

Differences in Understanding Literary Texts between Japanese Language Learners and Japanese Native Speakers

Ella MURADOVA

Doctoral Program in International and Advanced Japanese Studies

Graduate School of Humanities and Social Sciences

University of Tsukuba

Abstract

The purpose of this research is to clarify trends and change in the comprehension level of authentic literary texts in relation to a learner's Japanese language level and frequency of communication with Japanese people. University students in both Japan and Uzbekistan were surveyed on a chosen text and their answers were analyzed. The research study confirmed that the less chance learners have of communicating with Japanese people the shallower their comprehension level of cultural and literary connotation, regardless of their level of Japanese language ability.

Keywords: *isolated conditions, literary texts, connotation, comprehension level*

要旨

本研究の目的は、学習者の日本語能力と母語話者との接触頻度によって文学的教材を読む時の傾向や理解レベルの違いを明らかにすることである。ウズベキスタンの日本語学習者と日本語母語話者に文学的教材を与え、アンケートをとった。結果としては、日本語能力を問わず、日本語母語話者との接触頻度によって、学習者の文学教材における意味多重的な表現や語彙のコノテーションの理解のレベルが変わると言える。

キーワード：孤立環境、文学的読解、コノテーション、理解レベル

Introduction

The ultimate aim and purpose of reading lessons in Japanese language education in Uzbekistan is to teach the language student to read authentic materials. To this end, materials such as newspapers, magazines, literary texts and diaries in Japanese language are used.

In general, literary works are used for education materials in reading lessons at advanced-level Japanese language in Japanese language education outside of Japan. However, there is a problem in clarifying the level of understanding of students studying Japanese language as the comprehension of contextual information in literary texts is limited by a knowledge, or not, of Japanese culture and society. For instance, it is possible to explain curry rice (the example taken in this research) by explaining how to cook it or by using pictures. However, curry rice has polysemantic meanings and even if it is very easy to cook, it is very difficult to understand the meaning of the word in the context of families who are, as all families are, concerned about their child's education.

The purpose of this research is to analyze the differences in comprehension of literary texts by native speakers and by learners of Japanese language in Uzbekistan in so-called isolated conditions¹.

Considering the above, I carried out research among students of Tashkent State Institute of Oriental Studies in order to find out their comprehension level by reading and answering a questionnaire on the novel *Curry Rice*, a Japanese state language textbook for 6th-year primary school pupils. Beforehand, I had asked Japanese language native speakers to also answer the questionnaire on the novel; I then compared their answers with those of the learners. The purpose of my research was to clarify trends and change of comprehension level depending on a learner's Japanese language level and frequency of communication with Japanese people. I would like to mention here that the answers of native speakers were not determined as right or wrong, but set as a level of understanding in absolute terms.

Based on the results of this research I could identify the following issues: 1) Learners who studied Japanese language at university and whose knowledge was equivalent to level 2 of the Japanese Language Proficiency Test (JLPT) had difficulty in understanding word connotations. 2) Even for learners with six years of Japanese language study and whose knowledge was

¹ Isolated conditions (or isolated environment) are defined as when there is no Japanese community in the region with little or no opportunity of travelling and studying in Japan. It also applies to the study of Japanese language solely in educational institutions outside of Japan with little or no chance of communicating with native speakers (Fukushima 2006: 49)

equivalent to level 1 of the JLPT, capable of writing bachelor and master theses but who had had almost no chance to communicate with native speakers, it was difficult to understand word connotations.

1. Previous studies

Nakamura (2004: 115-119), in his research on educational materials in English, identifies five advantages of educational materials based on literary works:

- 1) Provide a variety of authentic linguistic styles;
- 2) Develop literary competence;
- 3) Enrich individual growth and human nature;
- 4) Effective in studying culture;
- 5) Increase motivation for study based on interest in reading literary works.

