User's Guide to Japanese: The Spoken Language Interactive CD-ROM Program

Part of
Japanese:
The Spoken Language
Multimedia Collection

Mari Noda

CONTENTS

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Peter Neal (The Annenberg/CPB Project)
Masakazu Watabe (Brigham Young University)

PROGRAM DEVELOPMENT
James Zahniser, Lead Developer (University of Maryland
    University College)
University of Maryland University College
Glenn L. Campbell (University of Maryland University
    College)
Sanae Eda (The Ohio State University)
Shadid Salman (University of Maryland University College)
J. Paul Warnick (The Ohio State University)
Joo Hee Yoo (The Ohio State University)

CONTENT SUPPORT
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SECTION 1: WELCOME TO *JAPANESE: THE SPOKEN LANGUAGE, MULTIMEDIA COLLECTION (JSL-MC)*

This section describes the primary objectives of *Japanese: The Spoken Language, Multimedia Collection (JSL-MC)*, the students who would benefit from using *JSL-MC*, and the components of *JSL-MC*.

OBJECTIVES OF *JSL-MC*

JSL-MC is a comprehensive set of materials for the study of oral communication in Japanese at the basic level. The collection includes a textbook, a videocassette tape, a set of audiocassette tapes, a CD-ROM program, a set of culture videos, and supplements and guides for students and teachers. It can be used for group instruction in high schools, colleges, and business settings. It is also effective as a self-study tool for individual students who are serious about studying spoken interaction in Japanese. In a typical nonintensive college-level language class, meeting approximately five hours per week and requiring solid control of the language introduced, the materials support the oral component of the first year of study.

Materials in *JSL-MC* provide extensive practice of the language in natural communicative contexts. It also offers thorough explanations about how the Japanese interact with each other and with foreign speakers of Japanese, clear and carefully organized explanations of the structure of spoken Japanese, descriptions of Japanese history and society, and procedures for effective use of these materials.

Oral communication requires linguistic skills, but those skills must be used in culturally appropriate and realistic ways. Knowing how the Japanese behave and how they assume that others behave is extremely important to anyone wishing to interact with the Japanese and to nurture long-lasting associations with them. *JSL-MC* introduces the Japanese language as it is meaningful in Japanese cultural encounters. You will study the language through observation, contextualized practice, and

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application rather than through translation into and from English.

JSL-MC focuses on the spoken skills and does not attempt to teach you how to read or write Japanese. We live in a world in which it is easier than ever to come in contact with speakers of languages other than our own. More important, research tells us that being able to communicate orally in Japanese will help us learn to read and write Japanese, while the reverse is not the case. Remember that Japanese children are already able to communicate in the spoken language when they enter school and begin the formal study of their extremely complex writing system.

Q: I understand that *JSL-MC* will help me learn oral interaction in Japanese, but I want to learn to read and write Japanese as well. How can I do that?

A: When you have finished Lesson 2, you can begin the study of the written language. The suggested text, closely coordinated with *JSL-MC*, is *Japanese: The Written Language* by Eleanor Harz Jorden and Mari Noda. (The Field Test Editions of Parts 1 and 2 are available from Cheng & Tsui Company at the time of publication of this *Guide*.)

WHO SHOULD USE *JSL-MC*

JSL-MC is designed for students who are serious about learning to communicate effectively with the Japanese. They are assumed to be familiar with American culture and American English. *JSL-MC* may be used by individual or groups of students, studying with or without an instructor. *JSL-MC* may be used by those who have no background in Japanese as well as by those with experience in the language who want to solidify their foundation through a comprehensive and systematic review.

Language learning, like any other skill learning, requires discipline on the part of the learner. Your hard work with *JSL-MC* will lead to successful communication with Japanese people. This is because *JSL-MC* gives you access to natural Japanese, not a variety that has been simplified for the foreign learner of the language.

JSL-MC provides extensive explanations about Japanese behavioral culture as well as language. These explanations assume that you are familiar with the way American English is used as a tool for interaction in American cultural settings. However, you will not have constant and easy access to English, even though the technology used on the CD-ROM program would enable us to incorporate such a feature. English is used only when its use helps you—when English commentary promotes your intellectual understanding of how things work in Japanese. It is not available when its presence hinders your learning, i.e., when you are supposed to be practicing interaction using the Japanese language. Remember: Your concern must always be the Japanese language appropriate to a given situation, not the translation of the English that would be appropriate.

Even the most helpful teacher cannot learn the Japanese language for you. The time with your instructor can be used most efficiently if you have done most of the work on your own. Since your language-learning career will last far longer than typical language programs, it is important that you develop techniques of self-managed learning. The information in the CD-ROM Introduction gives useful advice on this point. *JSL-MC* provides a large number of learning activities designed to encourage a careful, step-by-step building of your proficiency in Japanese. That is why the collection can be used successfully in a self-study mode.

Q: What will I be able to do in Japanese after I complete JSL-MC following the recommended procedures?

A: (1) You will be able to communicate in Japanese at a basic level. For example, you will be able to invite others to do things, accept or decline offers, make requests, talk about places, ask for the time, ask and give directions, go shopping, and discuss your family. (2) You will have begun using the various stylistic levels of language, an extremely important feature of Japanese. (3) You will have learned important facts about Japanese history, society, the people, and the language. (4) You will have built a solid foundation for further study of the language.

If you are enrolled in a language program, you have a teacher who can coach you as you study. At an early stage of learning, directions given by a well-informed, competent instructor can make a significant difference in your learning. In an ideal setting, students will use the audio, video, and CD-ROM components of *JSL-MC* outside of the classroom to practice the skills necessary for communication and to learn about the language and culture. The instructor can then devote class time to extended practice—for example, by providing various contexts into which students can incorporate the material they have practiced at home. The teacher might also choose to use some of the exercises included in *JSL-MC* as part of classroom activities. The *Faculty Guide* provides teachers with directions on how to use *JSL-MC* within a language program.

If this is the first time you have attempted to learn Japanese, you should go through the Language Learning section in the Introduction to the CD-ROM program and the How to Use This Book section in the textbook to learn important strategies about language learning. After going through these sections carefully, proceed to Introduction to Japanese in the CD-ROM program or Introduction in the textbook and the audiocassette, then to the lessons. Each lesson builds upon the previous lessons, so you must work on lessons in sequential order. You cannot skip from Lesson 1 to Lesson 8, for example, even if all you want to learn is how to tell time in Japanese, treated in Lesson 8. The lesson as a whole will be impossible to master until you have completed Lessons 1 through 7. View the culture videos in the recommended order as well, in order to familiarize yourself with important historical events and with social norms related to personal interaction in contemporary Japan.

If you have some background in Japanese but would like to review the language, there are two ways to use *JSL-MC*. For a comprehensive review, go through the material in the sequence suggested as if you were a novice learner, only more rapidly. You may focus, for example, on each lesson's review-and-check section, Section C of the CD-ROM program, to test your control of that lesson. If you are able to handle the questions and exercises in one lesson smoothly and accurately, you are ready to go on to Section C of the next lesson. If some of the exercises

or questions cause you problems, go back to Sections A and B of that lesson and review more thoroughly those materials that are introduced there before going on to the next lesson. Some students know a lot of pieces of a language but are unable to expand on their knowledge because they do not know how to fit these independent pieces of knowledge into a larger system. The pieces of knowledge they have are like the unconnected pieces of a jigsaw puzzle. Detailed explanations provided in the textbook will help organize these pieces to form a picture.

Another way to review is to focus on the areas in which you know you are weak. For example, if you know you have difficulty with numbers, you can go to Lessons 3, 4, and 5. If you need to work on locations and directions, go to Lessons 6 and 7. If you have an extensive vocabulary but are weak in Japanese structure, you will need extensive work in the Structural Patterns sections in the textbook, in the CD-ROM program, or in *A Question and Answer Supplement*. If you are not able to handle the various stylistic levels, go through the Core Conversations, paying special attention to the Settings and Notes to develop a clear sense of when and by whom the different forms are used.

Q: I'm a casual, easygoing kind of person. I don't really need to learn the polite style of language, do I?

A: Being able to handle the stylistic levels of Japanese—including polite style—is an important sign of social maturity in Japanese society. In fact, there are no stylistically neutral utterances in the language. For the sake of smooth interaction the "casual, easygoing American" will have to make appropriate adjustments when speaking Japanese.

COMPONENTS OF *JSL-MC*

JSL-MC consists of nine interrelated but distinct components.

Interactive CD-ROM Program

Japanese: The Spoken Language *Interactive CD-ROM Program* (Yale University Press, 1998) is a computer-assisted learning tool based on *Japanese: The Spoken Language, Part 1 (JSL 1)*. Available in both Macintosh and PC formats, the set of two CD-ROMs provides extensive practice activities to help you become proficient in spoken Japanese. The 125 Core Conversations, which form the backbone of the program, are presented in videos and analyzed. More than 3,500 illustrations and animations provide conversational contexts for practice activities. Some 9,000 sound files give a rich array of examples used in various cultural contexts. All tasks you perform are more than mere learning exercises: They are authentic and meaningful elements of communication that you will use in actual interactions with the Japanese. You will find it easy to move from one type of activity to another using the navigation mechanisms built into the program.

User's Guide and Faculty Guide

The *User's Guide* and the *Faculty Guide* accompany *JSL-MC* to offer explanations on how to use *JSL-MC* effectively. This *User's Guide* describes the component parts of *JSL-MC* and provides detailed directions for using the CD-ROM program. The procedures for using the CD-ROM program include helpful hints for self-study students. The *Faculty Guide to* Japanese: The Spoken Language *Multimedia Collection* by Mari Noda (Yale University Press, 1998) describes in greater detail procedures for implementing *JSL-MC* in a program of instruction.

Textbook

Japanese: The Spoken Language, Part 1 (JSL 1) by Eleanor Harz Jorden with Mari Noda (Yale University Press, 1987) is the first in a three-volume series, containing the first twelve lessons out of a total of thirty. The series is the culmination of years of research in Japanese: the language, conversation, social interaction, and language learning. Part 1, like the other two parts, presents the

language in the Japanese cultural context, provides a systematic introduction to the spoken language, takes advantage of the cognitive capabilities of learners, includes basic drills for the practice of patterns and highly contextualized exercises for situation-based activities, promotes learning through careful, step-by-step building of students' repertoires, and encourages constant review in spiral fashion. Each volume contains Japanese-English and English-Japanese glossaries as well as an index of key concepts introduced in the lessons of that volume. Every Japanese example is presented with accent and intonation marks. Numerous suggestions for situation-based activities for the application of basic skills accompany every lesson.

With the help of the textbook, you can gain a thorough understanding of the language as a system of communication in Japanese society. The textbook also functions as a reference work for both students and teachers.

Q: If I use the CD-ROM program, will I need the textbook? And what about the audiocassettes and the videocassette?

A: The CD-ROM program does not simply duplicate the other materials in a different medium. The textbook includes more detailed explanations of the structure of Japanese, more marking of accents and intonation, and more examples. It also contains complete glossaries and an index.

To guide you through each part of the audio recording and to describe the nature of the interactions practiced in the Drills, the audiocassettes include English explanations not offered on the CD-ROM program.

While all the segments of the videocassette are included on the CD-ROM program, the videocassette allows you to watch these segments consecutively without going through the steps in the navigation structure of the CD-ROM program.

Audiocassettes

A set of fourteen audiocassette tapes, *Japanese: The Spoken Language, Part 1 Revised Tape Series* by Eleanor Harz Jorden and Mari Noda (Cheng & Tsui Company,

1997) is included in *JSL-MC*. These tapes include items from Introduction as well as all the Core Conversations, Drills, and Eavesdropping of all twelve lessons of *JSL 1*. An English voice leads you through the various activities associated with each Core Conversation, i.e., comprehension practice, vocabulary and phrase pronunciation practice, reverse build-up for sentence-level practice, and role play for practice at the conversation level. A brief English explanation is also provided for each Drill in the first four lessons to help you understand the nature of the exchanges in that Drill.

The audiocassettes are useful when you want to practice pronunciation but do not have access to a computer, and when you want to check your ability to use the language forms without the help of the illustrations available in the CD-ROM program.

Videocassette of Core Conversations

Japanese: The Spoken Language, Part 1 Video by Eleanor Harz Jorden and Mari Noda (Cheng & Tsui Company, 1987) contains the 125 Core Conversations of *JSL 1*. It was filmed on location in Tokyo by a professional Japanese film director and production crew. The people who played the roles of the key characters in *JSL* were professional and semiprofessional actors, all Japanese. They were used even for the roles of Americans, thus providing the best models possible for pronunciation, gestures, and interactional behavior. The people they portray are presumed to be of Asian origin, sharing physical characteristics with typical Japanese.

Q: I'm never going to be Japanese, so why should I imitate Japanese actors? Why aren't there Americans playing the main characters?

A: Every Core Conversation in *JSL* includes one nonnative speaker as a participant. Some of the Core Conversations represent situations that only a nonnative speaker would ever experience in Japan, but you are always practicing conversations in which you might participate as a nonnative in interaction with the Japanese. You don't need a model for how a nonnative American might stand, look at a conversation partner, and mispronounce Japanese. The benefit of

having a native Japanese as your model for something you need to learn—such as accurate pronunciation and delivery—far exceeds the potential merit of having a nonnative speaker as your behavioral model.

