

## Lesson Plan

### Course description:

Course goals: This three-month course is designed to prepare English-speaking college learners of Japanese as a foreign language for an upcoming study abroad by comparing natural conversation with the textbook dialogues that they used in their previous Japanese class (JPN 102). Students will learn how to carry out more natural conversation and will become more familiarized with Japanese culture.

Target setting: Japanese conversational/cultural class offered at the University of Hawaii

Target level: Low-intermediate

### Objectives:

The students will be able to

- Ask directions in Japanese using natural expressions
- Use certain expressions or words to make their inquiries and statements less assertive
- Read authentic Japanese train maps to navigate their way around the Tokyo area.

**Materials:** Handouts (Data 1, extract dialogue from *Situational Functional Japanese* (textbook), Data 2/Worksheet 1, Worksheet 2, Data 3, & Vocabulary & Expressions), PowerPoint slides, train map, video clip, tape, index cards

### Procedure:

Time	Student (S) Activity	Teacher (T) Activity
5 min.	Housekeeping & Greetings	Housekeeping & Greetings
10 min.	<p><i>Activity 1 (Exposure)</i></p> <ul style="list-style-type: none"> <li>● Listen to a recording of Data 1</li> <li>● In pairs, compare two dialogues (Data 1 &amp; an extract dialogue from the textbook) and discuss how they are different, focusing on the specific guidelines listed on Data 1</li> <li>● Share findings with Ts and classmates</li> </ul>	<p><i>Activity 1 (Exposure)</i></p> <ul style="list-style-type: none"> <li>● Put Ss into pairs and provide handouts (Data 1 &amp; an extract dialogue from the textbook)</li> <li>● Have Ss listen to the recording of Data 1</li> <li>● Explain the contexts of the conversations and have Ss compare them using the specific instructions listed on Data 1</li> <li>● After Ss discuss in pairs, ask Ss what they found that was different</li> </ul>

		in terms of the frequency of certain expressions or words, conversational strategies employed by the Japanese, etc.
5 min.	<p><i>(Instruction)</i></p> <ul style="list-style-type: none"> <li>• Listen to T further explain the differences brought up in the exposure activity</li> </ul>	<p><i>(Instruction)</i></p> <ul style="list-style-type: none"> <li>• Increase Ss' awareness on how responses are often not very assertive by pointing out frequently used phrases/sentence endings that reduce assertiveness</li> </ul>
10 min.	<p><i>(Listening Activity)</i></p> <ul style="list-style-type: none"> <li>• Listen to the recording of Data 2 and fill in the blanks on the worksheet</li> <li>• Go over the answers with Ts</li> </ul>	<p><i>(Listening Activity)</i></p> <ul style="list-style-type: none"> <li>• Provide Data 2/Worksheet 1</li> <li>• Play the recording and have Ss fill in the blanks</li> <li>• Check Ss' answers</li> </ul>
10 min.	<p><i>Activity 2 (Exposure, Instruction, Practice)</i></p> <ul style="list-style-type: none"> <li>• On Worksheet 2, make the conversation as natural as possible using what was learned in the exposure activity and instruction. (Identify and scratch out unnatural parts of the conversation and rewrite them in a more natural way)</li> <li>• Share answers with Ts and classmates and compare them with Data 3</li> </ul>	<p><i>Activity 2 (Exposure, Instruction, Practice)</i></p> <ul style="list-style-type: none"> <li>• Provide Worksheet 2, which has been made less natural on purpose for this activity using Data 3</li> <li>• After Ss complete Worksheet 2, provide Data 3 (the natural version of the dialogue in Worksheet 2) and discuss it together with the whole class</li> </ul>
7 min.	<p><i>Pre-activity</i></p> <ul style="list-style-type: none"> <li>• Briefly describe experiences riding trains in Japan (if they have any)</li> <li>• Listen to Ts' introduction about the Japanese train system</li> </ul>	<p><i>Pre-activity</i></p> <ul style="list-style-type: none"> <li>• Ask Ss about their experiences riding trains (especially those in Japan)</li> <li>• Explain to Ss (1) how the Japanese train system is convenient, on-time, and the most frequently used transportation in Japan, and (2) a complex system</li> </ul>

