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## 1. General Introduction

Welcome to THE QUEEN'S, Manor. This is the manual for all teachers that are to come to Japan for the employment with THE QUEEN'S, and it gives some information of living and working in Japan.

As you know, Japan is located in the east of Asia and it has a long history and unique culture. Some of them may be familiar with you but some others may not. It's important for you to get a certain amount of knowledge about Japan with the Internet and guidebooks before your coming. You'll get an overview about Japan and it'll make you more exciting and expecting for your days in Japan!

We, THE QUEEN'S, are willingly to give further information in details of the conditions you'll live and work in Japan so as to let your stay enjoyable and rewarding. (Of course we're willingly to get feedbacks from teachers!) Please make sure and remember the contents of this manual so that your working will start and keep going along better with us.

We hope your stay and work in Japan full of exciting and enjoyable days. Though you may feel some difficulties in Japan for the first a few months, the longer you live in Japan, the better and easier you'll be able to do with anything around you. Just be open-minded, and you'll get a way to get along and to enjoy yourself in Japan!

We're really looking forward to seeing you at our Manor!

## 1.1. THE QUEEN'S Mission

THE QUEEN'S has mission that we grow up capable people who can use English and open the gate to the world through English education and art-support activities. In this global era, it is nothing to say that only Japan is out of date country in terms of English communication. People active in the world are just apiece. Here, we reached some conclusion based on bath practical studies and professional knowledge: teachers' qualification, environment, and management style.

First of all, teachers' qualification is very important. Most of English-teaching schools in Japan have been employing native English speakers. The point is just native speakers. It is not a problem whether they have a degree or on due to working visa criterion. What is worse, they don't know how to teach English? Just they enjoy pretending teaching English to their customers as a business. That is to say, I, a native Japanese, teach Japanese in a foreign country, don't you? I know most foreigners are cost sensitive; therefore, it is quite clear that most of customers will complain me. It might be true that most Japanese still think foreigners are upper level than them despite the fact that foreigners are almost same as Japanese except speaking different languages and trivial thins. Therefore, in order for Japanese to improve and develop English ability, it is cardinal for us to employ qualified English teachers.

Secondly, learning English environment is absolutely poor in Japan. The most English schools in Japan put their student in a squared-concrete jungle for 50 minutes or more. Can you imagine this stuffy air? On the other side, from business point of view, it is reasonable doing so. In other words, making dead space means put the money into the bin. However, THE QUEEN'S has only two classrooms but their interior is both functional and English like. Lots of out prospective customers give us comments that they are in England. Even it is not England, they say that they are in different world or different countries.

Furthermore, after the lesson, most English-teaching school don't give any practice chances. Even it does, it charges. We, THE QUEEN'S, provide chatting salon all the customers with some free beverages. Fundamentally, it is important to give practice area; otherwise it is easy to forget English. Therefore, THE QUEEN'S provides non-Japanese environment for customers cardinal demand.

Finally, host companies reflect management styles. English teaching schools are mostly distinguished into two; franchisee and local. Most franchisees must use own textbooks due to both keeping school quality and teaching English easily; on the other hand, it has killed teachers' creativity and complaints. The classes go forward based on the curriculum to finish the text even the students don't understand nor enjoy the class. Is it real English teaching style? I know some English teachers are really contemplating how they can improve their students. However, their efforts go to bubble due to school regulations. We, therefore, do give our customers a sheet of paper created by a teacher instead of any course-books. Of course, we prepare the course books not for students but for teachers' resource. In this point, THE QUEEN'S demand creativity and responsibility for their teaching style.

Moreover, local English schools are run by just native speakers or just by housewives for their part time job. In this point, it is doubtful whether they can teach English and let their customer satisfy. Therefore, THE QUEEN'S is a pure start-up company without any funds with flexibility and responsibility for not only teachers but also our customers.

In conclusion, THE QUEEN'S have been funded, constructed and challenged with ambitions to be a real English-teaching school in Japan improving the underlying problems such as teachers' qualification, environment, and management style

This is our motto. Nought ventures, nought have. 虎穴にいらずんば、虎児を得ず。

See you soon!

