

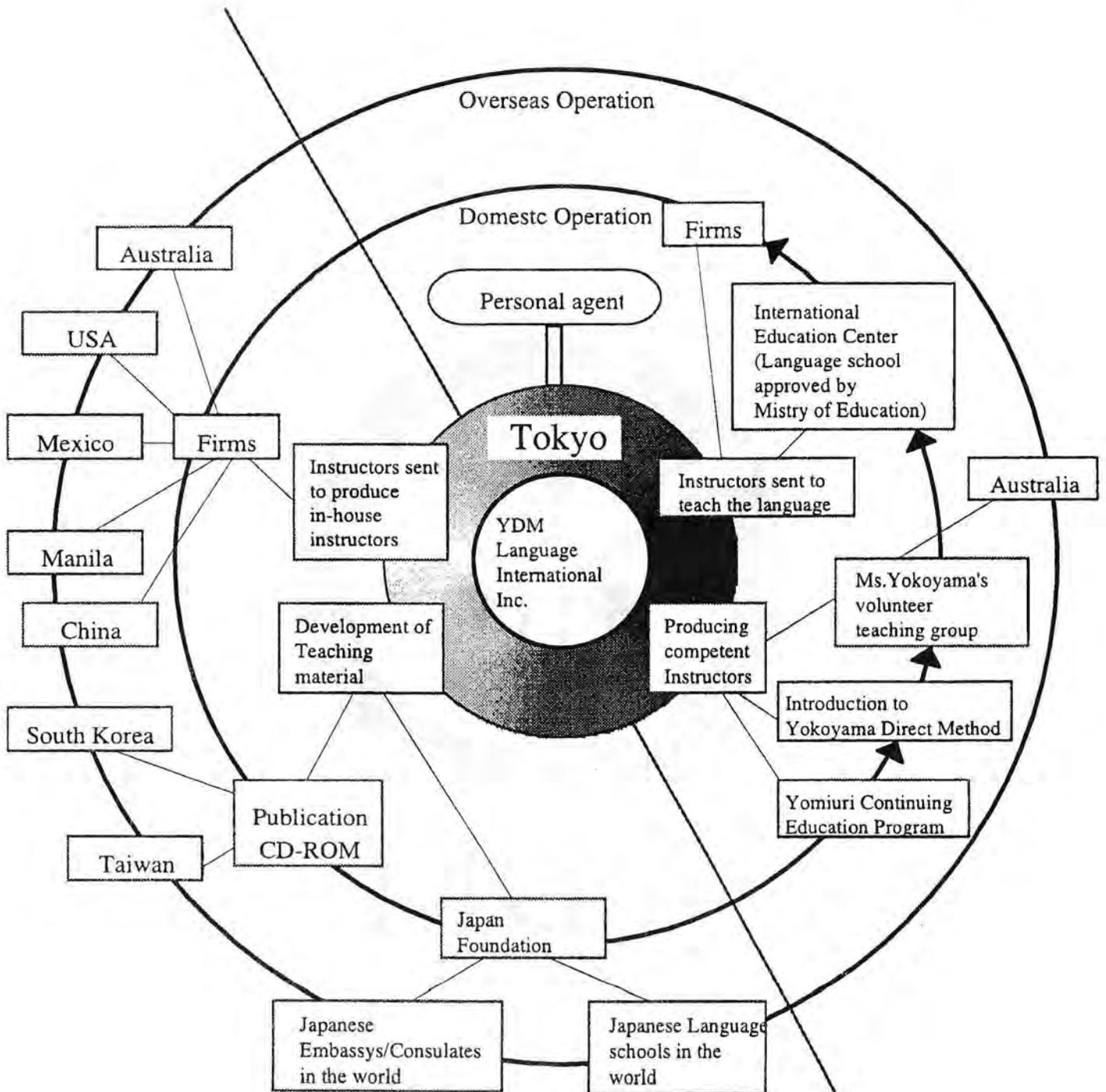


YDM

見て・聞いて・わかる
Yokoyama Direct Method

YDM LANGUAGE INTERNATIONAL INC.

Introducing the Work of the YDM Language International Inc.



Company History

- 1998.2 The Center for Japanese Language Education, CO., was established.
- 1988.4 Started an instructor training program of the Yokoyama Direct Method at Nissan Motors Company.
- 1989.1 Published The Yokoyama Direct Method---Pictorial Japanese Conversation.
- 1989.12 Started an instructor training program at the Pasco Company in Manilla, Philippines.
- 1990.2 Started an instructor training program at the Tochigi factory of Nissan Motors.
It was here that the instructors began a three month intensive course of Japanese language for the foreign workers. These foreign workers were invited to join a program in Japan, by the Japanese Department of Labor.
- 1990.11 Started an instructor training program at Nissan Motors Company in Mexico.
- 1992.10 The Department of Foreign Affairs sent Yokoyama to USA and Hong Kong as a Lecturer.
1993. YDM Language International Holding Ltd,. was established.
1996. YDM Language International Inc,. was established.
- 2003.3 NPO YDM Association was established.
- 2016.9 YDM Institute for Language and Cultural Education, General Incorporated Association was established.

●Published Works

- <Japanese>-Linguaphone Japan Ltd.,
- <Japanese Journal>Practiel Lecture-ALC Press Ltd.,
- <The Yokoyama Direct Method-Pictorial Japanese Conversation>7 volume series
- <The Yokoyama Direct Method-Pictorial Japanese Conversation>12 tapes
- <The Yokoyama Direct Method-Pictorial English Conversation>4 volume series
- <The Yokoyama Direct Method-Pictorial English Conversation>8 tapes
- <The Yokoyama Direct Method-Pictorial Chinese Conversation>4 volume series
- <The Yokoyama Direct Method-Pictorial Chinese Conversation>16 tapes
- YDM Language International Inc,. Yohan Ltd.,
-
- <Japanese Phrases for Foreign Workers>-Sanshyusha Ltd.,
- (Japanese → Korean, Thai, Urudu)
- (Japanese → Chinese, Portuguese, Spanish)
- (Japanese → English, Indonesian, Persian)
- <Conversation in bars, hotels, food shops, restaurants>-Sanshyusha Ltd.,
- (Japanese Conversation for Philippines)
- (Japanese Conversation for Thai)
- (Japanese Conversation for Korean)
- (Japanese Conversation for Chinese)
- <Language is culture The Story of "How to be developed the Yokoyama Direct Method" >
- < The Yokoyama Direct Method WBT (Web Based Training) System >
- <DGBOOK "Yokoyama Direct Method" Japanese Conversation > 5 volume series
- <DGBOOK "Yokoyama Direct Method" English Conversation > 4 volume series

Nobuko Yokoyama

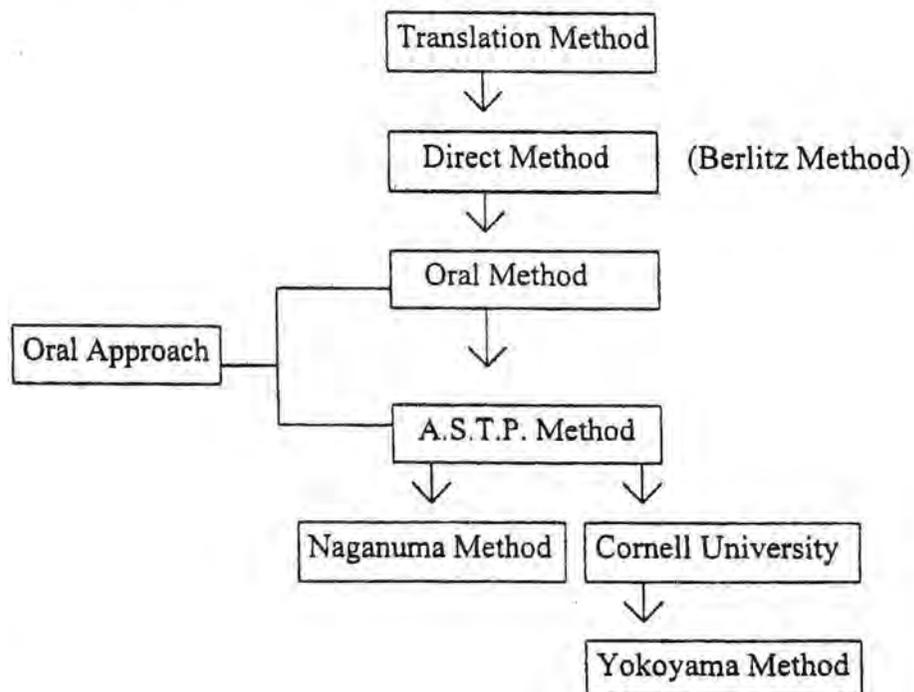
●Biography

Japanese Lecturer-Cornell University Language Department, U.S.A.
Japanese Lecturer-Cornell University FALCON(Intensive Course),U.S.A.
Japanese Lecturer-International Christian University, Japan
Chief Japanese Teacher-Intercult Japanese School, Japan
Japanese School President-Aoyama Language Academy, Japan
Chairman-Center for Japanese Language Education
Vice Chairman-YDM Language International Holdings Ltd.
President and Representative Director, YDM Language International Incorporated
Chief Director, NPO YDM Association
Representative Director, YDM Institute for Language and Cultural Education,
General Incorporated Association

●Publications

- 1989.1 <The Yokoyama Direct Method-Pictorial Japanese Conversation>7 volume series
 <The Yokoyama Direct Method-Pictorial Japanese Conversation>12 tapes
- 1989.12 Video Tapes---How to train Instructors of Japanese Language Six volumes.
- 1991.11 <The Yokoyama Direct Method-Pictorial English Conversation>4 volume series
 <The Yokoyama Direct Method-Pictorial English Conversation>8 tapes
- 1992.1 <Japanese Phrases for Foreign Workers>
 (Japanese → Korean, Thai, Urdu)
 (Japanese → Chinese, Portuguese, Spanish)
 (Japanese → English, Indonesian, Persian)
1993. <Conversation in bars, hotels, food shops, restaurants>
 (Japanese Conversation for Philippines)
 (Japanese Conversation for Thai)
 (Japanese Conversation for Korean)
 (Japanese Conversation for Chinese)
1994. <The Yokoyama Direct Method-Pictorial Chinese Conversation>4 volume series
 <The Yokoyama Direct Method-Pictorial Chinese Conversation>16 tapes
- 1996 CD ROM Japanese DEMO with Yokoyama Direct Method.
- 2003 < Language is culture The Story of "How to be developed the Yokoyama Direct Method" >
- 2005 < The Yokoyama Direct Method WBT (Web Based Training) System >
- 2007 < DGBOOK "Yokoyama Direct Method" Japanese Conversation > 5 volume series
 < DGBOOK "Yokoyama Direct Method" English Conversation > 4 volume series

The History of the Language Teaching Method



(Translation Method) - Indirect Method

- In-depth grammar studying in the first language followed by direct practice in the foreign language

(Berlitz Method) - Direct Method

- The teaching method originated in America in the 19th century
- Number of students in the class is limited to a maximum of 10
- Teachers/Instructors must be native speakers
- Learners are not allowed to use their mother tongue
- Focus on dialogue practice

(A.S.T.P. Method)

- Abbreviation of "Army Specialized Training Program"
- Invented and developed by the U.S. army in the 2nd world war
- According to the program firstly developed by linguistic scholars, grammar instructed in English while dialogue practice instructed by native Japanese speaker.

