

SASAKAWA FELLOWSHIP FUND FOR  
JAPANESE LANGUAGE EDUCATION

# Guidelines for working with a Japanese intern



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# Why *this booklet?*

An increasing number of primary, intermediate, secondary and area schools in New Zealand are making use of a Japanese intern to assist with the learning and teaching of Japanese, as well as to familiarise pupils with the culture and conventions of Japan.

These interns are secured via a range of agencies. They are young people, usually in their early 20's, who wish to improve their English and experience the way-of-life in another country.

It is usual practice for the interns to provide their service free to schools. They pay for their home-stay, and usually pay their own fare to New Zealand, and in many cases they also pay a large fee to an agency in Japan. The length of stay can range from 3 months to a year on average.

With the introduction of Japanese language into the curriculum in an increasing number of primary and intermediate schools, some schools see the intern as the natural teacher of this subject. The extent to which the intern is used in this capacity raises a number of issues.

The purpose of this booklet is to offer guidelines to schools in the best use of their Japanese intern's time consistent with established professional practice and current regulations.

These guidelines are intended for all schools: primary, intermediate and secondary. They have been prepared both for classroom teachers of Japanese and senior management in the schools.

The material has been written by Adele Lilly, under contract to the Management Committee of the Sasakawa Fellowship Fund for Japanese Language Education Programme. Adele is a Senior Lecturer, Massey University College of Education and has had many years experience teaching in New Zealand secondary schools. Others who have contributed to the booklet are selected classroom teachers, Heads of Departments and school management, Regional Advisers in International Languages, Facilitators of the Sasakawa Professional Development Contract for Primary and Intermediate teachers of Japanese, National Japanese Language Advisers, and members of ACENZ staff. Consultation has also occurred with the Japanese language advisers and the director of the Centre for Japanese Language Education in Melbourne.

It is acknowledged that while hosting an intern can be extremely beneficial to a school, it can also be a lot of hard work. This booklet seeks to offer ways to maximise the benefits and keep the work manageable.

Please note that the term intern has been used throughout these guidelines to refer to any Japanese native speaker helper in the classroom. In many cases the intern is an unpaid volunteer who is untrained and unqualified to teach Japanese. Some schools employ a native speaker assistant under a subsidised scheme. Many of the points mentioned in these guidelines are also relevant for schools employing paid assistants.



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# *Current regulations governing professional practice in New Zealand schools*

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## **Professional standards**

*The introduction of professional standards is part of the Government's strategy for developing and maintaining the quality of teaching and leadership, and improving learning outcomes for students. The professional standards reflect Government's interest in ensuring that students have opportunities to learn from high quality professional teachers and that schools are led and managed by high quality professionals (Ministry of Education website, 1999).*

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## *Who can teach?*

The Education Act defines a teacher as someone occupying a teaching position in the general education system (including a free kindergarten) that requires its holder to instruct students. Any contract of service, the amount of payment, the conditions of employment or amount or type of instruction are not the determiners. Thus any position will be a teaching position if it meets the definition above and if the teaching is being done for payment of wages or salary, even if the remuneration is not that of a teacher, as in the case of parent help.

A teacher must demonstrate that s/he is:

- of good character
- fit to be a teacher (according to the Teacher Registration Board's criteria)
- a satisfactory teacher (according to the Teacher Registration Board's criteria)
- familiar enough with current curricula and procedures in the general education system.

According to the Ministry of Education/Teacher Registration Board web-sites (refer References at the back of this booklet), the intent of the Act is that all people who are being employed by a school authority or kindergarten association to instruct students should undergo a checking procedure by the Registration Board to ensure they have the qualities and expertise listed above. The Act also allows for school authorities and kindergarten management wishing to employ people with particular skills and experience to do so.

The three channels open to prospective teachers are to:

- apply for and be granted registration as a teacher OR
- apply for and be granted a limited authority to teach OR
- teach under the supervision of a registered teacher for no more than 20 half days per calendar year (unless the TRB has permitted a longer period).

Following is a description of each of these three channels.

### **Registration**

Since January 1998 New Zealand schools have been required by the Ministry of Education to employ only registered teachers. The Teacher Registration Board clearly outlines the standards required for registration.