## 1.2. Life in Japan and the Japanese Language

If you have not lived in Japan before, you will no doubt have done your own research about Japan and life there, and maybe had an opportunity to talk to other people who have already lived there. It would be unrealistic to attempt a detailed analysis of life in Japan in such a short space (guides such as Lonely Planet, Rough Guide etc provide very thorough overviews and the Internet has a wealth of related websites). But here is a short briefing on what to expect:

- **People**- the stereotype of the shy, reserved Japanese person believes a genuine warmth and friendliness towards foreigners. The Kanto region is now truly cosmopolitan and the days when the sight of a gaijin turned heads are a thing of the past. The Japanese treat each other and their guests with a high level of civility, which is sadly uncommon, now in the West, and consequently violence and crime, are at the lowest level of any country in the developed world.
- **Culture**- the mix of modern and ancient that runs apparently anachronistically throughout Japanese life is both a source of fascination for the casual observer and of serious study for academics. Anyone interested in the various aspects of Japanese culture will have easy access to such things as Tea Ceremony, martial arts, Kabuki, calligraphy, festivals...the list goes on. However these more traditional pursuits are not forced upon people and those interested in pastimes that are more modern will find that Japan has more than enough to keep them occupied.
- **Food**- as with the culture the varied and delicious Japanese cuisine is in evidence everywhere (it is very much an eat out society) and any visit would be incomplete without sampling some of the mouth - watering dishes. Nevertheless those addicted to McDonalds, KFC or even good old fish n chips will have no problem finding them or similar 'western' offerings. The supermarkets in Japan stock many of the brands seen in the UK and excellent alternatives are easily found.
- **Costs**- despite the sensationalised stories of Japan's high cost economy, life in Japan can be lived to the full without breaking the bank. As in any country, people have to budget to live within their means and frequent days/nights out in the trendy districts of Himeji will soon leave a hole in any budget. However, most teachers are able to save despite a full social life and without resorting to a rice and water diet! Some items (such as fruit) may seem crazily expensive. But other items are cheaper in Japan than the UK. Some further details can be found in Appendix 3

Overall then the ex-pat experience in Japan can be as different or similar to home life as the individual wishes to make it. Japan is not a difficult country to live in and the inevitable inconveniences encountered when living in any foreign country are far outweighed by the great variety of options Japan has to offer.

Obviously life will be easier if you are able to learn some Japanese before you come. But don't worry, most young Japanese speak a little English (all study at least three years in Junior High Manor) and are increasing willing to try out what they know. You will thus find as many people who will come up to you and offer help if you seem to be lost as there are those who will desperately try and avoid speaking to you - not because they are rude or anti-foreigner, but just because they are a little shy and ashamed at how poor their English is. Also, in Himeji, many signs, including direction boards and maps at railway stations are bilingual (English and Japanese). And you shouldn't starve. Many cheaper restaurants / bars have pictures of the food or even plastic mock ups that you can simply point at even if you can't read or speak a word.

But of course your stay in Japan will be enhanced and life will be more enjoyable if you are able to

speaking a little Japanese. Japanese is not an easy language to learn, especially because of the very complex writing system, but it is quite easy to pick up essential survival Japanese quite quickly. Probably the best way to start is to get a good phrase book and learn some very basic greetings and other everyday phrases. When you get to Japan you will be able to choose from a plethora of course books, videos, tapes etc, and during your first ten weeks or so, Queen's will also provide the opportunity for you to attend a course of free Japanese lessons.

In addition to the Latin alphabet, termed *romaji* in Japanese, and which is essentially only used to write Japanese for special effect in advertising or in beginner textbooks for foreigners, there are 3 other scripts used to write Japanese:

*Kanji*, or Chinese characters, which are used to write the main lexical / content items for most vocabulary with a Chinese or native Japanese origin. During their *Manor* years Japanese children must master around 2,000 of these, but an educated Japanese will be able to read and write several thousand more. These are very difficult to learn, (the same character can have more than half a dozen different pronunciations) and serious study is probably only for those who are planning to stay in Japan for a few years. But learning a few can be a fascinating experience, and you will in any case find you pick up quite a few that you encounter all the time as you travel around. (Such as the characters for exit and entrance, man and woman, north and south etc.)

