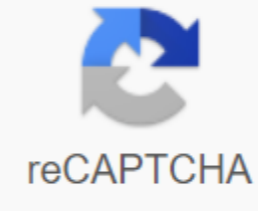




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## Comprehensible input japanese

From time to time my wonderfully brilliant, multilingual daughter has time to spend with me in a café and help me acquire more Japanese. She needs a fruit drink and a chocolate chip scones to keep her energy going after a long day at school. These sessions have become golden for me because it is such a pleasure to meet my daughter as my teacher, and there is nothing like spending time talking to my daughter. A few weeks ago we decided to talk about a bird. I described it and then I wrote a little story. I'll try to describe what happens when I create the story. At the end of the blog is a link to the story with pictures. This may not seem very significant. But there's a lot going on here for me as a student. I called it Tonyo-kun's Pizza. I chose the name Tonyo because it is like Toño, the nickname for Antonio in Spanish. I first came up with the idea of the bird and then started negotiating what the bird looked like. In this image you can see that we have created an unusual bird with three eyes that are three different colors. This was a challenge to discuss in Japanese, but my daughter was very patient with me. When I didn't understand she would quickly translate a word into Spanish for me, then we would write down together in Japanese and Spanish and then move on into Japanese. I already knew the word for bird in Japanese and I could read kanji (Chinese character). When I knew my daughter kanji would write it for me. Sometimes I didn't know kanji, but she insisted that I would be able to read it because I could look at the picture. For example, the color blue in Japanese is ao (pronounced ao)? He described the parts to me and then he was easily recognizable. If kanji was still difficult for me, I used hiragana, Japanese phonetic characters (eg, midori = green; Kanji: 緑 or Hiragana: Of course, the borrowed or made up names were written in katakana, the Japanese phonetic system to represent foreign words (eg, pizza = So if you are new to Japanese there are three writing systems used all at the same time in writing. Next time I'd like to talk about where the character lives and who he lives with. You might even describe the weather. In this description we were talking about Tonyo's physical attributes. Please note that this will not be perfectjapanese. My daughter is only 10 years old and I'm teaching her to teach me. After I described Tonyo, I decided he wanted pizza. I knew you must have a problem with pizza. Since I already knew where to tell someone where they're going, I used that phrase a lot. I think the next time we do that, I want to add another character so there's a dialogue. I think I could have described the location setting, but I would need more time. We really enjoyed Description because we talked about stinking pizza. The cool part was that I acquired the nifty word in Japanese. Another bonus was that I started to understand the transition words as next or then. That was by far our favorite part. First we decided that the cake shop had a special set that had a pizza-cupcake and a large pizza. Then the price was incredible. We laughed and spoke so loudly in Japanese in the café that people were staring at us and laughing at us. We had so much fun. It was the highlight of my week! Obviously, I'm very proud of my daughter. She's a wonderful person. As an educator, I've been thinking about how much I enjoyed this activity as a student! I enjoyed sharing my ideas with my daughter and didn't bother me that I was a little loud. It's been three weeks since we wrote this story together and every time I've reread it I can still understand everything. I have acquired a few words from the lesson and recognize more kanji now. I can only imagine how much more I would understand and be able to write if I have done this every day for the past three weeks. Here is the link to the story. Animelon - Animelon is a free site and an absolute heavenly manna for anyone interested in Japanese learning anime. It works by bringing popular anime to students, with clickable subtitles to find out what specific words are available in Japanese, Kana, Romanji and English. As well as this they also publish a full transcript of each episode on the right side of the screen. If used with LingQ, you can import entire anime transcripts into your lesson library to really help you with your learning process. Bilibili - Bilibili is a Chinese site with Japanese variety TV shows on all with Japanese subtitles. The only catch is the entire interface is in simplified Chinese, so if you don't have a friend to help you, or you can already read, this could cause a problem finding what you want. Japanese manga mode - Learn grammar by presenting all Japanese sentences as three basic sentence swords, and then illustrating each point with real-life examples of how real Japanese is used in manga. Bilingual Manga – This site has a bunch