		<p>by providing a Tokyo train map and explaining the different types of trains (express, women-only car, etc.)</p> <ul style="list-style-type: none"> <li>● Have Ss watch a humorous video clip of a crowded train in Tokyo</li> <li>● Explain the importance of the ability to communicate with native speakers and ask for directions on which train to take, where to transfer, etc.</li> </ul>
23min.	<p><i>Activity 3 (Practice)</i></p> <ul style="list-style-type: none"> <li>● Review “Vocabulary and Expressions,” and listen to T’s explanation.</li> <li>● Listen and watch T’s demonstration of the game</li> <li>● Analyze the map</li> <li>● Play the game</li> </ul>	<p><i>Activity 3 (Practice)</i></p> <ul style="list-style-type: none"> <li>● Provide Ss a handout titled “Vocabulary and Expressions,” and go over useful words and phrases for Activity 3.</li> <li>● Put Ss into groups of four</li> <li>● Provide a Tokyo train map and index cards that each have a destination written on them.</li> <li>● Explain the rules through a demonstration ((1) Two Ss from each group go up to the front of the classroom (2) S1 chooses a place among 5 places written on each index card and places the index card on S2’s forehead without S2 looking at the destination (3) S2 asks S1 how to go to the destination written on the index card by asking which train line to take and which train station to get off; then S2 guesses which destination he has based on S1’s instructions (4) After giving the correct answer, S2 becomes the one to choose the next destination and provide information, and S1 goes back to</li> </ul>

		the group; S3 comes up and asks S2 how to go to the destination written on the index card. (5) Repeat until everyone correctly guesses their destination.)
5min	<i>Post reflection</i> <ul style="list-style-type: none"> <li>Share what they learned and ask any questions that they have.</li> </ul>	<i>Post reflection</i> <ul style="list-style-type: none"> <li>Ask Ss what they learned in this lesson and if they have any remaining questions regarding trains and asking directions in Japan.</li> </ul>

### Rationales:

- **Conversation analysis:** The study of talk in interaction to account for the nature of language-in-use (Liddicoat, 2007)
- **Interactional competence:** “The final justification for developing students’ proficiency in a foreign language is to make them interactionally competent on the international scene” (Kramsch, 1986, p. 367)
- **Exposure/Instruction/Practice Procedure in Approach/Design/Procedure model:** A pedagogical option for teachers who chose to include the teaching of conversation as curricular objectives, introduced by Richards & Rodgers (1986) (as cited in Thornbury, 2006, p. 274)
- **Awareness-raising:** “as a prerequisite for the restructuring of the learner’s mental representation of the language, some degree of conscious awareness is necessary. Awareness involves at least three processes: attention, noticing, and understanding.” (Thornbury, 2005, p.41)
- **Noticing Hypothesis:** Schmidt’s (1990, 2001) hypothesis that learning only occurs when something is noticed by a learner (as cited in Lightbown & Spada, 2006)
- **Adjacency pair:** A pair that consists of two turns in conversation, the basic unit on which sequences in conversation are built (Liddicoat, 2007, p. 106)

## Data 1

Name:

Q1. Compare lines 7 & 18 of Data 1 with lines 4 & 6 in the textbook extract. Look for differences between how the passerby in Data 1 gives instructions and how the passerby in the textbook dialogue does this. What expressions make the passerby in Data 1 appear “softer”?

Q2. From lines 6, 12 and 20, do you get the feeling that passerby J is certain about the directions that she is giving? Focus on the bold words in lines 7, 12 and 20.

Q3. What kind of meanings do words like *tabun*, *toka*, and *chotto* have in Data 1? Are any of these words found in the textbook extract?