*Hiragana* is a syllabic system of writing. In theory, all Japanese can be written purely in hiragana, as was indeed the greatest of Japanese novels, *The Tale of Genji*, around 1,000 years ago. Japanese children (and usually foreign students of Japanese, too) first learn to read and write in this cursive script. Most importantly for *Shane* teachers, so that children travelling alone don't get lost, railway station name signs are always written in hiragana even if names are also given in kanji and *romaji*, too. If you are travelling to far flung *Manor* outside of central Tokyo, names might not be given in English, so like young children you too will need to decipher the hiragana form of the names. It is strongly recommended therefore that you make the effort to learn to read this script.

Perhaps even more important is *katakana*. This is also a syllabic angular writing system. It is used for transliterating foreign loan words (or ***gairaigo*** of which there are about 30,000 borrowed from English in current use) and for special effect, rather as italics are used in English. It is very useful to know *katakana* as even if you do not speak Japanese you have a good chance of recognising the words anyway. If you go to a coffee shop or fast food or Italian restaurant, for example, most of the menu items will be written in *katakana*. It is therefore incredibly useful to know, and there is no better time to start coming to grips with it than the present. So please have a go at the *katakana* quiz that follows at the end of this section.

### 1.2.1. Quiz One – Katakana Quiz

The Japanese writing system is made up of three different kinds of characters, kanji, hiragana and katakana. Kanji characters originally came from China, and each has a specific meaning. Hiragana are phonetic characters that are used to write words which have no kanji equivalent, and for adding on to kanji to form different word endings. Katakana characters are used to write imported words, such as kohii, enjinia, hoteru, and foreign names like Furansu or your own names. Japanese can be written horizontally or vertically. When written vertically, it begins on the right-hand side of the page and works towards the left.

The chart below shows both katakana characters (next to their equivalent sounds in romaaji) and hiragana characters (in brackets).

A ア (あ)	I イ (い)	U ウ (う)	E エ (え)	O オ (お)
Ka カ (か)	Ki キ (き)	Ku ク (く)	Ke ケ (け)	Ko コ (こ)
Sa サ (さ)	Shi シ (し)	Su ス (す)	Se セ (せ)	So ソ (そ)
Za ザ (ざ)	Zi ジ (じ)	Zu ズ (ず)	Ze ゼ (ぜ)	Zo ゾ (ぞ)
Ta タ (た)	Chi チ (ち)	Tsu ツ (つ)	Te テ (て)	To ト (と)
Da ダ (だ)	Ji ジ (じ)	Du ヅ (づ)	De デ (で)	Do ド (ど)
Na ナ (な)	Ni ニ (に)	Nu ヌ (ぬ)	Ne ネ (ね)	No ノ (の)
Ha ハ (は)	Hi ヒ (ひ)	Fu フ (ふ)	He ヘ (へ)	Ho ホ (ほ)
Ba バ (ば)	Bi ビ (び)	Bu ブ (ぶ)	Be ベ (べ)	Bo ボ (ぼ)
Pa パ (ぱ)	Pi ピ (ぴ)	Pu プ (ぷ)	Pe ペ (ぺ)	Po ポ (ぽ)
Ma マ (ま)	Mi ミ (み)	Mu ム (む)	Me メ (め)	Mo モ (も)
Ya ヤ (や)		Yu ユ (ゆ)		Yo ヨ (よ)
Ra ラ (ら)	Ri リ (り)	Ru ル (る)	Re レ (れ)	Ro ロ (ろ)
Wa ワ (わ)				Wo ヲ (を)
	N ン (ん)			

コーヒー .....\380  
 アイスコーヒー .....\420  
 ココア .....\350  
 コカコーラ .....\380  
 ミルク .....\320  
  
 アイスクリーム .....\380  
 トースト .....\380  
 ケーキ .....\420  
 カレーライス .....\700  
 ステーキ .....\1,900

ステレオ.....  
 エアコン.....  
 カメラ.....  
 トースター.....  
 アイロン.....  
 タオル.....

