

Introduction

Beginning Japanese (Parts I and II) contains thirty-five lessons, all of which have the same basic pattern and involve the same procedures. Each lesson requires many hours of class work supplemented by outside study and, if possible, laboratory work.

The method underlying this text is guided imitation; the aim is automaticity. Ideally, there are two teachers: under the supervision of a scientific linguist, who talks ABOUT Japanese, the student learns to speak the language in direct imitation of a tutor who is a native speaker of Japanese. The tutor drills on the Japanese in the text, providing an authentic model for the student to imitate. Statements on how the language is manipulated are included in the explanatory notes in the text, which may be supplemented, if necessary, by further discussions on the part of the linguist.

Language learning is overlearning. Through memorization of whole utterances, and substitution within and manipulation of these utterances, a student achieves the fluency and automaticity that are necessary for control of a language. Language learning involves acquiring a new set of habits, and habits must be automatic. Just as the experienced driver performs the mechanics of driving—turning on the engine, shifting gears, applying the brakes, etc.—unconsciously, and concentrates on where he is going, so the fluent speaker of a language is concerned with what he is saying rather than the mechanics of how he is saying it.

This textbook is concerned only with spoken Japanese. Reading and writing involve a different set of habits and are best begun after acquiring some basic control of the spoken language. It is suggested that students interested in studying written Japanese begin using an introductory reading text only after completing at least ten or fifteen lessons of this volume.¹

The student should note the following general suggestions and warnings:

ALWAYS USE NORMAL SPEED. Do not permit yourself to speak more slowly than your tutor, and do not ask him to speak more slowly than is natural for him. The ability to understand slow, deliberate speech never heard outside of a classroom is of little practical value. The aim of the student should be to learn Japanese as it is spoken by the Japanese—not an artificial classroom dialect.

DRILL HOURS WITH A NATIVE TUTOR SHOULD BE CONDUCTED ENTIRELY IN JAPANESE FROM THE FIRST DAY. A class which fluctuates between Japanese and English, where valuable repetition and drill aimed at developing fluency are constantly interrupted by English questions and comments, never achieves the desired results. It is recommended that a specific time be designated as discussion period and that interruption of drill at

¹ For students who have completed Parts I and II, the forthcoming publication A Manual of Japanese Writing, by Chaplin and Martin, is suggested.

other times be avoided. A tutor who has not had technical linguistic training should not attempt technical explanations about Japanese. These are provided by the explanatory notes in the book and/or the scientific linguist.

REVIEW CONSTANTLY. DO NOT GO AHEAD TOO RAPIDLY. Remember that each new lesson presupposes thorough mastery of what has gone before.

Do not assume that the patterns of Japanese will resemble those of English, or that distinctions made in English will be present in Japanese. EXPECT DIFFERENCES AND BE SURPRISED AT SIMILARITIES.

Remember that USAGE—NOT LOGIC—DETERMINES WHAT IS ACCEPTED IN A LANGUAGE. A native speaker is the final judge of whether or not an utterance is acceptable in his dialect. Differences of dialect, of course, cause frequent disagreement among native speakers. Not all dialect differences are geographical; many are social and educational.

PROCEDURES

1. Basic Dialogues

Each of the thirty-five lessons begins with a group of Basic Dialogues which form the core of the lesson. A student controls a lesson to the extent to which he has learned the dialogues by heart. Thorough memorization of the dialogues means thorough mastery of the text. Memorization is achieved by direct imitation of the native tutor in class, and by repeated use of tapes in the laboratory or at home.

Basic Dialogues are presented with their English equivalents. Numbered utterances in the dialogues are Basic Sentences. New words or phrases occurring in a Basic Sentence for the first time are listed separately, immediately before the sentence, as breakdowns. They are indented and not numbered.

Some lessons contain Additional Vocabulary, at the end of the Basic Dialogues. The words in these sections are always to be drilled within an appropriate pattern sentence, never in isolation.