(Cornell University)

- Developed from A.S.T.P. Method, the textbook "Beginning Japanese" is used for beginners.

A Method for Whenever, Wherever and Whoever

The Characteristic of YDM

Teaching Method

- Developed by Ms Nobuko Yokoyama over a period of 13 years the "Yokoyama Direct Method" teaches the Japanese language in Japanese only.
- The "Tree-Method", developed by YDM, shows the teaching process in the full page.

Target

- Anybody who is qualified can learn at either elementary, junior-high or high school level.
- The method can be taught to groups of foreigners or different nationalities at the same time since only the Japanese languages will be employed.

Format

- Practice should be structured according to the dialogue format. Use the "See, Listen, Answer" method.
- Process is clearly identified through three-step learning: Introduction - Settling - Review. Both instructors and students can easily understand and follow the progress in learning.

Grammar Explanation

- Grammar will be explained gradually and naturally through dialogue practice.

Textbook

- Textbook, Teaching Materials and Teaching Method are all integrated into one successful concept.
- Illustration Drawings: explains the situation and teaches Japanese culture
Illustration Location: picture on right means affirmative, on the left means negative
Graphic Diagram: new vocabulary always appears underneath the picture
Numbering: the numbers in the pictures need to be followed

Content

- A major list of characters is generally used in dialogue to express culture and customs.

Time Consumption

- 300 hours for a beginner to obtain elementary conversational ability.

◆Japanese◆

- Illustration on right-hand side stands for Affirmative.

2課 | 1. これは本です。

これは本ですか。 はい、これは本です。	
これはペンですか。 はい、これはペンです。	
これは新聞ですか。 はい、これは新聞です。	
それはコップですか。 はい、それはコップです。	
それは時計ですか。 はい、それは時計です。	
それはたばこですか。 はい、それはたばこです。	
あれは机ですか。 はい、あれは机です。	
あれは茶ですか。 はい、あれは茶です。	

- Illustration on left-hand side stands for Negative.

| 2. これは本ではありません。

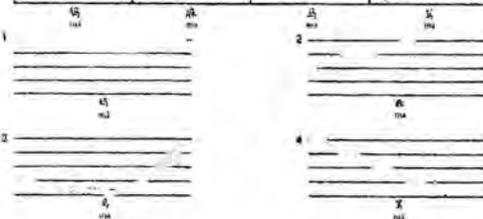
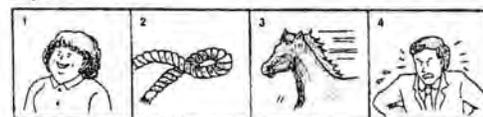
	これは本ですか。 いいえ、これは本ではありません。
	これは鉛筆ですか。 いいえ、これは鉛筆ではありません。
	これは携帯電話ですか。 いいえ、これは携帯電話ではありません。
	それはスプーンですか。 いいえ、それはスプーンではありません。
	それは電扇ですか。 いいえ、それは電扇ではありません。
	それはマッチですか。 いいえ、それはマッチではありません。
	あれは机ですか。 いいえ、あれは机ではありません。
	あれは白磁茶ですか。 いいえ、あれは白磁茶ではありません。

◆Chinese◆

- Mandarin four accents can easily be distinguished by the graphic indication and also by different colors.

第一課 | 1. 妈 麻 马 骂

声调
shēngdiào



音节结构
yīnjie jiégou

1	2	3	4
—	·	ˇ	ˋ
m	a	m	a
m	a	m	a

- Number counting by finger identification. (customs implication)

数字 (数手指) Shùzì Shù shǒuzhǐ

1	6	1. 一 yī
2	7	2. 二 èr
3	8	3. 三 sān
4	9	4. 四 sì
5	10	5. 五 wǔ
		6. 六 liù
		7. 七 qī
		8. 八 bā
		9. 九 jiǔ
		10. 十 shí

◆English◆

- While the illustrations are located in the middle, Affirmative appears on the right.

2. He's crying.

Is he crying? Yes, he's crying. Yes, he is.		Is he smiling? No, he isn't smiling. No, he isn't.
Is he sleeping? Yes, he's sleeping. Yes, he is.		Is he thinking? No, he isn't thinking. No, he isn't.
Is he walking? Yes, he's walking. Yes, he is.		Is he skipping? No, he isn't skipping. No, he isn't.
Is she drinking? Yes, she's drinking. Yes, she is.		Is she eating? No, she isn't eating. No, she isn't.
Is she standing? Yes, she's standing. Yes, she is.		Is she sitting? No, she isn't sitting. No, she isn't.
Is she listening? Yes, she's listening. Yes, she is.		Is she speaking? No, she isn't speaking. No, she isn't.
Is the dog barking? Yes, it's barking. Yes, it is.		Is the dog sleeping? No, it isn't sleeping. No, it isn't.
Is the train moving fast? Yes, it's moving fast. Yes, it is.		Is the train moving slowly? No, it isn't moving slowly. No, it isn't.

- Negative appears on the left.

3. I'm watching TV.

Are you watching TV? Yes, I'm watching TV. Yes, I am.		Are you watching a movie? No, I'm not watching a movie. No, I'm not.
Are you reading a letter? Yes, I'm reading a letter. Yes, I am.		Are you writing a letter? No, I'm not writing a letter. No, I'm not.
Are you buying flowers? Yes, I'm buying flowers. Yes, I am.		Are you selling flowers? No, I'm not selling flowers. No, I'm not.
Are you riding a bicycle? Yes, we're riding a bicycle. Yes, we are.		Are you driving a car? No, we aren't driving a car. No, we aren't.
Are you singing a song? Yes, we're singing a song. Yes, we are.		Are you playing the piano? No, we aren't playing the piano. No, we aren't.
Are they having lunch? Yes, they're having lunch. Yes, they are.		Are they making lunch? No, they aren't making lunch. No, they aren't.
Are they pushing the door? Yes, they're pushing the door. Yes, they are.		Are they pulling the door? No, they aren't pulling the door. No, they aren't.
Are you <u>watching</u> TV? Yes, I'm <u>watching</u> TV. Yes, I am.		Are you <u>watching</u> TV? No, I'm not <u>watching</u> TV. No, I'm not.

Indication of Personal Pronouns in English

2. He's crying.

Is he crying? Yes, he's crying. Yes, he is.		Is he smiling? No, he isn't smiling. No, he isn't.
Is he sleeping? Yes, he's sleeping. Yes, he is.		Is he thinking? No, he isn't thinking. No, he isn't.
Is he walking? Yes, he's walking. Yes, he is.		Is he skipping? No, he isn't skipping. No, he isn't.
Is she drinking? Yes, she's drinking. Yes, she is.		Is she eating? No, she isn't eating. No, she isn't.
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He is

She is

It is

3. I'm watching TV.

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Are you reading a letter? Yes, I'm reading a letter. Yes, I am.		Are you writing a letter? No, I'm not writing a letter. No, I'm not.
Are you buying flowers? Yes, I'm buying flowers. Yes, I am.		Are you selling flowers? No, I'm not selling flowers. No, I'm not.
Are you riding a bicycle? Yes, we're riding a bicycle. Yes, we are.		Are you driving a car? No, we aren't driving a car. No, we aren't.
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Are they having lunch? Yes, they're having lunch. Yes, they are.		Are they making lunch? No, they aren't making lunch. No, they aren't.
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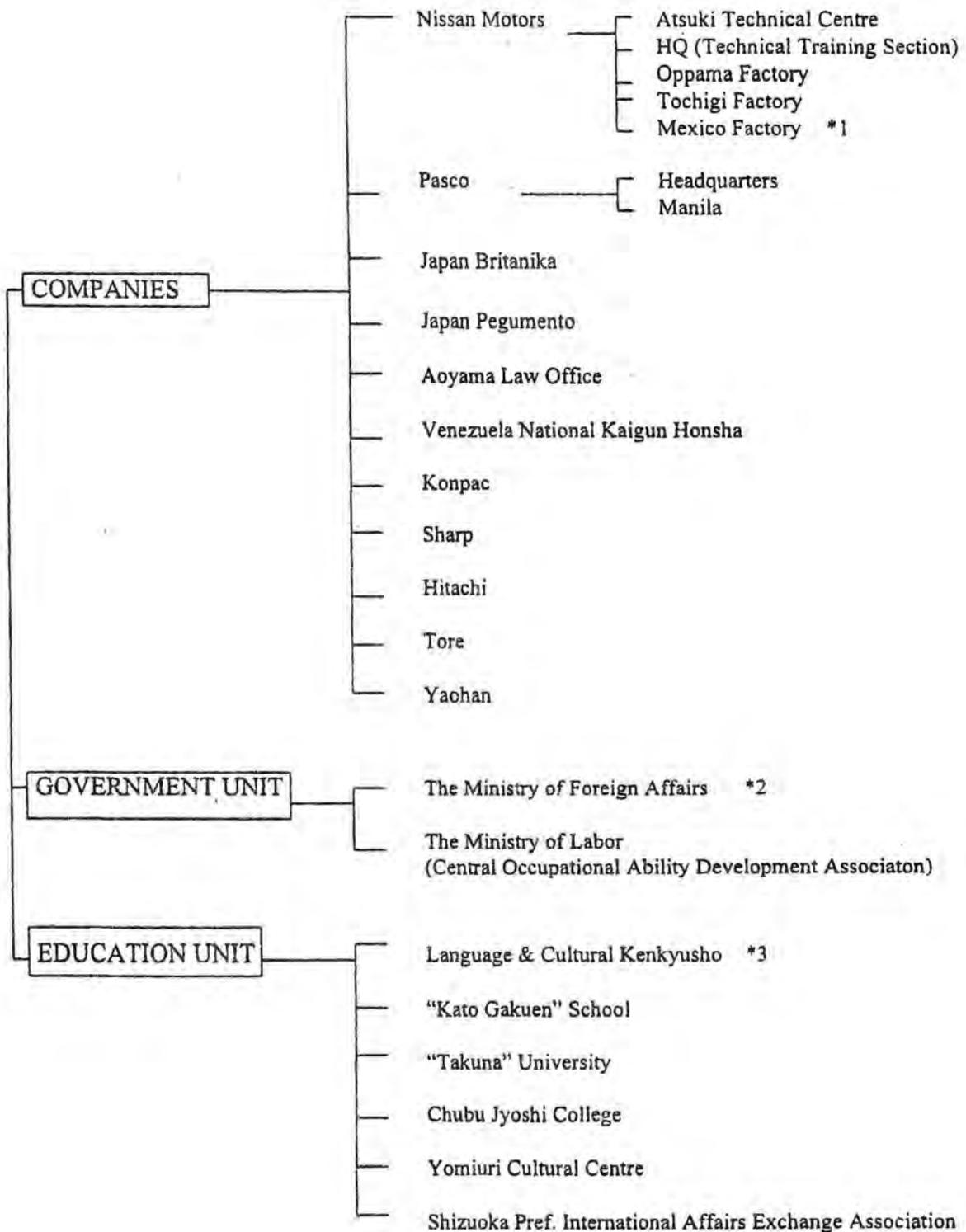
I am