### **Limited Authority to Teach**

In some cases where a position that would normally be taken by a trained and registered teacher is unable to be filled, a Japanese native speaker without recognised teacher training qualifications can be employed in a teaching position for a limited time.

An unregistered employee who is 'of good character, fit to be a teacher and likely to be a satisfactory teacher' may apply to the Teacher Registration Board for limited authority to teach which can be granted for a 12 month period or longer. This is spelled out in the Act (cited in the Ministry of Education website):

*Where any person has skills that are appropriate to advance the learning of a student or group of students in any particular institution, but who may not have a specific qualification normally associated*

*with teaching, and provided that person meets the tests set out in section 1308 of this act, that person shall on application to the Teacher Registration Board, be granted a limited authority to teach.*

### **Teaching under supervision**

Teachers who are unregistered and do not have a limited authority to teach may also be employed up to a maximum of 20 half days in any one year. This is a total limit in one year no matter where they teach, including pre-school.

### **Implications for schools with interns**

- 1 As a registered teacher, the teacher of Japanese is required to demonstrate the criteria as outlined by the Teacher Registration Board. These relate to the areas of professional knowledge, professional practice, professional relationships and professional leadership.
- 2 **When working with an intern / un-registered assistant the classroom teacher must always be in charge of the learning process and be present in the classroom.** Team teaching is one way to ensure that these conditions are met.
- 3 As interns are volunteers and not employed by schools, the regulations governing registered teachers do not apply to them. **This also means that interns cannot be given the responsibilities of a registered classroom teacher. It is not appropriate for interns to be left in charge of a class, for example, nor to be asked to write reports, prepare assessment tasks or teach the whole programme themselves.**

## 2

# *Benefits of having a Japanese intern in the school*

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### **Benefits to the teacher of Japanese**

#### **The teacher:**

- no longer needs to be professionally isolated
- can take advantage of the intern's immediacy to demonstrate correct pronunciation and intonation
- can more readily keep up-to-date
- can receive help in the preparation of teaching materials such as memory game cards and charts.



### **Benefits to students of Japanese**

#### **Students will:**

- have many opportunities to practise Japanese with a native speaker in daily situations
- be constantly reminded of the need to communicate with the intern in Japanese

- share an understanding of the challenges of communicating in another language with the intern
- see the teacher and the intern speaking / discussing Japanese together
- experience some new aspects of Japanese culture through the realia brought by the intern (magazines, stickers, cartoons, sports gear, food making equipment ...).

### **Benefits to students across the school**

All students in the school, regardless of whether they learn Japanese or not, will become curious about Japan. This in itself is a reminder that languages other than English exist and are worthwhile studying. The intern may also be able to act as a resource person for project work.

### **Benefits to staff across the school**

#### **All staff will:**

- recognise the opportunities for the school for inter-cultural exchanges
- develop a more tangible knowledge about Japan as daily contact with the intern dispels previously held myths and prejudices
- experience having colleagues from other countries.

### **Benefits to the community**

Others in the school community will:

- hear about or experience activities involving the intern - this might be

through school newsletters, culture days or their own child/ren

- see the intern at community activities outside school such as sports or interest groups where the intern has opportunities to mix with parents and families of the children s/he helps to teach.



### **Benefits to other Japanese language teachers in the community**

Other Japanese language teachers will also benefit from meeting the intern and should be able to approach them for help with personal proficiency.

## *Caution*

- 1 Japanese interns at times may need to be protected from members of the community (parents and other teachers). Interns are often considered to have a lot of time on their hands and available to perform extra duties such as translating letters or car manuals. Such tasks are often very time-consuming and difficult. Even when the request is beyond their ability the intern is unlikely to say NO as they feel it may reflect badly on their school. They may also decline payment, as they know their translations will not be perfect. However, they should not be taken for granted and remuneration should be given for their time.
- 2 Rather than ordering educational resources commercially from Japan, it is often cheaper to get someone to bring them. The intern will often oblige but they also have their own arrangements to take care of and such resource outlets are not readily found outside the big centres. The personal cost to the obliging intern should be calculated and reimbursed accordingly. This could include: travel to the resource outlet (most likely by foot, train and bus); postage costs to have the resources delivered (either to the intern's home in Japan or directly to the school) and finally of course the cost of the items themselves (taking into account the exchange rate).