Following the Basic Dialogues are Notes on the Basic Dialogues, containing assorted information on specific sentences. The numbering of the notes corresponds to that of the sentences.

2. Grammatical Notes

Discussions of new patterns introduced in the Basic Dialogues are found in the Grammatical Notes. These are to be read outside of class after the Basic Dialogues have been introduced, but before proceeding to the drills.

In the Grammatical Notes, the procedure has been to introduce only material which will be of immediate practical use to a beginning student. No attempt is made to present the full scientific analysis of Japanese on which the text is based; rather, explanations are provided which will be useful within the framework of the Japanese material being studied.

3. Drills

There are five basic kinds of drill in Beginning Japanese, each having a

special purpose. However, the aim of all drills is the over-all aim of the course: to develop fluency and automaticity. Drills are to be performed in class with a tutor, and in the laboratory or at home with tapes. **TEXTBOOKS SHOULD BE CLOSED DURING DRILL PRACTICE IN CLASS.**

a. Substitution Drills

The tutor gives a pattern sentence which the student repeats. Immediately the tutor gives a word or phrase (called a cue) which the student substitutes appropriately in the original sentence. The tutor follows immediately with a new cue.

Example (English substitution drill):

Tutor: Where did you put my book?
 Student: Where did you put my book?
 Tutor: pen
 Student: Where did you put my pen?
 Tutor: dictionary
 Student: Where did you put my dictionary?
 etc.

In more complicated substitution drills, there may be several substitution items (a compound cue) for each new sentence; or the successive cues may have to be substituted in different parts of the sentence; or the cue may require changes in the pattern sentence; or the cue may be given in its citation form (i.e. the basic form that regularly occurs in a dictionary) and have to be changed in order to occur within the pattern sentence.

Substitution drills whose cues occur in the same form in the pattern sentence are printed in two columns, with English equivalents on the left and drill sentences with cues underlined on the right. A drill that looks like this—

1. Please give me a cigarette.	Ta ^ɸ bako o kudasa ^ɸ i.
2. Please give me a match.	<u>Ma^ɸtti</u> o kudasai.
3. Please give me a book.	<u>Ho^ɸn</u> o kudasai.
etc.	

is to be drilled:

Tutor: Ta^ɸbako o kudasa^ɸi.
 Student: Ta^ɸbako o kudasa^ɸi.
 Tutor: ma^ɸtti
 Student: Ma^ɸtti o kudasai.
 Tutor: ho^ɸn
 Student: Ho^ɸn o kudasai.
 etc.

When cues occur in their citation forms and must be changed by the student, they are given between virgules (/ /) immediately after the English equivalents on the left. A drill that looks like this—

1. Please wait here.	Ko ^ɸ ko de ma ^ɸ tte kudasai.
2. Please study here.	Ko ^ɸ ko de be ^ɸ nyoo-site kudasa ^ɸ i.
/be ^ɸ nyoo-suru/	

3. Please read here. Ko^oko de yo^onde kudasai.
 /yo^omu/
 etc.

is to be drilled:

- Tutor: Ko^oko de ma^otte kudasai.
 Student: Ko^oko de ma^otte kudasai.
 Tutor: be^okyoo-suru
 Student: Ko^oko de be^okyoo-site kudasa^oi.
 Tutor: yo^omu
 Student: Ko^oko de yo^onde kudasai.

b. Grammar Drills

Here, on the basis of a model provided at the beginning of the drill, the student is required to perform parallel manipulation on a series of utterances by the tutor. For example, he may be required to change each of the tutor's utterances to the corresponding negative, or the past tense, etc.

Grammar Drills are printed in two columns, with the tutor's utterances on the left and the student's responses on the right.

c. Response Drill

On the basis of the model or directions occurring at the beginning of the drill, the student provides a parallel response to a series of questions or remarks by the tutor.

Like Grammar Drills, Response Drills are printed in two columns, with the tutor's utterances on the left and the student's responses on the right. In cases requiring a response clue from the tutor, this is given between virgules immediately following the tutor's utterance.