You are

We are

They are

• The Application with YDM •



* 1

The Ministry of Labor of Japan requested us to teach a three-month Intensive Japanese Course to participants in their Central Occupational Ability Development Association. We found it very exciting to get such positive feedback from the students about what they had learned in only three months. The same results could only be achieved in one year when applying the US Cornell University curriculum.

* 2

YDM was stated on "the List of Japanese Learning Materials" under the name of Japan Foundation, and via Japan Foundation, the introduction has been expanded to worldwide Japanese educational units. (1989)

YDM was mentioned in the monthly publication "Appikku" by the Foreign Affairs Ministry in August 1989 volume which was distributed to Japanese Embassies all over the world.

Ms Yokoyama was appointed as a Cultural Lecturer by the Foreign Affairs Ministry to the United States and Hong Kong. (1992)

* 3

YDM was presented to "Language & Cultural Foundation" at their "40th Anniversary of Symposium" (November, 1989)

Language is Culture
To Promote Globalization by the Factory Employees

My desire is to promote Japanese culture around the world. I want to do my part and extend the Japanese language and culture. I have taught students Japanese language in, both, American and Japanese universities. Three years ago, I decided to establish the Center for Japanese Language Education. There were three reasons why I became involved in Japanese language education. When I was in 7th grade, I read a book entitled, "Bokurawa Gomenda" (We gave them no pardon). This was a story about a Jewish boy who lost everything, including his parents. His parents were killed mercilessly by the German soldiers. I wanted to bring this boy to Japan and show him the country, including Mt. Fuji.

The second person was Mr. Mark Thorpe. After my university graduation, I taught Mr. Thorpe Japanese language for a year. He said, "You have a great potential to become a wonderful Japanese language teacher." Then, he introduced me to the third of these important people, Dr. Eleanor Jordan. She was and still is one of the most distinguished and well-recognized scholars in linguistics. I wrote her a letter and she responded to it. She said to come to America immediately. So, I flew to the U.S. It was at Cornell University that I became familiar with the ASTP Method of teaching Japanese language. This particular method was used to train American intelligence personnel in German and Japanese during WWII. However, this method was quite difficult for both instructors and trainees. For that reason, I decided I wanted to develop a much simpler and easier way to teach Japanese language. So, I developed my own way of teaching and thirteen years of research I established the Center for Japanese Language Education.

During my years in America, Japan was making great economical progress. Many Japanese companies established themselves abroad and the local people did not understand the Japanese language. Therefore, there was a great demand for teaching this language to the locals. We used to teach Japanese language by a translation method. This was very inefficient because we taught the language by using English. That was why I developed the Direct Method of teaching.

The Direct Method is much simpler and easier for both teaching and learning. The subtitle of the text is "Look, Listen, and Learn - Conversation System." Each set of dialogue has illustrations in full color. These illustrations play an important role for teaching Japanese culture, too. For example, in Korea, they use very bright colors, but in Japan we use very soft colors. As the grammar changes, the illustrations also change. By making a diagram using the numbers of the illustrations, you can learn how to teach.

Japan exports many things to many different countries. This is Japan's hardware. However, the most important part of Japan's exports should be software. This software is the country's culture and language. These aspects are not exported.

What is culture? Kabuki, tea ceremony, and flower arrangement? Yes, of course, these are all a part of culture, but I believe language is culture. Through teaching the language and communication in that language, you can learn and understand the ways of life, customs and philosophies of life. This is culture. So I feel that the exporting of language is the key factor to successfully communicating around the world. The carriers of the language and culture are the instructors.

Last spring, seventeen internship students came to the Tochihi factory of Nissan Motors. They came from South East Asia by the Department of Labor in Japan. They had a three month language training course before they started technical training. The instructors, who taught the language, were foremen of the factory. They were ages 40-50. They took our 8 hour instructor training course and, as a result, they taught Japanese to the 17 internship students. This course enabled the students and instructors to communicate in the factory. I am promoting "GLOCAL" in the companies. Glocal is a word made by combining the words global and local. I feel that the companies abroad should establish roots and take part in the community that is supporting them. If the companies could give something back to the community, then globalization would be successful. By globalization we can create something so valuable that it can be neither seen nor unseen.

"Now, all around the world, people are noticing Japan. I do not want the Japanese to be seen only on an economic level, but also on a cultural level, too. To make this possible, I think we need to export the Japanese language and culture."

2/12/87
読者新聞



静岡県出身。成城大卒。コーネル大、国際基督教大講師などを経て、株式会社日本語教育センター代表取締役。

解説のページ

東京・赤坂にある焼き鳥屋で毎週土曜日の午後、ボランティア仲間と一緒に、「公共施設をめぐり探

したんですが、どこも断られ、開店前の昼間だけという約束で、やっとここが借りられたのです。むしろ家族的な雰囲気よかったです。

小学五年生で母を、続いて親友を亡くして泣き暮らしていた時、大戦中の虐殺から生き残ったユダヤ人少年の手記に出会い、世界中の人々と心を通わせることの大切さを痛感し、生涯の目標を決めた、という。

顔

まこやまのぶこ
横山 信子 さん

と皆が気に入っています」なるほど、そう広くない店内では、十人ほどのアメリカ人、中国、マレーシア人らが、ほぼ同数の日本人講師

下、多摩地区や静岡県、ハワイなどへも同様の教室の輪を広げている。米コーネル大日本語講師などの経験に基づき、三か

考え方に触れたいと、自然的にグループができたのです。それに、国際交流への貢献は、私の夢でしたと説き歩いている。

解説部 横山 智彦

The Yomiuri
Dec. 27, 1991

" KAO "
Nobuko Yokoyama

-HAND BY HAND-
Making a Circle of Volunteers
to Teach the Japanese Language

Every Saturday afternoon, my friends and I give free lessons to foreigners at a Yakitori Restaurant in Akasaka.

"It was very difficult to find a public place to teach. I looked for a location, but I could not find one. However, I had a friend who owned a restaurant. She was very kind to allow me to use the restaurant as a place to teach. I use it before the restaurant opens in the evening. It is not a big place, but it is very convenient and very comfortable for everyone who comes there. "

It is true that the restaurant is not very spacious, but it serves its purpose. There are over ten people who attend the free lesson: American, Chinese, and Malaysian. The same amount of teachers attend and enjoy the conversation in Japanese.

Every month, the students pay 2,000 yen each, in return, for the use of the facility. Most of the students come to the language class due to its good reputation. Therefore, the number of students is increasing.

Some of Miss Yokoyama's colleagues have also decided to open some free-lesson classes. These classes are being offered in places such as Shizuoka, the Tama area and Hawaii.