- 01 M: すいません、日本人の方ですか？  
(Excuse me, are you Japanese?)
- 02 J: はい。  
(Yes)
- 03 M: あの、カハラモールに行きたいんですけども。  
(Well, I would like to go to Kahala Mall...)
- 04 J: はい。  
(Okay)
- 05 M: バスとかで行けますか？  
(Do you know if I can go there by bus?)
- 06 J: **何番のバスかはちょっとわかんないです。**  
(I'm not sure which bus line it is though...)
- 07 J: トロリーバスでカハラモールの方まで出てるやつはあ**ると思っ**うんです**け**  
**ど。**  
(But, I think there are trolley buses that go to Kahala Mall though... )
- 08 M: トロリーで？  
(By trolley?)
- 09 J: はい。  
(Yes)
- 10 M: わかりました。  
(Oh alright.)
- 11 J: ただトロリーも会社違うのでー  
(But, there are many trolleys that are run by different companies)
- 12 J: **HIS だったりとか JTB の LOOK のバスとか**  
(Such as H.I.S., or it could be JTB...)

- 13 M: ああ、なるほどー。  
(Ah I see)
- 14 J: あと JCB カード持ってたら乗れるやつとかー。  
(And, there is one you can take for free if you have JCB credit card)
- 15 M: ああ、色々あるんです？  
(Oh there are a lot of kinds?)
- 16 J: あ、はい。色々あるんでー。  
(Oh yeah there are a lot.)
- 17 M: なんか市バスみたいなのはないんですか？  
(Are there things like city buses?)
- 18 J: **市バスあると思うんですけど、バス乗らないんでちょっと...**  
(I think there is a city bus but I don't use buses, so I am not sure...)
- 19 M: ああ  
(Oh...)
- 20 J: **たぶん**乗り換えが必要かと、ワイキキからだとまっすぐ一本  
(Maybe you need to transfer if you want to go there directly from Waikiki.)
- 21 M: あ、まっすぐは行けない。  
(There are none that go there directly)
- 22 S: ワイキキから近いんですか？  
(Is it close to Waikiki?)
- 23 J: あー、ダイヤモンドヘッドの向こう側なんでー。  
(Well, it's on the other side of Diamond Head, so...)
- 24 S: あー  
(Ah)

**Extract dialogue from Situational Functional Japanese (textbook)**

Name:

- 01 山下： あの、バス停は。  
(Um, where is a bus stop....(?))
- 02 通行人 A： ええと、ここをまっすぐ行くとね、  
(Let's see.... If you go straight here..)
- 03 山下： はい。  
(Yes.)
- 04 通行人 A： あの、すぐ左にバス停がありますから、  
(There is a bus stop on your left)
- 05 山下： はい。  
(Yes.)
- 06 通行人 A： で、大森行きに乗って、2つ目ですよ。  
(Then, take a bus that goes to Omori, and it's the 2nd stop)
- 07 山下： 2つ目ですね。  
(2nd stop)
- 08 通行人 A： ええ。あとは、降りてからまたきいたほうがいいですよ。  
(Yes, then you should ask someone after you get off)
- 09 山下： はい。ありがとうございました。  
(Okay. Thank you.)
- 10 通行人 A： いいえ。  
(Don't mention it.)

## Data 2/Worksheet 1

Name:

Carefully listen to the recording and fill in the blanks.

- 01 M1: すみません。  
02 M2: すみません。  
03 M1&M2: にほんじんのかたですか？  
04 R1: はい。  
05 M1: あ、すみません。ちょっとまよってしまって、いまどこかわからないんですけども。わかりますか？  
06 M2: いまどこか…？  
07 R1: ここは、これが、それです。えと…  
08 R2: DFS。  
09 R1: うん、めんぜいてん。これです。DFS っつかいてあるんですけど。  
10 M2: あー。  
11 R1: たてものが、これ( )。DFS ギャラリー。  
12 M2: あーなるほど。  
13 R1: で、どっちがわに立ってるかが、( )…うーん。  
この、このみちが、( )あれだと( )  
14 M2: はい。  
15 M1: あのとおりでですか？  
16 R1: うん、あの大きいとおりが、うん、( )、ね？だから、( )  
こうみたらいいんじゃないかなー？とおもうんですよ。で、バス…  
たぶん、バスののりばってことなんで、バスののりばがこっちから、  
バスおりてきたんですけど。  
17 M2: あ、はい。  
18 R1: そこでおりましたんで、( )このおどおりが、このとおりなんですよ。  
19 M1: あー、そっか。どこだっけ？行きたかったところ？



