DOCUMENT RESUME

ED 379 934   FL 022 792

AUTHOR   Darnall, Cliff
TITLE   Oral Activities for the High School Japanese Language
                Classroom.
PUB DATE   Nov 94
NOTE   13p.; Paper presented at the Annual Meeting of the
                American Council on the Teaching of Foreign Languages
                (28th, Atlanta, GA, November 1994).
AVAILABLE FROM Center for the Improvement of the Teaching of
                Japanese, 1212 W. Springfield, Urbana, IL 61801.
PUB TYPE   Guides - Classroom Use - Teaching Guides (For
                Teacher) (052) -- Speeches/Conference Papers (150)

EDRS PRICE   MF01/PC01 Plus Postage.
DESCRIPTORS   Adjectives; Class Activities; Classroom Techniques;
                *Games; High Schools; Instructional Materials;
                *Interpersonal Communication; Interviews; *Japanese;
                *Oral Language; Second Language Instruction; *Second
                Languages; Skill Development; Worksheets

ABSTRACT
        A group of classroom activities to develop oral
Japanese skills at the high school level are described, with
illustrations and, in some cases, student worksheets. The activities
include: (1) a game for determining the appropriate referent for an
adjective; (2) a paired-student activity in which students match
individuals with characteristics; (3) a board game, with cue cards
and answer cards provided; (4) a game in which students find a
classmate who has a specific characteristic; (5) a personal oral
interview exercise; and (6) a game for discovering shared interests.
A list of additional resources for oral activities appropriate to the
high school classroom is appended. (MSE)

Oral Activities for the High School Japanese Language Classroom

by **Cliff Darnall**, Japanese Teacher
Elk Grove High School (Northwest Suburban H. S. District #214)
500 W. Elk Grove Blvd., Elk Grove Vil., IL 60007

ACTFL '94 (Atlanta, Georgia, Nov. 18, 1994)

Introduction To the Packet

Anyone who has taught high school realizes the importance of including a variety of activities in the classroom. Many high school students are not willingly to do long sequences of teacher-led drill sessions. They enjoy having frequent chances for student-to-student interaction, which gives them a chance to use the language without having to fear making mistakes in front of the entire class. Moreover, if we as teachers are indeed striving to improve our students' ability to use the language for communication, we must provide opportunities for information to be exchanged in the classroom.

The activities in this packet are my adaptations and variations on ideas I have picked up at workshops, in coursework, and in the literature. These oral activities are student-centered, involving pairs, small groups, or the milling of students around an entire class. The activities are highly structured, as is necessary at the early levels of learning; but most also involve simple communicative interchange.[1]

It is important, I feel, to provide lots of time for speaking practice in class. Students can do much of their writing practice outside of class, but in general students' speaking opportunities are mostly limited to the classroom. Students must realize that their teacher places great importance on the oral language. Although it may be impossible to have frequent speaking tests in large classes, many quizzes and tests should still involve listening. Moreover, oral participation in class should compose a major part of each student's grade, and students should be made aware of this fact.

Finally, I would note that activities such as the ones presented here should be integrated into the overall lessons, not just introduced haphazardly. In many cases, careful preparation for the activity will be needed to make sure that the students will have the language ability to carry out the tasks well in their small groups. Once the activities have been set up, the teacher is free to stand back, circulate, and help out--or in the case of the milling activities at the back of the packet, take part as one of the participants.

[1]The exception is the board game, which provides a fun, student-centered way for students to get additional meaningful practice on difficult structures. Student teams must correctly complete a mini-dialog exchange in order to advance. Because whenever a team pulls a cue card the other team pulls an answer card to check what the other team says, grammatical accuracy can be carefully monitored in small group work even when the teacher is on the other side of the room. By making new question and check cards and an appropriate instruction card (on the middle of the gameboard), the teacher can easily use the same gameboard as a change of pace activity several times during the year. Communicative tasks can also placed on the cue cards, though this may sometimes affect how well the other team can check accuracy.

(Note that if the locations marked 〜つ戻る result in any net advancement for the students, they must successfully carry out the mini-exchange or return to the location they rolled from. Teachers may prefer to have the locations marked 一回休む interpreted to mean that students return to their location before rolling and forfeit only that current attempt.)