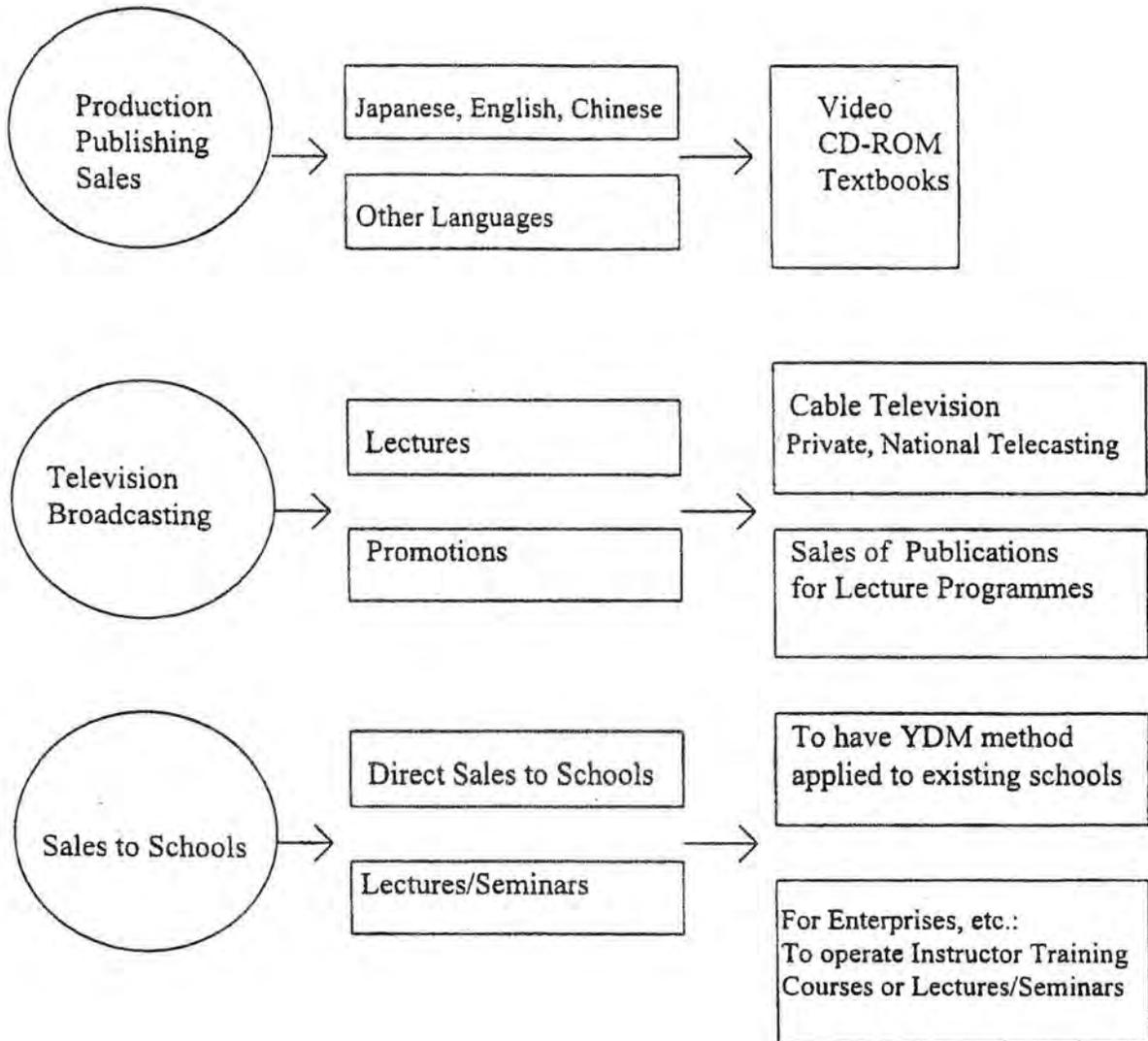
Miss Yokoyama developed a method for teaching Japanese and mastering it within three months. Many Japanese owned companies, who establish themselves abroad, use this method. This method is greatly appreciated and respected.

Q: You are the principal of the Japanese school. Why do you give the free lessons?

A: Through teaching Japanese, we want to exchange the culture as well as the language. This group is increasing because we are bridging the gap between the cultures and languages. Therefore, doing something to break the international barrier is my dream.

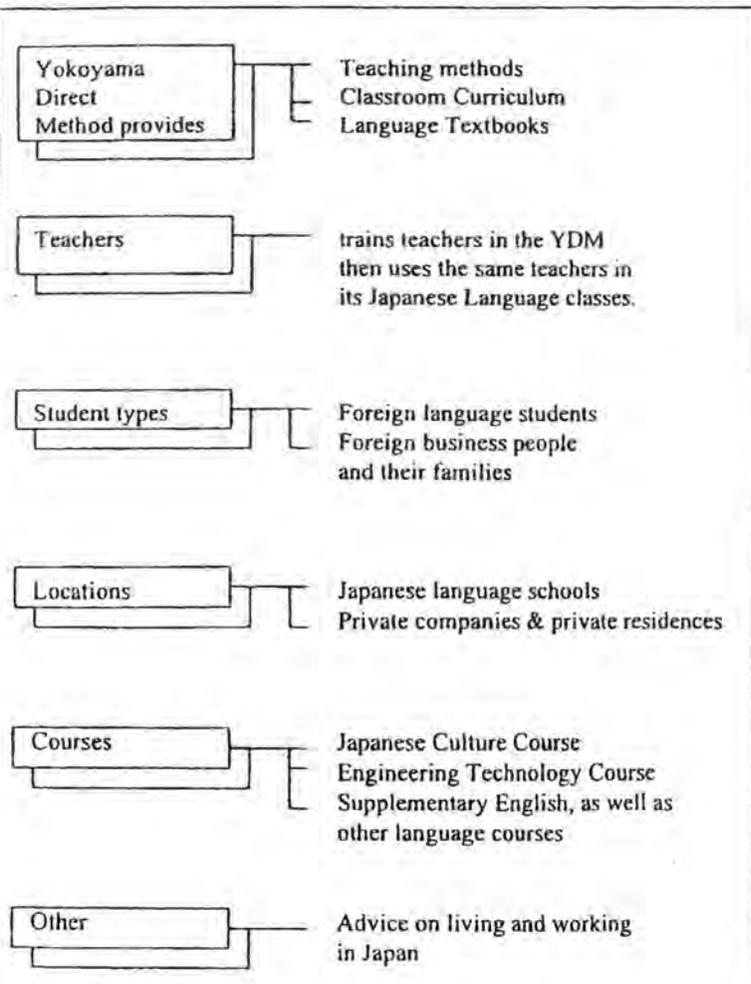
Miss Yokoyama lost her mother in 5th grade. She also lost her best friend in the same year. She found herself crying everyday. In class one day, she was reading a book about a young Jewish boy who survived the Holocaust. This story inspired her to devote the rest of her life sharing and expressing how important it is to understand each other around the world. This is her goal in life.

• The Future Development of YDM •

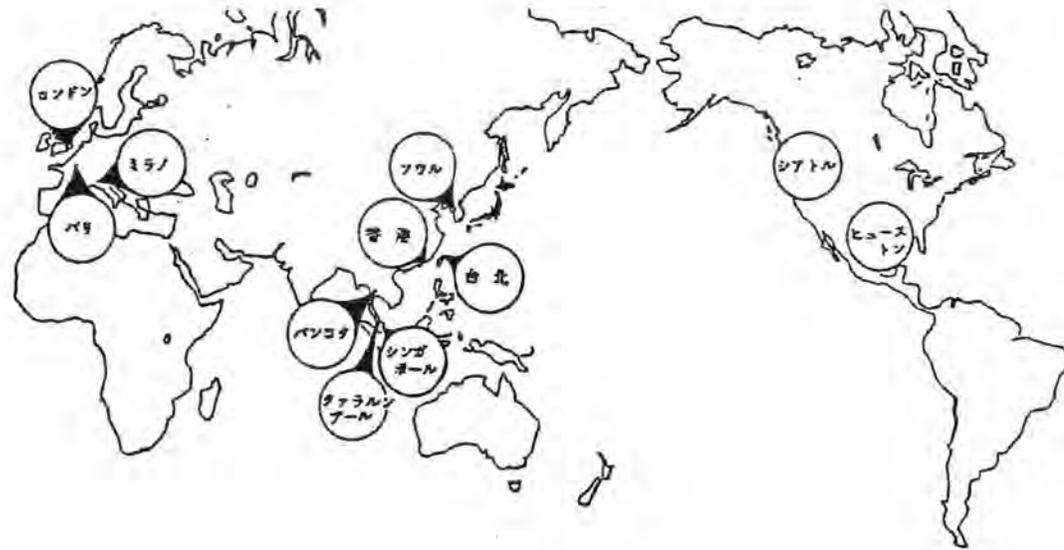


• The Concept of YDM and The General Introduction •

- * To facilitate International Exchange through the understanding of three major international languages, Japanese/English/Chinese.
- * To build up Language Education based on the foundation of the Yokoyama Direct Method.
- * To increase general education based on language, culture and skills foundation.



Overseas sites
established by
YDM



• **List of YDM Teaching Materials** •

[A] Japanese Teaching Material

1. Supplementary Material (English Translation, Pronunciation in Romaji, Answers to Exercise)
2. Illustration Material
3. Real Objects for Demonstration

[B] Japanese Teaching Method

1. Japanese Textbook
2. Dialogue Diagram for Teaching Methodical Class
3. Visual Material: YDM Methodical Video
4. YDM System Diagram (1 - 5)

[C]

1. Japanese (Vol. 1 - 7)
English (Vol. 1 - 4)
Chinese (Vol. 1 - 4)
2. Japanese (Vol. 1 - 7)
English (Vol. 1 - 4) Master Tapes
Chinese (Vol. 1 - 4)

• Course and Teaching Materials •

Instruction Method

- Japanese Instructor Training Course (Elementary)
- Japanese Instructor Training Course (Intermediate)
- English Instructor Training Course (Elementary)

One can start to become an instructor upon finishing a three-day training course. Three days may seem short but will generally be enough. (However, a supplementary course by visual training (video) can also be provided if necessary.)

In direct teaching, instructors need not worry about using any foreign languages since they will be teaching in their native language.

Dialogue Course

- Japanese Lesson
- English Lesson
- Chinese Lesson

Foreign students can study the language under the guidance provided by native language speaking instructors, or they can self-study by using the YDM method together with the YDM textbooks whenever, wherever, whoever in order to master elementary-level conversation in a short period of time.

FINAL EXAMINATION RESULTS: YDM JAPANESE CLASS

	GRAMMAR	LISTENING	CONVERSATION	WRITING	TOTAL	AVERAGE
(FULL SCORE)	100 (A)	100 (B)	100 (C)	100 (D)	(A+B+C+D) (E)	(E)/4
STUDENTS						
1	71.6	91.9	93.5	42.5	299.5	74.9
2	75.1	88.7	82.5	35.5	281.8	70.5
3	72.2	84.8	93.0	38.5	288.5	72.1
4	84.8	89.3	96.5	73.5	344.1	86.0
5	92.4	94.5	97.5	85.5	369.9	92.5
6	61.2	60.2	82.5	49.5	253.4	63.4
7	42.6	55.8	84.5	36.5	219.4	54.9
8	63.1	70.7	71.0	30.0	234.8	58.7
9	49.2	75.0	85.0	30.5	239.7	59.9
10	62.7	86.1	79.0	36.5	264.3	66.1
11	45.1	63.5	75.5	40.5	224.6	56.2
12	57.1	58.2	77.0	44.5	236.8	59.2
13	71.0	91.9	87.5	23.0	273.4	68.4
14	44.5	53.2	61.0	38.0	196.7	49.2
15	69.4	52.1	90.0	46.5	258.0	64.5
16	73.6	78.9	96.0	41.5	290.0	72.5
17	67.5	54.2	89.0	42.8	253.5	63.4
TOTAL:	1,103.1	1,249.0	1,441.0	735.3	4,528.4	1,132.1
AVERAGE	64.9	73.5	84.8	43.3	266.4	66.6
STANDARD DEV	13.6	15.3	9.6	14.8	42.7	10.7
MAX. SCORE	42.6	52.1	61.0	23.0	196.7	49.2
MIN. SCORE	92.4	94.5	97.5	85.5	369.9	92.5

Two-Step Japanese Teaching Projects

(Examples of applying "Yokoyama Direct Method" to real business situations)

Concept

- Step 1: To train Japanese, laymen in language education, for 8 hours.
- Step 2: To let those trained in Step 1 teach students for 2-3 months; a total of 300 class-hours.

