

Yookoso Invitation To Cont Japanese

Yasu-Hiko Tohsaku, Suzuko Hamasaki

Yookoso! Yasuhiko Tohsaku, 2006

Yookoso! Yasuhiko Tohsaku, Suzuko Hamasaki, 1999

LOOSELEAF FOR YOOKOSO: INVITATION TO CONTEMPORARY JAPANESE (STUDENT EDITION) Yasu-Hiko Tohsaku, 2011-05-23

Workbook/Lab Manual to Accompany Yookoso! Yasu-Hiko Tohsaku, Suzuko Hamasaki, 1999

Workbook/Laboratory Manual to accompany Yookoso!: An Invitation to Contemporary Japanese Yasu-Hiko Tohsaku, 2006-04-12 This is the workbook to accompany Yookoso!: An Invitation to Contemporary Japanese. Yookoso! An Invitation to Contemporary Japanese is the first volume of a two-volume series for beginning Japanese courses. Based on modern principles of second-language acquisition it was the first beginning Japanese text to integrate the teaching of all four language skills (listening speaking reading and writing) and offer a full complement of ancillary materials. In this text grammar is treated as a tool for developing the ability to communicate in Japanese rather than as a focal point. The rich illustration program--including photographs line drawings and realia--provides an attractive context for language learning.

Yookoso! Yasuhiko Tohsaku, Sachiko Fuji, 1994

Yookoso! An Invitation to Contemporary Japanese Media Edition Prepack Yasu-Hiko Tohsaku, 2003-12 This is the first volume of a two-volume series for beginning Japanese courses. Based on modern principles of second-language teaching and acquisition, Yookoso! was the first beginning Japanese text to integrate the teaching of all four language skills (listening, speaking, reading, writing) and to offer a full complement of ancillary materials. In this series, grammar is treated as a tool for developing the ability to communicate in Japanese, rather than as the focal point of the text, and the rich illustration program (including photographs, line drawings, and realia) provides an attractive context for language learning.

Yookoso! Yasu-Hiko Tohsaku, 1993 Yookoso!, meaning welcome in Japanese, is the second volume of a two-volume series for beginning Japanese courses. Based on modern principles of second-language acquisition, it was the first beginning Japanese text to integrate the teaching of all four language skills (reading, writing, listening, speaking) and to be accompanied by a full complement of ancillary materials. Grammar is treated as a tool for developing the ability to communicate in Japanese, not as the focal point of the text. The illustration program (photographs, line drawings, realia) and

the two-color, hard-cover format is unique in this field, providing an attractive context for language learning.

Yookoso! An Invitation to Contemporary Japanese (Student Edition) Tohsaku, 2001-01-01

Workbook/Lab Manual to accompany Yookoso!: Continuing with Contemporary Japanese Yasu-Hiko

Tohsaku, 2006-04-27 This is the workbook to accompany Yookoso!: An Invitation to Contemporary Japanese. Yookoso! An Invitation to Contemporary Japanese is the first volume of a two-volume series for beginning Japanese courses. Based on modern principles of second-language acquisition it was the first beginning Japanese text to integrate the teaching of all four language skills (listening speaking reading and writing) and offer a full complement of ancillary materials. In this text grammar is treated as a tool for developing the ability to communicate in Japanese rather than as a focal point. The rich illustration program--including photographs line drawings and realia--provides an attractive context for language learning.

Yookoso!: An invitation to contemporary Japanese + 4 sound discs Yasu-Hiko Tohsaku, 1999

Social Networking Approach to Japanese Language Teaching Yasu-Hiko Tohsaku, Fumiko Nazikian, Jisuk Park, 2021-02-03

Social Networking Approach to Japanese Language Teaching is a timely guide for Japanese language teachers and anyone interested in language pedagogy. The book outlines an innovative approach to language instruction which goes beyond the communicative approach and encourages a global view of language education and curriculum development through the use of social networking. It showcases diverse examples of how social networking can be harnessed and incorporated into everyday language classes to increase learners' curiosity and engagement in real cultural and global interactions. While the focus is on Japanese language teaching, the concepts explored can be applied to other languages and teaching contexts. This book will benefit teachers of any language as well as linguists interested in language pedagogy.