BATTLESHIP: い- and な-Type Adjectives

Cliff Darnall, Elk Grove H.S. (IL) copyright 1994   Illustrated by Ayano Tamura   **ACTFL '94**

(Source of Battleship idea: Teachers' Manual to <u>Japanese Now, Vol. 1</u>, by E. Sato et. al.U. of Hawaii Press)

DIRECTIONS: First choose eight squares below for which you will say that the left-hand adjective applies to the noun, and mark those eight squares on your paper. Do not let your opponent see which ones you marked. Do ジャンケンポン to decide who goes first. If you ask your partner a question and he/she answers affirmatively ("yes"), you get a point and get to ask again. If he answers in the negative, you lose your turn. (If the partner does not complete the negative answer, your turn continues.)

Roleplay adult acquaintances for the first part of the game. The teacher will have you switch to informal style later. Be sure to include the necessary particles when you speak. Use the patterns below:

Sample with い-type Adjective: その車　高い　（安い）。

->Question:	その車は高いですか。	その車（は）、高い？
-> If yes:	ええ、高いです（よ）。	うん、高い（よ）。
-> If no:	いいえ、高くないです（よ）。安いです。	ううん、高くない（よ）。安い。

Sample with な-type Adjective: 真理さんの部屋　静か　（うるさい）
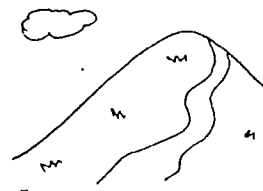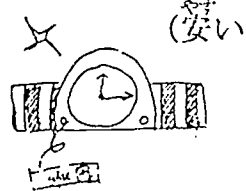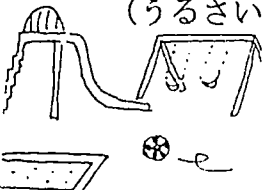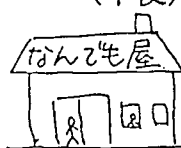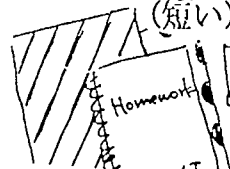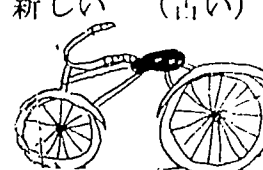
->Qu.:	真理さんの部屋は静かですか。	真理さんの部屋（は）、静か？
->If Y:	ええ、静かです（よ）。	うん、静か（だ）（よ）。
->If N:	いいえ、静かじゃないです(よ)。うるさいです。	ううん、静かじゃない(よ)。うるさい。

あの丘　高い　（低い）

あの映画　面白い　（つまらない）

鈴木さんの学校　大きい（小さい）

その時計　高い　（安い）

そのかばん　軽い　（重い）

そのココア　熱い　（ぬるい）

プールの水　温かい　（冷たい）

あの湖　きれい　（汚い）

あの公園　静か　（うるさい）

あの店　便利　（不便）

その宿題　長い　（短い）

そのゲーム　難しい　（やさしい）

田中さんの自転車　新しい　（古い）

先生の冗談　いい　（悪い、くだらない）

そのケーキ　おいしい　（まずい）

フランス料理のレストラン　近い　（遠い）

3

"Who's The Person Who's...An Information Gap Activity

名前 :＿＿＿＿＿＿＿＿＿＿

Presented at ACTFL '94
Cliff Darnall, Elk Grove High School (IL); copyright 1994
Illustrations by Tasuku Iizuka, Takako Takayanagi, Ayano Tamura and Shinobu Itoh

You know who half of the people in the pictures are. Your partner knows who the other is. Use Japanese to find out who the people you don't know are. Roleplay adult acquaintances for the first 4 people on each side, high school students for the others.

Formal-level interaction:
だれ
S1:すみません、～ている人は誰ですか。 S2: ＿さんです （よ）。

Informal-level interaction:
だれ
S1: あのう/ね、～ている人は誰？ S2: ＿さん （だ） （よ）。

もり
森さん

おがわ
小川さん

やまぐち
山口さん

こばやし
小林さん

たかむら
中村さん

かとう
加藤さん

おおの
大野さん

わたなべ
渡辺さん

5

"Who's The Person Who's...An Information Gap Activity   Card **A**

名前 :＿＿＿＿＿＿＿＿＿＿

Presented at ACTFL '94
Cliff Darnall, Elk Grove High School (IL); copyright 1994
Illustrations by Tasuku Iizuka, Takako Takayanagi, Ayano Tamura and Shinobu Itoh

You know who half of the people in the pictures are. Your partner knows who the other is. Use Japanese to find out who the people you don't know are. Roleplay adult acquaintances for the first 4 people on each side, high school students for the others.