Physical Inputs

1. "Japanese with Miss Yokoyama" (7-volume textbook) (Steps 1 & 2)
2. "Kana for Beginners" (6 cassette tapes) (Steps 1 & 2)
3. "Instructor Manual" (Step 1 only)

(Project No. 1)

When and Where

- Step 1: On January 10, 1990 in a Japanese auto-maker, Tokyo.
Students: Auto-maker's 8 ex-technicians of age over 60.
Instructor: Miss Nobuko Yokoyama
- Step 2: From February 19 to May 16, 1990 at the auto-maker's plant in Tochigi Pref., Japan.
Students: 17 trainees (Asians entrusted by the Ministry of Labor)
Instructors: 8 instructors trained in Step 1.

Result

- A total of 5,395 words and 2,869 *kanji* characters were taught in the class.
- Students mastered basic Japanese (see the reverse side: Final Exam. Scores)
- Students received technical training in Japanese for 20 months thereafter.

(Project No. 2)

When and Where

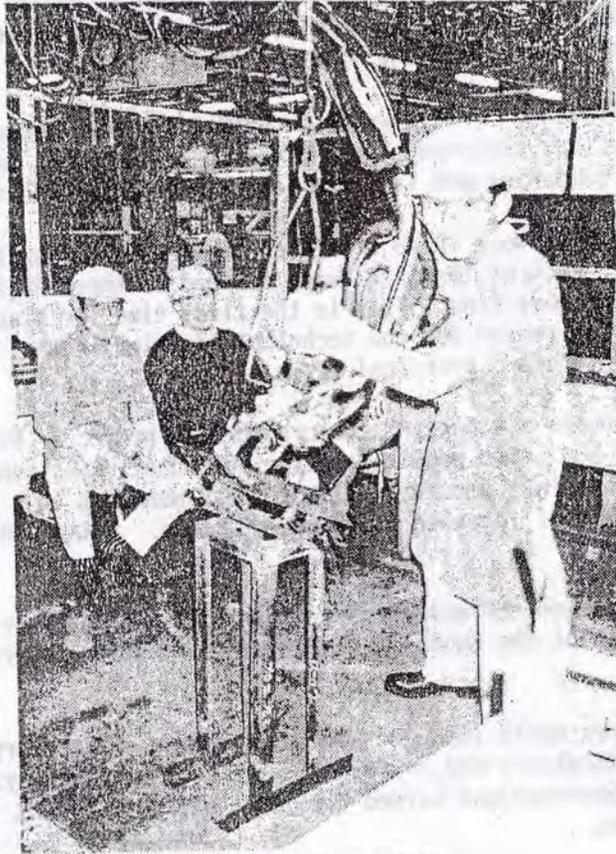
- Step 1: On November 14, 1990 at the above auto-maker's Mexican plant.
Students: 10 Japanese staff of the auto-maker.
Instructor: Miss Nobuko Yokoyama
- Step 2: On November 15 and 16, 5 pairs of Japanese teachers gave lessons to five small groups of Mexican staff under the supervision of Miss Yokoyama. For ensuing 2 months, 10 Japanese teachers taught a total of 200 Mexican staff.

Result

- 200 Mexican staff mastered basic Japanese
- They received technical training in the auto-maker's plants in Japan for 3 months and returned as line-superintendents for about 5,000 Mexican workers.

まず日本語教育から

21カ月間の外国人技能研修



日産栃木工場で溶接の技能習得に励む東南アジアの研修生

意外に難しいが成果あり

日産栃木工場

開発途上国からの長期技能研修生の研修効果を高めるには、最初日本語教育を徹底するの

タイ、マレーシア、インドネシアの技能研修生十七人を受け入れた、二十一月間わたる長期研修を展開中の日産自動車栃木工場では、溶接や組立など実際に研修生の技能指導にあたる現場のベテラン監督者らが自ら日本語を教えるという取り組みが今年から受け入れられ、労働力が今年から

スタートさせた「海外技能研修生」に就くもの。初年度は、東南アジア各国から、百人を超える研修生を受け入れ、これら研修生たちが現在、日産の工場に勤務している。研修生たちは、溶接や組立など実際に研修生の技能指導にあたる現場のベテラン監督者らが自ら日本語を教えるという取り組みが今年から受け入れられ、労働力が今年から

の十七人が日本語を習得している。研修生たちは、溶接や組立など実際に研修生の技能指導にあたる現場のベテラン監督者らが自ら日本語を教えるという取り組みが今年から受け入れられ、労働力が今年から

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START WITH LANGUAGE EDUCATION

" Foreign Youth Technical Project for 21 Months,
More Difficult Than Expected, But Will Be Successful"

NISSAN MOTORS, TOCHIGI FACTORY. In the beginning, the most important thing to do is to give the trainee full Japanese language education. This is to make the most efficient program for the trainees from the developing company. Nissan Motors Tochigi factory accepted seventeen technical trainees from Thailand, Malaysia, and Indonesia. Since February of this year, the foremen had been trained as Japanese language instructors. Then, they taught the trainees of the painting line and assembly line.

The trainees are from the "foreign youth technical training program of the labor department", which started this year. This project has received over 200 trainees from South East Asia. They are now being trained at almost twenty Japanese companies and they are learning new Japanese technologies.

At the Nissan Tochigi factory there are three trainees from Thailand, nine trainees from Indonesia, and five trainees from Malaysia. Each of them are being trained on three different technical fields: the painting line, the assembly line and the body line. This is the first time for Nissan Tochigi factory to have trainees from abroad for 21 months. The reason for the technical training is that these trainees must be able to read written slips in Japanese and understand technical terms.

The managers and foremen are the instructors for the project. Two of the instructors are veteran managers and are over the age of 50. Five people from the Personnel Department were in charge of planning the 21 month project. In the middle of last December, all of these managers took the instructor training program in Japan. The lecture was the Method of Japanese language education. Using manuals and diagrams, they learned accordingly.

" We needed to understand the method, but the manual was not easy. In the beginning, we could not help teaching our own way without the manual," said Toshiaki Azuma, Department of General Affairs, Manager of Personnel Department.

They started the three month Japanese language program on February 19, 1990. The foreign trainees, ages 19-24, lived in a dormitory and commuted to the company everyday. For the first month of the program, an experienced instructor observed and helped the seven new instructors. After that, the new instructors did the training on their own.

" On the line you can point to an object and explain what it is, but in a classroom there are not any real objects. So, we (instructors) went to a nearby supermarket and shopped for miscellaneous things. Then, we used these objects to teach. When we could not find a real object, we used pictures and illustrations. They (trainees) did not understand English, so this made the teaching a little more tougher," said Masao Fujioka, Chief of the Personnel Department. Mr. Azuma added, "We even bought a pair of underpants to show them."

The trainees started learning the pronunciations of the Japanese alphabet. Fifty sounds were taught all together. Basic conversation of daily life, basic kanji and technical terms were taught.

"They got used to talking to us, but it seemed they still had difficulty talking to people at work, who they had met for the first time. For example, the "hashi". This word has many meanings. It can mean a bridge, the end or chopsticks. It was hard for the trainees to hear and recognize the differences," said Masao Saito, First Production Department, Manager of First Assembly Line.

"On an everyday schedule for three months, the trainees needed to refresh themselves mentally. So we gave them some recreation time. We found some who were good at soccer and a variety of other things too. These new experiences helped to make this program work well," said Ban Kadayasu, Second Manufacturing Department, Foreman of Second Assembly Line.

It was quite difficult for the instructors, but it was fruitful. The program started in the middle of May. As the trainees knowledge of Japanese language progressed, the program became very effective. Many of the trainees from the assembly line, the painting line, and the body line are all anxious to learn about Japanese technology. Sometimes they enjoy going to a "Karoake" snackbar nearby and singing after work.

They still have Japanese language class once a month to brush up their language skills. Accepting the foreign trainees was good stimulation for the people of Nissan. The instructors were especially excited,

The Yomiuri
Dec. 27, 1991

" KAO "
Nobuko Yokoyama

-HAND BY HAND-
Making a Circle of Volunteers
to Teach the Japanese Language

Every Saturday afternoon, my friends and I give free lessons to foreigners at a Yakitori Restaurant in Akasaka.

"It was very difficult to find a public place to teach. I looked for a location, but I could not find one. However, I had a friend who owned a restaurant. She was very kind to allow me to use the restaurant as a place to teach. I use it before the restaurant opens in the evening. It is not a big place, but it is very convenient and very comfortable for everyone who comes there. "

It is true that the restaurant is not very spacious, but it serves its purpose. There are over ten people who attend the free lesson: American, Chinese, and Malaysian. The same amount of teachers attend and enjoy the conversation in Japanese.

Every month, the students pay 2,000 yen each, in return, for the use of the facility. Most of the students come to the language class due to its good reputation. Therefore, the number of students is increasing.

Some of Miss Yokoyama's colleagues have also decided to open some free-lesson classes. These classes are being offered in places such as Shizuoka, the Tama area and Hawaii.

Miss Yokoyama developed a method for teaching Japanese and mastering it within three months. Many Japanese owned companies, who establish themselves abroad, use this method. This method is greatly appreciated and respected.

Q: You are the principal of the Japanese school. Why do you give the free lessons?

A: Through teaching Japanese, we want to exchange the culture as well as the language. This group is increasing because we are bridging the gap between the cultures and languages. Therefore, doing something to break the international barrier is my dream.

Miss Yokoyama lost her mother in 5th grade. She also lost her best friend in the same year. She found herself crying every day. In class one day, she was reading a book about a young Jewish boy who survived the Holocaust. This story inspired her to devote the rest of her life sharing and expressing how important it is to understand each other around the world. This is her goal in life.