Can you work out what these items are?  
 You'll find them in most households.  
 stereo, air conditioner, camera, toaster, iron, towel

Look at the menu above.  
 Can you work out what these items are?  
 coffee, iced coffee, coca, coke, milk, ice cream,  
 toast, cake rice with curry, steak



## 1.4. The Work Schedule

### 1.4.1. The Standard Working Week

The standard teaching week for each teacher is 5 days per week. There will however be times when the teacher will also be asked to teach 6 days a week - as is explained below and in section 1.4.3. Under Japanese law, you cannot be required to work 7 days without a break (though some teachers in pursuit of large quarterly bonuses have been known to volunteer to do so.

Teachers normally have two regular days off: Sundays and Mondays. Basically, Sundays are reserved for some events in the Manor. Therefore, we are sure to pay bonus salary for it. On the other hand, Mondays are regularly off, because as it is similar to the UK, Japan has consecutive holidays after Sundays for longer holidays.

As explained elsewhere, The Queen's Manor has 2 classrooms. You may well be the only person, or one of only two, teaching in a Manor on a day. The Manor is located in the middle of two stations: Temma and Hiramatsu, but we would like the teachers to travel by bicycle. It takes only 5 - 15 minutes from your accommodation.

### 1.4.2. Days worked in a Year

The first year teachers are contracted to **work 236 days in a contract year**. Most of these days worked will be teaching days, but teachers may be also required e.g. to attend mandatory training sessions, go to administrative work assigned to them.

The Queen's Manor is open from Tuesday to Saturday, even on national holidays. This is because the Manor students typically study on only one day of the week. Thus we have to guarantee that all students get the same number of classes in a year of the day on which they normally study. To make sure that students get no more or less than 42 lessons a year, we also need to have special Manor holidays from time to time when we close our Manor even though these days are not national holidays. These days do not always coincide with the major holidays of the year. As a result, we have some days without teaching but for Salon – just for chatting or having events with students.

As for the teaching outside The Queen's, this still must be a part of teachers' work at The Queen's; some teachers may have to work on Monday instead of Saturday. The working schedule depends on each teacher. Anyway, the amount of total working days a year for each teacher is the same as others'.

However, as mentioned above, there are various occasions when and reasons why teachers have to work additional days (usually weeks).

These will include:

1. Teachers regularly have to cover for absent colleagues - as our students often only study once a week we can't just cancel classes. Therefore, in case of absence due to late issuing of visas, another teacher's taking sick days off or paid holidays etc., other teachers have to teach those absent teachers' days, on what will normally be their 6<sup>th</sup> day of work that week or overtime working for 1–2 hours of workdays. This can be either planned in advance or, in case of short notice, on an emergency basis through the stand-by system. (See section 1.4.4. below for more on this.)

2. Teachers may also have to work on what are normally days off for a variety of other reasons. These include organised social events from students (perhaps going on a day camp with students, or going to an 'English style' pub with a group of adults students, etc.) and attending mandatory studying sessions (this is particularly true for teachers during their first two or three months of employment – but not limited to that period).

The important thing to note is that the system is inherently fair. Whatever happens, all teachers work the same number of days – 236 days in their contract year (or perhaps 235 if very lucky!). So, even if you seem to be working an endless series of 6-day weeks, don't worry. If a teacher arriving at the same time starts off by only having 4 regular days of teaching, don't be jealous! What ever happens by the end of one year you will both have worked exactly – or almost exactly - the same number of days. If you are really busy now, you will be less busy later – or even given additional days paid leave to compensate you. And remember, when you are working extra days you are getting opportunities to boost your bonus – so those who are working harder in a particular period are also rewarded appropriately.

There may be occasions when a teacher is required to teach outside of the normal working hours on any one-day. On such occasions, the teacher will be paid an overtime rate (as explained in section 1.5.4. below).

### **1.4.3. The Annual Calendar**

A copy of the calendar for the year showing major holidays is to be found in Appendix 1. Do remember that these holidays are indeed “sacrosanct”, and that unlike most of our competitors in Japan, The Queen's Manor does not expect our teachers to work on Christmas Day!

Teachers have consecutive 2 days off a week: 'Sunday and Monday', or 'Saturday and Sunday'.