The audiocassette set and the videocassette may be ordered from Cheng & Tsui Company, P.O. Box 576, Williston, VT 05495; customer service phone 800-554-1964 (http://hoshi.cis.sfu.ca/cheng-tsui). They are also available from The Annenberg/CPB Project, 901 E Street, NW, Washington, DC 20004-2037; phone 202-879-9600 (http://www.learner.org).

A Question and Answer Supplement

JSL-MC includes two supplements, one of which is *A Question and Answer Supplement to Japanese: The Spoken Language, Part 1* (Eleanor Harz Jorden with Mari Noda, Yale University Press, 1994). Based on the Structural Patterns sections of the textbook, *A Question and Answer Supplement* presents the patterns in an easy-to-follow question-and-answer format. All of the questions from this supplement are included on the CD-ROM program, but *A Question and Answer Supplement* provides more detailed answers and more examples than the CD-ROM program for some of the questions. The compact volume of 132 pages is easy to carry and use.

Teacher's Supplement

Another supplement included in *JSL-MC* is *Japanese: The Spoken Language, Supplement to Part 1—Japanese Typescript* (Eleanor Harz Jorden and Mari Noda, Yale University Press, 1988), or the *Teacher's Supplement*. It contains the script for all the Core Conversations and Drills of *JSL 1* in normal Japanese orthography. Since *JSL* focuses on spoken skills, students are expected to use the audiocassettes and the CD-ROM program for models. Romanization is used in the textbook, CD-ROM program, and *A Question and Answer Supplement* as a way of representing the Japanese utterances that the students have already heard without relying on the complex Japanese writing system. However, when teachers want to know the

content of Core Conversations and Drills, reading the script is a more efficient and familiar route for them than listening to recordings or working with romanization because they already know the Japanese writing system.

Q: Can I use the *Teacher's Supplement* to study reading and writing?

A: The *Teacher's Supplement* is not an instructional textbook. It is a supplement in Japanese orthography for the benefit of those who already know how to read Japanese. Using the *Teacher's Supplement* to *JSL 1* for the purpose of learning to read and write is not efficient, and you would lose a great deal of speaking practice time. If you have already studied Japanese by focusing on the Japanese writing system and want to improve your speaking, you may be tempted to use the *Teacher's Supplement* instead of the textbook, but reading the Japanese script in this supplement would offer you very little in terms of new learning. You need to reduce your dependency on the written representation and spend more time with oral development at this beginning stage.

Culture Videos

At the elementary level of language study, learning does not require—nor is it particularly enhanced by— knowledge of the history, geography, or politics of the target culture. A learner of English as a foreign language can gain a solid basic competence in the language without knowing the year of U.S. independence from England, the capital of New York State, or the makeup of the U.S. Congress. However, knowledge of history and the society in which a language is used can improve one's under- standing of the way people think and behave in that culture, and is essential when it comes to learning about behavioral interaction. The three video presentations from The Annenberg/CPB Project's *Pacific Century* series (1992) offer extensive archival materials linked by clear English presentations by expert historians and witnesses of major historical events from the late nineteenth century to the late twentieth century. The five-video series *Faces of Japan II* from Pacific Mountain Network (1990) is a collection of 15-minute video segments that portray

representatives of contemporary Japan, including a non-Japanese living in Japan.

All culture videos are available from The Annenberg/CPB Project, 901 E Street, NW, Washington, DC 20004-2037; phone 202-879-9600 (http://www.learner.org).

Culture Videos from the *Pacific Century* series (1992, Running time: 60 minutes each)

1. "Meiji: Asia's Response to the West" (*Pacific Century #2*)

2. "Reinventing Japan" (*Pacific Century #5*)

3. "Inside Japan, Inc." (*Pacific Century #6*)

Culture Videos from the *Faces of Japan II* series (1990, Running time: 15 minutes each)

4. "Puppeteer's Apprentice (*Bunraku* Puppeteer)" (*Faces of Japan II #1*)

5. "An American Portrait (*Sumo* Wrestler)" (*Faces of Japan II #2*)

6. "Frontier Fisherman" (*Faces of Japan II #3*)

7. "Woman Soldier" (*Faces of Japan II #4*)

8. "Cram School" (*Faces of Japan II #5*)

The culture videos from the *Pacific Century* series are suited to students in high school and college as well as to independent adult students, whereas those from the *Faces of Japan II* series are particularly well suited for middle school and high school audiences. *Faces of Japan II* has an accompanying teacher's guide (*A Teacher's Guide to Faces of Japan II* by Jacquelyn Johnson and Lynn Parisi, Lakewood, CO: Pacific Mountain Network, 1990), which provides program summaries, objectives, topics for discussion before and after viewing each program, and some background notes for the teacher.

These culture videos may be viewed at various times in your study of Japanese. They may optionally be tied to specific lessons of *JSL* materials. This is outlined in Table 6 in the Appendix.

In the following sections, *JSL Interactive CD-ROM Program* is explained further.

SECTION 2: INSTALLING THE PROGRAM

JSL CD-ROM QUICK INSTALLATION INSTRUCTIONS FOR PC

- ♦ Place CD in CD-ROM drive.
- ♦ Use your Start button and Choose Run.
- ♦ Browse to your CD-ROM Drive
- ♦ Select setup.exe
- ♦ Follow the on-screen installation instructions.

Operating Systems supported: Windows 98, NT, 2000, and XP

SYSTEM REQUIREMENTS FOR A PC

- ♦ PC with Windows 98, NT, 2000, or XP
- ♦ PC with 300 MHz processor or higher
- ♦ 128 MB of RAM or higher
- ♦ 20 MB of available hard disk space
- ♦ CD-ROM drive
- ♦ Keyboard and Microsoft Mouse or compatible pointing device

SECTION 3: GETTING STARTED WITH THE CD-ROM PROGRAM

This section describes the component parts of the CD-ROM program and takes you step-by-step through the log in procedures. You will learn to start the CD-ROM program, go through the opening sequence, record data as needed, choose your persona in the program, and navigate through the program.

COMPONENTS OF THE CD-ROM PROGRAM

Major components of the CD-ROM program are the Opening Sequence, Introduction, Who's Who, and the twelve lessons. Figure 3-1 shows the general structure of the program.

Figure 3-1 Major Components of the CD-ROM Program
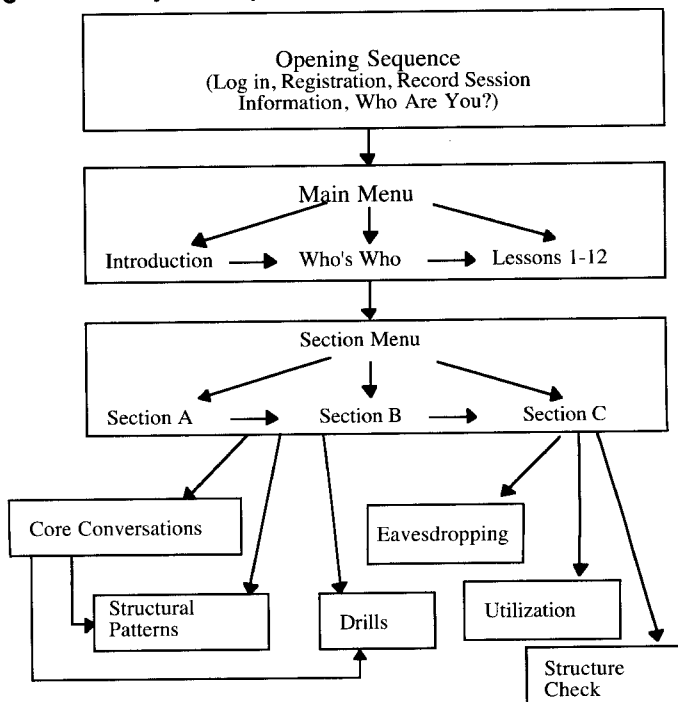
Each of the twelve lessons consists of Sections A, B, and C. Sections A and B are the presentation and practice sections. Each contains a set of conversations, called Core Conversations (CCs); Structural Pattern (SP) questions, answers, and examples; and Drills. Section C, which contains Eavesdropping, Utilization, and Structure Check, is designed for review and assessment.

OPENING SEQUENCE

The opening sequence consists of program credits, session registration, and selection of your persona within the program. This initial sequence begins with the start of the program and ends when the Main Menu is on the screen.

Logging In and Registration

1. Launch the program by double-clicking on the JSL icon that appears in the JSL-MC folder on your hard drive. The appropriate CD needs to be in your CD-ROM drive as well. Following the title page, you will see several credit pages, followed by a Registration screen.

2. You may wish to skip the credit pages. To do so, click on the Skip to Registration button at the lower left corner of the screen or press "s" on the keyboard. The Skip to Registration button is ready to respond to your click when you move the cursor to it. You can see that it is ready because it is highlighted with a yellow border.

3. Once on the Registration screen, enter your name: one given name, space, and a family name. If you have multiple family names, either use one of them or hyphenate them. If you are using the recording function, follow the instructions given in the next section. Otherwise, press "Enter" (if you are using an IBM type computer) or "Return" (if you are using a Macintosh computer) on your keyboard, which will take you to the Who Are You? screen.
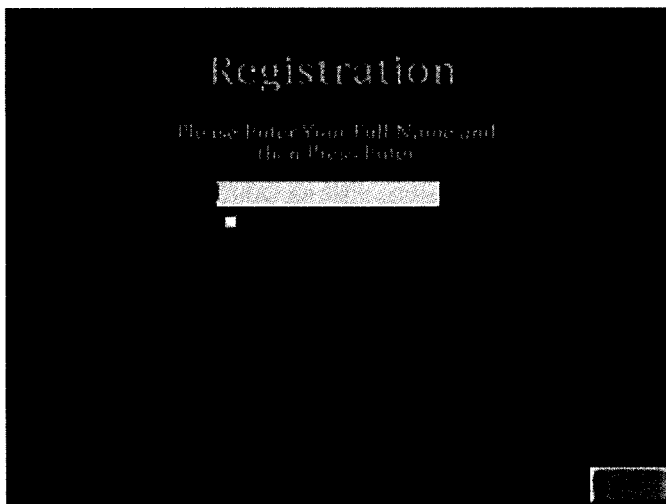
Recording Your Session Information

While using the program, it is possible to record data about what you are doing in your learning session. For example, you can record the time when you log in the program, the name of the portion of the program you have explored, and the type of activities you have selected. Recording session information can provide useful information for your instructor, who can give you advice on effective study procedures. You do not need to use this function unless instructed to do so by your teacher.

1. Once you have entered your name on the Registration screen, click the box next to "Record Session Infor-mation." An "X" in this box signals that information about the session will be recorded.

2. If you have selected the "Record Session Informa-tion," you will be asked to sign on the system and to enter your password.

3. The next dialog box gives you three options: sign on, retype name, or quit. The first time you choose to record information, click on the Sign On button. This process simply assigns a password to your name for future reference. You will be asked to type the pass-

word twice to ensure that it is correct. Please remember the password for future use.

4. The next time you enter the system, you will need to type only your name and password. If you know that you are already in the system but you are presented with the dialog box asking you to sign on, retype, or quit, then try retyping your name.

5. The next dialog box will ask you for a session name. Type in a name for this session (maximum of 7 characters). Your instructor may provide you with specific session names for particular exercises. The screen will then change to the Who are You? screen.

Accessing and Managing Your Session Information Data

When you choose to record your session information, the CD-ROM program automatically creates a folder to store this information. You can access the session information data by opening this folder, which will be located on the hard drive.

1. Look for your session information data folder. It will have the initial of your first name plus your last name. If you have created a JSL-MC folder on your hard drive and started the program from it, your data folder will be located there. Otherwise, it will be in the folder that you have opened most recently.

2. Open the data folder. For each session you recorded, you will have a simple text file with the file name you have assigned.

3. If you are using the CD-ROM program in a public computing site, it is important that you move the session information data folder to a floppy disc. Once your folder is removed from the hard drive, you will have to sign on when you choose to record session information again.

Choosing Your Persona in Who Are You?

Whenever there is an interaction between two or more speakers, the program presents the faces of the speakers who are engaged in that interaction. When you are to be a participant in the interaction, you will be represented on the screen. In the Who Are You? section of the Opening Sequence, a variety of faces are presented from which you make a selection. The face you select will represent you as a speaker during the session. You will have the opportunity to pick your persona each time you log in to the program.

1. Select the face that you wish to use to represent yourself in the program by clicking on the desired face.

2. The other faces will disappear and the face you have selected will move to the center of the screen. Your family name (or the second name you have typed in during registration) will appear under it to indicate that the selected face now represents you. The screen will automatically switch to the Main Menu after a short while.

Main Menu

The Main Menu presents the body of the program, including the twelve lessons, Introduction, and Who's Who.
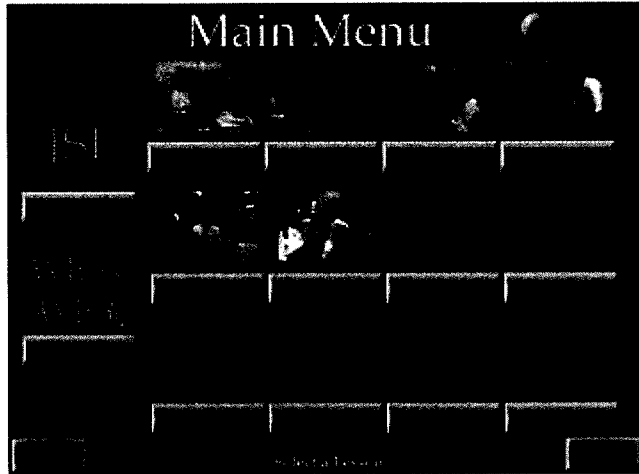
These lessons and sections are represented by picture icons, each with a button bearing the lesson or section title. The Main Menu also shows the Quit button at the lower right corner.