Formal-level interaction:
だれ
S1:すみません、～ている人は誰ですか。 S2: ＿さんです （よ）。

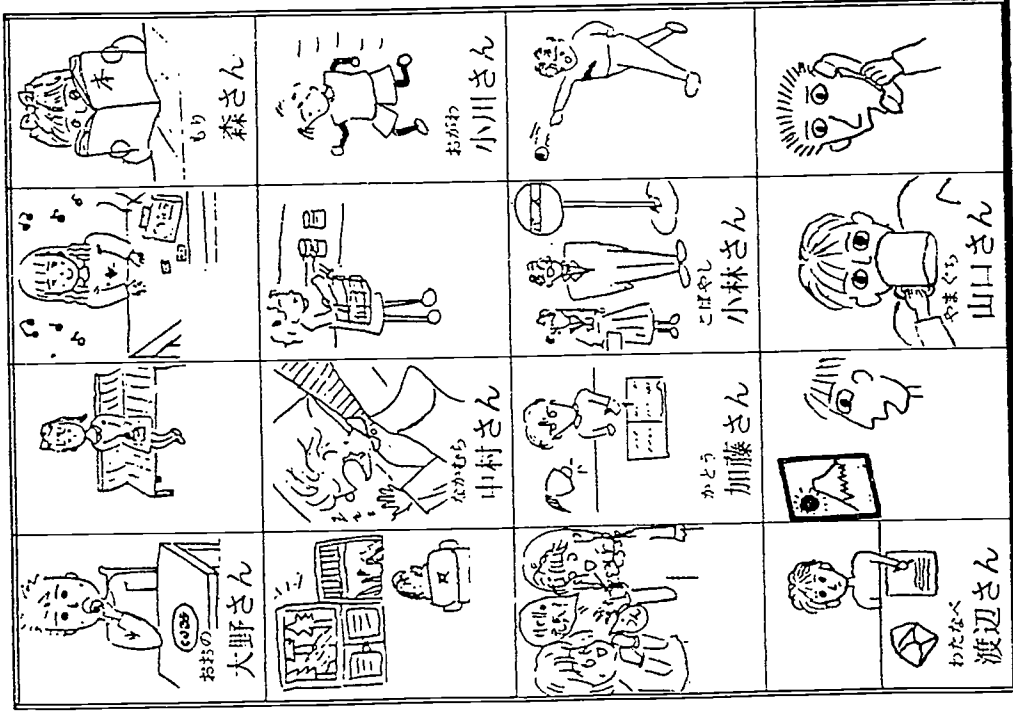Informal-level interaction:
だれ
S1: あのう/ね、～ている人は誰？ S2: ＿さん （だ）。 （よ）。

すずき
鈴木さん

さとう
佐藤さん

にしやま
西山さん

いいづか
飯塚さん

やまだ
山田さん

やまかわ
山川さん

たかはし
高橋さん

あおき
青木さん

4

3

GAME BOARD ACTIVITY CUE CARDS Cliff Darnall, Elk Grove H.S. (IL) copyright 1994

Copy these off on cardstock and place the number of each card on the back.   (Illustrations by Tasuku Iizuka.)

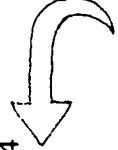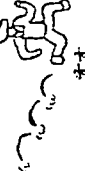|		
Speakers: Two high school friends Cliff Darnall ACTFL'94 Illus.by Tasuku Iizuka 1	Speakers: Two family members Cliff Darnall ACTFL'94 Illus.by Tasuku Iizuka 2	Speakers: S1: A h.s. student S2: An adult Cliff Darnall ACTFL'94 Illus.by Tasuku Iizuka 3
Speakers: S1: A h.s. student S2: An adult Cliff Darnall ACTFL'94 Illus.by Tasuku Iizuka 4	Speakers: Two high school friends Cliff Darnall ACTFL'94 Illus.by Tasuku Iizuka 5	Speakers: Two family members Cliff Darnall ACTFL'94 Illus.by Tasuku Iizuka 6
Speakers: S1: A h.s. student S2: An adult Cliff Darnall ACTFL'94 Illus.by Tasuku Iizuka 7	Speakers: S1: A h.s. student S2: An adult Cliff Darnall ACTFL'94 Illus.by Tasuku Iizuka 8	Speakers: Two high school friends Cliff Darnall ACTFL'94 Illus.by Tasuku Iizuka 9
Speakers: Two family members Cliff Darnall ACTFL'94 Illus.by Tasuku Iizuka 10	Speakers: S1: A h.s. student S2: An adult Cliff Darnall ACTFL'94 Illus.by Tasuku Iizuka 11	Speakers: S1: A h.s. student S2: An adult Cliff Darnall ACTFL'94 Illus.by Tasuku Iizuka 12