The above is also true of Japanese language education. Considering point 1, in Japanese language education outside of Japan where class time is limited, the use of various styles of educational materials based on literary works can help develop an understanding of expressions of politeness, of differences in male and female speech, etc., thereby improving language ability as a whole. As for points 3 and 4, it becomes possible to look at oneself and one's own country objectively by developing an ability to consider issues from a different point of view and by connecting them with the understanding of a different culture. With regards points 2 and 5, i.e. the ability to develop literary competence and learners' motivation, net improvements can be observed in language education.

However, it is still not clear how learners who gained their education in a different culture from Japan and who have their own preconceived ideas about the country, understand Japanese literature and how their cultural knowledge of the world affects their understanding.

Nishihara (2002) defines literary "text" and "reading" as follows:

Literary text is a text considered as having literary characteristics in the work. Literary reading is a reading which positively generates ambiguity and an expectation of things which are not clearly shown (for example, polysynaptic, etc.) and in the search for understanding focuses attention on linguistic form more than would be usual.

As Nishihara (2002) continues, “literary reading is necessary, even in Japanese language lessons”. I think it is possible to understand Japan more deeply even in isolated conditions, far from Japan, by developing the “thoughts”, “feelings” and “imagination” of learners in lessons through “ambiguity perception”. However, for native speakers and those for whom the Japanese language is a second language, literary reading is not a naturally acquired ability but a technique which depends on the level of education. Furthermore, it is not yet clear how to manage literary reading education. Moreover, Nishihara, when speaking of the differences in comprehension of literary and explanatory materials regarding an entire text of literary reading, does not mention comprehension of word connotation.

2. Research method

2.1. Option of literary work used as research material

I considered the following points when selecting the literary work to be used as research material for this study:

- 1) Japanese language level of participants;
- 2) Length of novel;
- 3) Contents.

As a result, I chose the novel *Curry Rice* by Kiyoshi Shigematsu, which is also used in Japanese state language textbooks for 6th-year primary school pupils.

There are many famous literary works with high critical value by classic or modern authors. However, considering point 1, for the research study in Tashkent Institute of Oriental Studies I selected a modern novel, written in simple Japanese language compared to other literary works, and of which, taking into consideration participants’ language ability at the time, I could give the unabridged original work to read rather than an edited version. Regarding point 2, I chose a text which was possible to read in a short period of time. As for point 3, I selected content information which required consideration of elements of Japanese culture and situations specific to Japan, as well as addressing universal issues common to the culture and country of the learners.

There are three main characters in the novel used in the research study: two working parents and their son Hiroshi, a 6th-year primary school pupil. There is a rule in the family that the parents share the duty of cooking; when the mother is busy the father usually cooks curry rice. The boy,

who prefers sweet food, does not seem to like what his father cooks. Then one day the boy broke his promise of only playing games for 30 minutes a day and so his father pulled out the rule book. However, the parent and child had quarreled not because of the games, but because the father had continued to treat his son as a baby, not noticing he had grown up. The author represents the change in the boy as he is growing up through the change in his taste for curry, from sweet to savoury. Eventually, the boy found a compromise with his father and together they cooked medium-spiced curry rice.

2.2. Research target

Students in Japan (University of Tsukuba) and Uzbekistan (Tashkent State Institute of Oriental Studies) participated in this research study. As for myself, the author of this research study, I have experience in teaching Japanese language and an understanding of problems faced by learners of a foreign language.

Table 1. Research target

Group	Japanese language ability	Length of stay in Japan	Frequency of contact with Japanese people
GA N=5	level 2	none	none
GB N=3	level 1	short time	2-3 times per month
GC N=2	near-native speaker	2-3 years	everyday
GJ N=5	native speaker	-	-

GA: Students (level 2) at Tashkent State Institute of Oriental Studies, who studied Japanese only at the Institute and had no opportunity of communicating with Japanese people (five persons).

GB: Graduates of Tashkent State Institute of Oriental Studies, with a background of 5-6 years learning Japanese language (level 1). They have no overseas education experience and almost no opportunity to communicate with native speakers but they have part-time jobs translating or interpreting about 2-3 times per month or have experience teaching Japanese language (three persons).