From the Main Menu, click on the button or press the corresponding key to go to the Introduction, Who's Who, or the desired lesson. You can also quit the program by clicking on the Quit button. See Table 1 in the Appendix for the keyboard equivalents of the buttons in the Main Menu.

Q: Since it's possible to go to different parts of the program easily using the Navigation Tree and other navigational devices, does this mean I don't have to go through the material in order?

A: If you are studying Japanese systematically for the first time, you should **not** skip around in the program. Start with the Introduction and Who's Who, then go through the lessons in order. Each lesson builds on the previous ones, so skipping around will significantly reduce the efficiency of your learning. If you have studied Japanese before and are using the

program only to review, you may select the particular areas you need to reinforce and work on them with more focus. However, if you are not sure where you will need reinforcement, go through the Introduction and Section C of each lesson, starting with Lesson 1. When you are unable to manage the tasks or questions in Section C accurately and smoothly, you should go back to Sections A and B of the same lesson to review.

Remember that the lessons should be studied in sequential order. You should begin with the Introduction, work through Who's Who, and then turn to Lessons 1-12.

Lesson Menu

Each of the twelve lessons of the *JSL-MC* CD-ROM program consists of three sections—A, B, and C. From the Lesson Menu you can go to any of the three, return to the Main Menu, or quit.
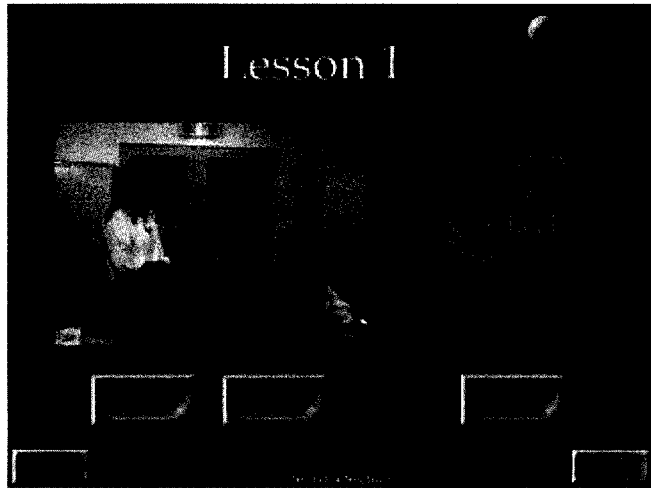
Click on the button or press the hot key on the keyboard (see Table 2 in the Appendix) for Section A, B, or C. Go through these three sections in this order since each depends on what has preceded it.

Menu for Sections A and B

The Section Menus for Sections A and B display icons for the CCs in that section and buttons for SPs and Drills.
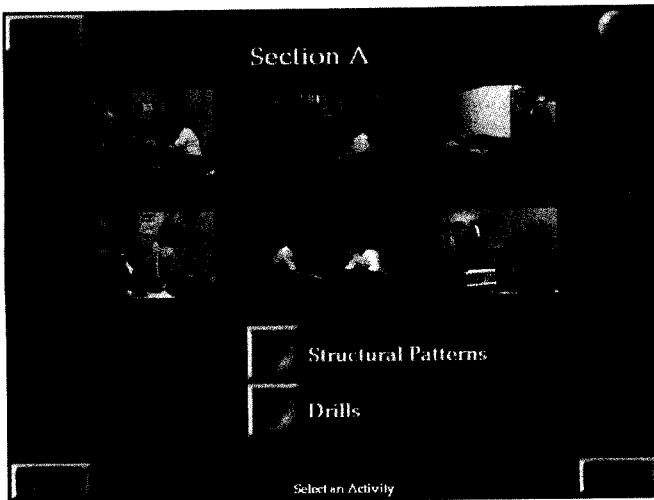

The CC icons are taken from the filmed segments of that CC. To go to a CC, click on its picture icon. To go to the SP Menu or Drill Menu, click on the appropriate button or use the hot key on the keyboard (see Table 3 in the Appendix). You should always practice the CCs at least once before going on to the SPs or Drills.

In the Section Menu, there are also buttons for the Main Menu and the Lesson Menu. By clicking any of the buttons in this Navigation Tree, you can go to different levels of the program. The Navigation Tree lets you know at which level of the program you are currently working.

Section C Menu

Section C contains Eavesdropping, Utilization, and Structure Check. Do these exercises in the listed order. You can go to the desired activity by clicking on the appropriate button or using the hot key (see Table 4 in the Appendix). You can also return to the Lesson Menu or the Main Menu.

Section C

Eavesdropping

Utilization

Structure Check

Select an Activity
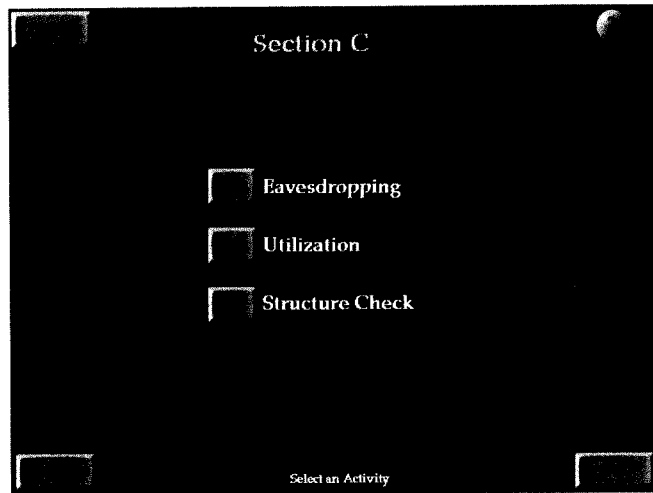
Navigating through the CD-ROM Program

The menus of the program provide means for navigation to the various sections. You can select your course of action either by clicking a button once or by pressing the corresponding key on your keyboard, if the keyboard option is available (see Tables 1 through 4 in the Appendix).

A number of general navigation tools are used throughout the program. These are the Help button, the Main Menu button, the Quit button, the Micro and Macro Navigation Arrow buttons, and the Navigation Tree.


Help: Clicking on this button takes you to the online help file. This button is located in the upper right-hand corner of the screen.

Main Menu: Clicking on this button takes you back to the Main Menu. This button is located in the lower left-hand corner of the screen.

Quit: Clicking on this button will let you exit the program. You will be asked if you are sure about this to prevent accidental exiting. This button is located in the lower right-hand corner of the screen.
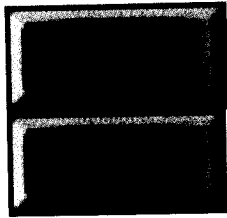
Navigation Tree: The set of buttons in the Navigation Tree provides a means to jump to any level other than the level at which you are currently working. The buttons in the Navigation Tree also provide context-specific information about your current location in the program. The Navigation Tree is located in the upper left-hand corner of the screen and will change automatically as you proceed through the program and enter different levels.

Micro Navigation Arrow buttons: Clicking on the round arrow button takes you to the next or the previous item within the same exercise. For example, you can use these buttons to move from one exchange to another within a Drill (see Section 8) or from one question to another in an Eavesdropping section (see Section 9).

Macro Navigation Arrow buttons: Clicking the square arrow button takes you to the next or the previous exercise or the next or previous conversation within a single lesson.

In addition to these navigation buttons at the bottom of every screen, there is a short description of what you should do to continue to the next step in the lesson you are working on.

Q: The program appears to be multi-layered. What should I do if I get lost?

A: Wherever you are in the program, there is a Navigation Tree in the upper left corner of the screen. It keeps track of how you have reached the current level. You may select any one of the buttons in the Navigation Tree to return to a previous level. You may also select the Main Menu button at the lower left corner of the screen. From the Main Menu, you can go to the Introduction, Who's Who, or any of the twelve lessons. Another thing you can always do is click on the "?" button to access online help in using the program.

SECTION 4: INTRODUCTION

This section describes the Introduction to the CD-ROM program, which provides vital information you will need before getting started on the lessons. If you are new to studying Japanese, be sure to go through this section of the program first.

In the Main Menu, click on the Introduction button to go to the Introduction Menu. The Introduction to the CD-ROM program is divided into three sections: Language Learning, How to Use the Program, and Introduction to Japanese. From the Introduction Menu, you can go to any of these three sections by clicking on the appropriate button, or you can return to the Main Menu or quit the program.

LANGUAGE LEARNING

In this section, Eleanor Harz Jorden, one of the co-authors of *JSL 1*, will give you her expert advice on learning Japanese. She answers six questions commonly asked by students of Japanese. These questions address how difficult Japanese is for native speakers of English, what role memorization plays in language learning, whether an English speaker can learn a foreign language without knowing the grammar of English, the importance of the order in which the materials in *JSL 1* are presented, the relative importance of the various segments of *JSL 1*, and the timing of learning written Japanese. Whether you are a first-time learner of a foreign language or a veteran, you should go through this section at least once. You should also read the How to Use This Book section in the textbook (pp. xvii–xix).

The six questions and their answers described above are presented automatically in sequence. You may skip to the next question or go back to a previous question by clicking on the Micro Navigation Arrow buttons. At the end of the last question and answer, click on the Done button for a special message from Dr. Jorden.
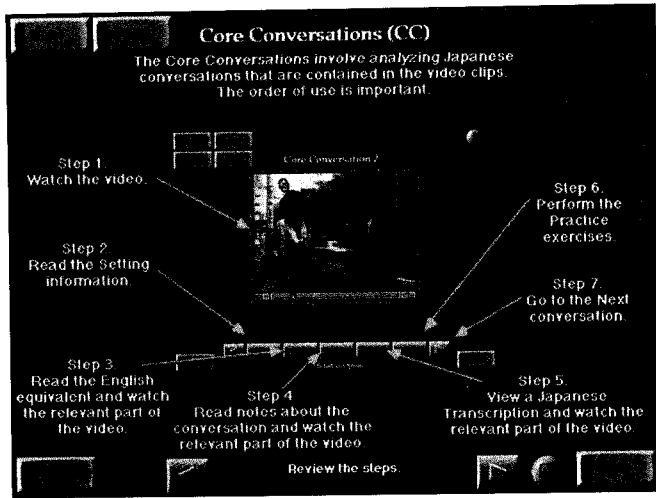
HOW TO USE THE PROGRAM

How to Use the Program shows the steps you need to follow to make the best use of the various parts of the CD-ROM program. Clicking on the Help button anywhere else in the program will connect you to the relevant portion of this How to Use the Program section.

When you select How to Use the Program from the Introduction Menu, the first thing you will see is a diagram of all of the component parts of the program. This diagram is called the Parts diagram.
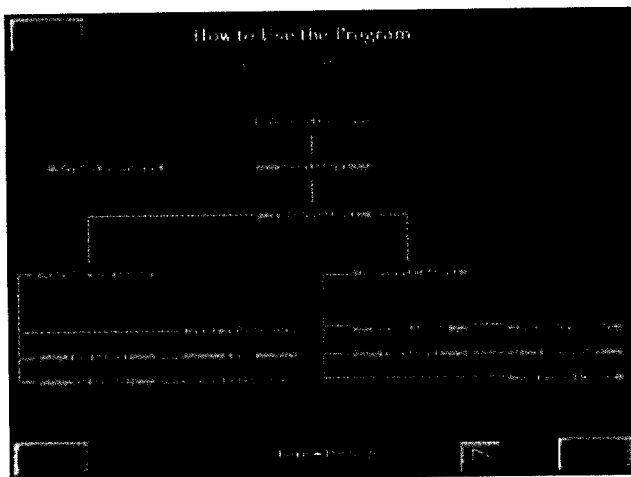
1. Click on any of the buttons in the Parts diagram to go to the description screen for the desired portion of the program, or click on the Macro Navigation Arrow button to go to the first description screen. For example, if you have clicked on the Core Conversation button, a sample of the CC screen will appear. Then, one by one, the steps you need to follow in that portion of the program will appear. When all steps are explained, a round OK button appears to the right of the Macro Navigation Arrow button.

Core Conversations (CC)

The Core Conversations involve analyzing Japanese conversations that are contained in the video clips. The order of use is important.

Step 1.
Watch the video.

Step 2.
Read the Setting information.

Step 3.
Read the English equivalent and watch the relevant part of the video.

Step 4
Read notes about the conversation and watch the relevant part of the video.

Review the steps.

Step 5.
View a Japanese Transcription and watch the relevant part of the video.

Step 6.
Perform the Practice exercises.

Step 7.
Go to the Next conversation.

2. Study the steps described, and when you have a clear idea of what to do in that particular segment, go to the next segment by clicking on the OK button. You can move to the next or the previous segment at any time by clicking on the Macro Navigation Arrow button or return to the Parts diagram by clicking on the Parts button in the Navigation Tree.

3. To review the various navigation buttons used throughout the program, click on the Screen Element button on the upper left side of the Parts diagram.

INTRODUCTION TO JAPANESE

Introduction to Japanese provides exercises that the learner should go through to become familiar with the Japanese sound system and the romanization used in the program and to learn some basic greetings.

When you go to Introduction to Japanese from the Introduction Menu, you will see four subsections: Mora of Japanese, Mora Check, Accent and Intonation, and Useful Phrases. You should work through these in the listed order. Make your selection by clicking on the appropriate button.