4

6
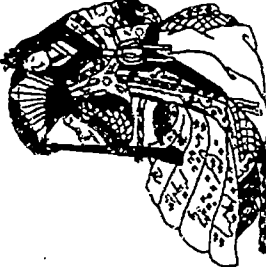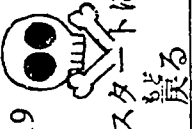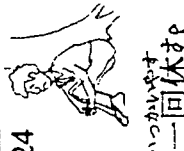
ゲームボード・アクティビティー

by Cliff Darnall, Elk Grove High School (IL), copyright 1994. Presented at ACTFL '94
Illustrations by Tasuku Iizuka and Takeshi Fukui and Enzan-hoshigumi Co. (Japanese Clip Art 2). Thanks also to Shiro Watanabe.

HERE'S WHAT TO SAY:
(The speakers and situations are indicated on the cards.)

SPEAKER #1 comments how it was before, asking for agreement at end.

SPEAKER #2 agrees, but says it has now become the opposite and asks for agreement.

Board cells:

- 1 — スタート →
- 4 — ちょっと 2つ戻る
- 5 — ちょっと 2つ戻る
- 6 — 3つ進む
- 9 — スタートに ちょっと戻る
- 12 — 3つ進む
- 14 — いっかいやすみ 一回休む
- 17 — もう一回
- 19 — スタートに ちょっと戻る
- 20 — 2つ進む
- 21 — 2つ進む
- 24 — いっかいやすみ 一回休む
- 27 — 3つ進む
- 29 — スタートに ちょっと戻る
- 34 — かいやすみ 2回休む
- 35 — ゴール！ おめでとう！

ANSWER CARDS FOR GAME BOARD ACTIVITY

By Cliff Darnall, Elk Grove High School (IL), c. 1994 (W/ thanks to Shiro Watanabe and Tasuku Iizuka.) ACTFL '94

Copy these cards off on cardstock and place the number of the card on the reverse side. When the team whose turn it is picks up a cue card to produce the mini-dialogue, the opposing team picks up the answer card with the same number and checks for accuracy. This way, the teacher does not need to "be with every group at once."

1. S1: 前は、きれいだった ね。 S2: うん、でも今は、 汚くなったね。	**2.** S1: 前は、高かったね。 S2: うん、でも今は、 安くなったね。	**3.** S1: 前は、新しかったで すね。 S2: {えぇ / うん}、でも今は、 古く{なりました / なった}ね。
4. S1: 前は、静かでした ね。 S2: {えぇ / うん}、でも今は、 うるさく{なりました / なった}ね。	**5.** S1: 前は、狭かったね。 S2: うん、でも今は、 広くなったね。	**6.** S1: 前は、不便だった ね。 S2: うん、でも今は、 便利になったね。
7. S1: 前は、大きかったで すね。 S2: {えぇ / うん}、でも今は、 小さく{なりました / なった}ね。	**8.** S1: 前は、低かったです ね。 S2: {えぇ / うん}、でも今は、 高く{なりました / なった}ね。	**9.** S1: 前は、やさしかった ね。 S2: うん、でも今は、 難しくなったね。
10. S1: 前は、速かったね。 S2: うん、でも今は、 遅くなったね。	**11.** S1: 前は、遠かったです ね。 S2: {えぇ / うん}、でも今は、 近く{なりました / なった}ね。	**12.** S1: 前は、長かったです ね。 S2: {えぇ / うん}、でも今は、 短く{なりました / なった}ね。

6

FIND SOMEONE FOR WHOM ... IS TRUE

Cliff Darnall, Elk Grove High School (IL), ACTFL '94
With thanks to Takeshi Fukui and Shiro Watanabe.

名前 : _____

Use Japanese to find someone for whom each of the following is true.

EXAMPLE: _____さんはこの学校に兄弟がいる。 *

-> Question: _____さん、この学校に兄弟がいる？ *

・   Yes Answer: --うん、いる。 *   (-> Have the person write name in Japanese in blank.)

