだん	h. family	家族
e. tea house	茶店	i. dangerous	あぶない

- Circle the letter of each detail that is mentioned in the article
- Write the letter of the detail next to where it appears in the text
- Write the information that is given in the article **in English**, in the space provided next to the detail below.

- A. What is main character's job? buys things to sell in Edo
- B. How much is "the plate" for cat feeding in this story? 300 ryou
- C. How much the main character want to pay for the cat? 3 ryou
- D. Why the tea house owner use expensive plate for cat feeding?

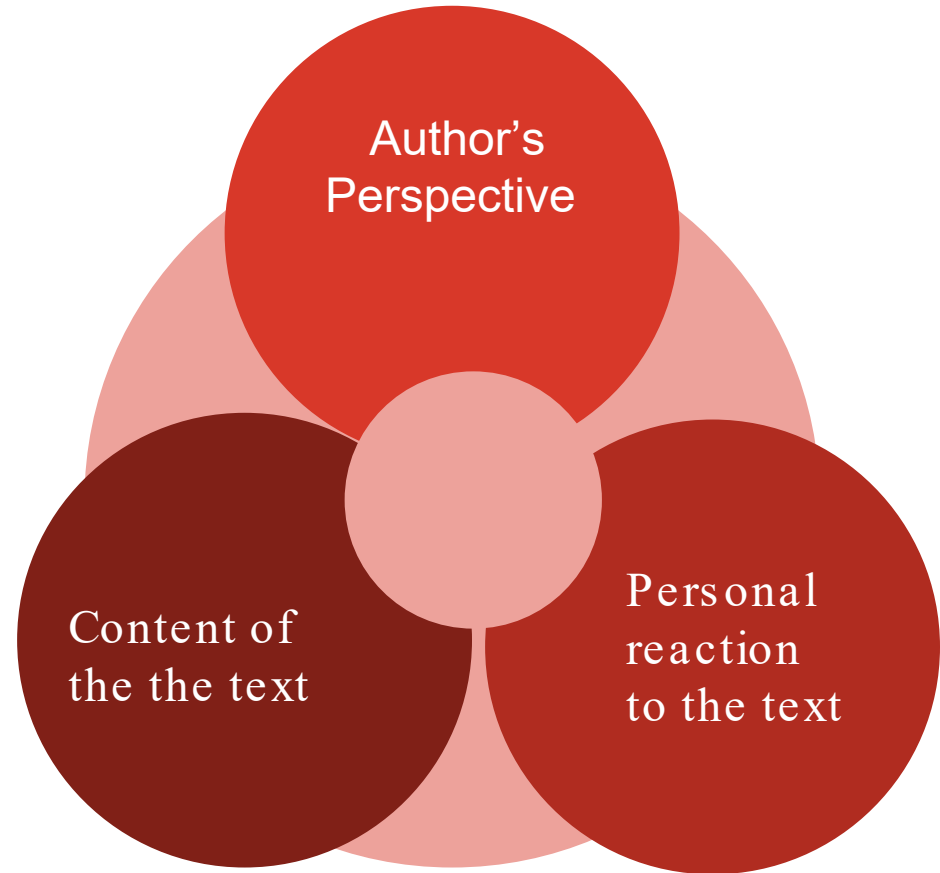
文脈の中の文法（『厄年』）

Please underline all sentences with passive forms and explain how they are used in the text

Line	Sentences with passive form	Reason why author use passive form	Illustration to each situation
34	と言われました	He is annoyed with his friend for telling him about yakudoshi.	He was thinking about all the negative things that were happening to him and then what his friend said about yakudoshi.
22	ドアのかぎがこわされ	His door was opened by someone else without his permission.	His apartment was broken into which is why the author was unhappy his door was opened.
24	どろぼうに入れた。	A robber entered his house and he was not happy.	The robber stole his stuff and left his room messy.






Tasks after reading

- Visualize the text
- Gallery walk with group members
- Create content questions
- Summarize the text in English
- Group discussion



読み物の視覚化（『猫の皿』）

Please underline main character's emotion and movement of heart. Then complete the chart below.

Line	Word/expressions to describe feeling	situation	Illustration to each situation
11	Surprise びっくり (おどろ)	He is surprised to see a cat eating out of such a rare & expensive bowl	
29	glee	he thinks he's tricked the owner into selling him the dish w/ the cat	
34	disappointment	no owner won't give him the dish w/ the cat.	 
36	pain/bad mood	he's been scratched by the cat and wasn't able to get the dish.	