The Mora of Japanese

This section provides an introduction to the mora, the syllable-like sound unit of Japanese. You will first see a table of the mora of Japanese, in which the 113 distinct mora used in the so-called "standard" dialect of Japanese are organized into 17 vertical rows.

1. Select a row by clicking anywhere within the desired row. Note that Row 17 has two parts, as you will see if you click on that row. The practice screen of the selected row will appear and the first item will be played automatically.
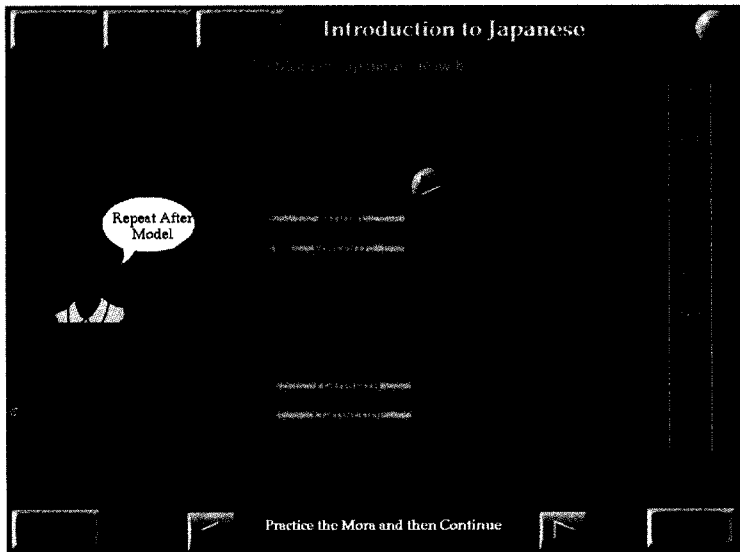
Notice that the face you have selected to represent yourself appears on the left side of the screen, indicating that you will engage in speaking practice in this section.

The item number indicator (e.g., "2 of 15") shows the total number of items you have to practice and the current item you are practicing.

2. Click on the Model button to hear the model again. The textbook Introduction describes in detail the characteristics of the sound elements in each of the rows in the table. Read the appropriate sections of the Introduction as you proceed.

3. Click on the Transcription button to see the romanized transcription of the word. Use this function only to confirm what you have heard and to note the association between the sounds and the romanization used in *JSL-MC*. Do not sound out the transcription to practice the pronunciation. Always use the model sounds as the main resource for your pronunciation practice.

Q: I studied Japanese before and I am used to seeing it written in *hiragana*. Why is romanization used? Why is the romanization so unusual?

A: Japanese can be written entirely in *hiragana*. Unfortunately, only young Japanese children ordinarily write that way. There are several reasons why romanization, rather than *hiragana*, is used in *JSL 1* to represent Japanese. (1) You learn the spoken language by listening to and imitating spoken models, not by looking at written symbols. Romanization is used strictly as a reminder of the spoken language, which differs in style from the written language. In the *JSL* program you should never use romanization for reading or writing practice. (2) Fewer than 20 symbols of the alphabet are necessary to represent Japanese, in contrast to 46 *hiragana* symbols. (3) Contrary to common belief, *hiragana* are not phonetic. Seeing Japanese written in *hiragana* does not help you in your pronunciation any more than simply seeing a romanized representation.

For pronunciation development, you need to work with sounds, not their written representation. The romanization used in *JSL-MC* is a slightly modified version of romanization that is used in Japan along with several other varieties of romanization. It represents the system of Japanese sounds efficiently and clearly, and it allows for a concise analysis of the structure of Japanese. You will have to learn a few conventions associated with this romanization, but the number of those conventions is very small compared to the number of conventions associated with using *hiragana*. (See

pp. 21–22 of the textbook for a more detailed discussion of the romanization system used in *JSL-MC*.)

4. Click on the Translation button to see the English equivalent. Translations are provided only for reference. It is inadvisable at this point for you to try to remember the meanings of these isolated words since they are provided only for the purpose of pronunciation practice.

5. When you are ready to repeat the word, click on the Record button, and when the red indicator lights up, say the word into the microphone.

6. Click on the Replay button to hear your recording, and compare it to the model by clicking on the Model button. If your recording does not resemble the model, repeat steps 5 and 6.

7. When your recording resembles the model, go on to the next item in the row by clicking on the Micro Navigation Arrow button.

8. When you finish practicing the last item in the given row, click on the Macro Navigation Arrow button to go to the next row, or click on the Table button in the Navigation Tree to return to the table of Japanese mora.

Q: How can I possibly remember all the words in the pronunciation section?

A: Don't even try. The focus of this section is pronunciation, not vocabulary building, so study the sounds that the words exemplify instead of trying to remember the words or their meaning. Do not spend too much time trying to perfect your sounds in this section of the Introduction. You will have more opportunities to work on your pronunciation in the main lessons. However, whenever you identify a specific problem area as you go through the lessons, return to the appropriate portion of the pronunciation section to give yourself focused pronunciation practice in that area.

Mora Check

This section provides exercises in identifying the number of mora in a sequence. There are ten exercises. They should be done in the order provided.

1. Select from the Mora Check Menu the exercise you wish to do by clicking on the number button corresponding to the exercise number. The first item of the exercise will play automatically.
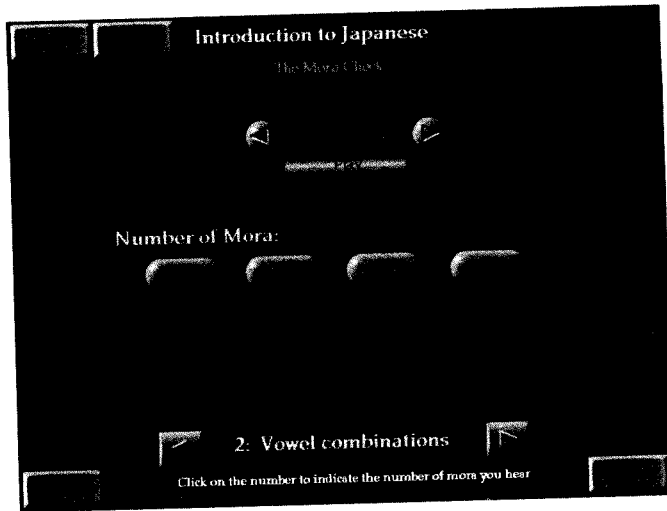
2. Click on the Play button to hear the item again.

3. Based on the number of mora you think you hear, select one of the four options given by clicking on the button bearing the desired number.

4. Check the correct answer. The romanized transcription and the English equivalent for the item are also shown in the correct answer box. Note the association between the sounds and the romanization used in *JSL-MC*. If you wish to hear the item once more, click on the Play button again. If you are ready to go on, click on the Micro Navigation Arrow button.

5. When you have counted the number of mora for the last item in the exercise, go on to the next Mora Check exercise by clicking on the Macro Navigation Arrow button. You may also return to the Mora Check Menu to select your next exercise.

Accent and Intonation

This section provides practice focused on the accent and intonation patterns of Japanese phrases and sentences.

1. Read the explanations about accent and intonation provided in the textbook (pp. 10–16).

2. Click on the appropriate button for either accent or intonation practice. The practice screen will appear and the first example of the selected practice will play automatically. Notice also that the face you have selected to represent yourself appears on the left side of the screen, indicating that you will engage in speaking practice in this section.

3. Click on the Model button to hear the model pronunciation again. You can do this as many times as needed.

Q: How important are accent and intonation? Don't they just add emphasis or extra nuances?

A: Both accent and intonation are important features of the Japanese sound system. A pair of words that are identical except for accent can mean different things even in the same context. A pair of sentences that are exactly the same except for the intonation can convey very different meanings. Accurate pronunciation, including the mora beat, accent, and intonation, will help you succeed in communicating with the Japanese.

4. Click on the Transcription button to see the romanized transcription of the word. The transcription will appear for a few seconds.

5. Click on the Translation button to see the English equivalent, provided only for reference. The translation will appear for a few seconds.

6. When you are ready to repeat the word(s) yourself, click on the Record button, and when the red indicator lights up, say the word(s) into the microphone.

7. Click on the Replay button to hear your recording, and compare it to the model by clicking on the Model button. If your recording does not resemble the model, repeat steps 6 and 7.

8. There are fifteen items in both accent and intonation exercises. When you have practiced all of the items in one, select the other exercise by clicking on the button for that exercise, located below the Introduction button in the Navigation Tree. You may also return to any of the previous parts by using the appropriate buttons in the Navigation Tree or the Main Menu button.

9. Reread the pertinent section of explanations in the textbook to mentally review what you have just practiced.

In the CD-ROM program, accent marks and macrons (the
bars above letters) are shown only in the Introduction
section and in the Vocabulary Practice section of CCs. See
the textbook for a more comprehensive marking of accent
patterns. Also, the intonation marks used in the program
differ slightly from those used in the textbook. Instead of
the rising hook ("√"), the combination of a period and a
slash ("./") is used. A question mark is used following
sentence particle **ne** instead of the reversed question mark
("ʕ"). (See Table 5 in the Appendix for a summary.)

Greetings and Useful Phrases (GUPs)

These are commonly occurring items that you will
need to be able to use freely and appropriately. Depending
on the setting and your conversation partner, usage will
differ.
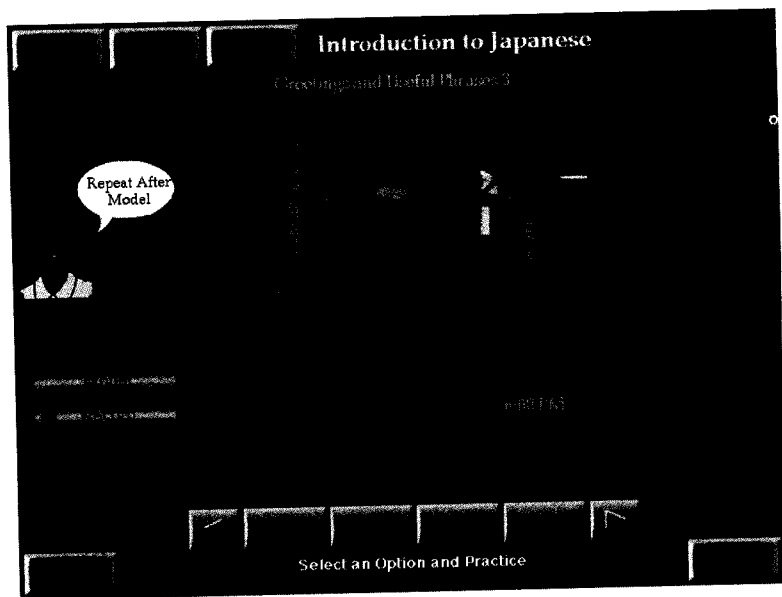
1. Click on the button for Greetings and Useful Phrases
   in the Introduction Menu to go to this section. The
   GUP Menu, consisting of twenty numbered buttons,
   will appear. These numbers correspond to the phrase
   numbers in the textbook (p. 24).

2. Click on the button for the item you want to practice. It will be played automatically and you will see a picture in the middle of the screen and a series of buttons under it. The picture depicts a typical context in which the item is used. Notice also that the face you have selected to represent yourself appears on the left side of the screen, indicating that you will engage in speaking practice in this section.

3. Click on the Model button to hear the item again. This button will allow you to listen to the item many times.

4. Click on the Setting button to gather information about the content of the conversation, including the relationship between the two speakers in the sample scene and the context in which the interaction between them takes place.

5. Click on the Translation button to see the English equivalent of the item. Be careful not to assume that the Japanese item is used in the same contexts as its English equivalent.

6. Click on the Notes button to see some explanations about the contexts in which the item is typically used.

7. Click on the Transcription button to see the Japanese transcription. Use the transcription to verify the item content, but not to practice pronunciation. The right model for your pronunciation is only a click away—a click on the Model button.

8. To start practice, click on the Model button to hear the correct pronunciation of the item again.

9. When you are ready to say the item, click on the Record button. When the red indicator lights up and the hour glass appears on the screen, speak into the microphone.

10. Replay your recording by clicking the Replay button, and compare it with the model, which you can hear again by clicking on the Model button. Make sure that your pronunciation is accurate and your delivery is smooth.

11. When you are ready to practice the next item, click on the Macro Navigation Arrow button.

SECTION 5: WHO'S WHO

The videos of the CCs depict everyday exchanges involving several key characters, some Japanese and some American. Who's Who introduces these main characters, their group affiliations, and the relationships among them.

OBJECTIVES

The notion of who you are in relation to the person to whom you are talking and the person to whom you are referring is of crucial importance in Japanese interactions. Use the Who's Who section to become generally acquainted with the main characters that appear in the CCs before going on to the lessons, and then refer to this section during your study of a particular CC to check carefully on the characters and relationships of that CC.

NAVIGATING

You can go to the Who's Who section only from the Main Menu.

Click on the Who's Who button, or press the "w" key on your keyboard. The Main Character Menu, showing the faces and the names of the four main characters of the *JSL* video, appears on the screen.

Below the faces, there are buttons for the Map, the Continental Bank, the Oriental Trading Company, and the graduate school. The Map will show the structure of the relationships among the people who appear in the *JSL 1* video. The other three buttons are for the key groups with which the main characters of the CCs are affiliated. When one of these buttons is clicked, that button will disappear, but a button for the Main Characters in that group will appear.