Cognitive-Functional Approaches to the Study of Japanese as a Second Language Kaori Kabata, Kiyoko

Toratani, 2016-01-15 This innovative and original volume brings together studies that apply cognitive and functional linguistics to the study of the L2 acquisition of Japanese. With each article grounded on the usage-based model and/or conceptual notions such as foregrounding and subjectivity, the volume sheds light on how cognitive and functional linguistics can help us understand aspects of Japanese acquisition that have been neglected by traditionalists.

Olc/Website to Accompany Yookoso! , 2006-05

Workbook/laboratory Manual (part A) to Accompany Yookoso! , 1994

Ellipsis and Reference Tracking in Japanese Shigeko Nariyama, 2003-11-24 In many East Asian languages, despite the prevalent occurrence of implicit reference, reference management is largely achieved without recourse to familiar agreement features. For this reason, recovering ellipted reference has been a perplexing problem in the analysis of these languages. This book elucidates the linguistic mechanisms for ellipsis resolution in Japanese, mechanisms which involve complex processes of inference that integrate grammatical, sociolinguistic, and discourse considerations with real world knowledge.

These processes are realised in an integrated algorithm, the validity of which is tested against naturally-occurring written texts. This book also builds connections between theoretical linguistics and practical applications. The findings not only have theoretical implications for identifying crucial factors in the linguistic encoding of implicitly expressed information, factors which are very different from those found in European languages, but also offer practical applications, particularly for the design of machine translation systems and for learners of Japanese.

Cognitive Linguistics and Japanese Pedagogy Kyoko Masuda, 2018-02-19 This volume, grounded on usage-based models of language, is an edited collection of empirical research examining how cognitive linguistics can advance Japanese pedagogy. Each chapter presents an acquisition or classroom study which focuses on challenging features and leads instructors and researchers into new realms of analysis by showing innovative views and practices resulting in better understanding and improved L2 learning of Japanese.

Irregular Phonological Marking of Japanese Compounds Timothy J. Vance, 2022-05-09 Benjamin Smith Lyman (1835-1920) was an American geologist and mining engineer who worked for the Japanese government as a foreign expert in the 1870s. He is famous among linguists for an article about a set of Japanese morphophonemic alternations known as rendaku (sometimes translated as “sequential voicing”). Lyman published this article in 1894, several years after he returned to the United States, and it contains a version of what linguists today call Lyman’s Law. This book includes a brief biography of Lyman and explains how an amateur linguist was able to make such a lasting contribution to the field. It also reproduces Lyman’s 1894 article as well as his earlier article on the pronunciation system of Japanese, each followed by extensive commentary. In addition, it offers an English translation of a thorough critique of Lyman’s 1894 article, published in 1910 by the prominent Japanese linguist Ogura Shinpei. Lyman’s work on rendaku included much more than just Lyman’s Law, and the final chapter of this book assesses all his proposals from the standpoint of a modern researcher.

Instructor's Manual/tapescript to Accompany YOOKOSO! Yasu-Hiko Tohsaku, 1994

Second Language Acquisition Processes in the Classroom Amy Snyder Ohta, 2001-01-01 This book is the first study to examine how interactional style develops within the walls of a foreign language classroom in the first two years of language study. Results show learners to be highly sensitive to pragmatic information and that learners can move toward an appropriate interactional style through classroom interactive experience. The book shows how learners are most often sources who offer assistance and correction, with errors serving most often to stimulate further thinking about what form is correct. Analysis shows learners to be active in seeking corrective information in the classroom setting, not only from peer partners but also from the teacher. They are active in noticing how the teacher's utterances—even when addressed to others—contrast with their own, and utilize corrective feedback intended for other students. In addition, the results show that teacher-initiated corrective feedback addressed to individual learners is only one source of corrective feedback. Learners are

shown to be active in both teacher-fronted and peer interactive settings. In newer L2 teaching methodologies which focus on the use of peer interactive tasks, the teacher's role has been de-emphasized. This book, however, shows how important the teacher's role is. The final chapter examines how the teacher can act to maximize the benefits of peer interactive tasks through how they design tasks and present them to the class. First, the chapter looks at how learners use English--their L1--in the classroom, concluding that how teachers present activities to the class has an impact on the amount of L1 used by students during peer interaction. Following up on this finding, the chapter works to address questions that teachers face in lesson planning and teaching. It presents a useful list of questions teachers can ask when designing peer interactive tasks in order to maximize the effectiveness of a wide variety of language learning tasks.

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