・   No Answer: --ううん、いない。 *   (->Try a different question.)

* Of course, change to formal (distal) style when speaking to an adult in the classroom.

1. _____さんは大学に行っているお兄さんがいる。   (名前：   歳：   )

2. _____さんは大学に行っているお姉さんがいる。   (名前：   歳：   )

3. _____さんは二つのスポーツ部に入っている。   (どんなスポーツ？   )

4. _____さんは三つのスポーツ部に入っている。   (どんなスポーツ？   )

5. _____さんは日本に行ったことがある。   (いつ？   )

6. _____さんは日本に行きたい。   (いつ？   )

7. _____さんは大学で日本語を勉強するつもり（だ）。（どの大学？   )

8. _____さんは他の外国語を勉強している。   (何語？   )

9. _____さんは ホワイトソックスよりカブスのほうが好き（だ）。

10. _____さんは フットボールよりバスケットのほうが好き（だ）。

11. _____さんは自分の部屋に電話がある。   (自分で払う？   )

12. _____さんは自分の部屋にテレビがある。   (自分で買った？   )

13. _____さんはアルバイトをしている。   (どこで？   )

14. _____さんは車をもっている。   (自分で買った？   )

15. _____さんは東海岸の大学に行きたい。   (どの大学：   )

16. _____さんはイリノイ出身じゃない。   (出身はどこ？   )

Note to Teacher: The cues can be placed on a bingo grid instead, resulting in an activity called "People Bingo." (Both "Find Someone Who..." and "People Bingo" have been used by foreign language and ESL teachers for years.) Questions can be made to focus on a particular structure or structures or can review several structures (as above). I believe it is important to try to get students to ask follow-up questions and thus have added the additional blanks to the right of most questions.)

7

10

Personal Info. Oral Interview Activity

Cliff Darnall, Elk Grove High School (IL), copyright 1994   名前:_____   Presented at ACTFL '94

You will receive a card showing who you are to pretend to be. All of you will be high school students, but you will use the formal style because it is the first time you have met each other, especially since you're from different schools. Interview students in your group to complete this chart. For each person, find the name of the chart with his or her last name, then fill in the person's first name, the person's age, where his or her home is (use a letter from the map), and the name (number) of his/her school.

Name: _____ Tanaka
Age: ___ Home:____ Schl:____

Name: _____ Suzuki
Age: ___ Home:____ Schl:____

Name: _____ Morizaki
Age: ___ Home:____ Schl:____
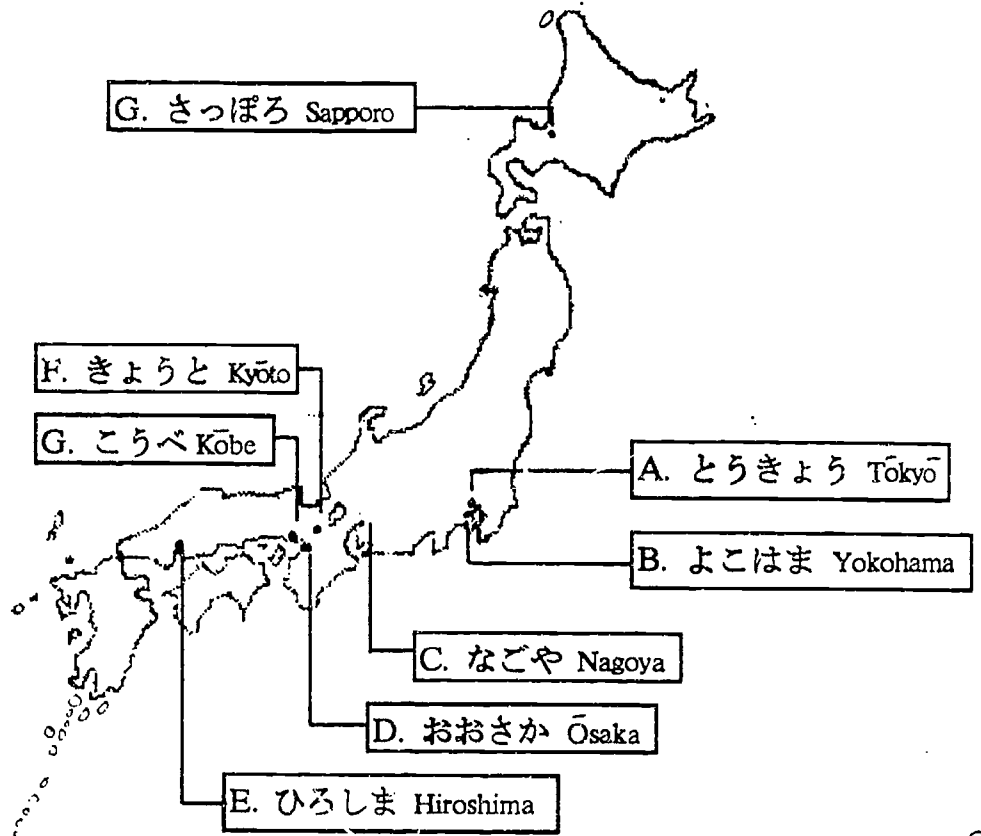
Name: _____ Yamakawa
Age: ___ Home:____ Schl:____

