

Interactive Teaching Model in the Comprehensive Japanese Class—Case Study of the Practical Teaching of Causative and Obligated Forms in Japanese Verbs

YUAN Jinxiang

University of Shanghai for Science and Technology, Shanghai, China

The Teaching Model of Comprehensive Japanese Class, which has been continuously explored by many lecturers, can effectively motivate the students in their learning, enhance their overall comprehension, and eventually enables them to interact in Japanese fluently. This paper takes the practical teaching of causative and obligated forms as the case study to explore an Interactive Teaching Model in the Comprehensive Japanese Class. It has been proven that the application of an Interactive Teaching Model can encourage students to take more initiatives in their own learning and give out significantly better academic performances.

Keywords: Comprehensive Japanese Class, Causative Form, Obligated Form, Interactive Teaching Model

Concept, Implications, and the Theoretical Basis for the Interactive Teaching Model

Constructivism, an educational psychology theory first proposed by the Swiss Psychologist Piaget, after 40 years of research and observation of children behaviors and cognitions, is built upon the learning models of children. Piaget has pointed out children have generally developed their own cognition system towards the outside world to improve their self-awareness during their mutual interactions with the surrounding environment (Wang, 2018). After the establishment of the Constructivism, many researchers have investigated different dimensions, such as the necessity of individual subjectivity in the Constructivism structure, the effect of external environment on individual psychological development, and the characteristics of learning models, etc. Through these research, the core concept and implication of the Constructivism has been greatly expanded (Chen, 2016).

There are basically three rules within the Constructivism: Firstly, learning should be a process of communication and cooperation, and therefore interaction is the key in the learning process; secondly, individuals have their own unique ways to construct their cognitions; and lastly, individuals absorb knowledge based on their subjectivity. The learning activity guided by Constructivism treats students as the subject, values the process, and emphasizes the application of “Cooperative Learning” in learning.

The Interactive Teaching Model is therefore proposed by scholars based upon Constructivism. The Interactive Teaching Model requires a mutually equal communication and an adaptive teaching environment. The model can bring different opinions together, triggering individual subjectivity and students’ motivations to

YUAN Jinxiang, M.A., lecturer, College of Foreign Languages, University of Shanghai for Science and Technology, Shanghai, China.

explore (Xia, 2018). The purpose of this model is to improve the academic teaching and learning performance as well. To better realize this goal in practice, lecturers should value more about the teacher-student interaction and lighten the in-class atmosphere.

Interactive Teaching Model of the Causative and Obligated Forms in Japanese Verbs

The Causative and Obligated Forms in Japanese Verbs is a key part, as well as a hard part in Japanese learning for Chinese students. Therefore, it is undoubtedly a challenge for the lecturers to effectively introduce this concept in a Comprehensive Japanese Class. This paper offers a step-by-step way of Interactive Teaching Model in practice to discuss the teaching method of the Causative and Obligated Forms in Japanese Verbs. To start with, the introduction should use typical sentence forms involving the Causative and Obligated Forms as examples; then, the lecturer should summarize and synthesize the grammar feature within these sentences; and lastly, the lecturer will need to utilize multimedia as PowerPoint Slides and short videos to disclose the course materials.

Reading Loud to Obtain the Primary Impression of the Concept

先生は学生を立たせました。

The teacher asked the student to stand up.

先生は学生に窓を開けさせました。

The teacher asked the student to open the window.

学生は先生に窓を開けさせられました。

The student was asked to open the window by the teacher.

わたしにやらせてください。

Let me do it.

Summary and Synthetization of the Grammar Feature

The Causative Form usually indicates the subject “asks” someone to do something. For instance, in the case of “社長は秘書にタクシーを呼ばせました/The president asked the secretary to call a taxi”, the Causative Form is used when the superiority is presented, and means the superior gives out instructions or orders to the inferior to complete certain task. In this case, “呼ばせました/Ask someone to call” is the Causative Form.

However, the Causative Form has more implications, and can also express the care and recognition from the superior to the inferior, as is in the case of “お母さんは子供にピアノを習わせています/Mother asked her child learn to play the piano”.

On the other hand, the Causative Form in “山田さんは、いつもおもしろいことを言って、みんなを笑わせるんです/Yamada-san always says funny things and makes everyone laugh” indicates “trigger/result from”. Typical examples like this include “心配させる、困らせる、怒らせる、泣かせる/Concern..., Confuse..., Anger..., Make...Cry”.

It is important to point out that the Causative Form is used to give out orders and instructions from the superiority, and therefore it might not often be used in daily communication. As a result, it turns out to be more practical to keep in mind another implication of the Causative Form to express wishes from the conductor of the behavior, as is in the example of “～させてください/Let me do it”.

The Obligated Form, on the other hand, usually means the obliged individual is “asked” to do something. To be more specific, the Obligated Form in “きらいな料理を食べさせられました/I was asked to eat a dish that I don’t like” is expressed by the inferior towards the orders received from the superior. Additionally, the Obligated Form can also be used to express unwillingness, such as “病院で3時間も待たされました/I was asked to wait for 3 hours at the hospital”.