**Answers for Data 2/Worksheet 1**

- 01 M1: すみません。
- 02 M2: すみません。
- 03 M1&M2: にほんじんのかたですか？
- 04 R1: はい。
- 05 M1: あ、すみません。ちょっとまよってしまって、いまどこかわからないんですけども。わかりますか？
- 06 M2: いまどこか…？
- 07 R1: ここは、これが、それです。えと…
- 08 R2: DFS。
- 09 R1: うん、めんぜいてん。これです。DFS ってかいてあるんですけど。
- 10 M2: あー。
- 11 R1: たてものが、これです。DFS ギャラリー。
- 12 M2: あーなるほど。
- 13 R1: で、どっちがわに立ってるかが、ちょっと…うーん。  
この、このみちが、たぶんあれだとおもうんですよ。
- 14 M2: はい。
- 15 M1: あのとおりでですか？
- 16 R1: うん、あの大きいとおりが、うん、たぶん、ね？だから、たぶん  
こうみたらいいんじゃないかなー？とおもうんですよ。で、バス…  
たぶん、バスののりばってことなんで、バスののりば、こっちから、  
バスおりてきたんですけど。
- 17 M2: あ、はい。
- 18 R1: そこでおいたんで、たぶん、このおどおりが、このとおりなんですよ。
- 19 M1: あー、そっか。どこだっけ？行きたかったところ？

## Worksheet 2

Name:

How would you make this conversation less assertive? Identify and scratch out unnatural parts and rewrite them in more natural way. Remember expressions like ～ですけど、～と思います、たぶん、ちょっと、かな～ etc. that we observed in the recording and natural data.

- 01 A: あの、アラモアナはどこでしょうか？  
(Excuse me, where is Ala Moana?)
- 02 B: この道をまっすぐ歩いて2キロメートルのところにあるわよ。  
(It's 2 kilometers down this street on foot.)
- 03 A: あ、わかりました。バスでも行けますか？  
(Got it. Can I take a bus too?)
- 04 B: 8番バスがアラモアナに行くわよ。  
(The # 8 goes to Ala Moana.)
- 05 A: 他のバスでも行けますか？  
(What other buses can I take?)
- 06 B: 22番、23番でもいけるはずよ。でも8番が一番便利かしら。  
(You can take the # 22 and 23. The # 8 bus is the most convenient.)
- 07 A: ここから一番近いバス停はどこですか？  
(Where is the closest bus stop from here?)
- 08 B: この建物の裏にあるわ。  
(It's behind this building.)
- 09 A: どの建物ですか？  
(Which building?)
- 10 B: これよ。そこのバス停で待っていればくるわよ。  
(This one. If you wait at the bus stop, it'll come.)
- 11 A: じゃそうします。ありがとうございます。  
(Okay, will do. Thank you very much.)

## Data 3

Name:

Observe how this natural conversation was actually carried out. How does your corrected dialogue (Worksheet 2) look in comparison to Data 3?

- 01 A: すみません、あの、アラモアナに行きたいんですけど。  
(Excuse, me. I would like to go to Ala Moana.)
- 02 B: はい。何もってますか？オリオリですか？  
(Okay. What do you have? An Olioli card?)
- 03 A: いや。バス、市バスとか？  
(No. Bus? The city bus?)
- 04 B: バス。あ、市バスで行けますよ、8番**とか**？あとー、いちばん8番が行きやすいと**思いますけど**。うん。  
(Bus... Ah, you can go with it. No. 8? Um... I guess taking bus No.8 would be the easiest.)
- 05 A: ここからいちばん近いバス停は？  
(Where is) the closest bus stop from here?)
- 06 B: ここからいちばん近いのだと、うらがわになる**んですけど**。  
(The closest one is behind (the building).)
- 07 A: うら？  
(Behind?)
- 08 B: あの。  
(That (building).)
- 09 A: こっち？  
(This one?)
- 10 B: こっちがわ、にいったところでまっていればとまります。  
(Yeah, this side. Then, (the bus) will come if (you) wait there.)

