

OLD MEETS NEW: L2 STUDENT PERFORMANCE USING TRADITIONAL AND MODERN METHODS

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Abstract

The paper by examining the performance of novice students who study Japanese as one of their second languages through traditional and modern approaches, namely the Yakudoku method and the Montessori approach. The study will seek to find out whether the two approaches can be combined to enhance student performance on sentence formation. It was a quantitative pretest posttest design and the participants were adult learners of the Japanese language as beginners. The findings indicate a mean growth of 28 percent among student scores, which implies that the mixture of conventional and newer techniques may be able to lead to greater student scores. More studies on a greater number of students must still be conducted, though, before a more valid comparison is made with other teaching techniques.

CHAPTER 1 - TOPIC AND PROBLEM

Topic

The topic of interest in the study is the effectiveness of blending both the traditional and modern methods of teaching languages to improve the performance of students in L2 (second language). In particular, it will look at how the concept of Yakudoku (traditional Japanese language learning model) can be combined with Montessori methods of teaching Japanese to novice adult learners.

This mix would help to tackle the problems with sentence-building skills which are usually poor because of the strict following of either the old-fashioned or the newer techniques alone. The study examines how the combination of this method affects both the achievement and the motivation of L2 students.

Problem Statement

Learners of language also find it difficult to form a sentence especially when a learner is learning a language whose grammatical structure is very divergent compared to the one the learner is familiar with. The distance between the traditional and modern mode of teaching as pointed out by the previous studies (Gorsuch, 2001) has a tendency to demoralize and produce a low learning outcome in Japan.

The existing L2 teaching models in Japanese, government-operated schools are mainly based on the more traditional models such as Yakudoku, though in the private language schools, the communicative models are more popular.

The two approaches alone, though, have not been very successful in developing sentence-building ability in beginners. This study focuses on the possibility of integrating the use of both traditional and modern instructional approaches in enhancing student achievement in sentence structure.

Problem Background and Causes

The difficulty of acquiring better sentence-building skills among L2 students may be traced to the radical differences in the language constructions between the English and Japanese. Although, Japanese is an agglutinative language, the subject-object-verb (SOV) arrangement, the English language has a subject-verb-object (SVO) structure. The traditional Yakudoku style that focuses on rote memorization and translation frequently results in delayed improvements in reading and writing. By contrast, some more recent and modern approaches, such as Montessori, emphasizing self-directed learning and practical tasks, have been seen to be efficient at vocabulary learning and fluency but not so effective with learning grammar. The difference between the two approaches has also resulted in a deficiency of unifying approaches to sentence-building education in the environment of teaching the Japanese language. This paper aims to discuss the possibility of a solution to this problem by combining both approaches and taking advantage of each of them.

Research Questions

1. What is the performance of the students in sentence-building when the traditional and modern methods of teaching Japanese are employed in teaching the beginner students?
2. How does the combination of Montessori and Yakudoku approach affect the performance of learners in grammar and structure of sentence?
3. What is the effect of the integration of traditional and modern practices on student motivation in L2 environment and student achievement?

Conclusion of the topic and the problem.

The purpose of the chapter, as it appears, is to provide the justification of the importance of studying the effectiveness of traditional and modern teaching methods when working with L2 learners. The research is expected to fill the existing gaps in the literature and the current gaps in the teaching practice to offer a more efficient teaching model, which can be applied both to the assortment of private language schools and to the educational work in the school environment. This paper shall be an examination on whether a combined approach can offer a unified solution to the enhancement of language acquisition and student performance, especially on the sentence building aspect.

CHAPTER 2 - REVIEW OF THE LITERATURE

Overview of the Literature

The purpose of the literature review is to find out major themes in L2 acquisition, which will be teaching methodologies, student motivation, and vocabulary learning. The review touches upon the conventional and contemporary approaches to L2 education with a specific focus on the method of “Yakudoku” and Montessori methods. It also looks into the larger issue of the way the integration of these strategies may lead to improved performance of students with sentence-building tasks, which represent a major area of

concern among novice L2 learners. The literature under review offers the basis of comprehending the efficiency of integrating these approaches and the probable positive effects they have on the Japanese learners.