of free manga you can, equipped with a language switcher, so you can change between original Japanese and English at will. Google Input Tools - This add on for Google Chrome allows you to type in Japanese on your computer. It is very intuitive to use and allows you to string together long sentences quickly in conversation. This is the best input tool I've found, period. And on top of that is available in many other languages as well! Google Japanese Entry - Google Japanese entry for Android is very easy to use and works similar to Google input tools. Japanese keyboard on Iphone - IOS has its own Japanese keyboard and you can choose between using or romanji to type with. Do you have any great resources for the Japanese that I missed? Let me know in the comments below! In general, our first lesson will feel like we're just having a chat and getting to know each other in Japanese, with me gesing, drawing or writing the English translation for you, so you understand everything I'm saying. Sometimes you might feel that I'm repeating what we're saying, hopefully, in different ways to tune your ear to different ways a word or phrase is used. This is building Japanese voice in your head and will very soon prepare to start reading full Japanese. You're going to have to apologize for my enthusiasm at this point when you start reading, because the techniques we use blow up other teaching methods from the water in terms of how quickly we get to the reading stage. From there, the listening cycle, then reading pretty much repeats, with a lot of variety within these 2 activities. Where does speech come from? You will find after a while that you are quite easily able to produce sentences similar to those you have heard in our conversations or read in our stories. That shouldn't be your main objective. Just keep listening and reading and I know you'll get there with talking. remains with the writing? Depending on your goals, we can either work on being able to type in Japanese, hand-write or maybe not bother with it writing at all. It's up to you. Here is a series of blog posts by Bryce Hedstrom going through each of Stephen Krashen's hypotheses of language acquisition, which are what I think when I think about the activities we will do in lessons. Eric Herman has gathered a wealth of research on language acquisition. I like the following video to explain why I don't teach grammar in class and why my students notebooks often aren't used much. I just aim to listen to them or read them as much as possible. Jeff Brown says in this video that he wouldn't try to read Japanese until he's pretty fluent. I am not sure if I agree with this approach in its entirety. For one thing, the Australian curriculum asks me to teach reading (well, when I teach in schools), but I also see students enjoying reading the full Japanese script after about 4 hours of listening to conversations or stories with similar language. I'm not sure I'd deny students this opportunity. But if reading was not a purpose and not a requirement, I agree that a student could only aim to be able to speak and listen to any language. The following video explains TPRS, a technique within the broader intellable input umbrella of techniques. TPRS comes from The Teaching of Competence through and stories. I read Terry Waltz's book, TPRS with Chinese features and attended 2 conferences with her as one of the key presenters and trainers. It's amazing what her students and teachers students are using them can read after such a short period of time. Chris Vasselli is a programmer, passionate about Japanese learning, and creator of the nihongo iOS app, my go-to Japanese dictionary and reading tool for authentic Japanese content. We discuss his journey of language learning, acquire Japanese way fun, natural, captivating, and why you should not fear the Japanese writing system. Topics a love of anime, manga, and Japanese video games led Chris to learn Japanese. Chris tips for learning Japanese through gambling. The importance of learning from authentic content. Good sources of easy-to-understand Japanese listening and reading input. How stories and narratives help increase joy and improve memory. use a VPN (Virtual Private Network) to access content only in Japan. The complicated problem of referring to someone's spouse in Japan for same-sex marriages (?婿). Why you should not fear the Japanese writing system and best to learn it. Why you should give up the learning rote and instead acquire foreign languages in a fun, natural, contextual way. to overcome the fear of speaking Japanese and break out of the incoming balloon. to practice speaking Japanese anywhere in the world. Use the Nihongo app to read authentic content and create contextual flashcards with personal significance. Why taking Japanese

courses or moving to Japan are both advantages, but not a prerequisite for learning. Concepts, People & Resources Mentioned Connect with Chris Chris

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