Name: _____ Kobayashi
Age: ___ Home:____ Schl:____

Name: _____ Matsuo
Age: ___ Home:____ Schl:____

Name: _____ Itō
Age: ___ Home:____ Schl:____

Name: _____ Watanabe
Age: ___ Home:____ Schl:____

Name: _____ Iizuka
Age: ___ Home:____ Schl:____

G. さっぽろ Sapporo

F. きょうと Kyōto

G. こうべ Kōbe

A. とうきょう Tōkyō

B. よこはま Yokohama

C. なごや Nagoya

D. おおさか Ōsaka

E. ひろしま Hiroshima

- ✂ cut!

YOUR ROLE:	YOUR ROLE:	YOUR ROLE:
Family name: Tanaka Given name: Haruki (M) or 　　　　　　Haruko (F) Age: 15 years old Home: Ōsaka School #8 High School	Family name: Yamakawa Given name: Masashi (M) 　　　　　　or Masako (F) Age: 16 years old Home: Kōbe School #3 High School	Family name: Itō Given name: Kiyoshi (M) 　　　　　　or Shinobu (F) Age: 17 years old Home: Hiroshima School #2 High School
YOUR ROLE: Family name: Suzuki Given name: Yukio (M) or 　　　　　　Yukiko (F) Age: 15 years old Home: Yokohama School #4 High School	YOUR ROLE: Family name: Kobayashi Given name: Hideki (M) or 　　　　　　Miho (F) Age: 15 years old Home: Nagoya School #7 High School	YOUR ROLE: Family name: Watanabe Given name: Haruki (M) or 　　　　　　Ayano (F) Age: 18 years old Home: Tōkyō School #1 High School
YOUR ROLE: Family name: Morizaki Given name: Makoto (M) or 　　　　　　Megumi (F) Age: 17 years old Home: Sapporo School #10 High School	YOUR ROLE: Family name: Matsuo Given name: Masahiro (M) 　　　　　　or Kayoko (F) Age: 15 years old Home: Kyōto School #9 High School	YOUR ROLE: Family name: Iizuka Given name: Yasuhiro (M) 　　　　　　or Yasuko (F) Age: 17 years old Home: Tōkyō School #1 High School

8   11

FIND YOUR PERFECT MATCH

by **Cliff Darnall**, Elk Grove High School (IL), copyright 1991,1994   ACTFL '94
(Drawings by Shinobu Itoh, Takako Takayanagi, Ayano Tamura and Tasuku Iizuka. This game an adaptation of an activity presented by Hiroyo Demers at a University of Illinois/Center for the Improvement of the Teaching of Japanese Workshop.)

For each indicated time period, circle the activity of your choice from the options given. Do not show anyone your card. Your goal is to use Japanese to find others who match or nearly match your choices. Assume your are talking to a high school student you have just met, so you might still be using the formal style.

The conversation should proceed as follows :

A: B ーさん、TIME WORD、なにを　しますか.?

B: 〜ます。A ーさんは ?

Use this one if you had chosen the same activity.

A: { わたし / ぼく } { も / は }、〜ます。

Use this one if you had chosen the other activity

Then reverse roles to carry on the conversation concerning the next time period. You might use じゃ or それじゃ to start later parts of the conversation. Talk about all four periods with the same partner. Then each of you should give yourselves the following number of points, depending on how many times you matched, and find a new partner.