GC: Learners who went abroad to study or carry out research in Japan and therefore with a good understanding of Japanese culture and literature (two persons).

GJ: Japanese language native speakers (three 3rd-year students at Tsukuba University, two Japanese language teachers in Uzbekistan). Among the Tsukuba University students, one student had lived in Taiwan until he was 18-years old, his mother is Chinese and his father Japanese, and so his answers to the questionnaire were slightly different from the answers of the native speakers (five persons).

2.3. Research methodology

Firstly, participants of GA, GB and GC were given the selected literary work to read for about two hours, after which they answered the questionnaire. Their level of understanding of the text was then verified. While reading, participants were asked to underline the parts of the text where they felt “sympathy” and “astonishment” or where they felt “new knowledge” had been introduced, and to comment on the underlined parts. Then the free comments of the questionnaire were put into idea units².

3. Results and analyses

3.1. Impressions of the novel

Research results revealed the following. First, some units were defined from an analysis of answers to the question “What impressions do you have after reading the novel?”

² Idea unit can be defined as “one predicate consisting of more than one variety” (Kinugawa 2005: 35-44).

Table 2. Groups of idea units relating to impressions of the novel

Idea unit	Total	GA	GB	GC	GJ
1. Strongly generalized	13	7	0	0	5
2. Description of food	4	2	1	0	1
3. Description of mother	3	1	0	0	2
4. Focusing on language itself	6	0	1	5	0
5. Simple and easy to understand (evaluation)	6	1	2	2	1
6. Comprehensive evaluation of the novel	6	0	0	0	6
7. Reading from father's point of view	9	4	1	0	4
8. Reading from Hiroshi's point of view	11	3	1	3	4
9. Child-parent, family	6	1	0	1	4

First, in analyzing the answers the overall impression was of superficial reading and generalization. In terms of numbers this gave GA-7, GJ-5. However, three of the five GJ idea units were comments from the student who had lived in Taiwan. His comments differ from those of the other GJ (native speaker) participants. If we discount such answers, the total would be GA-7, GJ-2. It also became evident that in GA participants hardly understood word connotation as they only read surface information. Participants wrote comments such as “by simply changing the names of the characters it could be a novel of any other country”, or conversely “it is a novel about Japanese society”.

There were also participants among GA, GB and GJ who pointed out that the dish was the key point of the novel. However, when analyzed qualitatively, GA commented “after they started cooking together, child-parent relations started to improve”; GB commented “father could overcome his feelings when he started to cook curry rice”, that is to say participants noticed that following the quarrel and after starting to cook together and sharing the work, parent-child relations started to recover. In other words, they considered the main topic regarding the dish as strengthening the quarrel between the father who had not paid proper attention to the boy's growing up, and the boy who broke his promise. In contrast, with regards the same dish idea units, comments of GJ were “the changing taste of curry means becoming an adult”, expressing the main topic as the process of becoming an adult.

Another noticeable point is that the majority of learners with higher advanced-level language ability focused on providing a variety of authentic linguistic styles as well as demonstrating, as Nakamura (2004: 115-119) says, that the literary novel “enriches human nature and accelerates individual growth”. Furthermore, they noted that “it is easy to understand from the text which vocabulary Japanese people use in everyday life”, and that “some expressions, which I have had no chance to use, were interesting and therefore easy to remember”.

On the other hand, the native-speaker group did not pay any attention to the Japanese language itself and gave a more literary evaluation of the novel. There were positive comments, such as “it was interesting and easy to understand the overall mood of the novel”, “the contents of the novel were empathetic”, as well as negative comments such as “there is a lack of reality”, and “I cannot relate to it”. From this it is clear that reading in the native language makes it easy to grasp the whole meaning and give an evaluation of a novel.

I had assumed that the lower the level of Japanese language ability the less learners would understand the feelings of the main characters. However, based on the results it was evident that learners of all groups could comprehend both the point of view of the father and of the boy and could understand the feelings of the protagonists. Table 3 below shows individual comments of participants, excluding the units.

