

# International Internship

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Faculty of Education

Teaching Japanese Language

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## I . Introduction

I took part in international internship from February 13<sup>th</sup> to March 12<sup>th</sup>. It was a short term, but I experienced a variety of things in Thailand.

## II . Education of Japanese language



Kohn Kaen University is the largest national university in northeast of Thailand. Teaching Japanese language (TJL) was found several years ago. In Thailand They study English and a second foreign language in secondary education facilities. They study to teach Japanese in secondary education facilities. In teaching Japanese language, there were six teachers. And there were three Thailand teachers and three Japanese teachers. Students were about 100 people in TJL. There were more girls than boy. In Faculty of Education they study at university for four years and they go to some school for teaching practice for one year. They become teachers, public officials and so on after graduation. I think it's similar to the Japanese students.

### III. Life style in Thailand

I stayed in an apartment near the university. It was very convenient and comfortable. There were Japanese people in same apartment and a manager could speak English, so I felt safe. Near the apartment, there were food carts and convenience store, restaurants.

I usually used the bus called “sonteu” from the apartment to the university. It was like a luggage carrier of tracks. I could see the view that I couldn’t see in Japan. Men yielded seat for women and young people yielded it for old people. My friends said “it’ was usual.” but I thought it was kind of Thailand people.

At the university, I usually worked from 9:00 am to 5:00 pm. I was in the laboratory and I could see the aspect of teachers. Teachers work was not only teaching. For example procedure of studying abroad, staff meeting making test and so on. They looked so busy.

First week, I often ate lunch with teachers. At the time, teachers told me language of Thailand, how to buy something, how to take a bus etc. It was helpful and thankful. From the next week, I was invited from friends. They actively invited me and talk together a lot.

When I went home, I used the bus or on foot. We could use the bus by 6 o’clock. So I went home on foot from 6 o’clock. It took 20 minutes from the apartment to the university.

### IV. Differences between Japan and Thailand

If you go to foreign countries, you can discover differences between your country and that country. By knowing the best of Japan and Thailand, It was a great opportunity for me to reexamine Japan. I was surprised by that University students in Thailand was wearing a uniform when I came to university in Thailand. They were wearing a white shirt and black skirt. It was like a high school student in Japan. In addition, the university students of Thailand didn’t do a part-time job. And they loved their family very much. I also thought Japanese should learn from them. University students in Thailand are pure Japanese university students. Because they loved their family, they work hard for everything.

In the northeastern part of Thailand there are a lot of poor people and people trying hard to pay the tuition. In such situations, some students were thinking about studying abroad. Most students will use the scholarship because it requires a lot of money to study abroad. However, the scholarship will not necessarily pay to everyone. So, some

people do not go to study abroad. I felt that Japan is blessed when I saw such a state. I thought they were so great because they took care of their family.

#### IV. Job Description of internship



I went to school in the morning by nine o'clock and I was in the laboratory ordinary days. Because it was the test period I stayed, I was also scoring of the test. There were words, kanji, listening comprehension, grammar, and conversation in the test. So To produce a test looked so very hard. Especially in listening test , there was also a test that was created by recording by their teacher. Evaluation method of test of the conversation was that the conversation was recorded and evaluated. Test was measured four skills of "listening, speaking, reading and writing." Many students were not good at speaking Japanese as well as what Japanese students are not good at speaking English. I was said "I want you to talk with the students a lot for its improvement." by the teacher.

I did not only scoring of the test but also helping the class of F class. F class is people who are not good at Japanese and 4th grade before going to practice of teaching.

At first, I was watching the class in the back of the classroom. Lesson has been done by the Thailand teacher and was a review of "Minnanonihongo". First, she checked the homework of the previous class, next did the introduction, the exercise and the conversation. After the break, we did listening. She did not tell them directly what was written in the textbook. For example, when the numbers come out to exercise question, she reviewed how to pronounce the numbers. When the word "today" is written, she reviewed the "yesterday" and "tomorrow". I thought it was good that when she reviewed many times the word student is easy to make a mistake. I became the opposite of the practice when the conversation. The students practiced conversation with me.