Teachers can take 25 paid holidays a year, including sick days: Long holidays are available, for example, Christmas holidays for 2 weeks (guaranteed but need 10 paid holidays for it), Golden week for 1 week (need 5 paid holidays), summer holidays for 2 weeks (need 10 paid holidays: guaranteed 1 week at least but need 5 paid holidays for it). Of course you can choose the option to save some paid holidays until the end of contract year. When you take paid holidays, you need to inform the director of your plan in advance enough to arrange the lesson schedule.

Your total working days do not exceed 236. Teachers will be given ample notice of which days they will have off. If you take more days off than 25 excluding the regular weekend off, the excess amount of days off will be no paid.

### **1.4.4. Sickness & Cover and Stand-by Duties**

As mentioned earlier, due to the nature of the calendar and the guaranteed number of lessons per year, a teacher's absence for whatever reason can never result in a lesson being cancelled.

If a teacher is absent for any reason, he/she has to be covered by a colleague and whether this is scheduled e.g. holiday leave, or unscheduled e.g. sickness, systems are in place to cover all.

If a teacher is sick, he/she should call in between 09:00 and 09:30 to let us know. The mandatory nature of the above system reflects the importance the Manor attaches to ensuring that students are inconvenienced as little as possible by their teacher's absence.

#### **1.4.5. The working Day**

The standard working day for teachers is 8 hours ( plus one hour for meal breaks). Teachers will normally have allocated start and finish times for each teaching day (e.g.12:00 to 21:00, 09:30 to 18:30).

This spread can be at any time from 09:45 in the morning and the latest classes' finish is 21:00 at the inside school teaching and from 09:00 in the morning and the latest ones' finish is 21:00 at outside school teaching. Outside teaching needs transferring to different primary and high schools, nurseries, kindergartens and companies, so we're sure to consider the transferring time and to arrange the schedule convenient for teachers when it takes more than 30 minutes for one way.

As mentioned above, the distance a teacher travel to and from the Manor fixed and average travel time is about 5-15 minutes by bicycle.

Within the 9-hour spread mentioned, teachers may teach up to 6-hours. An average schedule is between 25 and 30 hours per week. The teachers have a regular weekly schedule.

Working days are categorised into three types; regular teaching days, salon days and outside teaching days.

On regular teaching days, a teacher has classes at the Manor, sometimes including 1-2-hour outside teaching.

On salon days, a teacher has only chatting or event hours normally without teaching.

On outside teaching days, a teacher may travel to the places-normally schools or companies-directly.

#### **1.4.6. Notice and Contract Renewal**

Teachers are expected to give 2 calendar months' notice of their intention to resign or wish to renew at the end of their first contract. The same rule regarding notice still applies for teachers who renew the contract.

As regarding all contract conditions, teachers should in their own interest read their contract and contract attachments very carefully and ask the manager if there is anything they are not clear about.

## 1.5. Conditions of Employment- Payment

### 1.5.1. Salaries

The lowest basic guaranteed salary for full time teachers with a CELTA or equivalent is two hundred and fifty thousand yen per month.

Second year teachers' conditions of employment are of course as you can see substantially better than those of first years'. There is an increment of 10,000 yen per month to the basic salary. In addition, upon completing a second contract, teachers are entitled to an air-ticket back to the UK (one-way if the teacher is leaving and otherwise a return). As can be readily understood, better remuneration is yet another reason for all teachers joining The Manor for the first time not to commit themselves in advance to only one year. In almost all respects, teachers are better off and have an even more enjoyable and generally rewarding time during their second year.

### 1.5.2. Travel Costs

THE QUEEN'S prepares a bicycle for each teacher, since the commute time is 5 - 15 minutes by bicycle.

### 1.5.3. When and How You Get Paid

Salaries, minus, of course, due deductions for tax, accommodation rent, insurance and any repayments of loans are paid in arrears directly in cash on 11th of each month or on the first banking day thereafter.

When you leave The Manor, we give you 3 or 4 days before departure, to enable teachers to make travel elements, buy presents, remit money etc. before departing. Balances owing are then either paid in the normal way into your Japanese bank account on or around the 11th of the next month.