Problem: Opinions of Programs and Teaching Methods

Past researchers have pointed out that there has been a schism between the efficacy of conventional and modern approaches to teaching in L2 classrooms. Gorsuch (2001) looked into the perceptions of the Japanese English teachers and concluded that both conventional and newer approaches were moderately effective but could not be used to significantly improve student outcomes in a uniform way. Specifically, Japanese students have complained about the lack of satisfaction with conventional practices like Yakudoku because of its strict and monotonous structure, which, in most cases, can cause demotivation (Ferris, 2018). Modern approaches, on the other hand, such as Montessori, with their focus on self-directed learning and manual involvement, have become popular in the circles of privately owned language schools as they can raise the interest and enthusiasm of the students. Nevertheless, as Gorsuch (2001) notes, such methods may leave students with loopholes in their linguistic base because of the absence of a systematic aspect of grammar.

The weaknesses of either of the methods can be addressed with a more holistic approach combining traditional and modern methods. According to research provided by Hino (1988), Yakudoku may be efficient among beginners regarding sentence structure reinforcement and vocabulary retention, although it requires to be supplemented by more active and interacting activities to guarantee a strong interest and involvement of students. Hence, integrating both conventional and innovative approaches could offer some form of balancing factor that may resolve two problems of motivation and performance among L2 learners.

L2 Student Motivation and Achievement

Motivation of students is the key to the success of L2 learning, and research has always revealed that the learning conditions and teaching approaches have a great influence on engagement of the students (Sin, 2012). The factors that affect motivation in L2 learners are many in nature and these include; the perceived level of difficulty of what is being taught, the type of teaching strategy that is used and the degree of personal relevance that the learning material has to the learner. Duque and Cuesta (2017) provided research on self-assessment of language abilities among L2 students and determined that those who reflected upon the current progress were more motivated and their oral fluency level was significantly increased.

On the contrary, students in conventional language programs, especially those based on the so-called Yakudoku approach, tend to complain about being frustrated and demotivated by the monotonous nature of the approach, as well as its slow pacing. It is obvious that the current learning environment is too complicated and uninspiring, and the approaches, such as Montessori-based ones, which allow learners to make their own decisions and apply the new knowledge in practice, can become more motivating

because they make the learners feel their own achievement and progress (Abe et al., 2014). A combination of the motivational elements of new approaches and structural advantages of the old ones might be a more balanced solution. According to research studies by Kim (2011), task-oriented and student-centered methods are likely to enhance engagement and retention, especially where the content is challenging and achievable. Therefore, a combination of these strategies not only would help increase motivation but also would allow for achieving higher student performance in L2 tasks.

Vocabulary Learning: Quantity vs. Quality

The acquisition of vocabulary is an essential part of L2 learning, and the argument over the number or quality of vocabulary acquisition is the focus of the research in the language teaching field. Yum (2014) served as a study of the issue of vocabulary knowledge depth and its impact on language learning and concluded that the ability to learn words in their context and not memorizing a list of disconnected vocabulary traits allows students to gain a better opportunity to comprehend and use the language naturally. This implies that the traditional methods, where in most cases there is rote learning, might not be effective as far as *long-term* retention is concerned as opposed to the modern methods that would incorporate the vocabulary learning to real life situations.

In the same manner, Li and Zhang (2019) also examined the contribution of auditory and visual vocabulary learning to listening comprehension and determined that the comprehension and fluency were enhanced through the more profound vocabulary knowledge, as opposed to the volume of vocabulary. The practical learning experiences and multisensory input that Montessori focuses on can contribute to this vocabulary learning, but the Yakudoku in this regard might supply the background knowledge needed to construct sentence structures but might not offer enough experience in vocabulary development.