Table 3. Idea units not included in the main idea unit groups

Idea unit	Participant
Image of father	GJ 2
Ideal image of father	GJ 2
Similarities in Uzbek and Japanese sense of humour	GA 3
Finally family could solve the problem	GA 4
Distance in relations between father and son	GB 2
Surprise the boy did not apologise to his father	GB 2
It is wrong to be angry with parents	GB 2

It was interesting to compare the comments of the learner groups. For example, in comparison to families in Uzbekistan, learners of GB could not understand the behavior of the boy: “I was surprised when the boy did not apologise to his father”, “there is a kind of distance in the

relations between father and son”, whereas GA learners indicated that “there are similarities between Uzbek and Japanese people”.

3.2. Author’s intent

After an analysis of the next question “What, in your opinion, did the author want to depict in the novel *Curry Rice*?” it appeared that opinions from the point of view of the main character and the feelings of all the characters as a whole varied considerably. Moreover, GA had no idea unit regarding this question.

Table 4. Groups of idea units relating to author’s intent

Idea unit	GA	GB	GC	GJ
Reading from point of view of father	0	1	3	2
Reading from point of view of Hiroshi	0	2	0	1
Generalization	4	0	0	1
Adolescence	0	0	0	4
Parent-child quarrel	2	3	1	0
Growing up of child	0	1	0	5
Slightly broader interpretation than just growing up of child	1	0	2	6

In fact, with regards the question “What is the novel about?” GA mainly paid attention to “generalization” and “parent-child quarrel”. They mentioned “the eternal problem between parents and children”, “common family problems”, but it seems they could not grasp the main reason for the “family problem”. In that respect most participants of GA and GB mentioned idea units expressing “parent-child quarrel”. In other words, they had a surface view of the quarrel which occurred because the boy broke his promise and therefore his father got angry with him.

In contrast to the above, native speakers of GJ used the words “early adolescence”, which is closer to the author’s idea. Moreover, GJ not only proposed “early adolescence”, but overwhelmingly gave interpretations of such idea units as “growing up of child”. The words “growing up”, “early adolescence” and “age of resistance” are not mentioned in the novel itself and the process of growing up and becoming an adult is depicted as a change in taste of curry rice. Regarding this latter point, native speakers seldom mentioned it and participants of GA and

GB lacked the necessary knowledge of Japanese culture, therefore it was difficult for them to understand it. Specific comments, that could not be included in the main idea unit groups, are shown in Table 5.

Table 5. Idea units not included in the main idea unit groups

Idea unit	Participant
Novel for adults	GJ 4
Parents cannot even understand their own child	GJ 5
In parent-child relations, if something happens both sides must consider the problem	GB 1

3.3. Meaning of curry rice

Answers also varied regarding the question “Why do you think the author chose curry rice and not some other dish as a topic of his novel?”

Table 6. Groups of idea units relating to meaning of curry rice

Idea unit	GA	GB	GC	GJ
Casual family dish	0	0	2	7
Peculiarity of curry	0	0	0	2
Differences in taste, depending on family preferences	0	0	0	2
Proof of growing up	0	2	2	6
Easy-to-cook dish	2	0	0	2
Relation with author’s life experience	0	3	0	2
Relation with father	2	0	0	0
No special meaning, it is OK to choose another dish	2	0	0	0

On the one hand, the dish curry rice denotes a dish made of meat and vegetables, and on the other, it has considerably wider connotations. Regarding this, GJ participants answered that depending on taste, casual dishes in each family differ and instead of the title *Curry Rice* it could just as well have been “ramen or fried rice”. However, two idea units regarding the “casual family dish” were mentioned by GC whose members had stayed in Japan over an extended period of time.

