

# Explore, Share, and Navigate Japanese Authentic Rouces

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# Why Authentic Sources?

1. Is it relevant?
2. Is it interesting?
3. Is it age appropriate?
4. Is it high-frequency (vocab or grammar)?
5. Is it fun or funny?
6. What is the context?
7. What is the purpose?

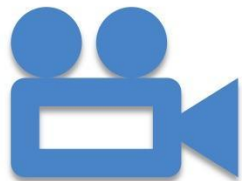
## Teach grammar as concept and use in context

- Understand the various approaches to grammar instruction and how to select one over the other. Students focus on meaning before form.



## Present authentic cultural texts of various kinds with appropriate scaffolding

- Design and carry out interactive reading and listening comprehension tasks with follow-up tasks that promote interpretation.



# Commonly Used Websites

[Google.com](https://www.google.com)

<http://www.starbucks.co.jp/> ( level 1 and up)

<https://www.kfc.co.jp/top.html> (level 1 and up)

<https://www3.nhk.or.jp/news/easy/> (level 2 and up)

<https://www.buzzfeed.com/jp> ( level 2 and up)

<https://happylifestyle.com/> (level 2 and up)

<https://livejapan.com/ja/> any level

<https://matome.naver.jp/> (level 2 and up)

# Commonly Used Websites cont.

<https://www.youtube.com/user/tbsnewsj> (AP Japanese)

<https://twitter.com/> (any level)

<http://infographic.jp/> (any level, especially 1)

<https://www.misterdonut.jp/> (lower levels)

# Types of Texts I like

Advice articles

Step by step articles

Recipes and directions to make things

Buzzfeed articles with pictures in between

Screenshots from Twitter and Facebook with hashtags

Songs no longer than 3 minutes (level depending)

Videos not longer in 3 minute increments (level depending)

Song lyrics

Lists of top 10 or top 20 whatever

# Things I search

## **Google:**

- Phrases, short words, combinations
- Grammar points in common examples

## **Youtube:**

- Phrases, high-frequency patterns with embedded grammar

## **Social Media:**

- Hash tags



# When no good sources come up

Think about:

- Is this grammar or idea that highly used?
- Am I searching the right thing? (am I making a mistake in the way I phrase it?)
- If Japanese people don't talk about it or use it, why I am teaching it?

# Katakana- my view on “hard”

- Is your friend
- It needs to be read and written in order to be proficient
- You have to make students read it all the time so that it becomes automatic
- Vital part of Japanese. Not just food, not just sports, but constantly being added

# Kanji- my view on “hard”

- Is your friend
- It needs to be read and written in order to be proficient
- You have to make students read it all the time so that it becomes automatic
- Vital part of Japanese. Necessary to unlock meaning.

# Assessment

Interpretive IPA rubric from ACTFL

<https://tinyurl.com/z4newxg>

Interpretive IPA Task Comprehension Guide  
Template

<https://tinyurl.com/y7o96as7>

# Assessment Cont.

- Short spurts of analyzing (5-min or 10-min)
- Does not have to be in depth every time
- Can be used as warm-up or exit strategy
- Helps build students' confidence at taking guesses
- Guessing at meaning is golden

# Questions?

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