Adding these two should be an option as it might offer the best of both worlds, the rich vocabulary taught utilizing Montessori and the systematic teaching of the most basic vocabulary using "Yakudoku." This combination would enable the students to have breadth and depth in the learning of the target language, which is necessary in realizing fluency in the second language.

A Possible Solution: A Blending of Old and New Methods

A number of studies have indicated that a combination of both traditional and modern strategies may be especially helpful when it comes to L2 learners and especially those who learn languages with complicated grammar structure such as the Japanese language. According to Hino (1988), students using the Yakudoku method coupled with the contemporary communicative techniques were able to understand the sentence structure better and at the same time, the interactive activities kept the students engaged. On the same note, Kaushanskaya et al. (2013) claim that dual-modality learning which combines visual and audio information can be used to boost vocabulary memorization which is also practiced by Montessori methods through hands-on learning. The Montessori method that promotes active learning and engaging students in the learning

process would be a useful addition to the more traditional approaches to learning that creates motivation problems. Combining both approaches, the teacher may establish a more dynamic and efficient learning process that would make the learners interested and support the main grammatical frameworks.

Deficits of each of the methods are also overcome by this mixed method. Although Yakudoku is a good grammar, sentence structure teaching method, it may lack the required motivation and vocabulary richness that new methods do. The two may offer a more holistic solution when put together, which will enable not only to learn grammar but also to use it in contextualized situations that have meaning.

Summary

The literature justifies the concept that integration of traditional and modern instructional approaches may facilitate the learning of L2, especially when it comes to languages such as Japanese. Yakudoku offers a high level of grammar and vocabulary retention whereas Montessori methods offer motivation and, most importantly, interest. The combined strategy promises the opportunity to overcome the issues of every single strategy, offering students a well-developed learning experience that would improve sentence-building and general fluency.

CHAPTER 3 - RESEARCH METHODOLOGY

Research Design

The research design adopted in this paper is a quantitative research design based on pretest-posttest in evaluating the effectiveness of integrating traditional and modern teaching techniques in improving the performance of beginner students in sentence-building. The research design concurs with the principles of action research in which information is gathered immediately among the members who are involved in the study. The study aims at determining the effects of a mixture of the Yakudoku approach (a classical approach to teaching the Japanese language) and Montessori approach (a modern and student-oriented teaching method) on mastering the basic Japanese language skills. This will involve a pretest where the participants will be tested on their initial language proficiency, and then a sequence of lessons will be administered in which both teaching methods will be used. The improvements in language skills, *i.e.*, sentence-building, will be measured with the help of the posttest after the intervention. Data that shall be gathered will be processed to find out whether the integrated strategy has a major impact on the learning of the target language.

Research Questions

The central research question that will direct this study is the following:

- What happens to performance of students in sentence-building when beginning students are taught Japanese using a mixture of traditional and newer methods of teaching?

The questions to be addressed by secondary research are:

1. How does the implementation of both Yakudoku and Montessori approaches affect the performance of students in grammar and sentence construction?
2. What are the effects of mix of traditional and modern techniques on student motivation and on the general achievement of students in L2 setting?

These research questions will be used to investigate the effectiveness of the integrated pedagogies and their role in student motivation and performance.

Participants

The sample of this research is four Japanese language beginners, all of them being native English speakers. The sample was chosen among the group of volunteers with no previous exposure to the Japanese language either in the course of taking classes or in studying it independently. The sample will comprise two mid-thirties and two mid-seventies males and three females. The wide age range will provide an opportunity to have a wider view of the response of various age groups to the mixed instruction methodology. The size of the sample is not large because of the limitations of the study setting, yet it gives a narrow focus of the individual intervention impacts. Regarding the study environment, the study is organized in an external environment of a regular classroom because of the current situation in the world (SARS-CoV2 pandemic), and the sessions are arranged through an online platform. They will receive a pretest to determine their initial level of proficiency, and four lessons comprising of Yakudoku and Montessori techniques will be administered to each participant. The participants will be subjected to a posttest after the intervention and their progress will be evaluated.