"Now, all around the world, people are noticing Japan. I do not want the Japanese to be seen only on an economic level, but also on a cultural level, too. To make this possible, I think we need to export the Japanese language and culture."

4/23
読売新聞



東京・赤坂にある焼き鳥屋で毎週土曜日の午後、ボランティア仲間と一緒に、「公共施設をもちこち探

静岡県出身。成城大卒。コーネル大、国際基督教大講師などを経て、株式会社日本語教育センター代表取締役。

解説のページ

顔

と昏が気に入ってます」
なるほど、そう広くない
店内では、十人ほどのアメ
リカ、中国、マレーシア人
ら、ほぼ同数の日本人講

ホランティアで日本語教室の輪を広げる
横山 信子 さん

下、多摩地区や静岡県、ハ
ワイなどへも同様の教室の
輪を広げている。
米コーネル大日本語講師
への貢献は、私の夢でした
と説き歩いてる。

したんですが、どこも断ら
れ、開店前の昼間だけとい
う約束で、やっとこしが借
りられたのです。むしろ家
族的な雰囲気であった、
師と、片言の日本語会話を
楽しんでた。
月二千円の会場費以外は
無料とあってロコモで受講
者が増えており、仲間が目
学校も経営しているのに、
月で日常会話を習得できる
日本語教育法を開発し、海
外進出の日本企業に相次い
で採用されている。日本語
なせホランテ
イア？
「日本語を
教えることで
異なる文化や
心を高めています。モノは
かりでなく、文化の発信が
可能な「日本語の輸出」に
真剣に取り組むべきです」

解説部 霊山 智彦

Foreman, who transferred to Mexico, taught Japanese
to the local people at Nissan Oppama Factory

Japanese foreman, who have been transferred to a foreiign factory abroad, teach Japanese language to the local company workers in the factory. Then, the foreiign co-workers came to Japan to recieve additional training. Nissan Motors Oppama factory, Yokosuwa, Kanagawa, accepted selected foreiign workers in the Nissan factory to train them.

"My name is Anhero. I recieved the training on the assembly line field control. I am 22 years old and I am married."

"My name is Horuhei. It took fifteen hours to fly to Japan. I am anxious to learn everything."

There are eight trainees all together and they all speak as well as Anhero and Horuhei.

"We were prepared that the trainees would not try to speak Japanese. So, it was a great suprise and all the workers on the line felt comfortable with them," said Mr. Ando.

These days the number of foreiign people working in Japanese factories is growing, but in most cases, the language communicated is English. How many foreiign business men come to Japan after they learn Japanese language? In this Nissan factory, the trainees came to Japan without any knowledge of the Japanese language. So, recently, the Japanese workers learned some Spanish phrases to make them feel more comfortable.

The people who taught the Japanese language were the workers of the Nissan factory in Mexico. They not only taught the language, but also some customs, too. It was CJLE (Minato-ku, Tokyo, President Nobuko Yokoyama, 03-3583-2467) who trained the language instructors. Miss Yokoyama said, "The most important thing for the companies that establish abroad is how to be accepted by the community. Japanese language is one of the tools to be understood, as well as, Japanese culture and nature of the people."

When all of the trainees are from English-speaking environments, then we can all communicate. But, if they are not, what can you do? People in Mexico speak Spanish, and people in Brazil speak Portugese. When you employ foreiign people and when you establish a foreiign factory, English is not a necessity.

"They started to learn Japanese language and became interested in Japan. It seems they have more desire, than those who did not know about the Japanese culture. So, the company should help them learn the Japanese language," said Mr. Ando.

The working place should be a communicable environment. And, the case of the Nissan Oppama factory is one of the best examples of this type of environment.

日刊工業新聞 3/8/91

メキシコ赴任の 社員が日本語伝授

来日研修生が生き生き

海外赴任した日本人社員が現地で日本語を教え、その日本語を身につけた現地の青年たちが日本の工場で研修する。日産自動車追浜工場（神奈川県横浜須賀野市）では、現地工場で働く人材を受け入れ、研修させているが、メキシコからやってきた研修生が「よく日本語を話すのでびっくり」（安藤誠四郎追浜工場第一製造部長）と驚いたり、喜んだりとなっている。

「わたしの名前はアンヘルです。組み立てと現場管理の勉強をしています。年は二十二歳で結婚しています」、「わたしはホルヘイといひます。飛行機で十五時間かけて日本にやってき

るが、会話は英語というケースが多い。日本語を習得して来日する外国人は「ヒキスマン」がどれだけの数か。同工場でも「これまで日本語を身につけてくる研修生はいなかったため、スペイン語を即座で勉強していた。今回、彼に日本語を教えたのは同社の社員。現地でも基本的

な会話や意味を教育した。その同様に、全員の日本語教師をしてい

るのは日本語教育センター（東京都港区、社長横山信子氏）。「相手は日本語をしゃべれないことを前提に対処してきたので、驚きと同時に皆、親近感を出た」と安藤氏。日本

出である。日本語も、日本という国や文化、日本人を理解して

も一つ一つの道具

だ」と言う。

相手は英語圏の人間だからまだコミュニケーションが図れる。だが英語圏以外の人が従業員になったらどうするか。

例えばメキシコはスペイン語、ブラジルはポルトガル語が母国語。人手不足問題のほか海外工場の設置などを考えると、英語じゃダメという機会も増えてくる。

「日本語を覚えたい」と興味を持ったせい、仕事への意気込みが違ふ。これからは企業も日本語をもっと覚えられようとするシステムを自ら作らなければならない」（安藤氏）。

海外でも「コミュニケーションがある仕事場をつくる。日産追浜工場のケースはその好例の一つといえてきた。



横山さんを囲むメキシコ人研修生

Each Dialogue Represents the Grammar

For example, when you teach Japanese to Americans, what do you do? Do you teach the English phrase 'Good morning' in Japanese 'Ohayoo Gozaimasu'? Teaching greetings are quite popular, so these phrases are not difficult to teach. When you teach detailed conversation, you need the knowledge and cultural sense of the Japanese language, as well as the capability to speak English. If the teacher or student doesn't speak English, then this way of teaching Japanese language doesn't satisfy the demand.

CJLE (Minato-ku, Tokyo, President Nobuko Yokoyama, 03-3583-2467) provides a unique training system. This system is called the Yokoyama Direct Method. This way of teaching Japanese will satisfy the current demand for Japanese language. The major characteristic of this method is to teach Japanese by Japanese. Her textbook consists of dialogues and colored illustrations. Each grammar appears with the same pattern. This method benefits those who don't have much knowledge in English. Her method can train the instructors of Japanese language in a short period of time intensively. Those manufacturers, who establish themselves abroad appreciate this system. There are many Japanese people going abroad, but these days many foreigners are coming to Japan because of the rapid growth in international business.

For the Japanese companies abroad that have foreign workers, this method is useful. If these companies bring a language specialist to teach everyday, it would be quite costly. The Yokoyama Direct Method solved that problem. We can see the satisfactory result in the Nissan, Pasco, and Hitachi Manufacturing companies. Also, many educational institutions and cultural centers are trying to use the Yokoyama Direct Method and are opening classes for this training system.

According to her method, you can teach Japanese in Japanese. So, when the people who do not speak English are trying to learn Japanese, it is successful. At the Nissan Oppama factory and Atsugi Technical Center, foremen and field managers of ages 40-50 taught Japanese language to their trainees, who were from South East Asia. In this way, the person who teaches the language and works on the line is the same person. It is a more efficient and direct way of teaching. One of the trainees said that he felt more comfortable learning from a middle aged man, rather than from a young, brilliant specialist.

地方で英語についても、教える側に相当の実力と才能が要求される。ところが日本語を外国の人に教えることができる日本人の数は限られてしまふ。しかしそれは、ビジネスを中心に国際化が進む中で、需要の高まっている日本語教育には役立たないという問題が浮かび上がってきている。

日本語教育センター（東京都港区、社長横山信子氏、〇三（一）二四六七）が行うユニークな横山式教授法は、まさにこのような時流の要請にこたえ急成長している日本語教

会話式文法をパターン化
日本語で教える「日本語」



企業の現場で好評
横山式日本語教授法

例えば米国人に日本語を教える時に、あなたならどうするだろうか。「英語のグッドモーニングは、日本語で言うとお早うです」と。あいさつなどは比較的一般化しており、教えるのに苦労は少ないが、こみいったやりとりを教える場合、日本語のセンス・教養はもちろんだが、育法。何より特徴的なのは、日本語を日本語を使って教えることができる点だ。テキストを会場進出などに極めて有利。話式文法とイラストでパターン化し、英語の才能がそれほどないビジネスマンや主婦でも、外資もあるが、最近では国際化の進んで外国人が日本に来るケースも多くなっている。その時に、いちいち専門の日本語教師を呼んでいたのでは間に合わないし、膨大な費用もかかるが、横山式ならその点をクリアできるといっわけだ。

すでにこの教授法で日産自動車やバスコ、日立製作所など、実績があるほか、カルチャーセンターや教育機関からも問い合わせが相次いでいる。同教授法だと日本語を日本語で教えることができるため、東南アジアや中近東、南米など英語圏以外の人にも対応が可能。実際に日産の追浜工場や厚木テクニカルセンターでは、東南アジア出身の労働者に四十一・五十歳代の現場技師長クラスが日本語を教えた。

これと言葉を教える人と作業を指導する人物が同じなので、はるかに仕事の効率が上がります。即戦力としてのスピードもアップする。それに若手女性社員でなく年配者の方が、教わる側も納得しやすい」と、現場サイドから好意的な反応が寄せられているという。

例えは米国人に日本語を教える時に、あなたならどうするだろうか。「英語のグッドモーニングは、日本語で言うとお早うです」と。あいさつなどは比較的一般化しており、教えるのに苦労は少ないが、こみいったやりとりを教える場合、日本語のセンス・教養はもちろんだが、

育法。何より特徴的なのは、日本語を日本語を使って教えることができる点だ。テキストを会場進出などに極めて有利。話式文法とイラストでパターン化し、英語の才能がそれほどないビジネスマンや主婦でも、外資もあるが、最近では国際化の進んで外国人が日本に来るケースも多くなっている。その時に、



The Importance of Japanese Language As a Cultural Vehicle

Nobuko Yokoyam

Recently many Japanese from various fields go overseas, however, a majority of them will meet difficulties in, at least, two areas: "Language" and "Culture". The other side of the international coin is that deeper business relationships with Japan have brought forth a need to know better the "Japanese language" and "Japanese culture". Reflecting upon past world history we have witnessed all the great international powers distribute their "language" and "culture" along with military force or political influence. In other words, economic expansion or political force can be said synonymous with language globalization.