# 3

## *Responsibilities of the Japanese classroom teacher*

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As a registered teacher, the teacher of Japanese is required to demonstrate the criteria as outlined by the Teacher Registration Board (refer section 1 of this booklet). These relate to the areas of professional knowledge, professional practice, professional relationships and professional leadership.

When working with an intern/unregistered assistant the classroom teacher must always be in charge of the learning process and be present in the classroom. Team teaching is one way to ensure that these conditions are met.



## 4 *How can the intern help the school?*

### **In the classroom**

In this section the Japanese programme has been divided into five stages: planning, preparation, delivery, evaluation of student progress and review.

### **Planning the Japanese programme**

This stage is the responsibility of the teacher though the intern could be invited to make suggestions for classroom activities and give an indication of areas of the programme where they feel comfortable taking part.

*ways of involving the intern in the classroom'* for ideas for actual activities.

### **Delivery**

Again, for all classroom activities, specific guidance by the teacher is needed with regard to:

- how to give instructions
- when and how to interact with the students.

Activities that involve the students practising and consolidating language which the teacher



### **Preparation**

There are many tasks the intern could carry out involving the actual preparation of classroom activities. Until the intern becomes familiar with the level of the students, very clear instructions will need to be given. See section 6 of this booklet *'Some practical*

*has already introduced, would be most suitable. It is not appropriate for the intern to teach new material. See section 6 of this booklet 'Some practical ways of involving the intern in the classroom'* for ideas for actual activities.

### Evaluation of student progress

- The intern may be able to comment on a student's ability to complete a specific task or collect evidence from students but should not be required to judge their performance in any formal situation.
- The classroom teacher must take responsibility for the preparation, marking and reporting of any formal assessment tasks.

However, the intern may add authenticity to an assessment task by playing the part of a Japanese person in a role play situation with a student or reading the passages for students to respond to in a listening assessment. The teacher may benefit from discussing a student's written or spoken work with the intern where further examples are needed to help the student make progress.

### Review

As with the first stage, it would be helpful for the intern to be invited to make comments about the effectiveness of specific activities.

### School-wide

Keeping Japanese visible to those outside the Japanese classroom is also a goal for teachers responsible for Japanese language teaching in their schools. This can be done through a number of activities, which the regular teacher does not usually have time to do him/herself. With the intern's support the following can more easily be managed:

- introducing Japan and its culture at school open days - through displays / demonstrations
- developing cross-curricular links in art, drama, food technology
- taking part in international days (school or community based)
- preparing Japanese food to raise money for trips or equipment (either by selling the food itself or running an evening cooking class for parents and others)
- entertaining visitors from Japan.



# 5

## How can the school help the intern?

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### Before considering inviting an intern

If working through an agency, check the agency's role and responsibilities. What do they do for their fee? What have they promised the intern? Do they offer any of the following?

- visa documentation
- orientation to New Zealand
- accommodation
- professional development (communication / planning / classroom strategies)
- on-going support (liaison between the intern and host family or school/teacher).



### Before the intern arrives

The school needs to send a letter of welcome along with:

- an information pack about the school and town /city (web-sites can cover a lot of information)
- a questionnaire asking about expectations/reasons for coming to New Zealand
- accommodation arrangements, food preferences as appropriate
- a job/role description outlining number of working days, structure of the day, possible tasks (nb: if the intern is expecting to improve their English, they may want to spend some of the time in non-Japanese classes)
- suggestions of what to bring (clothing, junk mail, resources) giving details of any budgetary limits if specific resources are to be paid for by the school.



### On arrival

Welcome the intern appropriately (assembly, classes, newsletter) ensuring that their name is spelt and pronounced correctly. Make sure everyone knows how to address him/her. Provide the intern with:

- a map and contact details for the school
- information about daily/weekly routines
- a list of staff members and their roles
- their own work space - a desk and secure storage facilities
- access to the Japanese resources, classroom, telephone, photocopy access (as appropriate)
- a 'buddy' on the staff who is of similar age and shares some interests with the intern.