Main Characters

The four main characters, Bill Carter, Deborah Miller, Charles Smith, and Sue Brown, are Americans living in

Japan. They appear throughout *JSL* interacting with their Japanese colleagues, friends, and acquaintances in the various social groups to which they belong.

1. Click on the picture of a main character for more information about that person. A text box containing the picture of the person and basic relevant information will appear on the right of the screen. The basic information includes the person's name, affiliations, and the CCs in which that person interacts with other CC participants for the first time. The CC lesson and number are shown in red.

2. Click on the CC number to view the interaction of your choice. The video segment will appear on the left side of the screen. Above the video screen are the lesson and CC numbers as well as the location where the conversation takes place.
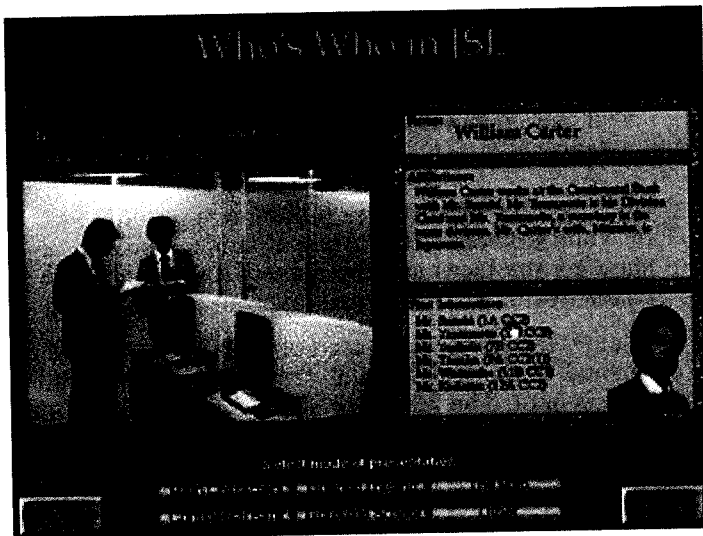
3. When you have sufficient information about the character you have selected, go back to the Main Character Menu or select another option of Who's Who by clicking on the appropriate button at the bottom of the screen.

The Map

The Map shows group affiliations and roles that individuals play within these groups, as well as relationships across group affiliations.

1. Click on the Map button. This will take you to the top half of the Map.

2. For more information about the individuals on the Map, click on their names, shown in red. To return to the Map, click on the Map button.

3. Click on the Map Part 2 button to see the bottom half of the Map. A button for the Map Part 1 will appear; click it if you wish to return to the top portion of the Map.

The Key Groups

The four main characters of *JSL* belong to the Continental Bank, the Oriental Trading Company, or the graduate school. While they also have other group affiliations as indicated on the Map, the majority of interactions depicted in the CC videos take place in one of these three locations.

The relationships among those who are in each of these interactional groups are shown.

1. Click on the desired key location button to see the relationships among the *JSL* characters in that group.

2. Click on any of the character pictures to see more information about the character.

Once you have gone through the Opening Sequence in the Getting Started section, Introduction, and Who's Who, you are ready to begin your lessons. The next five sections describe the activities provided for each of the twelve lessons of the CD-ROM program.

SECTION 6: CORE CONVERSATIONS

In Sections A and B of each lesson, begin your study with the set of CCs, presented as video segments. These CCs are extremely important, for they will function as the focal point of your learning spoken Japanese. This section describes the objectives of the CCs, the makeup of the main CC screen, and the procedures for related activities.

OBJECTIVES

The goal of learning CCs is to be able to perform them in appropriate contexts without spending time figuring out what linguistic forms should be used—that is, to participate in Japanese interactions in a culturally realistic manner. This goal requires that you study the model carefully in terms of sounds, structure, overall flow of conversation, and body language and that you memorize the CC by repeating the model many times and rehearsing it in context. By learning the CCs, you will acquire new vocabulary and structural patterns in culturally authentic contexts and learn appropriate pronunciation and intonation.

Q: Why should the CCs be memorized? I want to use my creativity in speaking Japanese.

A: The CCs give you the models you need to be creative and comprehensible in Japanese. If you knew all the sounds of Japanese but didn't know any Japanese words or sentence patterns, you couldn't form a Japanese sentence. Similarly, knowing words and sentence patterns alone, without the knowledge of how those words and sentences are combined to build conversations that are meaningful in Japanese culture, will not enable you to create natural dialogue. Memorization of the CCs is only the beginning of your learning, not the end goal.

NAVIGATING

You can go to a CC of your choice directly from the Section A or B Menu (Main Menu > Lesson Menu >

Section Menu) or from another CC within the same
section using the Macro Navigation Arrow button.
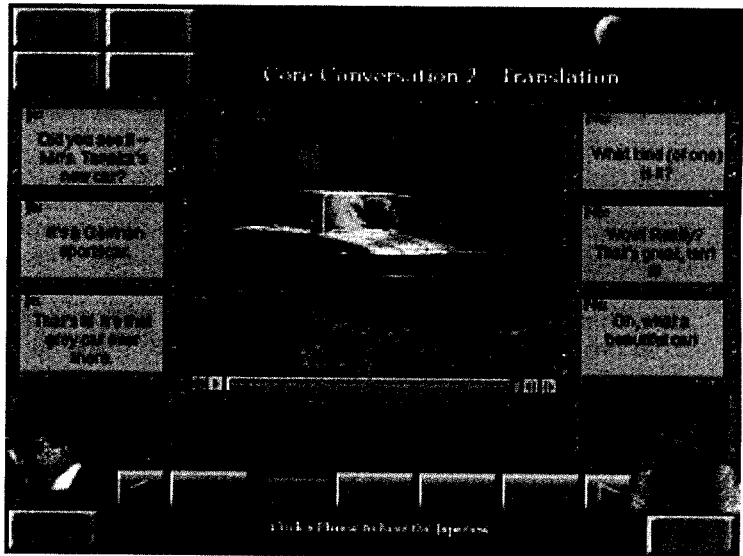
Once you are at the CC screen, you can go back to the
Section Menu (Section A or B) or the Lesson Menu using
the appropriate buttons in the Navigation Tree. You can
also go to Drills or Structural Patterns (SP) of the same
section by clicking on the Drills or SP button, also on the
top left corner. This will take you to the Drill or SP Menu.

In the middle of the screen is the CC video screen
with video controller. You can use the video controller for
selective listening and viewing of the CC, as outlined in the
next section.

Below the screen and video controller is the CC function bar, which consists of seven option buttons: left-pointing Macro Navigation, Setting, Translation, Notes, Transcript, Practice, and right-pointing Macro Navigation.

The Macro Navigation Arrow buttons on the CC function bar are used to go from one CC to the previous or the next CC within the same section. The other five option buttons take you to activities related to the current CC. Their respective functions are outlined next. To jump from one option to another you only have to click on the appropriate button.

From the CC screen, you also have the option of going back to the Main Menu or quitting the program. Main Menu and Quit buttons are located at the bottom left and right corners, respectively.

LISTENING, VIEWING, AND ANALYZING

The first thing you will do with a CC is listen to it and watch the video to analyze what is presented. The Auto-play function and the video controller will help you view and listen to the CC repeatedly. For presentation and analysis, use the Setting, Translation, Notes, and Transcript options.

Autoplay

When you go to a CC, the video will play once automatically. As you listen, watch the video screen to grasp the general idea of what is happening, who the speakers are, where they are, what is in the background, what they are doing, and, as much as possible, what they are saying to each other.

Selective Listening

Once the Autoplay is completed, you can use the video controller, located at the bottom of the video screen, to listen to and view all or part of the CC repeatedly.

1. Clicking on the speaker icon located at the left of the video controller will let you adjust the volume level of the CC.

2. The right-pointing triangle next to the speaker icon is the play icon. It will change to a pause icon when you click on it to play the CC. Clicking on the pause icon will stop the video, and the icon will change back to a play icon.

3. The horizontal scroll bar in the middle of the video controller represents the duration of the CC video, and the rectangular cursor indicates the relative location of the segment that is currently playing. This cursor will move continuously from left to right on the scroll bar as the video is played.

   You may view and hear part of the CC by moving the cursor to the place in the scroll bar that corresponds to the beginning of the segment of the conversation you wish to view and hear. Do this either by dragging the cursor to the desired location or by clicking the desired location on the scroll bar, then clicking on the play icon.

   You can change the placement of the cursor in the same manner while the video is playing. This function is particularly useful for repeatedly viewing and listening to a selected portion of the CC.

4. The two buttons on the right of the video controller correspond to rewind and fast forward functions, respectively. Holding down these buttons is another way to change the position of the cursor on the scroll bar.

Setting

The Setting provides information on who the speakers are, where they are, what they are talking about, and what style of language they are using. For detailed discussion on style of speech, see the appropriate SP sections in the textbook. After you have listened to the CC at least once, verify your observations about the CC.

1. Click on the Setting button on the CC function bar. Make sure you are aware of the relationship the speakers have with each other and, if they are talking about another person, with that person as well.

2. Refer to Who's Who through the Main Menu if you are not certain about who the people in the CC video are. Some CCs represent typical situations that arise only when a non-Japanese interacts with a Japanese.

Translation

As soon as you move beyond Lesson 1A, in which everything you hear is new, you will understand parts of a new CC without looking at the translation. However, you can check your assumptions by looking at the English equivalents.

1. Click on the Translation button on the CC function bar to see the English equivalent of the CC as well as pictures of the speakers.

   Each text box on the screen contains one turn of an exchange within the conversation. The words are uttered by the speaker indicated below the text box. The box is marked "J" or "N" depending on whether that portion of the exchange is uttered by a

native Japanese speaker (J) or a nonnative Japanese speaker (N). It is labeled "a," "b," or "c" to show its position in the conversation. In Lesson 5, Section B, CC2, for example, the conversation begins with Ja, then goes on to Na to Jb to Nb to Jc, then ends with Nc.
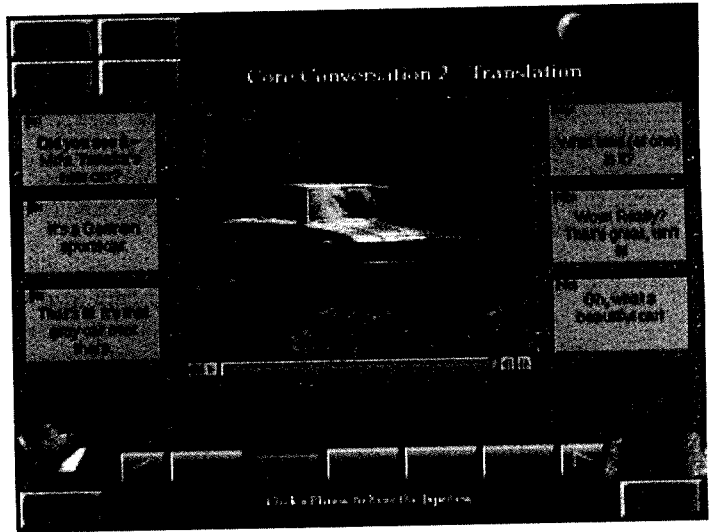
2. To review the video of the segment contained in a box, move the cursor to the English text until the arrow changes to a pointing finger, then click. The English text will disappear while the relevant section of the video is played so that you can direct your attention to the video screen and the speech sounds. After the video segment is played, the English text will reappear.

3. If you want to continue the conversation from that point, you can click on the Play button on the video controller to continue from the point where the video has paused.

Notes

The Notes offer explanations—linguistic and/or cultural—about some expressions in the CC. Some of these expressions are familiar words used in a new context, and others involve newly introduced vocabulary items that call for cultural explanations. Some of the items in the Notes are supplementary vocabulary items, which should always be practiced within a familiar context (e.g., the CC); they should not be memorized or practiced in isolation.

1. Click on the Notes button on the CC function bar. One or several text units will appear on the left-hand side of the video screen, each identifying an expression treated in the Notes. Supplementary vocabulary items are marked with a plus ("+") sign here.

2. Click on the text unit corresponding to the expression that interests you. A box containing the explanation will appear on the right-hand side of the video screen. As the explanation box appears, the relevant portion of the CC video will be played automatically. If the expression is a supplementary vocabulary item, the video will not play.

Transcription

The transcription provides a representation of the CC in romanization. This should be used only to verify what is already familiar through listening—that is, after you have heard the CC a number of times. The transcription is similar to the translation except that the text is in romanized Japanese rather than in English.

1. Click on the Transcript button on the CC function bar to see the romanized representation of the CC as well as pictures of the speakers.

2. Each text box contains one turn of an exchange within the conversation. The words are uttered by the speaker indicated below the text box. The box is marked "J" or "N" depending on whether that portion of the exchange is uttered by a native Japanese speaker (J) or a nonnative Japanese speaker (N). It is labeled "a," "b," or "c" to show its position in the conversation. In Lesson 5, Section B, CC2, for example, the conversation begins with Ja, then goes on to Na to Jb to Nb to Jc, then ends with Nc.

3. To review the video of the segment contained in a box, move the cursor to the romanized text until the arrow changes to a pointing finger, then click.

4. The relevant section of the video will be played. The romanized text will disappear so that you can turn your attention to the video screen as you listen to the conversation segment. After the video segment is played, the text will reappear.

5. If you want to continue the conversation, you can click on the Play button on the video controller to continue from the point where the video paused.

Practice

Now that you understand the CC and its cultural meaning clearly, it is time for you to practice the CC in context so you will be able to perform it naturally. You may go to the relevant SP section before moving to Practice, but if you do, go back to the SP section again after you have practiced the CC thoroughly.