It is clear from the above that it is vitally important to open a Japanese bank account as soon as possible. During your first couple of days in Japan you will be given account-opening instructions (including near completed forms that you will need to sign and add certain information to, and a letter in Japanese to the designated bank asking them to be of assistance to you). You must ensure that within 2 weeks of arrival you open your account and let your manager have a copy of the details page of your bankbook. This is so that we have a copy of both your bank account number and how your name has been spelt in katakana, so that The Queen's Manor can arrange salary payments direct to your account

#### **1.5.4. Sickness and Other Absence**

What you must do in case of sickness is outlined in 1.4.4 above. (We also occasionally grant unpaid leave to teachers though not usually in their first year of employment). In such cases, the teacher has one day's pay deducted for each day missed. However, this is not as draconian as it may seem.

Where the absence is approved in advance or the Company is convinced that there is otherwise good reason for the absence, it would be great.

For the purpose of this deduction, a day's pay is considered to be the annual salary of the teacher (excluding leaving air-fares but including the initial air-fare reimbursement and any end-of-contract payments there may be) divided by 233 (the days to be worked in a contract year). [N.B. this is a dust over 10,400 yen for most first year teachers - i.e. those on a basic salary with no increments.]

Please remember that The Queen's Manor reserves the right to ask for a doctor's note or other documentary evidence as proof of sickness or other cause of absence. This is particularly true when the teacher is absent frequently or for a prolonged period (i.e. when the absence is for more than three days) or where the absence is before or after a Manor holiday.

#### **1.5.5. Air Tickets**

In the case of teachers recruited in the UK, The Queen's Manor will automatically book an air-ticket for the teacher on the Company's approved carrier. It should be received 2 months before departure date. Thereafter, The Queen's Manor will have purchased the ticket, which is non-refundable and non-endorsable. **Once the ticket has been paid for the money, it cannot be refunded.**

This is an end of contract bonus; The Queen's Manor will, however, reimburse the cost of the ticket (up to 50,000 yen) after 12 full months of employment (together with the teacher's salary paid on or near the 11th of the month) **but only if the teacher has travelled on the flight as booked by the Company with the company's carrier.**

In the case of those teachers who are travelling from a destination outside of Britain and Ireland, the Company will pay after 6 months up to 50,000 yen contribution to the teacher's travelling expenses, dependent upon the actual flight costs, subject to one-year contract completion.

Once the teacher has completed at least 20 months employment with The Queen's Manor, he/she becomes entitled to a ticket back to the UK upon leaving Japan.

### **1.5.6. QUIZ THREE- WORKING CONDITONS**

Have you understood evening you have read about work schedules and payment? Can you remember everything? Try the quiz that follows and then check back in the text for those answers you are not so sure about. If there is anything you still do not understand, then bring the subject up your orientation

1. WHEN DO YOU GET PAID YOUR BASIC SALARY?
2. WHEN WILL YOUR FIRST PAY DAY BE?
3. WHEN ARE OVERTIME-PAYMENT PAID?
4. WHAT MUST YOU DO WHEN YOU ARE SICK AND WHAT HAPPENS?
5. HOW MUCH NOTICE MUST YOU GIVE IF YOU WANT TO RENEW YOUR CONTRACT?
6. HOW LONG IS A WORKING DAY? WHAT ARE THE MAXIMUM HOURS YOU MAY HAVE TO TEACH IN ONE DAY?
7. WHEN SHOULD YOU ARRIVE AT MANOR? HOW MUCH BEFORE YOUR FIRST CLASS WILL TAHT ALWAYS BE?
8. WHY MIGHT YOU WORK ON SUNDAY?
9. HOW OFTEN DO YOU SEE THE SAME STUDENTS EACH WEEK?

## 1.6. Company Regulations

### 1.6.1. Dress and Appearance

The image of teachers is very important in Japan. It is thus very important that teachers are appropriately dressed. It is quite easy to define this for male teachers. Essentially, they should wear a formal shirt with tie and a suit or formal trousers and jacket. However, it is not necessary to wear jackets during the summer months. Smart, formal shoes are also essential. This means that jeans or jeans-like trousers, polo shirts, t-shirts and sandals, work-style boots, etc. are not acceptable. It is also important that clothes are clean and ironed.