The importance of establishing the respective roles of the teacher of Japanese and the intern cannot be overstated. These roles need to be discussed openly so that misunderstandings are minimised. Topics for discussion should include:

- the hours the intern is expected to be at school
- what the intern should be doing when they are not in the classroom
- what school events the intern is expected to attend (staff meetings/sports days /assemblies)
- arrangements for when the teacher is away (provision of relief teacher with possible assistance from the intern).

Allow a few days for the intern to get to know the school and the routines. This could involve:

- a physical tour of the school by a staff member or student(s)
- opportunities to see several different lessons by following either a different willing staff member or student each day. This will depend on the school (primary, intermediate, secondary) and the structure of the lessons.

Release a staff member (possibly the teacher of Japanese) from any extra duties for at least two weeks so that they can assist in the orientation of the intern. If the intern is a recent arrival to New Zealand, they may need help opening a bank account, finding accommodation, buying furniture, buying a car or other means of transport, finding the nearest supermarket/movie theatre/ gym and so on.



#### **Ongoing support - a little goes a long way**

It is vital that the intern not be taken for granted, particularly if they are unpaid. Every day the intern is at the school the students and staff are benefiting from having them. The following are suggestions for acknowledging the intern and valuing their contribution.

#### *Preparation and consultation with the Japanese teacher*

- A regular time needs to be set aside for the intern and the teacher to discuss the role of the intern. At least one hour a week for forward planning and one hour a week for review is appropriate.
- Initially classroom routines will dominate these discussions. Matters such as how and when to correct students (or the

teacher) and how to discipline students will be part of this.

- It is important for the intern to have set tasks to do some of which will need to allow the teacher a chance to be in the classroom by themselves with their students.
- As a change it might sometimes be more suitable and beneficial for the classroom teacher and the intern to meet at a café for a less formal discussion about the programme.



#### *Professional development*

If the teacher of Japanese is attending an in-service course, interns may sometimes be eligible to attend though they will need to be paid for. It may be more beneficial for the intern to be encouraged to meet with other interns or native speaker teachers as a group so they can share ideas and issues relevant to them. If there are no specific courses for

interns, ask for one from a local provider or language adviser.

#### *Social interaction*

Apart from those they work with, interns usually know few, if any other people in town. They may be shy or reluctant to 'bother' anyone. If there are social functions happening, ask staff to consider including the intern with a specific invitation and offers to pick them up or meet them as appropriate. The local Japan society may also be of interest. It is important though not to assume that the intern will want to be involved in activities related to Japan outside of school hours.

#### *'Time-off'*

Both the intern and the teacher of Japanese will appreciate having days when they don't

have to work together. This could be one day a week, next to the weekend. Also, the intern may want to explore local and not-so-local sights or undertake personal study. School field trips could be an opportunity to see other areas, though if the intern is unpaid they may not be able to afford to go.

#### *Acknowledgement of services to the school.*

- If the intern has been employed through an agency, it is likely that a report will need to be written once a term and a final report at the end.
- The intern should also receive a personal letter from the school giving a description of the role they played and the contribution made.

## *Caution*

The times set aside for the classroom teacher and the intern to plan and review the programme should be separate times from those allocated as the classroom teacher's regular non-contact periods. These non-contact periods are for the teacher to take care of their own marking, planning and administrative tasks.