Data Collection Instruments and Methods

The methods of primary data collection to be used in this study are as follows:

1. The pretest and posttest assessments

- Will be conducted to evaluate the effectiveness of TED talking practice as an interviewing method. <|human|>Pretest and Posttest Assessments:
- The tests are aimed at assessing the language proficiency of the participants in four main dimensions, including reading, writing, speaking, and listening. The tests will be designed to test grammatical knowledge and grammatical application in sentence building exercises.
- The pretest will set the baseline competence of all subjects whereby the posttest will determine any performance change after the intervention.

2. Vocabulary and Grammar Exercises:

- The subjects will be asked to take a set of vocabulary and grammar tasks using the techniques of Yakudoku and Montessori principles. Such exercises will assist in supporting sentence syntactics and vocabulary memory, which will give crucial information on the efficiency of the implemented strategies.

3. Classroom Observation:

- Although the research will be carried out over the internet, the real-time observation of the participation, engagement, and verbal interaction of the students in the lessons will offer some qualitative data on the response of the students to the methods of teaching.
- The researcher will also be tracking the level of engagement among the participants to determine the level of student engagement and interest.

4. Student Feedback:

- The students will be expected to give comments on their experiences with the blended teaching methods after every lesson. This will be useful in evaluating the effectiveness of the methods in the eyes of the participants and personal progress in learning.

5. Speaking Test:

- The speaking test will be to test the competence of the participants in sentence construction in Japanese when the participants should speak spontaneously. This will challenge their skills in using the structures of sentences learnt in a dynamic environment.

Data Security and Confidentiality

The analysis will be conducted using pseudonyms to maintain the privacy and confidentiality of the data of the participants by deleting all personal identifiers. The information will be stored in a highly secure place with the electronic files being encrypted and stored on a password-protected gadget.

All the paperwork, including consent forms or written feedback, will be stored in a locked file. The email communication with the participants will be done in a secure and encrypted manner by the researcher in order to ensure privacy.

The study is voluntary and participants can leave the study any time without any penalty. All the participants will sign consent forms, and they will have complete awareness of their rights to confidentiality and the purpose of the study.

Summary

The chapter summarizes the research design, participants, data collection procedures and ethics in the study. The research will quantitatively determine the effect of the combined application of the traditional and modern methods on the Japanese language skills of the beginner learners by applying a pretest-posttest model.

The information will be gathered in the form of structured tests, vocabulary activities, classroom observations, and responses of the participants.

Such an approach gives a solid conceptualization of the possible advantages of integrating Yakudoku and Montessori approaches to the teaching of L2.

CHAPTER 4 - RESULTS

Results Overview

The findings of this study suggest that the integration of the traditional (Yakudoku) and contemporary (Montessori) strategies towards teaching Japanese as a second language resulted in a positive change in the language proficiency of the participants, especially the sentence-building. There is positive improvement in the scores of all the participants during pretest and posttest showing that this blended teaching method can be effective. Through this section, an analysis of the data obtained during the pretest and posttest testing will be provided, and the advancements in the various language abilities will be mentioned.

Data Analysis

The analysis of data was aimed at comparing the pretest and posttest outcomes to find out to what scale the target language proficiency improved. The pretest evaluated the initial skills of the participants regarding four abilities reading, writing, speaking, and listening. Their progress was assessed by the posttest which was done after they were taught using the blended method in four lessons.

Figure 1: shows the raw score differences between the pretest and posttest for each participant. The scores indicate the improvement made by each student during the intervention period.

Student Alias	Pre-test Score	Post-test Score	Raw Score Difference	Percent Change
Rin	7	18	+11	+22%
Tarou	11	32	+21	+42%
Sachiko	2	12	+10	+20%

In the table, it can be seen that all of the participants showed improvements, with Tarou registering the most prominent variation in score (42%).

Response to the Research Question.