SCORING TABLE:
    6 points for a perfect match of answers
    4 points if you matched on three activities
    2 points if you matched on two activities
    1 point if you matched on one activity
    3 points if you matched on no activities

NAME OF PARTNER	POINTS
TOTAL POINTS:	

（これから）

（こんばん）

（あした）

（あさって）
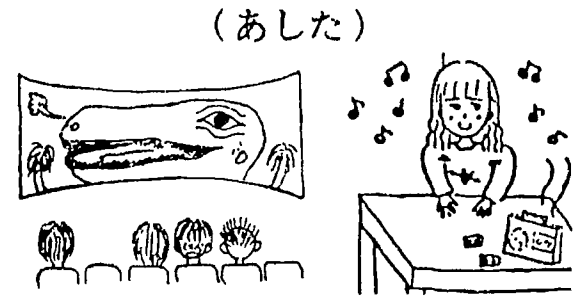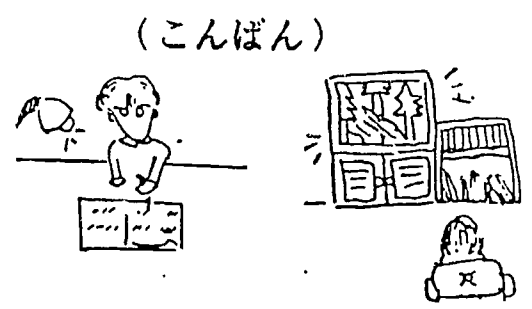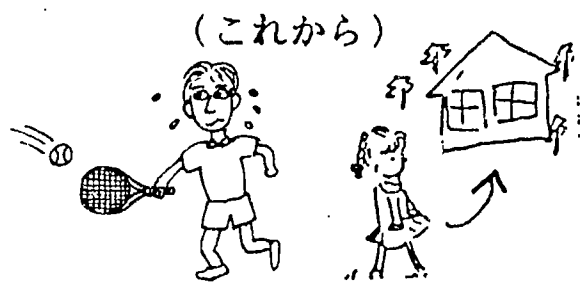
(Note: Transitional writing style is being used.)

SOME RESOURCES FOR ORAL-ACTIVITIES IN THE HIGH SCHOOL CLASSROOM

Two Key Background References:

Omaggio, Alice C. 1986. *Teaching Language in Context: Proficiency-Oriented Instruction.* Boston: Heinle & Heinle Publishers.

Unger, J. Marshall, Fred Lorish, Mari Noda, and Yasuko Woda. 1993. *A Framework for Introductory Japanese Language Curricula in American High Schools and Colleges* . Washington, C.: National Foreign Language Center

Oral-Based Supplementary Student Texts I Use at Elk Grove High School:

Motohashi, Fujiko and Satoko Hayashi. 1989. *24 Tasks for Basic Modern Japanese, Vol. 1.* Tokyo: The Japan Times.

Motohashi, Fujiko. 1990. *24 Tasks for Basic Modern Japanese, Vol. 1.* Tokyo: The Japan Times.

村野良子・谷道まや, 1988, 『絵とタスクで学ぶ日本語』 凡人社

Some Other Sources Of Oral Activities:

Colburn, Jean H. 1989. *Let's Talk Cards.* Reading, MA: Addison Wesley Publishing Company.

McGinnis, Scott, Mineharu Nakayama, and Tao-chung Yao. 1992. *Let's Play Games in Japanese.* Lincolnwood, IL: National Textbook Company.

CAGの会編, 1993, 『 日本語コミュニケーションゲーム 8 0 (80 Communication Games for Japanese Language Teachers)』 The Japan Times。 [☞ Contains useful bibliography on p. 223.]

栗山昌子・市丸恭子, 1993,『初級日本語ドリルとしてのゲーム教材 5 0 (50 Games for Drills in Learning Japanese)』アルク。 [☞ Contains useful bibliography on p. 101.]

水谷信子, 1993, 『日本語スキット集 (Teaching Japanese: Elementary Practice Skits)』 The Japan Times。

Also check:

- Various back and current issues of the *Newsletter of the Japanese Language Teachers Network* (c/o Center for the Improvement of the Teaching of Japanese Language and Culture in the High School, University High School, 1212 W. Springfield, Urbana, IL 61801)

- Teachers editions and student texts and workbooks of your text and other texts

- Teachers editions, student texts, and supplementary activities resources for ESL and other languages, including Yorkey, Richard. 1985. *Talk-A-Tivities.* Reading, MA: Addison-Wesley

- Publishers' displays here at ACTFL '94

10