After the lunch break, I taught listening. Teaching style was a way of listening twice solving the textbook by using "Minnanonihongo". I also reviewed the points they should review like her. For example, how to pronounce "dates", "number" etc. By doing so, learners were able to review the words which were not in textbook. Without making the students answer, the students answer freely. I thought view everyone speak enthusiastically was an uncommon sight in Japan. And I thought it was a very good attitude.

In addition to the F class, I taught a brush up course. Brush-up courses are classes such as F class. It is for 4 graders before going to teaching practice. I taught simple Japanese used in teaching practice and the goal of the lesson was to say a simple Japanese fluently. Class is about 10 people. In the first lesson, I thought they could do that than I had thought. However, the teacher said to me "actually it was not so that, they were not good at pronunciation of numbers and Katakana". So in the next classes I did that mainly. Then I noticed the point the teacher said. We usually pronounce the katakana easily, but it is very difficult for learners of Japanese. For example, it was difficult for them to pronounce contracted sound like "kyabetsu", assimilated sound like "tiketto" and so on. I also made them dictated the katakana I said. Then I could see the different some problem. For example, they don't understand the difference between "su" and "tsu". In addition, they were not good at some long words of katakana for example "basukettobo-ru". Not only katakana, they didn't understand numeral. For example, in Japanese There are many words about numbers like "hitotsu hutatsu...", "ippon nihon". We practiced such as how pronunciation. We practiced that many times not to forget them. And I told them words of way of unique Japanese. For example, "kesa konnbann", "sensyuu konsyu raisyu" "kyo kinou ashita asatte" and so on.

We also practiced conversation close to the actual. For example, "What time is it now?", "What date is it today?" "How many are these pen?" "How much is it?" and so on.

And we had a game from time to time. The game was very exciting. For example, dictation of the phone number, katakana. I had a lot of fun to study together.

But there was also a problem in the game. It was that aggressive students and students who were good at Japanese said many times. Others were very quiet and said few words. Sometimes the teacher made students answered forcibly.

Before doing the lesson, teacher prepared a lot of materials for me. It was a lot of ingenuity. For example, there is the card which has a picture of products for example “pen” and has a number back of the card. It was used for conversation like this “What is this? How much is this?”, “Excuse me. I want this camera. How much is this?” In addition, we practiced the conversation with the picture of a town. For example, “There is a school”. I thought it is good material because learners studied visually. And the students were exited because many of that was game style. I thought it was very versatile not only auto text but also conversation. It was many way of use. Making some materials is job of teachers. I thought it was very important to teach with materials like that and to review many times.

Class was slowly because we had a review every class. So I had the goal they speak fluently simple Japanese. However, it was often not proceed as planned.

Through the teaching, I learned a lot. Before teaching, teacher of Japanese language must prepare a lot. A variety of materials used in internship was provided from the teacher. So I hardly made myself. If I became a teacher of Japanese language, there is a need to spend a lot of time. In addition, teachers may not use even if you prepare a lot. I thought they must be prepared a lot and plan a lot.

The students think correct what the teacher says because the teacher is a native speaker. Although it is important for teacher to teach confidently, it is also important to look back their Japanese language. There is a possibility their Japanese is wrong.

I thought my class is still immature. But I was glad that I was said “Class control is a good.” I want to utilize the point praised and the disadvantage in the future.



## V. Seminar of Japan Foundation



I took part in the seminar of the Japan Foundation on March 3<sup>rd</sup> and 4<sup>th</sup>, Saturday and Sunday of the third week of internship. Participants are the students of teaching Japanese language course, the teachers of teaching Japanese language course, Japanese and Thai people working in local high schools and secondary educational institutions, people of Japan Foundation, teacher of the humanities sociology etc.

The contents of the lecture were “Let’s use Can-do syllabus with AKIKO TO TOM ODACHI”. Can-do is achievement of 4 Can-do “can speaking, can reading, can writing, can listening”

That it is suitable for your class is important. For example, for high school students, when we teach “Dokoni arimasuka=Where is ~ ?” we have to teach with sentences associated with words used in high school. For example “kyousitsuhadokodesuka=Where is the class room?” We have to use words used in real situations. If you teach for office man, you use the word the scene used in the office. For example, scene of the product development.