The primary research question of the paper which is How do the students do when they are taught Japanese in a combination of the traditional and newer teaching methods which are used to teach the beginner students. This was dealt with by examining the increase in student achievement, especially in the area of sentence-building. The integration of the Yakudoku and Montessori method resulted in the favorable outcomes regarding sentence construction, which was expressed in the posttest scores. The scores were improved by 20-42 per cent indicating that the combination of the two approaches positively influenced sentence-constructing skills in the students. This can be attributed to earlier studies that have identified the possible advantage of a mixed method of language teaching.

Additional Analysis: Language Skills.

The further breakdown of the four main language skills, which are reading, writing, speaking, and listening, revealed that all four skills improved after the intervention. The

next figure demonstrates the score change of students of every skill in the pretest and posttest.

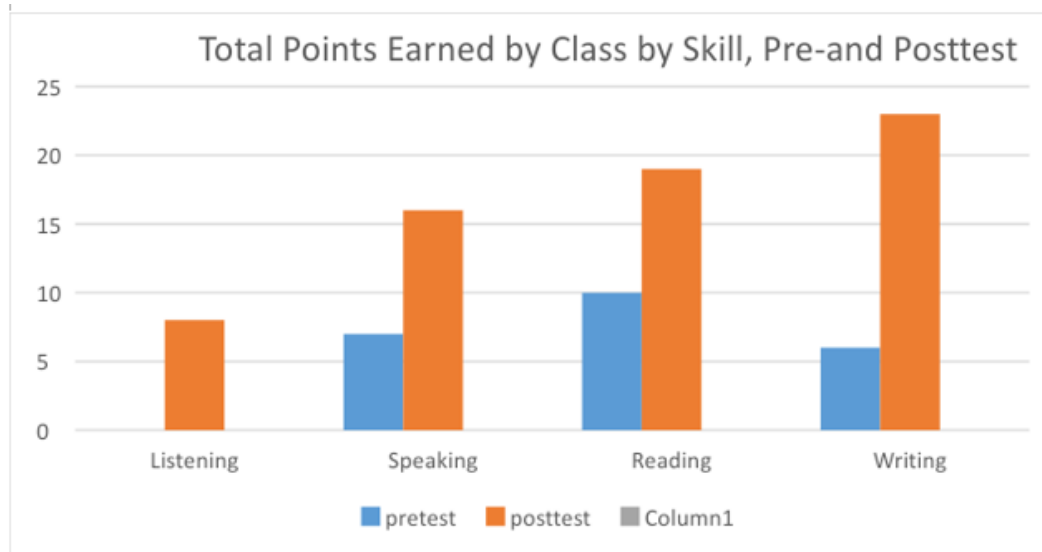


Figure 2: Class Achievement in Each Language Skill (Pretest vs. Posttest)

These findings show that reading and writing skills were the most enhanced in all cases probably because of the focus on sentence structure and the translation exercises as part of the Yakudoku method. The speaking and listening skills also advanced although to a lesser degree, which is normal among the learning beginner learners who tend to demonstrate a faster growth in literacy skills above converse fluency.

Summary of Results

- **Sentence Building:** It was found that all students have significantly improved in sentence building with a general increase in score between 20 and 42 percent.
- **Descriptive statistics:** The most significant improvement was in reading and writing with moderate improvement in speaking and listening.
- **Combined Methods:** The results demonstrate that the hybrid approach to Yakudoku and Montessori techniques had a beneficial effect on the performance of students, at least in terms of grammar and sentence-building.

CHAPTER 5 - DISCUSSION AND CONCLUSION

Overview

The chapter presents the results of the research, providing the information about whether the combination of the conventional (Yakudoku) and more modern (Montessori) teaching techniques is effective with the beginner Japanese students. The findings indicate that this combination strategy resulted in a significant change in sentence-building, reading, writing, speaking, and listening skills. The strengths and weaknesses of the study are

also brought out, and recommendations for further research have been made in this chapter.