For example, the first international language in Europe was Greek, and Greek was the official language even in the Roman Empire. Classical Greek had its origin in the Attic dialect, changed its form, to some extent, into simplified Koine Greek in the Roman world. In the modern world, the British is a case in point. The nation where the sun never sets with its military and economic advantages dishes out the English language all over the world. After the war, the United States succeeded to world leadership, and as it happened English was its communicative means, the English language had established its dominant place in the world as the lingua franca.

We would have never seen such a wide diffusion of English as it is today in the 20th century without the backdrop of national prosperity and military force demonstrated by America and Great Britain. Contrary to these powers, what Japan did first was learn European and English language together with their cultures, which brought to Japan economic prosperity with unprecedented rapidity. But even now Japan has not exactly solved all of its language communication problems.

Over the years, there has been an increase in the number of Japanese language learners overseas counting some 70 nations, reaching 5 million people. 5 million people means the number of overseas students has trebled during the decade. Many people would, in addition to the appreciation of natural and traditional handicraft, like to learn more about Japan's state-of-the-art technology and economic know-how. Put simply, most would like to know more about Japan, the dynamic drive behind its prosperity, its vital force which pulled it from the rubble of World War II.

Japanologists in America represented by Donald Keene learned more of their Japanese through intensive courses developed by the military during the war. I cannot help but think there is a worldwide need to nurture young talented minds to gain command of Japanese. The fact is that they do a better job than Japanese nationals who have learned a foreign language when it comes to introducing Japanese culture.

The Center for Japanese Language Education Inc. was established in February, 1988. There were three watershed events in my life before I founded this company. First, I lost my mother to cancer when I was a fifth grader. The dying moments of a loved one grating near death were cruel and devastating for me as a child, enough to develop a hatred of death. For the first time in my life, through the death of my mother, did I come to know a true meaning of a harmony among irrational impulses that remained fast throughout as the pillar of my teaching philosophy. Following this came the death of my close friend when I was in my first year of junior high school. Her death from leukemia drove off my maiden feelings.

Those were the days I spent agonizing over death. Repeatedly I asked myself, "Death, who are you?" "Life, what significance do you have for me?" The effects of my birth on the world, a purpose to live for, the meaning of death ... all led me into the world of philosophy.

It was then that I happened to find a book entitled, "We Gave Them No Pardon!" in my school library. This is a book of a grief-ridden Israeli boy who lost everything... family, friends, land and nation at a time when 6 million Jews were massacred during the war. Until I read that book I thought I was the most miserable girl in the world, however, I had to change my stance comparing the magnitude of this tragedy. How can such a tragedy-torn boy still survive in the world? How can humans be so cruel and merciless as to decimate others?

Those philosophical questions finally made me say that I had to do something to help out this most miserable boy in the whole world. Yes, I can invite him to my hometown, and let him see Mt. Fuji. I want him to eat Japanese foods. I can teach him Japanese. By encountering this book and knowing this boy I could save myself from the fetters of "death", which, in turn, prodded me to a dream of global communication. From this day on, I started to study traditional Japanese arts such as flower arrangement, tea ceremony and koto, in addition to Japanese cooking and Hebrew. I wanted to teach Japanese but I could not speak a word of Hebrew. Day in day out, I thought over to myself how should I teach Japanese through Japanese.

Second after graduating from university, I had occasion to teach, for one year, a graduate from Cornell University, Mark Thorpe the Japanese language. And one day, after a series of Japanese lessons he said, "Yokoyama-san, you have the making of a great Japanese language instructor. Let me introduce you to Professor Eleanor Jordan, at Cornell University." So, I wrote to Professor Jordan, then came a reply. The letter said she would like to see me by all means.

There were no traveling expenses provided, nor any promise of employment. All the family was against the idea. I was in a dilemma. But I had saved all my money in hope of using it when I met the Jewish boy from my book. When I could manage traveling expenses, my mind was made up. On my departure for the United States, I left home with a trunk in my hand, an opal engagement ring my father's gift to mother secretly on my finger, a reminder that I am a daughter of the Yokoyama family. When the plane took off big tears were rolling down my cheeks....

Third, my encounter with Professor Eleanor Jordan, a world authority on the Japanese language. When I met with Professor Jordan at Cornell University, the professor intuitively said, "I can smell it," admitting I had what it took to be a good Japanese instructor. And then and there, I was taken into employment as a full-time Japanese language instructor at Cornell University, no questions asked about my career or academic background.

God is a strange being indeed. He closed one door, and now opened another by showing me the way I should go. An opportunity I could near knocking was this encounter with an internationally known linguist, Professor Eleanor Jordan. It was none other than Cornell University, one of the famous Ivy League universities that introduced the A.S.T.P. method (the Army Specialized Training Program) initially used in intensive Japanese courses by the U.S. military during the war. With inspiration from Eleanor Jordan in one hand and the A.S.T.P. method in the other, I started to walk down the path of a professional language instructor.

The history of the teaching method started with the translation, or the indirect method. This is the traditional method used when Japanese people learn English. First comes grammar explanations followed by sentence reading. In the 19th century, the direct method was introduced, that is, to learn English through English.

And during World War II, the A.S.T.P. method came into being, a branch developed by the U.S. military to urgently mass-produce secret agents proficient in either Japanese or German. The program was prepared by linguists. While American instructors explained Japanese grammar in English, Japanese instructors were in charge of oral practice. After the war the A.S.T.P. method found its way into the Naganuma Japanese School, the oldest language institute of its kind in Japanese in Japan and also into Cornell University in America.

With the absence of this knowledge, I went across the Pacific to the land of opportunity where I luckily could join the Japanese language mainstream. Spinoffs developed during my stay in the States were improvements of teaching method and my book, "Yokoyama's Direct Method Japanese", incorporates these methods.

During my teaching career at Cornell, I spent many hours preparing for class. I had only a few hours of sleep every day. I had to put in countless hours of preparation before I stood in front of a class. Something must be done for the teachers as well as the students to provide easier textbooks and organized teaching methods.

Since Asia used to be synonymous with China in America there was a large enrollment in the Chinese language department. Many of a large enrollment in the Chinese language department. Many of those who studied Chinese had dutifully been to China after the course only to find no job and returned to their homeland.

And then came a rise in Japanese economic power which triggered a sudden increase in Japanese language students. Again, a majority of those students wanted to learn Japanese and come to Japan. I felt in my heart there would be a great boom in Japanese language study all over the world. If Japanese is taught, throughout the world, or traditional methods and textbooks, it will mean countless hours of study for students. What came into my mind was that how wonderful it would be if there are some books, exercise materials, and better teaching method prepared by trained Japanese nationals! All this done, some day, any well trained Japanese could help foreign nationals with their Japanese language study.

But the big "ifs" were: "who", "when", and "where" did anyone initiate this task? When I look back at history, I could see the juggernaut of the Japanese language prevail beyond the English speaking world, the result of which brought about a need to arrange a solid educational method. Conclusion: "I'll take up the challenge." I am nothing more than a Japanese instructor from Japan, no big name to my credit, but I thought I could make it some day only if I could plod along on the strength of my teaching experiences and enthusiasm.

At Cornell University, I had the opportunity to teach general Japanese and intensive Japanese courses, "FALCON" in particular. I had a strong wish to learn English in the early stage of my stay in the States, but what I noticed was that the more one language flourishes in one's mind, the less the other language thrives. I soon was back where I started. The biggest task I had to accomplish in America was none other than the establishment of a practical teaching method of the Japanese language that no one else had ever dared to introduce before. I concluded my philosophy should be: never talk to students in English either in class or outside class, and that the teaching method should go Japanese without turning to any other language. I had made this small decision to accomplish what I believed: to produce textbooks and to establish a teaching method to be used throughout the world, I must have students speak in Japanese, feel in Japanese, and dream in Japanese.

When my teaching career in the United States was over, I immediately returned to Japan. To make further research on my teaching method and establish it, I needed time. I could foresee the need for the Japanese language as a communications means looming over the horizon as Japan's economic power prevails in the world. I strongly wanted to realize more cultural heritage by publishing books my method. This is why I found no big remain in America and continue my research study. No matter how little weight my voice carries, as a woman in Japan, I'd like to introduce something substantial that can deliver a message to the whole world with Japan as the message epicenter.

In Japan, I taught Japanese at the International Christian University while introducing my teaching

at a private Japanese language institute. Two different types of research were needed in both Japan and overseas. These were, Japanese language education targeted for foreign people and Japanese language teaching method targeted for Japanese instructors. Only when both work effectively can any Japanese national teach the language anywhere in the world with the established methods in hand.

Let me look over the Japanese language education system again here. A decade ago, those who needed the Japanese language mainly belonged to the English speaking world, and the indirect method was sufficient, namely, to explain the grammar in English and to practice the conversation in Japanese. In this case, textbooks were written in English and instructors the ones with English ability

But the rapid economic growth of has a new need. As Japanese companies extensively went overseas those nations such as South Korea, Taiwan, Myanmar and Thailand needed some Japanese language education. For example, in South Korea, they need good Japanese textbooks written in their mother tongue, to say nothing of Japanese language teachers who could explain the grammar in the Korean language. The Japanese boom seen together with Japan's economic activities need a new kind of Japanese language education method on the front line, and, for that, nothing conventional would suffice. I sought to create Japanese language textbooks made up of a core: textbooks with all---teaching method, grammar, and pictorial aids---incorporated into one entity.

The advantages of my textbooks should be: any Japanese can teach anyone, anytime, any place, and any learner can learn whenever one wants or wherever one is. An all-new method must be done directly in Japanese without resorting to other languages. Textbooks which can be used even in classes where Italians, Spaniards, French and Thais are mixed. To let learners easily understand, I first tried to imagine in my mind what it meant to study holistically. For me, to write textbooks easy to follow, that any learner in the world can share the same meaning, meaning more than a series of sentences.

Such being the case, I had decided to be patient with myself and went ahead in writing one at a time.