読み物の感想（『厄年』）

After reading: please share your opinion on this topic. Use supporting details from the text.

The topic of superstitions is very interesting to me. I believe that correlating things like a typhoon breaking a friend's house to a bad year could just be confirmation bias, as this person could have had even worse things happen to him in other years as well. The negative experience of the story's narrator of being robbed and becoming superstitious illustrates the human's need to find meaning in everything to prevent these traumatic events from happening again. Sadly, life is very random and unpredictable, so no one is truly safe from these things even if they know all the superstitions in the world.

二つの読み物の比較（手紙とメール）

Please compare 『お礼の手紙』 『マリアさんのメール』 . Please summarize each paragraph.

	お礼の手紙	マリアさんのメール
beginning	- London is cold, but Tokyo is probably nice - left Japan	- maria introduces herself
Body 1	- lived w/ host family - studied Japanese	- maria introduces her school / major / etc
Body 2	- what he did w/ host family members	- she asks questions about exams / studying
Body 3	- wants to go back to Japan after grad.	- more questions about part time job / etc
Closing	- please take care - date - name	- says thank you and for parks to take care

Draw Venn diagram below and compare two writings. Distinguish similarities and differences in language use, formatting and content.

letter	both	email
- asks about the weather	- sama	- less formal
- date is written	- says to take care	- people don't know one another
- friends w/ recipient	- talks about Japan	- things require more explanation

Student survey (summer 2019)

Students' survey on reading comprehension strategies (beginning of the course)

- Context clue
- Slow speed in unfamiliar texts
- Writing put my own sentences with new vocab & grammar
- Look up words that I don't know
- Don't speak words while reading
- Reading difficult or higher level
- I picture what I am reading to build a story in my mind
- Looking for important words
- Skimming
- I read a lot of cookbooks, and I just look for critical information
- Break words apart like prefix & suffix
- Follow along with audio/ your finger
- Read out loud
- Context clues- finding words I know
- Understanding grammatical parts of speech

Reading strategies from your native language can be used to comprehend texts in Japanese?

- Yes
- Reading slow
- On the test, it is hard to picture the story as there is a time limit, since I have to translate and figure out kanji, I sometimes do not have time
- Can be difficult if unknown kanji do not have furigana
- Additional knowledge and/ or strategies?
- Learning more kanji and having access to buy/ read books with furigana
- Read more Japanese texts: children's book easy reading
- More vocabulary
- Methods to learn and memorize all of the kanji readings and recognize them better
- Japanese particles
- Practice reading faster & not immediately going to translate for understanding
- Give some reading assignment or extra materials to practice outside of class

Students' survey (end of the course)

- Key words recognition
 - Helps remembering certain words
 - Key word recognition is important to use reading comprehension
 - I think I can understand which words to focus in a text
 - I thought it was good to mark the keywords for time sake
- Understanding conjunction
 - I can sort of understand how to interpret words by using context
 - Helps me understand what these words mean with context
 - Did not really pay attention to them but could guess using context
- Understanding how pronounce are used in the text
 - Not too difficult, useful
 - Helps understand with context
- Guessing meaning of word using context
 - This was the hardest part of the tasks, but it was a very important part of it
 - Looking at kanji I know + words I know + context
 - Guessing meaning is very difficult because you can't tell where the word ends + it's difficult to put into context

これからの課題

日本語教育において内容重視(CBI)の重要性が提唱されながら、初中級での実践報告は必ずしも多いとは言えない。日本語は他言語に比べて習得が難しく、最初の二年は教科書に沿った授業をせざるをえないというのが理由のようである。またCBIのアプローチを取り入れたプロジェクトを行う時間も余裕もないという現場の教師の声も聞く。しかしながら、リベラルアーツとしての日本語教育、多様な学習者のニーズを考慮するなら、早い段階でどのようにCBIのアプローチが導入できるか、さらなる試行と教師間の対話が必要であろう。

References

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Findings and future considerations

- Comprehensive guide is helpful and could be an effective tool during reading
- Students realize the importance of context after completing a series of reading comprehension tasks
- Reading materials from the textbook could be a great tool when vocabulary and grammar is contextualized
- Need further research and practice to see how reading comprehension tasks help students in upper level classes
- Work on more scaffolding for reading