Problem Solutions

The research proved that the combination of Yakudoku and Montessori techniques contributed to the enhancement of sentence-building skills of students. The Yakudoku approach based on sentence and vocabulary retention offered a good grammar background. In the meantime, Montessori techniques that encouraged student interaction by means of active learning served to keep the students motivated. These practices provided a more balanced and interesting way of teaching L2 learners. The step-by-step translation process by Yakudoku supported the interpretation of sentence structure, whereas student-oriented activities with Montessori presented learning with more interaction. Combined these approaches dealt with the issue of traditional or modern approaches being used alone to provide a more all-encompassing solution to the teaching of Japanese to beginners.

Strengths and Weaknesses

Strengths:

- The study used a clear and structured pretest-posttest design, providing measurable data on the effectiveness of the intervention.
- The small group of participants allowed for detailed observations, ensuring the intervention was tailored to their learning needs.
- The use of both qualitative and quantitative data provided a holistic view of the impact of blended teaching methods.

Weaknesses:

- The results have a small sample size, which constrains the generalizability of the results. A bigger sample would present a more solid data set and more information.
- The research was not performed in a traditional classroom because of the pandemic that might have influenced interaction and involvement between students.
- The fact that the study lasted four lessons might not have been sufficient to see a significant improvement in speaking and listening skills.

Influential Factors

Several factors influenced the outcomes of this study:

- Age: The participants might have been aged to favor their performance. There was more improvement in sentence-building skills, which can be explained by the fact that young participants have faster cognitive processing and are more flexible with new approaches.
- The transition to online learning, as caused by the global pandemic, can have had consequences on student engagement and participation. Face-to-face classes

would have provided better interaction and practical learning, which are the main features of Montessori techniques.

- Methodological Flexibility: The proportion between the structured grammar training (Yakudoku) and the student-directed one (Montessori) appeared to be quite appealing to students, although additional time and several approaches might improve the learning results.

Further Investigation

Although this research indicates that an integrated style of teaching that involves both traditional and modern teaching can prove to be very effective, more research is required to prove such results on a bigger scale. Future studies could:

- Add more subjects to have a more representative sample of L2 learners.
- Test the efficacy of this combination method of various language combinations, particularly between those pairs that have similar or contrasting grammar.
- Explore how the length of the intervention can be varied to determine whether the longer the intervention, the greater the fluency improvement would be.
- Research on the impact of other variables like age of learners, motivation, and learning style on success of the blended methods.

Conclusion

The research establishes that the application of a mixture of the traditional and modern instructions can be very effective in enhancing the sentence-building skills among novice learners of the Japanese language. The grammatical and sentence structure-oriented nature of the Yakudoku method and the student-centered and hands-on-oriented nature of the Montessori approach made a balanced approach to L2 learning. Although the outcomes point towards an optimistic direction, more studies involving higher sample sizes and periods are still required to confirm the effectiveness of this blended teaching method in totality. The results indicate that a combination of the two approaches can be used to provide a more holistic solution to enhance performance in the L2, especially in sentence construction.

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Appendix A

Sequence of Instructional Procedures/Activities/Events

- **Warmup and Review:** 5-10 minutes
- **Introduction of Vocabulary/Theme:** 10 minutes

- **Guided Practices (Speaking & Listening):** 10 minutes
- **Roleplay Practice:** 10-15 minutes
- **Closing:** 5 minutes **Total:** 45 minutes

Student Prerequisite Skills

Warm-up involves a brief review of the previous lesson. Student's practice recalling key vocabulary and ask each other simple questions in Japanese. This also serves as an icebreaker for the first lesson.

Presentation Procedures for New Information/Modeling

- **Introduction:** The focus is on self-introduction ("jiko shoukai") in Japanese, which is vital in Japanese culture. The lesson introduces vocabulary related to personal information (e.g., name, age, job) to build confidence in first-time meetings.
- **Modeling:** The teacher demonstrates by introducing themselves and asking students to guess job titles, using clues or gestures. For example, "I am a teacher" and "What is your job?" are practiced using different occupations (e.g., chef, IT manager).