- 11: A: わかりました。ありがとうございます。  
(I see. Thank you.)
- 12 B: はい、いってらっしゃい。  
(No problem. Enjoy.)

## Vocabulary & Expressions

Name:

電車	でんしゃ	train
電車に乗る	でんしゃにのる	to ride a train
電車を降りる	でんしゃをおりる	to get off a train
<Station で>乗り換える	<Station で>のりかえる	to transfer (trains) at _____ Station
駅	えき	train station
何駅目	なんえきめ	what/which station
～線	～せん	train line
何線	なにせん	what/which train line

<Place に>行きたいんですが、どう行ったらいいですか。

I'd like to go to <place>, how do I go there?

**(How can we make the expression “softer”?)**

～と思います、～んですけど

<place に>行きたいと思ってるんですが、どう行ったらいいですか。

<place に>行きたいんですけど、どう行ったらいいですか。

<direction>だと思っんですけど...

## PowerPoint slides for Pre-activity


### Japanese trains...

- ・ 正確なダイヤ Punctual
- ・ ていねいな案内 Polite announcements
- ・ 治安が良い Few crimes
- ・ 安全性が高い Safe

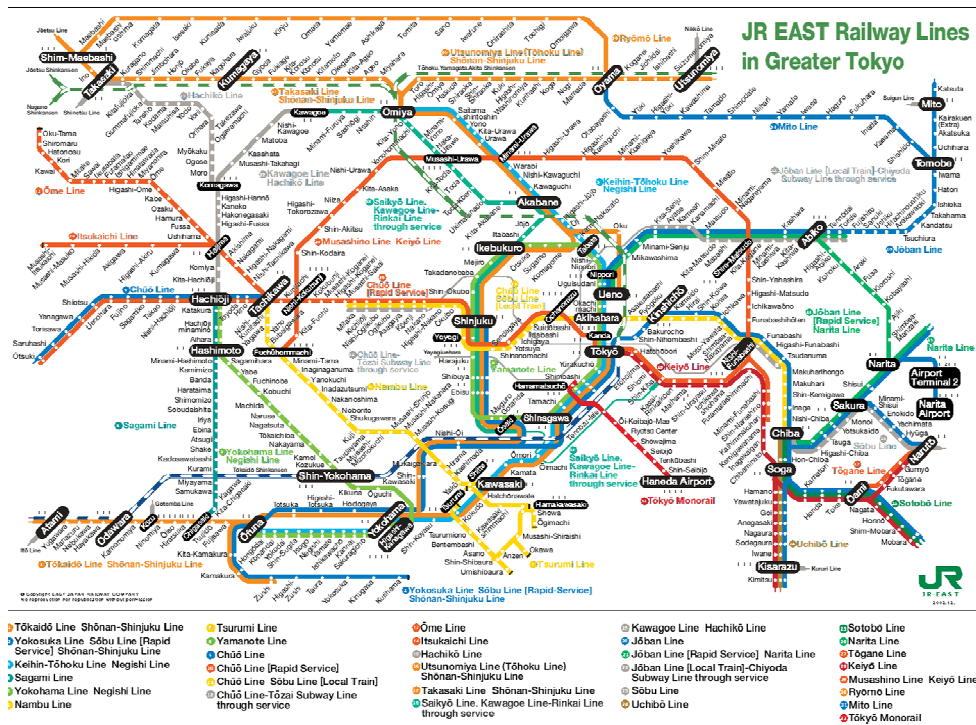
HOWEVER...

### Japanese trains...

- ・ 正確なダイヤ Punctual
- ・ ていねいな案内 Polite announcements
- ・ 治安が良い Few crimes
- ・ 安全性が高い Safe



Extremely crowded with  
people & many  
complicated train lines



# Rush hour in Tokyo

<http://www.youtube.com/watch?v=tx52f32toX0>



メイドカフェ



原宿



雷門

池袋サンシャイン



国会議事堂



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