Multimedia in Practice

Introduction of the Intransitive Verb Causative Sentence

This section effectively demonstrates the importance of the teacher-student interaction in class. It is crucial to engage student to actively participate in the conversation and cooperation.

Example 1:

Teacher: (Xiao Wang stands up) 王さん、立って。さあ、先生は何と言いましたか。

Xiao Wang, stand up. Well, what did the teacher say?

Student: 王さん、立って。

Xiao Wang, stand up.

Teacher: そうですね。王さんはどうしましたか。

Let’s see. What did Xiao Wang do?

Student: 王さんは立ちました。

Xiao Wang stood up.

Teacher: そうですね。先生は言いました。「王さん、立って」王さんは立ちました。先生は王さんを立たせました。

That’s right. The teacher said “Xiao Wang, stand up” and Xiao Wang stood up. The teacher asked Xiao Wang to stand up. (Utilize the Slides and have the student read out loud)

Student: 先生は王さんを立たせました。

The teacher asked Xiao Wang to stand up.

Teacher: はい。

Yes. (Point at the Causative Sentence)

これを使役の文と言います。

This is called a Causative Sentence.

(Point at 立たせました) これを使役形と言います。

This is called a Causative Form.

<p>先生は王さん(を)立たせました。</p> <p>The teacher asked Xiao Wang to stand up.</p>

Students should also be reminded that, in the Causative Form where the predicate is the intransitive verb, the subject of the Causative Form is expressed using “は”, and the subject of the Obligated Form is expressed using “を”. Furthermore, variations of this kind of change of forms can be introduced in class. For example, the teacher can give out sentences like “李さん、黒板の前へ来て/Xiao Li, come to the front of the blackboard”, “陳さん、椅子に座って/Xiao Chen, sit on the chair”, and ask students to change them into “先生は李さんを黒板の前

へ来させました/The teacher asked Xiao Li to come to the front of the blackboard”, “先生は陳さんを椅子に座らせました/The teacher asked Xiao Chen to sit on the chair”.

Introduction of the Transitive Verb Causative Sentence

This section also highlights the mutual communication and interaction between the teacher and students.

Example 2:

Teacher: (Ask Xiao Zhang to open the window) 張さん、窓を開けて。さあ、先生は何と言いましたか。

Xiao Zhang, open the window. Well, what did the teacher say?

Student: 張さん、窓を開けて。

Xiao Zhang, open the window.

Teacher: そうですね。張さんはどうしましたか。

Let's see, what did Xiao Zhang do?

Student: 張さんは窓を開けました。

Xiao Zhang opened the window.

Teacher: そうですね。先生は言いました。「張さん、窓を開けて。」張さんは窓を開けました。先生は張さんに窓を開けさせました。

Let's see. The teacher said “Xiao Zhang, open the window” and Xiao Zhang opened the window. The teacher asked Xiao Zhang to open the window. (Utilize the Slides and have the student read out loud)

Student: 先生は張さんに窓を開けさせました。

The teacher asked Xiao Zhang to open the window.

Teacher: はい。

Yes. (Point at the Causative Sentence)

これを使役の文と言います。

This is called a Causative Sentence.

(Point at 開けさせました) これを使役形と言います。

This is called a Causative Form.

先生は張さん(に)窓(を)開けさせました。

The teacher asked Xiao Zhang to open the window.

Students should also be reminded that, in the Causative Form where the predicate is the Transitive Verb, the subject of the Causative Form is expressed using “は”, and the subject of the Obligated Form is expressed using “に”. Furthermore, variations of this kind of change of forms can be introduced in class. For example, the teacher can give out sentences like “先生は丁さんに漢字を書かせました/The teacher asked Xiao Ding to write Chinese characters”, “彼にはボールを六回まで投げさせました/I asked him to throw the ball six times”, “子供にお礼の言葉を言わせました/I asked my child to say thank you”.

Introduction of the Obligated Sentence

The Obligated Form is expressed as “使役受け身形” in Japanese, and is usually used to indicate that the Obligated individual is “asked” by someone to do something.

The PowerPoint Slide should include an illustration or a video showing, for example, the manager giving instructions to the employees.

Example 3:

Teacher: 課長ですね。部下の林さんに言っています。「明日7時に会社へ来てください」。さあ、使役の文で言いましょう。

The manager told Xiao Lin. (Tone of giving the order) “Please come to the office at 7 o’clock tomorrow”.
Well. Try to use the Causative Sentence.

Student: 課長は林さんを明日7時に会社へ来させます。

The manager asked Xiao Lin to come to the office at 7 o’clock tomorrow.

Teacher: そうですね。林さんはどうしますか。どんな気持ちですか。

Well. What will Xiao Lin do? How do Xiao Lin feel?

Student: 林さんは明日7時に会社へ来ます。いやな気持です。

Xiao Lin will come to the office at 7 o’clock tomorrow. Xiao Lin would feel obliged to do something.