Guided Practice

1. **Fill-in-the-Blank Conversations:** Students complete conversations with options for names, pronouns, and occupations. They practice filling in the blanks and then expand using different groupings.
2. **Listening Activity:** Students match names to jobs based on a recorded conversation. This gives them confidence and prepares them for independent practice.

Independent Practice

Students pair up to practice a conversation using new vocabulary. They work with images and information they've learned (e.g., age, location) and can expand conversations based on the prompts. The teacher monitors and provides feedback.

Culminating/Closing Activity

Students reflect on what they learned and how they can apply it. The teacher reviews key terms and connects them to the next lesson.

Instructional Strategy

Direct instruction, paired with guided practice and independent tasks. The lesson uses lecture, demonstration, and questioning techniques to engage students in learning.

Differentiated Instruction

For accelerated learners, additional challenges are given. They may engage in more complex conversations or be asked to write more detailed responses to the prompts. Additional homework is provided for those with advanced skills.

Student Assessment/Rubrics

Students will take a pretest and posttest to evaluate improvement over the course of the lesson. The tests will assess vocabulary, grammar, sentence-building, and speaking ability.

Appendix B

Pre/Post Test Assessment (Reduced Version)

Student Number: _____ **Date:** _____ (/14)

Vocabulary Check (1 pt each)

Matching:

- Thank you = arigatou
- From = kara
- Dog = inu
- Japanese language = nihongo
- Cat = neko
- Goodnight = oyasuminasai

Writing:

- ~Person
- I don't know = Wakarimasen
- Teacher = sensei
- Umbrella = kasa

Complete the Conversation (1 pt each)

- A: konnichiha!
- B: konnichiha. Eric san no kasa desu ka?
- A: ____, Eric san no kasa janai desu.
- B: ____ no desu ka?
- A: Wakarimasen. Bao san no desu ka?
- B: Bao san ha ____ desu ka?
- A: Neko chan ga aru Chuugoku ____ desu.
- B: Aa-, Bao san! Arigatou!

Translation (JP to ENG) (2 pts each)

- Yamada san no denwa bangou ha nan desu ka?
- Dare no kutsu desu ka?
- Song san ha doubutsu byouin de hatarakimasu. Kare ha juui joshu desu.
- Emily san ha neko ga nai desu.

Translation (ENG to JP) (2 pts each)

- I am an English teacher.
- Where is Ferdinand's car?
- Elizabeth is a retiree.
- What is your phone number?

Listening (Circle what you hear) (1 pt each)

- Watashi ha kankoku jin desu.
- Ellie san no kuruma desu.

- Doubutsu byouin de hatarakimasu.
- Sensei ha doko desu ka?

Conversation Sheet (Speaking) (/16)

Basics (2 pts each):

- Student greets appropriately.
- Can tell where they're from and where they work.

Visual Aid (10 pts):

- Student gives three short sentences (e.g., "There is a cat," "It's an animal hospital").

Appendix C

Informed Consent

Adult Participants

Western Governors University - Teachers College

[Masters of Science "Curriculum and Instruction"] [Stephanie Speck]

[Old Meets New: L2 Student Performance Using Traditional and Modern Methods]

Introduction

This study tests the effectiveness of combining traditional (Yakudoku) and modern (Montessori) teaching methods for English speakers learning beginner Japanese. The research will be conducted over 8-10 hours spanning two weeks. Participants will engage in lessons, pretests, and posttests. The focus is on evaluating the impact of Yakudoku on sentence-building skills, with no additional surveys required.

Description of the Project

The study will involve using the Yakudoku method alongside Montessori techniques. The Yakudoku method involves translating each word of a sentence, determining the correct word order, and rewriting the sentence in the target language. This method will replace direct translation exercises. Students will engage in 4 lessons with homework, and their progress will be measured via pre- and post-assessments.

Benefits and Risks

The risks are minimal, with the primary focus on student performance evaluation. The study aims to determine if blending traditional and modern methods improves sentence-building abilities, which could inform future L2 curriculum development.