## 6

## Some practical ways of involving interns in the classroom

| Activity Type  | Examples   |
|--|--|
|  | <i>The intern can do such things as</i>  |
| <b>Warm-up</b><br><br>(see appendix 1. Hiragana Cards)<br><br>(see appendix 2. Koosh Ball) | <ul style="list-style-type: none"> <li>• Instruct students to sit in a circle and clap as they chant a question such as 'onamae wa nan desu ka' in time. The chant continues until every student has answered the question in turn</li> <li>• Hand each student a <i>hiragana</i> or <i>katakana</i> card. The students are told to find the other people in their group and form as many words as possible on the current topic using the symbols on their card as the first symbol in each word</li> <li>• Use koosh ball to quickly review previous learning</li> </ul> |
| <b>Helping/Instructing</b><br><br>(see appendix 3. Kana/Kanji formation)                   | <ul style="list-style-type: none"> <li>• Move around the room while students are on seatwork, assisting with exercises/activities</li> <li>• Provide Japanese sentences/text to illustrate new language being introduced by the teacher. The intern should be asked in advance and not be put on the spot in class</li> <li>• Assist with demonstrating <i>kana/kanji</i> formation</li> </ul>   |
| <b>Pronunciation Practice</b>  | <ul style="list-style-type: none"> <li>• Make pronunciation tapes - sounds for lower levels, vocabulary for home use</li> <li>• Read aloud a selection of sounds/words as students circle what they hear on a worksheet</li> </ul>   |
| <b>Oral Practice/Recitation</b><br>(see appendix: 4. Small group activities)               | <ul style="list-style-type: none"> <li>• Manage one small group after the class has been split into several small groups which rotate around activities. The activity which the intern manages concentrates on oral work while the teacher monitors the other activities</li> <li>• Read sentences/story aloud with student(s) reading along</li> <li>• Record student speaking on tape, reviewing together and improving/re-recording</li> </ul>  |
| <b>Aural Comprehension</b>   | <ul style="list-style-type: none"> <li>• Give instructions for a process or demonstration (cooking, origami)</li> <li>• Read a story as students put pictures or text in sequence</li> </ul>   |
| <b>Singing</b><br>(see appendix 5. Songs and Chants)                                       | <ul style="list-style-type: none"> <li>• Teach songs which reinforce new language e.g. <i>te form song</i></li> <li>• Use chants such as 'Simon Says' to reinforce classroom instructions</li> <li>• Present popular Japanese songs (students could complete cloze-type activities)</li> </ul>   |
| <b>Review/Checking Learning</b>  | <ul style="list-style-type: none"> <li>• Tutor small groups or individuals as they prepare for speech contests, proficiency exams, cultural festivals, homestays</li> <li>• Ensure all students have an opportunity to speak Japanese each lesson by going around and asking each one a question related to recent work</li> <li>• Note where students are having difficulty and assist</li> <li>• Mark an in-class activity individually with follow-up feedback to class /individuals</li> </ul>   |
| <b>Role-play</b>   | <ul style="list-style-type: none"> <li>• Simplify Japanese fairy tales for students to perform as skits or plays</li> <li>• Role-play current language with teacher</li> <li>• Role-play current language with student(s)</li> </ul>   |
| <b>Demonstration</b>   | <ul style="list-style-type: none"> <li>• Demonstrate typical gestures, ritual expressions in appropriate contexts</li> </ul>   |
| <b>Explanations</b>  | <ul style="list-style-type: none"> <li>• Explain typical socio-cultural aspects (as English improves), e.g. <i>banami</i>, adding further explanations after showing cultural clip on video</li> </ul>   |
| <b>Displays</b>  | <ul style="list-style-type: none"> <li>• Assist with classroom displays: student work/Japanese holidays and festivals</li> </ul>   |