Click on the Practice button on the CC function bar. The Practice Menu contains three buttons, Vocabulary, Build-up, and Role Play, and will appear on the left side of the video screen.

The Vocabulary and Build-up exercises require that you repeat after the model; the Role Play exercise requires that you take the role of a speaker in the conversation and participate in it interactively.
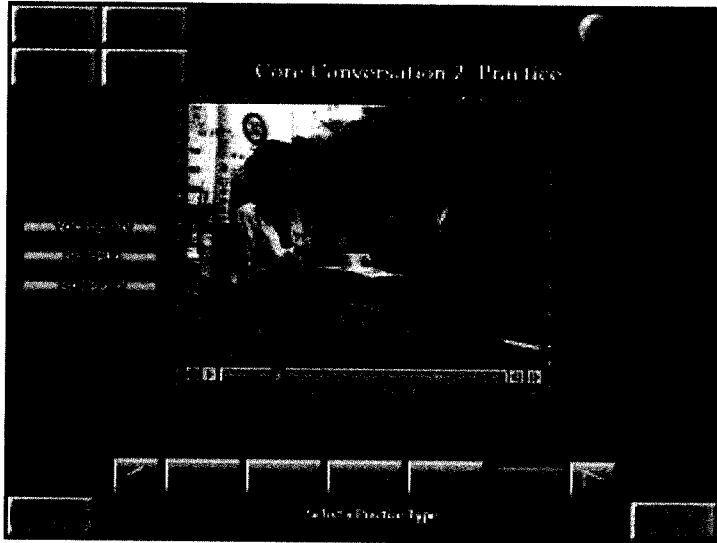
Some CCs contain representatives from a series of vocabulary items that form a special set. A special set may include dates, languages, place names, and family terms, for example. Whenever there is a special set associated with a CC, the name of that set appears to the right of the video screen in the Practice Menu. The procedures for practicing the items within each of these special sets are identical to those for vocabulary practice, outlined next.

Vocabulary Practice

The Vocabulary section provides repetition practice for vocabulary items introduced in the CC. Some of them occur in the CC itself, but supplementary vocabulary items, which do not, are also included. Remember, all vocabulary is to be learned within the CC context.

1. Click on the Vocabulary button or the special set button, if present, in the Practice Menu. The model of the first item in the section will be played automatically. The Navigation Tree in the upper left corner now contains a button for the Practice Menu.
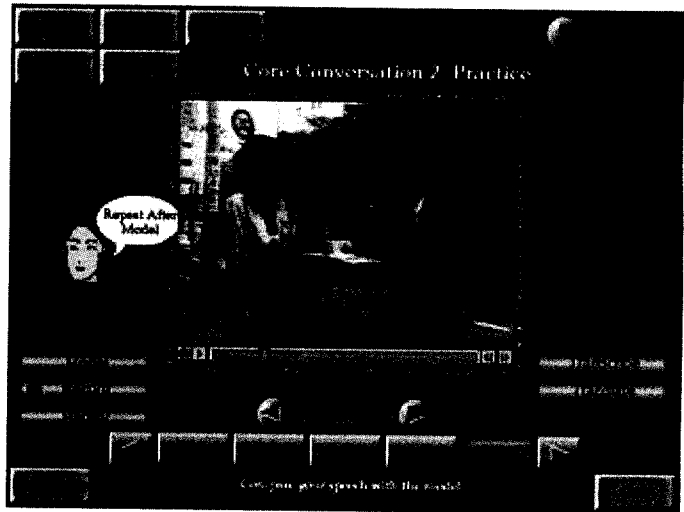
   In the area below the video screen, you will see the number indicator "1 of N." This means that there are N items to practice and that you are currently on the first item.

   On the left side of the screen will be Model and Record buttons. Notice also that the face you have selected to represent yourself appears on the left side of the screen, indicating that you will engage in speaking practice in this section. The speech bubble next to your face will say "Repeat after Model." On the right side of the screen are Translate and Transcribe buttons.

2. By selecting the Model button, you may have the model repeated as many times as you wish.

3. Click on the Translate button to see the English equivalent of the model. The text will appear for a few seconds, then disappear.

4. Click on the Transcribe button to see the romanized transcription of the item, including accent marks. It will appear for a few seconds, then disappear.

5. Once you are familiar with the model, select Record. The bubble beside "your" face will now say "Speak Now." When the red recording indicator lights up, speak into the microphone. The length of time for each recording depends on the length of the model being practiced. After the recording indicator light goes off, the Replay button will appear.

6. Select the Replay button to hear the speech sample you just recorded. Compare your speech with the model and re-record yourself until they resemble each other closely. To re-record a speech sample, simply select the Record button again. Each time you select it, anything stored in the recorder will be erased, and only the new speech sample will be there for replay.

7. When you can repeat the model promptly and accurately, you may move on to the next item or go back to review a previous item by clicking on a Micro Navigation Arrow button.

   When you have completed practice on all vocabulary items, click on the Practice Menu button in the Navigation Tree to go back to the Practice Menu, or select an option on the CC function bar.

Build-up Practice

In the Build-up practice, you will practice repeating utterances from the CCs. You will repeat increasingly longer segments until you are able to say one complete utterance in an exchange in the conversation.

1. Click on the Build-up button in the Practice Menu. (If you are currently in Vocabulary or Role Play practice, click on the Practice Menu button in the Navigation Tree to bring up the Practice Menu.)

You will also see text boxes containing the translation of each utterance in the conversation and the faces of the speakers. Note also that the Navigation Tree in the upper left corner now contains a button for the Practice Menu.
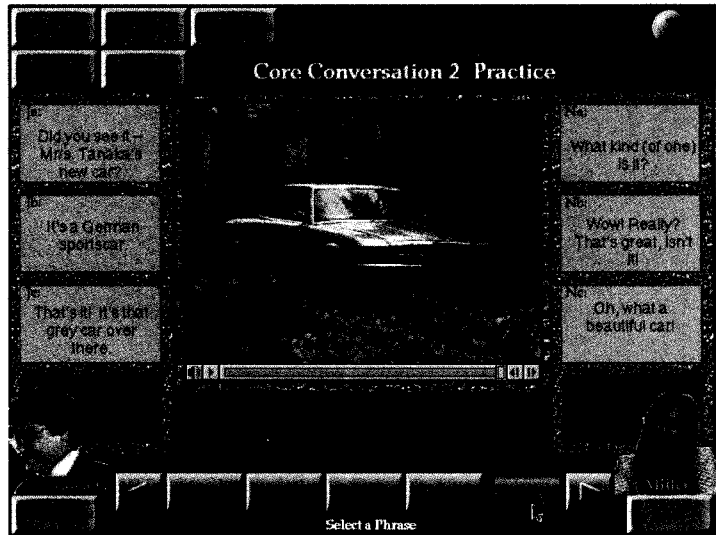
2. To select the utterance you want to practice, move the cursor to the appropriate text box, and when the arrow cursor changes to a pointing finger, click on the text box. The model of the last segment of the selected utterance will be played automatically.

Note that the text boxes have now disappeared and the Build-up button appears in the Navigation Tree. Click on this button to return to the text box screen.

A number indicator will appear beneath the video screen, indicating how many steps are required for the practice of the full utterance and which step you are on.

On the left side of the screen are the Model and Record buttons. Above these buttons, you will see "your" face.
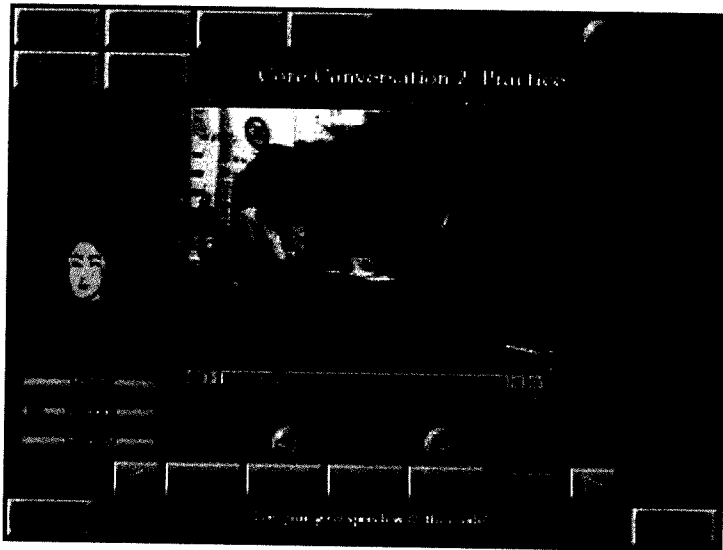
3. Select the Model button to have the model repeated as many times as you wish.

4. Once you are familiar with the model, select Record, and when the red recording indicator lights up, speak into the microphone. The length of time for each recording depends on the length of the model being practiced. When the light goes off, a Replay button will appear.

5. Select the Replay button to hear the speech sample you just recorded. Compare your speech with the model and re-record until they resemble each other closely. To re-record a speech sample, simply click on the Record button again, at which point anything stored in the recorder will be erased, and only the new speech sample will be there for replay.

6. Move to the next step of the Build-up or go back to review the previous step by selecting the appropriate Micro Navigation Arrow button.

Q: Do I need to say the phrases exactly as the model does, or can I substitute other ways of saying the same thing?

A: Remember that the CCs are the basic building blocks for developing competence in Japanese. If you already know other ways of saying the same thing, it will be useful to learn a new way. If you are enrolled in an instructional program, your instructor is likely to provide opportunities for you to practice various ways of accomplishing the same thing, using exchange patterns you have already learned.

7. When you have successfully built up to the full utterance, return to the initial Build-up screen by clicking on the Build-up button in the Navigation Tree and then select another utterance to practice. Repeat steps 3 through 6 for all of the utterances by one of the speakers in the CC. Then repeat steps 3 through 6 for all of the utterances by the other speaker in the CC. Do the same for the third speaker's utterances, if any.

8. Click on the Practice Menu button to return to the Practice Menu or select another option from the CC function bar.

Role Play Practice

Role Play practice enables you to take part in the CC while watching the video. Make sure you are able to say smoothly all utterances by at least one speaker in the conversation before selecting Role Play practice.

1. Click the Role Play button in the Practice Menu. (If you are currently in Vocabulary or Build-up practice, click on the Practice Menu button in the Navigation Tree to bring up the Practice Menu.) The buttons marked "You Respond" and "You Start" will appear below the video screen.

2. Select You Respond or You Start according to the role you want to practice.

   When you select You Respond, the face of the first speaker of the CC will appear on the left side of

the screen and your face will appear on the right
side of the screen.

When you click on the You Start button, your face
will appear on the left side of the screen and the
face of the second speaker will appear on the right
side of the screen. At the same time, the Record
button will appear on the left side of the screen.

3. Click on the Record button. If you have selected You
   Respond, the first speaker will begin the conversation,
   then the red recording indicator will light up. While
   the recording indicator is lit, respond to the first
   speaker according to the CC script.

   If you have selected You Start, the recording indicator
   will light up right away. Begin recording the first
   utterance of the CC. Once the recording time runs out,
   the red recording indicator will go off and the second
   speaker will begin speaking. Once the entire CC is
   recorded, the Replay button will appear below the
   Record button.

4. Replay the entire CC. Compare your performance with
   that of the model. To listen to the model conversation,
   click on the Play button on the video controller,
   located at the bottom of the video screen.

5. Click on the Practice Menu button to return to the
   Practice Menu, or select another option from the CC
   function bar.

   When you have completed all exercise activities
related to one CC, you are ready to go on to the next CC,
using the Macro Navigation Arrow button. You may also
go to SPs or Drills for information and practice on the
patterns introduced in the CC you just completed.

   You should, however, have gained at least a basic
familiarity with a CC before you go on to the SPs or
Drills.

SECTION 7: STRUCTURAL PATTERNS

In each section of a lesson, you should listen to all of the CCs and check their meanings before going on to the Structural Patterns (SPs). And after you have gone over the SPs, go back to the CCs for review before proceeding to the Drills. This section de-scribes the objectives and procedures for using the SP section of the program.

OBJECTIVES

The CCs in each lesson introduce a number of new vocabulary items and structures in Japanese. Some of the items are discussed in the Miscellaneous Notes in the CD-ROM program in the Notes section of each CC. The textbook also provides a thorough explanation of the structural patterns of the language. The SP section of the program, like *A Question and Answer Supplement*, presents this information in a question-and-answer format. Some of the answers and examples in the *Supplement* are more detailed than those presented in the program, but the program offers illustrations and animation for many of the examples. To use the Japanese language accurately, creatively, and productively, you need to understand these SPs.

Q: There is an SP section in the textbook and in *A Question and Answer Supplement* as well as an SP section on the CD-ROM program. Do I need to go through all of them? If so, in what order?

A: You should first read the explanations in the textbook. The recommended sequence after that is to go through the printed questions and answers in the *Supplement*, then to use the CD-ROM program to review, check, and reinforce. The question-and-answer format will help you identify the key points of the descriptions in the textbook in smaller, more manageable chunks. The *Supplement* is more portable than the equipment necessary to play the CD-ROM, and since the *Supplement* contains a substantial amount of text, many may prefer the printed medium. However, the screen design of the CD-ROM program lets you think about your response before checking the model answer. The illustrations and animation

provided in the program are also helpful in understanding some
of the abstract concepts.