Teacher: そうです。その時、「林さんは課長に、明日7時に会社へ来させられます」と言います。

Right. At that moment, we will say, “Xiao Lin is asked to come to the office at 7 o’clock tomorrow”. (Utilize the Slides and have the student read out loud)

Student: 林さんは課長に、明日7時に会社へ来させられます。

Xiao Lin is asked to come to the office at 7 o’clock tomorrow by the manager.

Teacher: はい。

Well.

(Point at the Obligated Sentence.) これを使役受け身の文と言います。

This is called an Obligated Sentence.

(Point at 来させられます) これを使役受け身形と言います。

This is called an Obligated Form.

課長①は林さん②を明日7時に会社へ来させます。

The manager asked Xiao Lin to come to the office at 7 o’clock tomorrow.

林さん③は課長④に明日7時に会社へ来させられます。

Xiao Lin is asked to come to the office at 7 o’clock tomorrow by the manager.

Students should be encouraged to apply similar sentences like “子供は学校から帰ってきたら、いつも勉強させられました/The child was always asked to study when he came home from school”, “私は食事の後で、いつも茶碗を洗わされるんです/I am always asked to wash the bowls after meals”.

Introduction of the “～させてください/Let Me Do It” Sentence

The PowerPoint Slide should include an illustration or a video showing the situation of singing karaoke.

Example 4:

Teacher: 山田さんは歌を歌うことが好きなので、会社の友達とカラオケに行きました。でも友達がマイクを持って、ずっと歌っています。山田さんは困っています。この次は、山田さんも歌いたいと思っています。その時、山田さんは何と言いますか。

Yamada-san likes to sing, so he went to karaoke with his company friends. However, his friend was holding the microphone and singing all the time. Yamada-san was in trouble. Next time, Yamada-san would like to sing as well. What would Yamada-san say then?

Student: (Discussing) 私も歌います。……私も歌いたいです。

I want to sing...I want to sing as well.

Teacher: そうですね。この時、この次は、私に歌わせてください、と言います。

Let's see. He would probably say "Let me sing as well next time". (Utilize the Slides and have the student read out loud)

Student: 私に歌わせてください。

Let me sing.

Teacher: この時、山田さんは歌いたいのです。そして頼んでいます。その時、この形を使って言います。

At that moment, Yamada-san wanted to sing as well and shall ask his friends to let him do so. We would use this form in such cases.

わたし(に)うたわせてください。

Let me sing.

Students should be encouraged to apply similar sentences like “電話を使わせてください/Please let me use the phone”, “明日休ませていただけませんか/Could you let me rest tomorrow” for better mastery over “～させてください/Let me do it”.

Finally, it is worth to point it out that the multimedia course materials discussed above are not unique, and students need to be exposed to more variations.

Reflection

This paper takes the practical teaching of the Causative and Obligated Forms in Japanese Verbs as the case study, and investigates different scenarios of the Interactive Teaching Model in the Comprehensive Japanese Class. It has been proven that the Interactive Teaching Model has outperformed the conventional teaching method, which focuses on the single-direction injection of knowledge. The Interactive Teaching Model encourages students to take their initiatives in learning and therefore gives out better academic performances. In the 2020 National Japanese Major Examination Level 4, the author's class of Japanese majors (sophomores) achieved very good results. The one-time pass rate is as high as 80%, 32.59% higher than the national average pass rate (47.41%) in that year.

Practice makes perfect, which is especially true in language learning. Therefore, the teacher is supposed to cultivate students' ability to communicate in a student-centered class, where students can practice with each other or with the teacher. Confucius, an ancient Chinese educator, once said that teaching and learning benefit each other. Without the interaction between teachers and students, it is difficult to achieve the mutual promotion and development of teaching and learning. On the other hand, it is far from enough for the teacher to solely have solid professional background and experiences. The teacher will need to study the teaching method and improve them in practice. One can only yield a better teaching performance with the active learning atmosphere and a flexible teaching model.

References

- Chen, J. (2016). Exploration and practice of constructive interactive teaching mode in basic Japanese class. *Ability and Wisdom*, 16(4), 55-56.
- Kang, X. (2016). Mission-based business English negotiation teaching from the perspective of constructivist theory. *Theory and Practice of Education*, 36(33), 45-46.
- Qian, Q. Y. (2014). Innovation of business English teaching mode under constructivist theory. *Foreign Languages and Literature*, 30(3), 185-189.
- Wang, N. F. (2011). Analysis of Japanese language teaching mode under constructivist theory. *Knowledge Economy*, 13(17), 152-153.
- Wang, Z. D. (2018). Discussion on interactive teaching mode of Japanese class based on tasks. *Northern Literature*, 69(17), 133.
- Xia, X. H. (2018). The cultivation of Japanese language ability of college students. *Cultural and Educational Materials*, 61(23), 239-240.
- Zhang, B., & Xu, Y. D. (2014). Application of multi-dimensional interactive teaching mode in Japanese class. *Teaching of Forestry Region*, 30(2), 63-64.
- Zheng, X. (2013). Exploration and practice of cooperative interactive teaching mode in comprehensive Japanese teaching. *Journal of Changchun Education Institute*, 29(23), 70-71.