| <b>Language Skills (students)</b> | <b>Curriculum Level</b> | <b>Student Grouping</b>        | <b>Preparation required</b>  |
|-----------------------------------|-------------------------|--------------------------------|--|
| Listening/Speaking                | 1                       | Whole class or groups up to 15 | None   |
| Reading/Writing/Speaking          | 1 to 4                  | Whole class                    | Cards with single symbols appropriate to words from the current topic. Symbols need to be able to be grouped. Eg. <i>a i u e o</i> or <i>a ka sa ta na</i> . |
| Speaking                          | All                     |                                |  |
| Writing/Speaking                  | All                     | Individual or small groups     | None   |
| Listening/Reading                 | All                     | Whole class                    | Sentences or text related to current topic and level   |
| Writing                           | All                     | Whole class                    | Practice in blackboard work  |
| Listening/Speaking                | 1 to 2                  | Individual                     | Tapes, lists of relevant words/definitions   |
| Listening/Speaking                | 1 to 4                  | Individual or pairwork         | Sounds/words with appropriate worksheets   |
| All                               | All                     | Small groups                   | Activities suitable for small groups: conversation starters, items on the desk, pictures, <i>kanji</i> cards   |
| Reading/Listening                 | All                     | Whole class/group              | Selection of suitable reading materials  |
| Speaking                          | All                     | Individual                     | Tape-recorder and tape+speaking task   |
| Listening                         | All                     | Whole class                    | Demonstration equipment, process broken into small steps with a flow chart or worksheet  |
| Listening/Reading                 | All                     | Small groups                   | Story with text and pictures cut up into sections  |
| Speaking                          | All                     | Whole class                    | A reasonable singing voice, copies of songs  |
| Speaking                          | 1 to 4                  | Whole class                    | Chants (teacher or student-made)   |
| Speaking                          | All                     | Whole class                    | Tape recorder/CD player and Japanese songs   |
| All                               | All                     | Individuals or small groups    | Requirements for contest/exam/festival or homestay situation   |
| Listening/Speaking                | All                     | Individual                     | None   |
| All                               | All                     | Individual                     | None   |
| All                               | All                     | Whole class                    | Activity preparation and follow-up requirements  |
| Speaking                          | All                     | Small groups                   | Access to Japanese word processing (optional)  |
| Listening                         | All                     | Whole class                    | Script   |
| Speaking                          | All                     | Individual/groups              | Script for intern/appropriate responses from students  |
| Socio-cultural                    | All                     | Whole class/groups             | Fore-warning/appropriate props   |
| Socio-cultural                    | All                     | Whole class/groups             | Pictures/aids, commentary in English<br>Video material   |
| All                               | All                     | Class                          | Materials as required for the purpose  |

## ***What should I do if...?***

*(Actual situations faced by schools and interns)*

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### **Intern questions**

***I have been asked to prepare some materials but I don't have any resources. The teacher has them at home or they are locked in the cupboard at school.***

This situation is common. While it is understandable that a teacher will keep some resources at home, the intern should have access to the ones at school. Interns often come up with some great ideas and should be encouraged to try things for themselves.

***How do I teach adjectives?***

As mentioned above, the intern is not likely to be trained in language teaching methodology. Although the teacher him/herself may also be relatively new to teaching Japanese, it is important not to burden the intern with the responsibility of teaching new material.

***I don't know anything about the New Zealand education system.***

There are several sources of information that can be made available to the intern.

- As part of their orientation they could be shown the New Zealand Year Books in the library and referred to relevant sections.
- Television programmes such as the Television New Zealand series “The Way We Were” which has an episode about education in New Zealand could also be shown to the intern (contact NZ Television Archive, see ‘Useful Contacts’ below).
- Visits could be arranged to neighbouring schools (all levels) to provide a range of educational experiences and to widen the number of contacts for the intern.

***Do I need to use Japanese in the New Zealand Curriculum?***

It is important that this document is understood and used by the teacher. The intern, on the other hand, is unlikely to be able to follow the terminology. If the intern is interested, there is a Japanese version available from the Japanese adviser at the Association of Colleges of Education of New Zealand (ACENZ) in Wellington.

***I have been asked to prepare a speaking assessment for a Japanese class and don't know what to do***

Clearly this is not the intern's responsibility. While the intern may have some ideas about a task or situation and may be able to help the teacher prepare the resources for the assessment, the intern should not be setting the task itself.

## **Teacher questions**

### ***What if the intern won't use the resources I have?***

The resources we use in New Zealand classrooms are very different to those used in Japan. It is unrealistic to expect that an intern who may only be here for three months will be able to effectively use a resource which has many parts (textbook/resources/worksheets/videos/tapes/teacher handbook). Resources such as the HAI programme are ideal for primary and intermediate classroom use but the intern may not be familiar with the methodology and, as with all resources, will need guidance. (NB: the HAI programme is available through ACENZ or CWA). The same applies to the Japanese Language Relief Kits (available through the New Zealand Japan Centre - see useful contacts list at the back of this booklet).

### ***What will the languages adviser help with?***

Through in-service courses and visits to schools, advisers offer assistance in the following areas (it should be noted that these areas are the responsibility of the teacher, not the intern):

- material(s) available in New Zealand
- information about professional development
- grammatical explanation(s) for some language points
- course programming
- classroom management
- phrases and expressions for report writing
- assessment ideas, marking schedules.

Advisers can also assist in establishing links between schools.