Example (English response drill):

<u>Tutor</u>	<u>Student</u>
What did you buy? /a book/	I bought a book.
What did you borrow? /a pencil/ etc.	I borrowed a pencil.

d. Level Drill

Here, the student is asked to change the tutor's utterances to a different level of speech—to a more formal level, to the informal level, etc.

Again, this kind of drill is printed in two columns, with the tutor's utterance on the left and the student's equivalent on the right.

e. Expansion Drills

The usual kind of expansion drill in this text is a repetition drill which involves the buildup from short to long sentences. The tutor begins with a

short sentence and gradually adds words and phrases to form a long, complex sentence. At each stage, the student repeats what the tutor has just said. These drills are printed in two columns, with the successively longer Japanese sentences on the right and English equivalents on the left.

In another kind of expansion drill, the student expands a pattern sentence with the cue provided by the tutor. A model is provided at the beginning of the drill. For such drills, the tutor's pattern sentence and cue (marked off with virgules) are in the left column, and the student's responses in the right column.

Drills are not meant to be grammatical puzzles for tricking the student; they are intended to develop fluency. The pace of all drills should be rapid. A student has mastered a drill only when he can provide the required oral responses promptly, fluently, and without reference to his textbook.

4. Supplementary Material

The supplementary material following the drills occurs in various forms: conversations of varying length (with English equivalents), narrative passages, and question drills.

When read aloud by the tutor, this material is a good test of comprehension—but it must be read at normal speed, and the students' books must be closed. It also provides a stimulus to conversation. The class can ask and answer questions pertaining to the material and make up similar material; and with conversations for which English equivalents are given, they may reconstruct the original conversations by referring only to the English.

5. Exercises

The final section of each lesson contains suggestions for additional practice appropriate to each lesson. These exercises should be performed orally. Only the student who is able to do them fluently and accurately is ready to proceed to the next lesson.

TAPES

The tape series which accompanies Beginning Japanese includes all Basic Dialogues, Drills, and Supplementary Material.

1. Basic Dialogues

Each dialogue is recorded four times:

(a) For listening

The dialogue (in its most contracted form) is spoken at normal speed just as you might overhear it.

LISTEN WITH YOUR BOOK CLOSED.

(b) For memorization

This phase includes breakdowns and Basic Sentences, followed by

pauses¹ for students' repetition. Breakdowns are said once and Basic Sentences twice. When a contracted alternant occurs, it is said once, following the second repetition of the uncontracted equivalent.

REPEAT EVERYTHING ALOUD AND FOLLOW IN YOUR BOOK.

(c) For fluency

Each complete Basic Sentence is said once, with pause for repetition. For sentences which have a contracted equivalent, only the uncontract-alternant is included in this phase.

REPEAT ALOUD WITH YOUR BOOK CLOSED.

(d) For comprehension

This is a repetition of (a) above (the Dialogue for listening), but this time the student is expected to understand everything he hears.

LISTEN WITH YOUR BOOK CLOSED.

2. Drills

Students are expected to participate in the drills when working with tapes exactly as they do in the classroom, except that they may follow in their books as necessary.

For drills which require repetition—that is, most expansion drills—there are pauses on the tapes following each utterance to be repeated. For drills which require answering by the student—substitution, grammar, response, level, and some expansion drills—there is a pause on the tape permitting him to give his answer orally. This pause is followed by the correct response, which serves to reinforce—or correct—the student's response.

REPEAT OR ANSWER. FOLLOW IN YOUR BOOK AS NECESSARY.

3. Supplementary Material

During question drills, turn off the tape recorder after each question and take whatever time is necessary to answer. All other supplementary material is presented for comprehension practice.

LISTEN WITH YOUR BOOK CLOSED.

¹ All pauses on the tapes are timed to require the student to speak at a normal rate of speed. The student who cannot repeat within the allotted time is talking too slowly and needs more practice.