The author expresses the main topic as “growing up of a child”, “early adolescence” and represented it as a changing taste in curry rice from sweet to savoury. When they recognized it, GJ could understand it. GC and GB had two idea units each. It should be noted here, that among the answers of GB, “proof of growing up”, one of the participants who had experienced a home-stay with a Japanese family for a month, had both idea units. GA could not get the connotation of curry rice showing a child growing up through a change in taste of curry rice.

In contrast to the above, GB presumed that the author had chosen curry rice because of his own life experience. Also there were GA participants who suggested that it was not the author’s favourite dish but the favourite dish of one of the main characters, i.e. the father.

Such idea units as “there is no meaning”, “it is OK even if he had chosen another dish”, and, regarding Japanese way of thinking, “if there had not been curry rice but another dish, then there would be no meaning”, were only found in GA participants.

With regards to this latter item, there were two participants who did not answer, both of them were from GA. Answers of both GA and GB participants showed a hesitant understanding of the connotative meanings of curry rice because their answers were “I don’t know whether there is a reason or not”, “it is a traditional Japanese dish”, and “I don’t clearly understand why he chose curry rice”.

Table 7. Idea units not included in the main idea unit groups

Idea unit	Participant
Maybe there is a reason	GB 3
Do not understand why “curry rice”	GB 1
No answer	GA 4
No answer	GA 5
Japanese traditional dish	GA 3

To summarize the conclusions of each group: GA found it was an “easy-to-cook dish” with no important role and no special meaning in the novel; in GB, besides the one participant who could understand “a dish which represented growing up”, there were also those who presumed that the dish “ probably has some relation with the author’s life experience”. In GC there were two idea units, such as “a casual family dish” and “dish which represents growing up”. If this group is compared to those where participants had studied Japanese language only in Uzbekistan, they did, as is expected, grasp to some extent the connotative meanings. The native speaker group answered “taste differs depending on family preferences”, however, there was no idea unit regarding specificity of curry rice.

Next, I will review the following item of the questionnaire: “Complete the sentence in the text imagining you are Hiroshi. ... I am not angry with you. I didn’t want you to talk to me as if I was a child, but ...” By completing the above statement, it was expected that interpretations of the novel and mutual relations would be clearly expressed.

The group of native speakers (GJ) who interpreted the main theme of the novel as a “child’s growing up” and learners (GC) who had stayed in Japan for a long time completed the sentence with “... I want you to treat me as a fully grown person”, “... it is important”. Participants of GA and GB, however, completed it with “... it is boring” and “... I want [father] to apologise”. They could not grasp the feelings of the main characters and they only understood the literal meaning of the words and expressions, that is to say, the most superficial level of understanding.

In fact, several reasons for cause-effect sequences became apparent: 1. difficulty in understanding connotations of the word “curry rice”; 2. gap in interpretation of the whole novel; 3. gap in completing the abbreviated sentence.

3.4. Topics specific to Japan or common to other countries

For the item “Do you think the topics of *Curry Rice* are specific to Japan or common to other countries?” most participants answered that the topic had much in common with every country and that the problem of relations between parent and child is an international problem. This tendency is shown in terms of numbers as: GA-5, GB-2, GC-1, and GJ-2.

Table 8. Groups of idea units relating to topics specific to Japan or common to other countries

Idea unit	GA	GB	GC	GJ
Common to all countries: parent-child relations	5	2	1	2
Common to all countries: adolescence	0	0	0	5
Specific to Japan: taste of curry	0	0	0	4
Specific to Japan: family relations	2	0	0	0
Specific to Japan: adult	0	0	0	2
Specific to Japan: imagination	2	1	0	0

The issue of “early adolescence”, which can also be considered a topic of the novel, has much in common with universal elements found in all countries. However, this issue was only recognized by native speakers. I assume, therefore, that there is an influence of degree of comprehension of connotative words dependent upon Japanese language ability and age range. The age range for GA was 17-21 years old, GB was 21-25 years old, GC was 23-27 years old, and GJ was 35-40 years old.