# 8 Appendix: Sample Activities

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## 1. Hiragana Cards

The pink, white and blue cards each have a symbol which represents the beginning of a word to do with 'weather'. Firstly hand out one card per student at random. Students find others in their colour group and then try to make as many words on the weather as possible. One possible example per symbol is given here. The example given has the colours linked to types of words as well but this need not be the case. You could also allow students to use the symbol in any part of a word related to the weather rather than just the first symbol which could be rather constricting. Note that for a bigger class more cards would be needed.

### On pink card

あ

あつい

す

すずしい

さ

さむい

あ

あたたかい

### On blue card

コ

コート

か

かさ

あ

あまぐつ

て

てぶくろ

### On white card

あ

あめ

か

かぜ

ゆ

ゆき

た

たいふう

### On yellow card

ふ

ふゆ

な

なつ

あ

あき

は

はる

## 2. Koosh Ball

Have students sitting in a circle or at their desk. Use a koosh ball or any suitable object to throw to a student to indicate that they should answer the next question. Questions could be to practise current language or to revise previous learning.

For example:

おなまえは なんですか。

おいくつですか。

なんさいですか。

たべものは なにがすきですか。

がっこうでなにを べんきょうしますか。

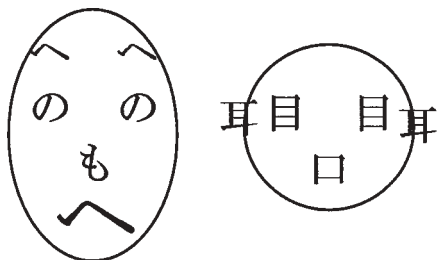
## 3. Kana/Kanji Formation

Many techniques exist to encourage correct formation. Some are listed here.

**a. Stroke order:** hold up writing hand and 'draw' the symbol in the air

**b. Completion:** draw symbols with some strokes missing, students to complete symbols.

**c. Faces from characters:** e.g.



## 4. Small group activities

**Conversation starters:** The example below is about shopping. Students take it in turns to add to the list of things bought. They could think up what they bought for themselves or they could have cards with pictures as prompts.

きのう、かいものに いきました。えんびつを いっぽん かいしました。

きのう、かいものに いきました。えんびつを いっぽんと きつてをにまい かいしました。

きのう、かいものに いきました。えんびつを いっぽん、きつてをにまいやぎつしを  
さんさつかいました。.....

**Items on desk:** Have about 15 pictures (or real items) related to the current topic on a tray on the desk. Give students 10 seconds to look at the tray and try to remember the items. Cover the tray. Students to write down as many of the items in Japanese as they can remember. Bonus points if they can use the word in a sentence!

## 5. Songs and chants

The 'てForm' Song is used to help students remember how the GODAN verbs change into the 'てForm' from the 'ますForm' line'. Sing to the Clementine tune (*ob my darling, ob my darling...*)

Note: This song has several versions, this is one of them:

みなさん、みなさん、てformを おぼえましょう。

|       |   |    |
|-------|---|----|
| み に び | → | んで |
| い ち り | → | って |
| き     | → | いて |
| ぎ     | → | いて |
| し     | → | して |

How it works:

|                |   |               |
|----------------|---|---------------|
| の <u>み</u> ます  | → | の <u>ん</u> で  |
| ま <u>ち</u> ます  | → | ま <u>っ</u> て  |
| あ <u>る</u> きます | → | あ <u>る</u> いて |
| は <u>な</u> します | → | は <u>な</u> して |

**Simon says (Japanese style)** is used to help students learn classroom instructions. Have all students standing, then give instructions they must follow by doing the appropriate actions. Again, there are several versions. In this one, if the teacher (or student leader) doesn't use ください (please) then the class shouldn't obey. Instructions could include:

|                  |                     |                     |
|------------------|---------------------|---------------------|
| た <u>っ</u> てください | し <u>ず</u> かにしてください | す <u>わ</u> ってください   |
| か <u>い</u> てください | き <u>い</u> てください    | ペ <u>ア</u> になってください |
| み <u>て</u> ください  | ま <u>ど</u> をしめてください | ド <u>ア</u> をあけてください |