PROCEDURES

1. From a Section A or B Menu, select SP to go to the SP
    Menu of that section. Alternatively, you can go to the
    SP Menu from any of the CCs or Drills within the
    same section by selecting the SP button in the Naviga-
    tion Tree. The SP Menu will appear. This menu
    presents all of the SP headings for this section.
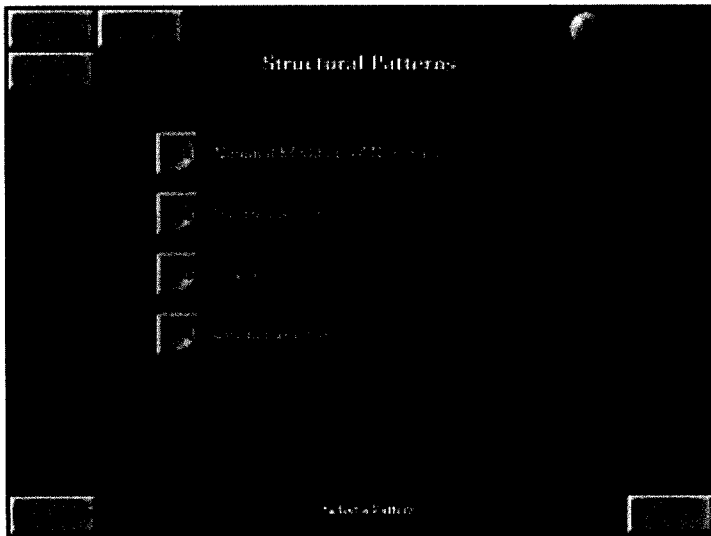
2. Select an SP by clicking on the appropriate button. The
    first question of the selected SP will appear automati-
    cally in the top text box on the SP screen.
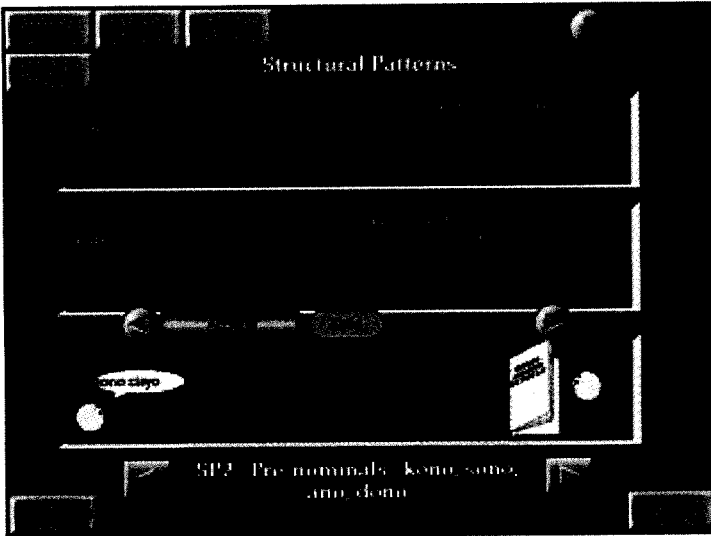
The box in the middle of the screen will show the
answer, and the lower box will furnish examples.
Between the answer box and the example box are the
buttons for navigation within the selected SP.

The current SP is identified below the example box,
and Macro Navigation Arrow buttons are located
beside that SP identification. Notice also that the SP
Menu button now appears in the Navigation Tree.

3. Read the question and think about the answer. Then
   click on the Answer button. The Answer will appear in
   the middle box.

4. Read the answer carefully. To see examples, click on
   the Example button. If no examples are available for
   the particular question, this button will not appear on
   the screen.

5. To move on to the next question or go back to a previous question within the same SP, use the Micro Navigation Arrow buttons.

6. When you have gone through all the questions, answers, and examples in one SP, go on to the next. Use the Macro Navigation Arrow buttons to move from one SP to the next or the preceding SP. You can return to the SP Menu by clicking on the SP button in the Navigation Tree and selecting the desired SP.

When you have gone through the SPs, return to the CCs for review as necessary and then proceed to the Drills to practice the new patterns in short exchanges.

SECTION 8: DRILLS

In each section of a lesson, you should have a basic familiarity
with all of the CCs and work through the pertinent SP section
before going on to the Drills. This section provides objectives
for and explanations of how to use the Drills contained in
Sections A and B of each lesson.

OBJECTIVES

All of the Drills in *JSL* are response drills to help you
participate in an exchange by responding to an utterance.
You need to manipulate the linguistic forms with a high
degree of automaticity while having a clear understanding
of what is being expressed by each speaker and what is
being accomplished in each exchange. In each Drill, you
will be working on a particular structural pattern and will be
actively using recently learned vocabulary items. Practice
each Drill carefully and thoroughly before moving on to
another. Once you are able to use the patterns practiced in
the Drills, you will be ready to use them in practicing ex-
tended conversations, or rehearsals. See Application Exer-
cises in the textbook for help in establishing conversational
situations for rehearsal. If you are in a language program,
ask your instructor to provide additional situational exer-
cises in which to practice these patterns.

**Q: If all Drills in *JSL* are response drills, when will I learn to
form questions?**

A: There are many possible combinations of sentence types in a
response drill. The first speaker may use a statement or a
question, and the response may also be a statement or a
question. The Drills in *JSL* illustrate all of these possibilities. In
some of them, you will use both a statement and a question in
a single response. Many objectives that don't involve seeking
information are commonly expressed in a question form (e.g.,
the person who says "Can you pass the butter?" at a dinner
table is typically requesting a specific physical activity rather
than just a yes/no answer). Remember to think about what
you are accomplishing through your responses in the Drills.

PROCEDURES

1. From a Section A or B Menu, select the Drill button to go to the Drill Menu of that section. You can also go to the Drill Menu from any of the CCs within the same section by selecting the Drill button in the Navigation Tree.
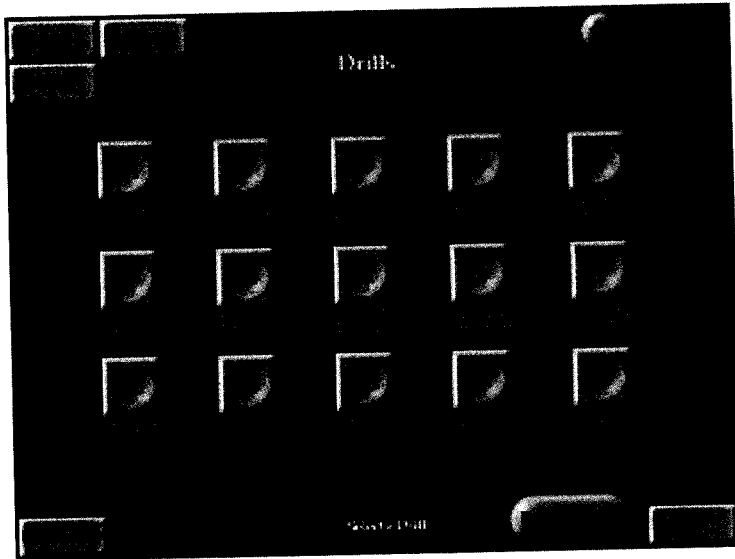
2. In the Drill Menu, the CC and SP to which each Drill is related are indicated under the Drill selection button. Select the Drill you desire by clicking on the appropriate button. The first two exchanges of the selected Drill will be played automatically. They function as a model for the structural manipulation you must perform in your responses.

The face that appears in the upper left corner of the Drill screen represents the first speaker in the exchange, and the face that appears at the bottom center represents the model respondent. The graphics that appear in the middle of the screen provide visual cues associated with the exchange.

In the top portion of the screen, you will see the item number indicator with Micro Navigation Arrow buttons. Under the item number indicator, there are Model and Begin buttons.

At the bottom of the Drill screen, there are Macro Navigation Arrow buttons. Note that the Drill Menu button now appears in the Navigation Tree.

3. Click on the Model button to hear the two model exchanges again at any point in the Drill.

4. Once you know how to respond, click on the Begin button to begin the first exchange. You will hear the utterance of the first speaker, and your face will appear as the respondent. When the red recording indicator on the Begin button lights up, indicating that the recording function has been activated, record your

response into the microphone. For the first two exchanges, you will already have heard the model responses when you begin the Drill. From the third exchange on, you should respond appropriately on your own. There will be no model response before your turn to speak.

When the recording time is up, the model respondent will reappear on the screen, and you will hear the model response. The length of the recording time you have depends on the length of the model response given.

5. You may alter the amount of time you have to respond. First, click on the Response Time button to bring up the slider for adjusting response time.
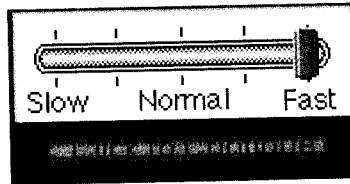
Slide the rectangular adjuster to the desired position. The program allows you to add 0 to 3 seconds to the response length for a particular Drill. Select the Click to Continue button to resume practice with the Drill.

6. Click on the Replay button to hear the exchange with your response followed by the model response. Compare your response with the model response. Repeat steps 3, 4, and 6 until your response approximates the model response.

7. When you are able to respond accurately and smoothly within the given response time, go on to the next exchange. Use the Micro Navigation Arrows located beside the item number indicator to go to the next or previous exchange within the same Drill.

8. Click on a Macro Navigation Arrow button to move from one Drill to the next. You may also go back to the Drill Menu through the Navigation Tree. Each time you go to a new Drill, regardless of how you get there, the first two exchanges of the newly selected Drill will be played automatically as a model.

Q: Going through the Drills seems very time consuming. Can I skip some of them and still learn some Japanese?

A: Each lesson of *JSL* builds on what you have learned to do in previous lessons. Skipping Drills will weaken your foundation for further build-up. You can learn a lot simply by going through the CCs, but the range of situations in which you can use Japanese will be severely limited without the Drills. What is more, the better control you have of the patterns and vocabulary practiced in the Drills, the easier it will be to learn new CCs. Remember also that being able to manipulate the forms is not the ultimate objective of your language study; it is a prerequisite to the more rewarding goal of using the language freely in new conversational situations.

SECTION 9: EAVESDROPPING

After you work through Sections A and B of a lesson, turn to Section C to review and assess your progress. This section gives the objectives and procedures for using the Eavesdropping exercises in Section C of each lesson.

OBJECTIVES

The aim of the Eavesdropping exercises is to check your listening comprehension, specifically your ability to understand Japanese conversations in which you are not a participant. They differ from the CCs, each of which involved at least one nonnative speaker of Japanese as a conversation participant. The Eavesdropping selections of each lesson also demonstrate the range of application of the patterns, vocabulary, and functions of the Japanese language you have learned, demonstrating the kinds of situations that occur commonly in Japanese society. Imagine that you are being asked by an English-speaking friend, who doesn't understand Japanese as well as you do, about the Japanese conversations you have both overheard.

There are fifteen to twenty Eavesdropping selections in each lesson, and each selection has a set of English-language questions. Type your answers in English. You will not have to rely on the Japanese writing system or romanization to answer any of the Eavesdropping questions.

The Eavesdropping selections are ordered from simple to challenging, but none uses patterns or vocabulary you have not studied. If you are in a language program, your instructor may assign particular selections for you to work on.

PROCEDURES

1. From the Section C Menu, select Eavesdropping. The Eavesdropping Menu will appear.

2. Click on the button of a selection number, which will take you to the Eavesdropping screen. Two faces,

representing the speakers in the selection, will appear
on the screen. After the selection is played once
automatically, the first question on the selection will
appear in the box at the center of the screen.

Below the question box, there are two text boxes: one
in which you will type your answer and another in
which the correct answer will be shown. Between the
two speakers is the Play button, which you can use to
listen to the selection repeatedly.

After the autoplay of the selection, a question number
indicator will appear under the Play button, showing
how many questions you have to answer for the given
selection and which question is on the screen now.
Micro Navigation Arrow buttons are located beside the
question number indicator.

The Eavesdrop button now appears in the Navigation
Tree.

3. To listen to the Japanese selection again, click on the
    Play button. You can do this at any point during the
    Eavesdropping exercise. To encourage you to under-
    stand the selection as a whole rather than as a sum of

fragmented pieces, you will always hear the full
selection.

4. There will be a blinking cursor in the box beneath the
   question. Type in your answer and press the "return"
   key on the keyboard.

5. As soon as you press the "return" key, the correct
   answer will be displayed in the correct-answer box
   below your answer. If you want to listen to the
   Japanese again, click on the Play button.

6. To go to the next question or return to the previous
   one, click on the appropriate Micro Navigation Arrow
   button, located beside the question number indicator.

7. When you have answered the last question for the
   selection, the Macro Navigation Arrow buttons will
   appear under the correct-answer box. Click on the
   appropriate Macro Navigation Arrow button to go to
   the next selection or to review a previous one. You can
   go back to the Eavesdropping Menu through the
   Navigation Tree. Each time you go to a new selection,
   you will immediately hear it once.

SECTION 10: UTILIZATION

Do the Utilization exercises only after you have learned the CCs of the same lesson well and practiced the vocabulary and patterns in the SPs and Drills thoroughly. How readily you produce accurate and culturally appropriate utterances will tell you how well you have mastered the material. Slow, hesitant, mistake-ridden answers—typically produced only after constant checking back to earlier explanatory material or the English-Japanese Glossary at the end of the textbook—signal the need for further study and practice before proceeding. Remember that the acquisition of a skill takes time and practice. If the foundation is weak, ultimate collapse becomes a worrisome possibility, but if each lesson is systematically mastered, increment by increment, a solid proficiency can be gained. This section outlines the objectives and procedures for using the Utilization exercises in Section C of each lesson.