Confidentiality

Data will be kept private. Personal identifiers will be removed, and only the researcher will have access to raw data. All materials, such as recordings, will be securely stored and destroyed after use.

Voluntary Participation and Withdrawal

Participation is voluntary. Participants can withdraw at any time by notifying the researcher via email. If withdrawn, data related to the participant will be excluded from the final report.

Questions, Rights, and Complaints

For questions or concerns, participants can contact the researcher (Stephanie Speck) via email. Participants may also contact the IRB chair for unresolved issues. Participants can request a copy of the study results.

Consent Statement

By signing, participants consent to data collection for this study and acknowledge receipt of a copy of this form.

Appendix D

Vocabulary Lesson 1: Greetings/Basics

- | | |
|------------------------|------------------------|
| • Hello/Good Afternoon | konnichiha |
| • Good morning | ohayou(gouzaimasu) |
| • Goodbye | sayounara |
| • Yes/OK | hai |
| • No | iiie |
| • Thank you | arigatou (gouzaimasu) |
| • Excuse Me/Sorry | sumimasen (deshita) |
| • Goodnight | oyasuminasai |
| • “Let’s Eat | itadakimasu |
| • “Thanks for the Food | gochisousama (deshita) |
| • Pleased to meet you | hajimemashite |
| • Which | dochira/dore |
| • From | kara |
| • Is/Are | desu |
| • ~person | jin |
| • Japan | nihon |
| • USA | amerika |
| • China | chuugoku |
| • Korea | kankoku |
| • ~? | ka |
| • Mr./Mrs. | ~san |
| • Topic particle | ha |
| • Also/too | mo |
| • Where | doko |
| • I don’t know | wakarimasen |

Vocabulary Lesson 2

- | | |
|------------------------|------------|
| • Possessive | no |
| • Veterinary assistant | juui joshu |

- | | |
|---------------------|-----------------|
| • Animal hospital | doubutsu byouin |
| • Beauty salon | biyouin |
| • Retiree | taishoku sha |
| • House-spouse | shufu |
| • English language | eigo |
| • Japanese language | nihongo |
| • Teacher | sensei |
| • Works at | hatarakimasu |
| • Go | iku |
| • Come | kuru |
| • Negative | (desu): janai |

Vocabulary Lesson 3

- | | |
|------------------------|----------------------|
| • Have/Is (living) | iru / inai |
| • Have/Is (non-living) | aru / nai |
| • Dog | inu |
| • Cat | neko |
| • Umbrella | kasa |
| • Car | kuruma |
| • Shoes | kutsu |
| • Who/Whose | dare / dare no |
| • I/My | watashi / watashi no |

Vocabulary List: Numbers

- | | |
|------|-------------------|
| • 0 | rei / zero / maru |
| • 1 | ichi |
| • 2 | ni |
| • 3 | san |
| • 4 | yon / shi |
| • 5 | go |
| • 6 | roku |
| • 7 | shichi / nana |
| • 8 | hachi |
| • 9 | kyuu / ku |
| • 10 | juu |

- 11 juuichi
- 20 nijuu
- 100 hyaku

Phone number denwa bangou

555-123-4567 go go go no ichi ni san no yon go roku nana (555 no 123 no 4567)

Japanese Sound Chart: Basic Sounds (excluding contractions and long vowels/combinations)

A	I	U	E	O
Ka	Ki	Ku	Ke	Ko
Ga	Gi	Gu	Ge	Go
Sa	Shi	Su	Se	So
Za	Ji	Zu	Ze	Zo
Ta	Chi	Tsu	Te	To
Da	Ji	Du	De	Do
Na	Ni	Nu	Ne	No
Ha	Hi	Fu	He	Ho
Ba	Bi	Bu	Be	Bo
Pa	Pi	Pu	Pe	Po
Ma	Mi	Mu	Me	Mo
Ya		Yu		Yo
Ra	Ri	Ru	Re	Ro
Wa		*N*		Wo