**N.B.** As well as the many suitable activities listed for each level in Japanese in the New Zealand Curriculum (including the Support Materials Parts 1 and 2), there are several commercially available resources such as the following:

Chandler, Karan (1996), *Japanese Culture and Activities*, Nelson

Chandler, Karan (1996), *Japanese Language Enrichment Activities*, Nelson

Kuriyama M., and Ichimaru K., (1992), *50 Games for Drills in Learning Japanese*, Tokyo: ALC Press

Nishibayashi, Hiroko (1995~), *Idea Books (1-5)*, Kyozaï LOTE, Australia

The Japan Times (1993), *80 Communication Games for Japanese Language Teachers*, Tokyo

# References

- Kato, K. and Viney, J. (1994), *Working Together*, The University of Queensland.
- Ministry of Education (1998), *Japanese in The New Zealand Curriculum*, Learning Media Wellington.
- Newstupny, J.V. (1992), 'The Use of Teaching Assistants in Japanese Language Teaching', in *Japanese Language Education around the Globe, Vol 2*, The Japan Foundation Japanese Language Institute.
- New Zealand Ministry of Education Web-site:* <http://www.minedu.govt.nz>
- Reekie, J. and Ando, E. (1998), *Talk about Teaching*, Invercargill: Craig Printing Co.
- Teacher Registration Board Web-site:* <http://www.trb.govt.nz>

## Useful contacts

### **Association of Colleges of Education of New Zealand (ACENZ)**

Box 10-298, Wellington.  
Tel: (04) 472 7162, Fax: (04) 472 9562

### **Consulate General of Japan (Auckland)**

Level 12, ASB Centre, 135 Albert Street,  
Box 3959, Auckland.  
Tel: (09) 303 4106, Fax: (09) 377 7784

### **Consular Office of Japan (Christchurch)**

Floor 5, Forsyth Barr House, 764 Colombo Street, Box  
13-748, Christchurch.  
Tel: (03) 366 5680, Fax: (03) 365 3173

### **Copeland Wilson and Associates (CWA)**

New Media  
PO Box 19090  
Wellington  
Tel: (04) 382 6500  
Fax: (04) 382 6509  
Website: <http://www.minedu.cwa.co.nz>

### **Japanese Information and Cultural Centre (Wellington)**

Podium 1, Majestic Centre, 100 Willis Street, Box 6340,  
Wellington.  
Tel: (04) 472 7807, Fax: (04) 472 3416

### **Learning Media**

Box 3293, Wellington  
Tel: (04) 472 5522  
Fax: (04) 472 6444  
website: <http://www.learningmedia.co.nz>

### **New Zealand Association of Japanese Language Teachers (NZAJLT)**

Senior Vice-President (for 2000): Elspeth Davies  
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### **New Zealand Association of Language Teachers (NZALT)**

Web-site: <http://www.nzalt.org.nz>  
(NB: This includes a list of Language Advisers in New Zealand)

### **New Zealand Japan Centre**

Private Bag 11-222, Palmerston North  
Tel: (06) 350 5473, Fax: (06) 350 5626

### **New Zealand Ministry of Education**

Web-site: <http://www.minedu.govt.nz>

### **New Zealand Television Archive**

PO Box 39-04  
Lower Hutt  
Tel: (04) 619 0564, Fax: (04) 569 3810  
E-mail: [WilliamS@tvnz.co.nz](mailto:WilliamS@tvnz.co.nz)

### **Sasakawa Fellowship Fund for Japanese Language Education Programme**

Programme Co-ordinator  
c/- New Zealand Japan Centre (see above)  
Web-site: <http://sasakawa.massey.ac.nz>  
E-mail: [N.E.Collins@massey.ac.nz](mailto:N.E.Collins@massey.ac.nz)

### **Te Kete Ipurangi / The Online Learning Centre for classroom and school resources**

Web-site: <http://www.tki.org.nz>

### **Teacher Registration Board**

Level 7, The Terrace, Box 5326, Wellington  
Tel: (04) 471 0852, fax (04) 471 0870  
E-mail: [mail@trb.govt.nz](mailto:mail@trb.govt.nz)  
Web-site: <http://www.trb.govt.nz>