OBJECTIVES

Utilization exercises provide you with the opportunity to apply the Japanese you have learned to a variety of conversational situations (described in English) quickly, accurately, and in a culturally authentic manner. A model utterance is provided to enable you to compare your own response to a correct one. In addition, a model utterance within an exchange that might occur in the given context is provided. As your repertoire of Japanese expands, you will learn many ways to handle the same interaction. The model provides only one appropriate way.

Q: There are many ways of expressing the same situation. What if my version is different from the model in the Utilization exercise?

A: The model provided in the CD-ROM program is only one way of handling the given situation, but it is a reasonable way to do so. If your version is different from the model version, add the model version to your repertoire and check with your instructor to be sure your version is an acceptable alternative.

Utilization is an oral exercise. Do not attempt to write down what you would say in the given situation. By writing your answers, you would permit yourself to read written responses in a situation that calls for spontaneous use of spoken language. You should be able to respond to each situation quickly without having to think about it at length and without relying on a written record to remind you of how you are to do it. If Utilization is done as homework, record your utterances using a separate tape recorder.

Q: Utilization is essentially a translation exercise, right?

A: No. Utilization does not involve translating the English of each item. It asks you to handle a specific situation, and is definitely not translation. Always use the CCs as your reference point for making the culturally sound connection between context and language.

PROCEDURES

1. From the Section C Menu, select Utilization. The Utilization Menu will appear.

2. Select the desired Utilization item by number. The Utilization screen will appear.

   In the text box at the top of the screen, there will be an English description of the situation and the task you are to perform. The description will include your role in the conversation, i.e., whether you are to initiate it or respond. In the area below the description box, there will be graphic images to help you visualize the context of the interaction.
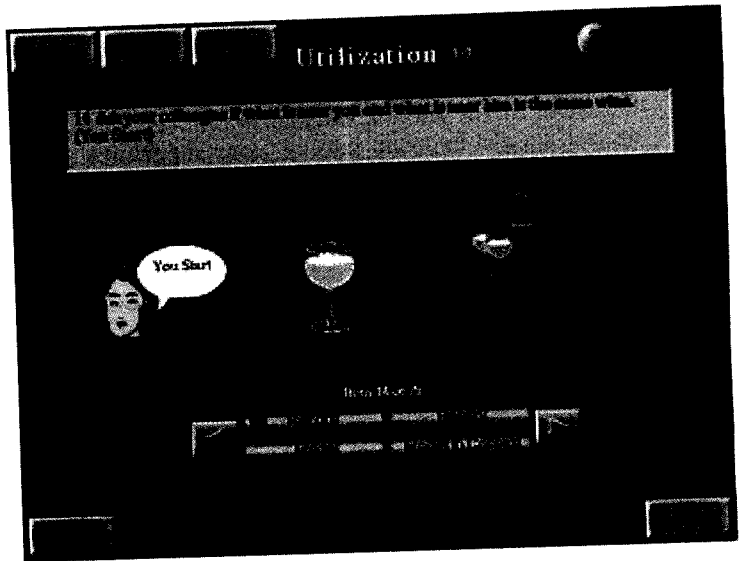
At the bottom of the screen, there will be an item number indicator showing how many items are in the Utilization and which item you are working on. There are also three buttons: Record, Model, and Model in Context.

Macro Navigation Arrow buttons will appear beside the set of buttons. The Utilization button now appears in the Navigation Tree.

3. Read the situation description and, when you are ready, select the Record button. While the red recording indicator is lit, speak into the microphone. The amount of time you have to record your speech sample is determined by the length of the model. You may re-record your speech as many times as necessary by selecting the Record button. Only the most recent recording will be kept in memory. Once you record your utterance, the Replay button will appear next to the Record button.

4. Select the Replay button to hear the utterance you have just recorded. If you detect any errors, you can record yourself again by selecting the Record button.

5. Select the Model button to hear the model and compare your own speech sample with it. Your utterance may work just as well even if it is not exactly the same as the model, but the utterance given in the model should become part of your repertoire if it isn't already. The possibility for variation is lower in some situations than in others. For example, a highly ritualistic situation calls for a ritualistic expression with little variation. If possible, check with your instructor about different versions that have occurred to you.

6. Select the Model in Context button to hear the model in a conversational context. It will occur initially or as a response, depending on the situation.

7. To go to the next situation or to review a previous item, click on the appropriate Macro Navigation Arrow button, or go back to the Utilization Menu through the Navigation Tree.

SECTION 11: STRUCTURE CHECK

This section describes the objectives and procedures for using the Structure Check in Section C of each lesson—a final assessment before concentrating on a new lesson.

OBJECTIVES

The Structure Check contains a set of multiple-choice questions that assess your understanding of the structural patterns introduced in that lesson. Using your cognitive and analytical abilities can speed the process of learning a language by guiding you to accurate, extended use of the patterns being practiced. The CD-ROM program will give you immediate feedback as you go through the questions and will provide a summary of your performance. If you review the questions with which you have difficulty, you will learn from the test as well.

PROCEDURES

1. From the Section C Menu, select the Structure Check. The Structure Check screen will appear and you will be presented with the first question.

   The question is displayed in the topmost text box with four answers in the boxes below. Buttons A, B, C, and D are used for selecting an answer. Above the question box on the left side is the item number indicator with the total number of questions in the Structure Check. On the right side, another number indicator shows how many questions you have attempted and how many of them you have answered correctly.
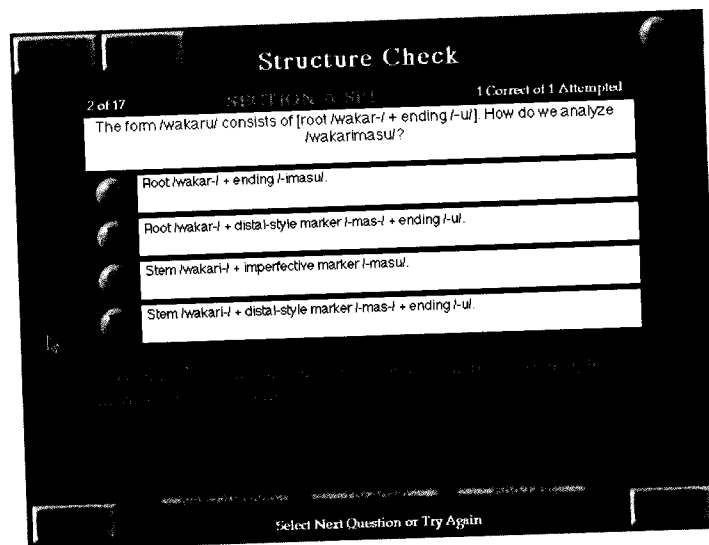
Below the brown text screen is the End of Test button. The Section C button now appears in the Navigation Tree.

2. Read the question and the four answers. Click on the button corresponding to the answer you select. If your answer is correct, the button will be highlighted in green and you will hear a chime. If it is wrong, the button will be highlighted in red and you will hear a buzzer.

In the space below the answer boxes, feedback will appear telling you whether your selection was right and providing some explanation about the correct answer.

Once you have answered the question, the Next Question button appears. This button is the only way to move from one question to the next within the Structure Check. There are no Micro Navigation Arrow buttons. If you have selected the wrong option, the Try Again button will also appear.

3. To go to the next question, click on the Next Question button.

4. If your first answer was incorrect and you would like to try the same question again, click on the Try Again button. However, only the first attempt will be counted for your performance analysis.

5. When you are ready to stop, whether or not you have answered all of the questions, select the End Test button. An analysis of your performance will be displayed and you will hear a feedback sound depending on the number of correct responses out of the number of questions you attempted: a big applause for 100%; a cheer for 60% or more but less than 100%; and a crying baby sound for less than 60%.

You have attempted 15 questions, incorrectly answering question(s):
3, 6, 8, 14, 15

From the following:
SECTION A SP2   SECTION B CC5 Notes   SECTION B SP1
SECTION B SP4

You have gotten 67% of the questions correct.

The performance analysis screen shows the number of questions you have answered in this session, the questions you have answered incorrectly, and the SPs you need to review to do better. The percentage of the questions you have answered correctly is displayed as well.

After the first trial of the Structure Check questions, the performance analysis screen will show two buttons, Menu and Review.

6. Click on the Menu button to go back to the Section C Menu.

7. You may go over those items you missed by selecting the Review button. Only those questions you missed will be presented to you. You must go through them all

before the performance analysis screen for the review session will appear. The performance analysis screen after a review will reflect only the results of the retest and not the cumulative results. You are allowed only a single review before taking the entire test over again.

SECTION 12: TROUBLESHOOTING

This section suggests solutions for problems that some users may encounter while using the CD-ROM program. If you encounter a problem other than those listed here, or, if the suggested solutions do not work, please contact the help line at Yale University Press at 1-800-987-7323, E-mail specproj.press@yale.edu, or visit the Press Website at http://www.yale.edu/yup/.

Problem	Solution
Nothing happens when I click on a button.	• Wait until the button is highlighted (yellow background) before you release the mouse. • Use a single click, not a double click, once you are in the program.
The program responds very slowly.	• Depending on the processor, the reaction time varies. You may have to wait longer if the processor on your computer is slow. • If you are using a Macintosh computer, try installing the frequently used files on your hard drive. See Section 2 for the correct procedures to do this. • Try installing on your hard drive the folder of the lesson you are working on. See Section 2 for the correct procedures to do this.
I don't hear any sound.	• Check the sound input and output functions of your computer. Make sure that the output volume is set at a sufficiently high level.

Nothing is recorded.	• Make sure that you speak only while the red recording indicator light is lit and the hour glass is showing. • Check the sound input on your computer. Make sure that it is set to receive input from the microphone. • Make sure you are using the right microphone for your computer. • Check the microphone connection.
The videos don't play within the program, but do play on a media player.	• For Windows 95, make sure that the proper version of QuickTime is properly installed. 32-Bit version is required for the 32-Bit version of *JSL*.
The speech sound of the videos is irregular.	• For Macintosh, make sure that the correct version of Sound Manager (version 3.2.1 or above) is in the Extension folder.
The Core Conversation screen is irregular.	• Navigate to the lesson menu and then return to the Core Conversation.

APPENDIX

Table 1 Hot Keys in Main Menu

Section	Hot Key	Section	Hot Key
Lesson 1	1	Lesson 8	8
Lesson 2	2	Lesson 9	9
Lesson 3	3	Lesson 10	0
Lesson 4	4	Lesson 11	-
Lesson 5	5	Lesson 12	=
Lesson 6	6	Who's Who	w
Lesson 7	7	Introduction	i

Table 2 Hot Keys in Lesson Menu

Section	Hot Key
Section A	A
Section B	B
Section C	C

Table 3 Hot Keys in Section A or Section B Menu

Section	Hot Keys	Section	Hot Keys
CC 1	1	CC 8 (if applicable)	8
CC 2	2	CC 9 (if applicable)	9
CC 3	3	CC 10 (if applicable)	0
CC 4 (if applicable)	4	CC 11 (if applicable)	-
CC 5 (if applicable)	5	CC 12 (if applicable)	=
CC 6 (if applicable)	6	Structural Patterns	s or S
CC 7 (if applicable)	7	Drills	d or D

Table 4 Hot Keys in Section C Menu

Section	Hot Key
Eavesdropping	E
Utilization	U
Structure Check	S

Table 5 Comparison of Intonation Marks in the CD-ROM Program and *JSL 1*

The CD-ROM Program	*JSL 1*	Intonation Indicated
? (when not preceded by **ka**, **yo**, or **ne**)	?	Rise in pitch on the final mora, usually with a lengthening of that mora. This intonation regularly changes a statement into a question and is typical of relaxed style.
. /	√	A slight rise in pitch on the final mora, usually without a lengthening of that mora. The final mora may start on a low, neutral, or high pitch. This intonation implies empathy, friendliness, and interest in the reaction of the person addressed.
? (when preceded by **ne**)	ʕ	A slight rise in pitch on the final mora, but frequently with a high-pitched start. **Ne?** is a request for confirmation, equivalent to "Right?" or "Isn't that correct?"

Table 6
Application of JSL 1 Lessons
to Culture Videos

JSL Lesson	Culture Video	Discussion Topics Language Practice Areas
3A	"Meiji: Asia's Response to the West"	Topics: Western influence in present-day Japan Origins of loan words in Japanese Language: Loan words and their origins
5B	"Puppeteer's Apprentice (*Bunraku* Puppeteer)"	Topics: Apprenticeship learning; Preservation of art forms Language: Invitation; verbals **miru**, **tukau**, **tukuru**; descriptions using nominals and adjectivals
6A	"Frontier Fisherman"	Topics: Geography of Japan; Family businesses Language: Locations; eating rituals
9B	"Cram School"	Topics: Education in Japan Language: Locations and directions; time
10A	"Reinventing Japan"	Topics: The family in Japanese society; *uchi/soto* Occupation reform movements Language: Family terms; review of time expressions (e.g., **syoowa**, **-nen**)
11B	"An American Portrait (*Sumo* Wrestler)"	Topics: Integration of tradition and innovation Practice and performance Language: Meeting people; *uchi/soto* distinctions; ritualistic expressions
12A	"Inside Japan, Inc."	Topics: Japanese business practice; *keiretsu* Language: Business encounters (introductions, exchange of business cards)
12B	"Woman Soldier"	Topics: Opportunities for women The role of Japan's present-day military Language: Honorific and humble polite expressions; related hierarchical relationships

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