Differences were found in understanding the elements that were specific to Japan. As shown in Table 8, attention was paid to specific “curry rice” and only GJ could fully apprehend this connotation of its meaning. Moreover, GJ was the only group to have paid attention to the “taste of curry rice” as an element specific to Japan.

Only the native speaker group proposed idea units regarding “adult”, such as “in Japan adults pay too much attention to their children” and “children do not hate parents”. On the other hand, only GA participants, learners in Uzbekistan, had a different point of view on the family such as “parents are always busy” and “both parents work”.

Regarding this questionnaire item, some of the learners’ answers of GA and GB were stereotype comments, the contents of which were not described in the novel, such as “until 6-years old a child is treated gently by his parents but when he enters school his parents suddenly become very strict” or “if there is something to do and it takes forever to finish it, they [the parents] are thinking of it all the while”. In other words, learners’ knowledge of Japan is limited and I believe they have strong preconceived ideas.

Another point which should be noted is that some GB and GC learners answered that they did not understand what elements were specific to Japan. As far as learners of GB were concerned, they had never been to Japan and had very rare opportunities to communicate with native speakers, so it was quite natural that they would not understand the meaning of the words. On the other hand, a GC participant who had had a long-stay experience in Japan also answered that he did not understand which elements were specific to Japan (Table 9).

Table 9. Idea units not included in the main idea unit groups

Idea unit	Participant
Rare talking to family members	GC 1
Could not clarify the topic specific to Japan	GC 2
Novel has much in common with cultures of other countries	GB 2

3.5. Underlined passages

Participants were then asked to underline passages in the text which they considered astonishing or noticeable and to write the reason why they had chosen these passages.

In general these underlined passages can be divided into the following three categories: 1. where the contents were interesting; 2. where key sentences were considered; and 3. where the grammar could not be understood or contained unfamiliar words. I found that the longer the Japanese language study background the better the learner understood the novel *Curry Rice*. I also noted that learners were interested in dialogue expressions used by Hiroshi and his parents and that they could remember these expressions very well. I believe learners had few opportunities to use such expressions by themselves as there were also comments such as “it would be nice if I had a chance to use this expression in similar circumstances”. In fact, even if learners had had experience of study or work in Japan, opportunities for using “family expressions” were exceptional and unusual. Mostly they noticed and used casual or informal expressions.

It was also shown that there were common underlined expressions in the questionnaire not related to Japanese language study background. These were expressions of human feelings such as “easily apologised”, “set one’s mind”, “unthinking”. In the interview survey of the questionnaire I could clarify the reasons for this. According to the learners, even if they study

expressions in the same manner as vocabulary, in the end they do not understand when and in what situations they can use them. Put in context, learners are able to use the previously-studied expressions. The reason why most learners underlined constructions like NOUN + VERB is because it is easier to memorize words in pairs in context.

The research results of the learners at Tashkent State Institute of Oriental Studies are as follows:

- 1) In using literary works as education materials for reading in isolated conditions in the field of Japanese language education, several levels of understanding were identified.
- 2) It is difficult to understand marked language expressions for learners of Japanese language in isolated conditions, regardless of their level of Japanese language ability and language study background.
- 3) It was also found that learners' preconceived opinions of Japan affect their level of understanding of literary works.
- 4) When reading, learners take into account the context of a literary work and understand expressions and words clearer after explanation by a teacher or after consulting a textbook.

Above, I have described the results of my research study, the goals of which were to clarify differences in understanding modern literary works by Japanese language native speakers and Japanese language learners. The literary work used in this research was the novel *Curry Rice*, a Japanese textbook for 6th-year primary school pupils. The text of the novel includes various marked language expressions and it became evident that the less chance to communicate with Japanese people the learners have the shallower their comprehension level, regardless of their level of Japanese language ability.