However, the next ten years of Japanese language teaching in Japan after I taught at Cornell University were an uphill battle against poverty for me. In reality, my credentials from Cornell meant almost nothing in my native land, so I had to teach from morning until night covering three language schools to feed myself.

What I earned every month by the sweat of my brow was, believe it or not, less than 800 dollars. Many other talented instructors came and went. As for me I had to put saving into my bank account to make possible overseas research twice a year, the fact of which forced me to live on 40 dollars a week. It happened that a friend of mine had a large wardrobe, I made a desperate effort to pester her for clothing, one item for one dollars.

How many times had I thought of changing my career to English so as to fight off poverty? Every time I almost came close to buckling under, I talked to myself, "This is the job I have to do to make an eternal dent in history and never be the one to achieve only a one-day glory." I could not count how many times I prayed to my mother and God wishing "My prayers be heard." The reasons why I could pull through these struggling years were that I strongly wanted to carry out a long standing promise to an Israeli boy I met in the book and that the original idea of introducing the boy to things Japanese grew larger and larger into the burning passion to delve into the heart and mind of citizens of the world via the Japanese language. The moment fortune smiled upon me paying respect to my herculean effort, something unexpected instantly pushed me into an abyss of despair.

February, 1983, Friday evening. A fire caused by a propane gas explosion wiped out my apartment

was totally at a loss as to what to do: all the research materials I had plugged away at were gone. All my important literature was gone too. It was a matter of course that I was caught in a terrible predicament, just as I had been right after my mother's death, wading into the world of philosophy and hovering over life and death. "What did the fire mean to me? What did it instruct me to do?" A barrage of questions flooded the cloisters of my thoughts until I could find a logical footing I could stand on. Marching forward in my career at that time had no big meaning before I could develop some logic that made sense to me.

Finally, I brought myself back to where I had started, my starting point in life, my hometown Gotenba, in Shizuoka prefecture. Mt. Fuji was as magnificent as I last saw it. Its presence radiating the same old strength, beauty and tenderness was equal to what the most important mountain in Japan was supposed to be. When I looked up at Mt. Fuji I somehow wanted to see the boy in Israel. I had every reason to visit Israel myself should the encounter with the boy make me what I was when.

I went out on a trail to find out some clues for my future course. Jerusalem, capital city of Israel, stood there exactly as it was thousand of years ago and overwhelmed me. I felt as if I had slipped back through a time tunnel into a different world. On the final day of my stay, I swam in the Dead Sea and then climbed the nearby mountain to Masada, an ancient fortress in the desert. When I sat down at the fortress where many Zealot Jewish members chose death over slavery, my right hand automatically grabbed a limestone rock. This might be the pebble that saw the green of the land 4,000 years ago before the desert rolled in, or be the one that witnessed a critical moment of Jewish national heroism. When I touched the stone, enlightenment flashed across me. A flash of light showed me a truth in the darkest hours of my life. The revelation was that: "Yes, I haven't changed a bit, the same old me. Even if I lose all my belongings, I still have this flesh and blood to go on. Every teaching method I established is right there in my brain."

Drastic moments spark drastic inspirations. The lesson of the fire was that I should blot out my conceited self by getting rid of all worldly goods, and crystallize into the pure self, to assume the mediation role of the better world in the name of total commitment on my part. While tears were tumbling down my cheeks, atop the ancient mountain, I made a renewed decision to commit myself to my career for the rest of my life with the prayer, "Till the bitter end the enterprise, may I be endowed with power, courage and spiritual guidance!"

In German, a 'vocation' translates into 'beruf' which means a 'call from God'. That is, to know the order from God through the job and fulfill one's duty.

The fire that claimed everything except for my life has, in turn, inspired a new life inside me.

Very soon, I was engrossed in what I was destined to do. The time became ripe when government and business firms, not to mention the general public, felt the need to disperse the Japanese language worldwide. The key words here are that the teaching method must be easy, precise and to the point.

The world has shown a greater interest in Japan as Japan skyrockets economically while numerous Japanese companies have started local production overseas with the result that many Japanese business people have gone overseas. All this led to a need for people outside to know the Japanese language.

Now the time has come. All the elements fulfilled, all the preparation made, under the enthusiastic help of Yokoyama's Direct Method supporters, I started the Center for Japanese Language Education Inc., in February, 1988. On the first day when I rented an office in Akasaka, Tokyo, I had my mother's engagement ring on my left finger, and the Masada stone in my right hand. I was a

myself: "Today is the first day of great future and that from this office Japanese language education flows out in all directions," At the same time, I braced myself to put the finishing touches on the textbooks complete with my teaching method an ultimate source, that any Japanese can to.

Features of 'Pictorial Japanese Conversation' textbooks are that all sentences are written in Japanese...hiragana (the Japanese cursive syllabary),Katakana (an angular version of hiragana, mostly used for writing foreign words), and Kanji (Chinese characters). This is because, as you must be fully aware by this time,the Direct Method is my philosophy. Indeed, books are to be written so that readers can easily understand. I have also placed a spacial emphasis on 'Look' Listen & Learn' approaches in my textbooks. With an easy-to-follow approach as a top priority, I incorporated into Yokoyama's teaching method several rules. To achieve a quicker understanding of Japanese conversation than any Japanese conversation textbooks ever published in the world, I have focused on two things: situationsuggestion pictures that trigger off a set of 'Look' Listen' and 'Respond' formats and conversational sentences.

I presented four universal elements. First,four differently colored pictures. With the help of color images, a learner can easily remember the width and depth of Japanese culture and custom depicted in the pictures. With the help of color images,a learner can easily remember the width and depth of Japanese culture and custom depicted in the pictures. Just as we can memorize better people's faces and things if they let out strong,vivid images,fully worked-out pictorial Japanese conversation will remain fast and ateady in people's memories. Also,four diffreent colors are instrumental in correctly grasping conversational situation and new words. Second is the location of illustrations. Inthe case of an affirmative sentence,illustrations are drawn on the right-hand side of each page,while a negative sentence is on the left-hand side. And if illustrations are in the middle of the page,either affirmative or negative answers can be given. Besides,the text employs many other strategies in a bid to make clear those sentence patterns and the like that are unique to the Japanese language.In other words,the location of pictures decides a basic grammer function. Third is a box format. All the new sentence patterns are boxed in, also conversational sentences and illustrations are inside the same box. Same can be said with all the new words. But from the second time on,the same words or sentences are presented but only with colored pictures. And each pattern has a systematic flow.

"The pattern practice" proceeds with the affirmative sentence (Box I),the negative sentence(Box II) and then the mixed sentence (Box III). Right after [1] "Basic Dialoge",based on the pattern already -earned,we move into [2] "Drill Practice" where different situations,for example,greetings,phone calls and changing subways,are presented. To get a developed skill of natural conversation,[3] "Real Situational Practice" is presented.To be exact,lots of conversations are provided.

All the conversation patterns and words follow three steps:"Presentation"."Practice"and "Review", so that teachers and students can know precisely what atage are doing.

Finally,fourth is the numbering of illustrations.By combining numbered cartoons into an assortment of combinations,students can go through an apploed exercise called the "tree system".Based on this system,instructors can correctly delive the message in Japanese to foreign students whether they are Peruvians,Malaysians or Egyptians without resorting to their native languages.And the tree system is broken into eight patterns,the combination of which can be mastered in eight hours. The bottom line of my teaching method is that each page is systematically covered to save unnecessary exertion on the part of the learner. This is one and only teaching method I single-handedly established as a result of many years of research. All the textbooks I authored are intended to allow any native Japanese speaker to develop teaching skills speedily and act as an intermediary of Japanese language and culture. In the same vein,teachiong Japanese is no longer the preserve of scholars, specialists and missionaries,but rather it should belong in the hands of language teachng trained,

business people,housewives and Japanese students studying overseas.

The mercurial rise of Japan's status as an economic power has now arrived at a phase to shift into direct capital investment overseas from the conventional export-oriented policy. The result is that, on one hand,globalization has progressed by way of production,and,onthe other hand ,the hollowing of domestic industry has surfaced. If economic activities and production are categorized as hardware,what Japanese has aimed at thus far can be called internationalization on a hardware axis. Contrary to Europe,where countries have vied with each other to promote their language,religions, and cultures,what as the government,I must say,are rather reluctant to follow suit.

Japan today exports: products,technical know-how,factories,and ever business warriors. However, hardware based globalization has,by degrees,become bare thin,and what Japan is requested strongly to do is fill the void of humane elements,that is,the prevalence of education and culture,plus personnel and cultural interchange. When the average Japanese is asked what represents Japan's culture,the typical answer is kabuki,flower arrangement or tea ceremony,but mine is different. It's language,period. Culture is another name for language,and this very languagematerializes Japan's customs and manners. Language also is an individual representation itself,because it unwittingly betrays the speaker's philosophy,life values,and frame of mind. It is high time for us Japanese to export ourprecious language "Nihongo",and to share it with world. By so doing,Japanese can add a new dimension to its de facto atatus as an economic giant. My standpoint being that, I personally call Japanese language instructors "language messengers" and "culture messengers".I am positive the language export by Japan can rectify the strains of Japan's internationalization and that, if done patiently,we can realize an authentic globalization we can be proud of.

And now,as for Yokoyama's Dirext Method (YDM),at the moment,both domestic and overseas business concerns and universities abroad have widely employed this method,and on November 4th,1989,my methodwas not only warmly welcomed but highly appreciated a symposium celebrating the 40th anniversary of the foundation of the Naganuma Japanese Language school.

Furthermore,with mostly volunteers,using the YDM teaching method,the 'YDM Japanese Language Workshop"has been organized,become a member of International Association for Volunteer Effort (IAVE),has also launched free Japanese lessons on Saturdays,in Tokyo and Yokohama,for foreigners.

In a chain reaction of exposure... to the individuals,companies,the society and to the world...I have made a strong resolution to shoulder the burden of creating born-again society in the century.

Lastly,what must be pointed out here loud and clear for thefuture Japan-U.S.relationship,is,as I mentioned earlier,humane elements. Let me repeat: "Culture is language.Language is a person itself.And language is peace.' It is a commitment by a provate citizen, by the public,by the corporation and by the goverment that develops into an international involvement,each anlightened individual force sinking deeper into all levels of social structure from the local area to the society, to the nation and finally to the world.