In this seminar, that also taught me how to assemble the class. For example, importance in introduction is like this “1.What learners discover themselves 2.To be interested learners in 3. To take communication 4. Understanding scene” Before the basic practice, it is important to practice input a lot. Input practice is having students read and listened to words including a new learning. Learner still does not speak in the input. It is the only reading and listening. Device of the input is ”1 Understanding mainly 2 To use a vocabulary that learners can understood 3 Natural speed and natural context and scene 4 Familiar scenes for the learner and content of interesting.”

After the input, teachers do basic practices. The purpose of the basic practice is to speak that the correct pronunciation and correct grammar and vocabulary. The method is a mechanical drill. Teachers show the card and students follow the instructions. The ideas of basic practice is “1 Moving the mouth 2 To make a step 3 Do not see the character.” The point of basic practice is using in connection with meaning. That way is a response practice set the scene. In this exercise it is important to add some comment. This is called “the basis practice +  $\alpha$ ”. For example, “Everyone! This is the cookies I made!” “Wow! I want to eat them!” This exercise is to show the reaction like this. It is good because it is state close to the actual conversation. After the basis practice +  $\alpha$  , we teach the development practice. The purpose of development practice is practicing how to use in real communication. That way is “Role-playing, game, group work, pair work, and activity etc”. The actual communication has information gap, right of choice, and reaction of the opponent.

Teachers conduct classes in such method. They evaluate after the lesson. But they focus on Can-do. So the purpose is not ranking of students. Before the evaluation, Learners need time to practice. In addition, the teacher teach the learner evaluation criteria in advance.

On the first day, I learned what Can-do is and how to teach. On the second day We did a trial lesson with using Can-do. We made a class in a group with thinking that “if I were teacher...”We were able to get advice from the teachers of Japan Foundation. Their advice was very realistic and made me very growth. For example, “speed is important in the drill practice.” , ” Not immediately move to a complete practice” and “Everyone can speak naturally” etc. In addition, they were also such a thing “Do not immediately ask the individual. It is important to practice many times in the entire.” This seminar there was a lot of new knowledge for me. I've heard “Can-do” for the first time. This was a seminar to study a lot for me. In addition, the interest in Japanese education increased.



## VI. Interaction with students in Thailand



First week, I was not able to make friends because it was during the test period. But when I was in the staff room, student talked to me and says like this, “Can you eat lunch with us?” Students coming to the staff room increased and I made a lot of friends. When we ate lunch together, they often said “Do you have time tonight? Can you go to karaoke with us?” I went to many places with them. On the weekend I went to the temple. In addition, I also went to the park with the elementary school. It was a very valuable experience. Elementary school students were not able to speak Japanese. My friends were an interpreter. In addition, I talked with elementary school children with using gestures. I taught a simple Japanese “konnichiwa”. When I did not know the words, I thought that I was able to talk with gestures.

In addition, When I said “I want to see elephant”, a friend of mine took me to “SURIN”, the elephant village. And she is kind to me though I stayed for only one month. In addition, her family is very kind to me. Of course, her family couldn’t speak Japanese, so we talked together in a few Thailand language and using gestures. I experienced Non-verbal communication.

Some students invited me to the night market and some student took me to the shopping. Some students are took me to my apartment by their car and some students

present to me on my birthday. I thought it was miserable that I was not able to do anything for them. Sometimes I thought “I must do like Thailand person”. I'm glad to be able to make a lot of friends. If I were in opposite position, I would like to be kind for them. Even if I met only one time, I would like to become a best friend. I thought that I should treasure every meeting as a once in lifetime experience.

#### V. Through the internship



I went to Thailand for the first time and also stayed by myself for the first time. Although I was anxiety before the internship, the teachers in Thailand told me many things kindly and it helped me a lot. The concern was reduced gradually by that kindness. From the second week of internship, I made a lot of friends and I was able to go to many places with them. I am keeping in touch with many Friends I made in Thailand.

I was nervous in the class for the first week. But once I got used to class, I was able to enjoy the class. If I become a Japanese teacher, I think that I must prepare a lot for tuition. But I think it is important that teachers enjoy the class themselves. Teachers

should have a margin because students feel the anxiety when they look at tension of teachers. I thought that teachers should be fine.

It is very important to communicate actively. There is a lot of anxiety when you stay in foreign country. For example, “language”, “culture”, “food”, and so on. In such a case, you need friends. I was helped by many friends and teachers.

Experience I learned in Thailand affects the growth of my own. It led to the confidence of my own.