Conclusion

This study was confined to an analysis of the results of reading a given novel by a small group of participants. I think, it will be necessary to carry out a broader research study in the future in order to ascertain if other tools in Japanese language education exist and to consider their effectiveness. Moreover, I also think it is necessary to identify if, from an educational point of view, literary texts show specific characteristics compared to other forms of reading material. As of next year, The Japan Foundation will end its support program of dispatching native Japanese teachers to Uzbekistan. In other words, Japanese language education in Uzbekistan will have to be undertaken by non-native teachers. Therefore, it will be necessary to develop effective education materials for reading as well as to raise the level of these teachers' education and research work.

Bibliography

- ALYBINA T.A. Алыбина Т.А. (1979). *Tekst v protsesse prepodavaniya inostrannogo yazyka* Текст в процессе преподавания иностранного языка [Text in the process of foreign language teaching]. Perm State University.
- FUKUSHIMA Seiji 福島青史 (2006). *Koritsu kankyouni okeru nihonngo kyouiku no shyakai bunnmyakukano kokoromi* 「孤立環境における日本語教育に社会文脈化の試み」 [On social context of Japanese language education in isolated conditions] NII Electronic Library Service. The Japan Foundation: 49.
- KINUGAWA Takao 衣川隆 (2005). *Shukanteki sougotekina sakubunhyouka to sougo kankeiwo motsu bunsekiteki kyakkantekina ryouteki shihyou no chushyutsu* 「主観的・統合的な作文評価結果と相関関係を持つ分析的・客観的な量的指標の抽出」 [Quantitative, subjective and analytical indicated abstraction with objective and integrative literary evaluation and correlation]. Journal of Japanese Language Education, University of Tsukuba, vol. 20: 35-44.
- LARIN A.G. Ларин А.Г. (1971). *Issledovanie protsessa "tekst-grammatika"* Исследование процесса <текст-грамматика> [Text-grammar process research]. Moscow, Nauka.
- NAKAMURA Yoshito 中村愛人 (2004). *Eigokyouiku ni okeru bunkakyouzai toshiteno bungakusakuhi no igi* 「英語教育における文化教材としての文学作品の意義」 [Significance of literary texts as cultural teaching material in English language education] (*Bulletin of the Hiroshima University Graduate School of Education Research*) Hiroshima part 2, vol. 52: 115-119.
- NISHIHARA Takayuki 西原貴之 (2002). *Eigokyouiku ni okeru bungakuno atsukaikata ni kansuru hitokousatu* 「英語教育における文学の扱い方に関する一考察」 [On using literary texts in English language education] Association of English language teaching in China districts, presentation materials of free study. 33rd Academic Conference of Association of English language teaching in China districts, June 29: Shimane University.
- REYMAN E.A. Рейман Е.А. (1977). *Chtenie, pereskaz, ustnaya rech* Чтение, пересказ, устная речь [Reading, retelling, speaking]. Leningrad, Nauka.
- SALIBAEV V.X. Салибаев В.Х. (1973). *Nekotorie osobennosti pereskaza teksta na vtorom yazike* Некоторые особенности пересказа текста на втором языке [Some peculiarities retelling the text in a second language]. Dushanbe, Irfon.
- SHIGEMATSU Kiyoshi 重松清 (2006). *カレーライス Kareraisu* [Curry Rice]. Tokyo Mitsumura Toshiyo Shyuppan.
- TANAKA Minoru 田中実 (2001). *Bungakuno chikara kakeru kyouzaino chikara rironhen* 「文学の力 かける教材の力 理論編」 [Literature power plus textbook power: theory] Tokyo Kyoiku Shuppan.

- VAMENINA V.P. Ваменина В.П. (1981). *Aktualnye voprosi lingvisticheskogo i metodologicheskogo izucheniya hudojestvennogo teksta* Актуальные вопросы лингвистического и методологического изучения художественного текста [Topical issues of linguistic and methodological study of literary text]. Vladimir.
- VAYZE A.A. Вайзе А.А. (1985). *Chtenie, referirovanie i annotirovanie inostrannogo teksta* Чтение, реферирование и аннотирование иностранного текста [Reading, abstracting and annotating foreign language text]. Moscow ,Vysshaya shkola.