

## Kisetsu 1: Haruichiban

# Getting Started I

Getting Started I is designed to attain the following objectives. At the end of this section, your students will be able to:

- handle a variety of Japanese greetings
- use body movements associated with greeting
- confirm the accuracy of information they have obtained
- become acquainted with their teacher and classmates and start building productive learning relationship with them.
- enhance their listening skills by using various strategies, such as guessing, monitoring, observing, and practicing

They will also learn:

- how to exchange greetings
- how to tell the time, the date, and the day of the week in Japanese
- how to follow the classroom instruction and ask questions if necessary
- about Japanese geography, tea ceremony, and the Japanese school calendar
- how to count from 1 to 1000
- how to recognize katakana characters

Getting Started I has ten steps altogether and each step is designed in a way that facilitates the objectives mentioned above. The format of a step is as follows.

### A. Daily Expressions

Both general greeting expressions and those expressions especially useful in the classroom setting are introduced in this segment. In some cases both formal and informal versions are sampled.

### B. Actions

This segment features TPR\* like activities in which students will have abundant opportunities to listen and get accustomed to the sounds and flow of the language as well as to gain some recognition of commands and description of actions in Japanese. The students first concentrate on listening to the teacher and silently acting out his or her commands but, unlike TPR, they will be asked to read and write some katakana characters and words, and speak a few words and phrases at a fairly early stage by way of the “Red tag” rule.\*\* Numbers and counting as well as time, date, and days of the

week will also be incorporated.

**\*TPR (Total Physical Response)**

A method developed by James Asher in which the students are asked to respond to instructions through movement of their bodies for a lengthy period before they are invited to engage in oral production and participation. “This method, which is often used as one instructional strategy for teaching vocabulary, has shown to be very effective in enabling learners to acquire large amounts of concrete vocabulary and retain them over time.” (Teacher’s Handbook p.27)

**\*\*“Red tag” rule**

The teacher prepares a red (or any other color of her choice) tag with a handle bar which is large enough to be easily noticed by everyone in the classroom when it is raised. The teacher holds up the tag and conducts demonstrations in which he or she plays a dual role of giving a command and carrying it out by himself or herself. After repeating the sequence several times, she suddenly drops the tag and asks the students to act out according to her command. The rule is that the students are supposed to listen and observe the teacher while the tag is up and start responding immediately when it is dropped.

**C. Katakana**

Five new characters are introduced in each step. However some steps deal with a few additional characters and/or special rules concerning the spelling of certain words. Though the focus is more on the recognition than on the production of the characters, students will practice writing characters and words with a correct stroke order on a regular basis through the classroom activities and homework.

**D. Activity**

One activity or game is usually included in each step. Some of these activities and games are designed to help the students to get to know each other well while learning useful daily expressions. Other activities include those designed to help them learn katakana effectively.

## STEP 1

### A. Daily expressions

#### (1) First time greetings and bowing

- a) Teacher and students make and wear their own name tag (in English).
- b) Teacher demonstrates the first time greeting with appropriate bowing and has students practice.
- c) Going around the class, everyone including teacher introduces himself or herself.

#### (2) Awareness of relative social status

- a) Teacher (playing both teacher and student roles) demonstrates first time greetings between a teacher and a student as well as between a student and another student. He or she tells the students to listen and observe the demonstrations and ask them if they have noticed any difference between the two demonstrations.

e.g. [Both A and B are students]

A: *hajimemashite, A desu. doozo yoroshiku.*

B: *B desu. (kochirakoso) yoroshiku*

[A= student, B=teacher]

A: *hajimemashite, A desu. doozo yoroshiku onegaishimasu.*

B: *B desu. (kochirakoso) yoroshiku.*

- b) Students practice introducing each other. This time one half of the class plays teacher and the other half plays the role of student. The roles are reversed after a while.

#### (3) Checking if the class remembers each other's names.

- a) Teacher (playing dual roles) demonstrates how one can check if he or she correctly remembers another person's name. He or she then checks if he or she correctly remembers students' names.

e.g. A:        *sandesuka.*

B: *hai, soodesu./iie, chigaimasu.*

- b) Teacher and students remove their name tags and practice the sequence introduced above.

### B. Actions

#### (1) *tatte kudasai, suwatte kudasai, migite (hidarite) o agete(oroshite) kudasai*

Teacher raises a red tag and gives and follows the directions listed above. After a while, he or she drops the tag and has the students follow his or her directions.

(2) *kazoete kudasai* (1-10)

a) Teacher writes the numbers 1-10 on the board and reads each number several times.

b) Teacher raises the red tag and gives and follows the directions.

A: *kazoete kudasai*.

B: *ichi, ni, san, shi.....*

c) Teacher drops the red tag and has students read the numbers.

C. Katakana *a-gyoo (a, i, u, e, o)*

D. Activity

(1) First time greetings and bowing - Review of Section A.

(2) Greeting and handshaking

a) Teacher briefly explains about the role of handshaking in Japan. For example, handshaking is not a part of daily customs in Japan but it is commonly used when a Japanese greets a foreigner or a political candidate meets his supporters. Handshaking is used here to bring students closer to each other in a non-verbal way and create a relaxing atmosphere.

b) Everyone going around the class introduces themselves to one another.

(3) Reflection

The class shares some thoughts about greeting with bowing and compares it to greeting with handshaking.