It is much more difficult to be specific about what is acceptable for female teachers. We tend to define acceptability in terms of how Japanese women dress in the office, which tends to be more conservative than is often the case in the U.K. **This means that blouses, shirts, not t-shirts should be the norm and shirts, dresses and trousers should be formal not casual.** Once again, footwear should be appropriate for office world i.e. no beach style sandals, sports shoes, or outrageous fashions.

Pierced ears and earrings are acceptable for female, not male teachers. Pierced noses, etc. are not acceptable for any teachers. Haircuts should also be professional in appearance.

In short, a conservative business-like appearance is required. Hairstyles, jewellery and clothing must conform to this.

### 1.6.2. Working with Japanese Staff

Most of the staff speaks a reasonably communicative level of English. However, this is not always the case. Whatever the circumstances and in view of the 'guest' status of the teacher in Japan and of the general mores of Japanese society, patience, tact, and understanding of the difficulties and responsibilities of others should be the constant guidelines to the teacher's behaviour. We cannot emphasise enough the importance of a positive attitude toward your working life in Japan.

You will find THE QUEEN'S staff friendly and very obliging, but please remember that they have their own jobs to do. You should not abuse their co-operative nature by expecting them to carry out work for you that is not theirs to do, nor should you ask them to help you to solve personal problems, e.g. by making telephone calls/photocopies/coffee on your behalf. On occasion, you may feel that you are being asked to do something in Manor, which are above and beyond what would normally be expected of you. This might be a sudden change in your schedule, an insertion of a new class into a due break time, or a request to teach more than six hours a day. Such things do occasionally happen, though we know they should not, and are usually the result of Manor staff being as accommodating as possible with the request of students. If such situations do occur, you should carry out the tasks requested of you in the Manor, not argue with or refuse to cooperate with Manor ~ staff.

However, on the whole teachers find they have excellent relations with the staff in Manor and getting to know Japanese staff by working with them can be one of the more rewarding aspects of the job.

### **1.6.3. Students**

As explained earlier in this manual, THE QUEEN'S prides itself on being a friendly, welcoming and non-threatening place to study. It is very important that teachers help us to preserve this kind of atmosphere. A friendly smile and greeting to all students, parents of students and other visitors to our Manor will be very much appreciated.

Once again, in light of the fact that many of our students are young women who maybe taking private classes, it is very important that friendliness is not misunderstood as an abuse of a power relationship between the teacher and the student. With that said, unlike other English schools in Japan, we do not prohibit socialising between students and teachers and many of you will end up going out with groups of students once you get to know them. Please remember that this is only acceptable when the impetus for such socialising comes from the student, not the teacher.

The Manor will also arrange periodic social events (e.g. Christmas parties, sports days for children, etc.), which will also give teachers an opportunity to meet Japanese people on a more informal basis.

### **1.6.4. Smoking**

You will soon discover that it is more socially acceptable for people to smoke in Japan than it is now the case in Britain, Europe or America. Cigarettes are also cheaper than in the U.K.

We cannot, nor would we want to stop staff from smoking if they want to. However, we do have to think of the image of the company, of safety concerns and of the comfort of non-smokers. You should also remember your responsibilities as a teacher and an adult in a situation where such a large proportion of our students are children.

It is strictly forbidden to smoke during working hours:

- In THE QUEEN'S Manor
- Anywhere where teachers will be seen by young students entering our Manor, such as the entranceways into the Manor building

We suggest that committed smokers go to a nearby coffee shop or restaurant, etc. during breaks to smoke, or at least smoke well away from the Manor.

### **1.6.5. Legal Compliance**

Conviction for a criminal offence is an automatic reason for instant dismissal. Teachers should also bear in mind that laws against the use of illegal drugs are very stringent in Japan and any foreigner found in possession of illegal substances is automatically deported once any prison sentence has been completed and will never again be allowed back into Japan. Before you apply for your alien registration card, (this should be within two weeks of arrival), remember to carry your passport at all times as a form of identification.

As a foreign resident in Japan there are also certain simple but essential measures you must take to ensure the continued legality of your stay.

Firstly, you will be issued with a visa when you arrive in Japan. To extend your stay before your visa expires you must go to the immigration office one month prior to expiry, with papers for renewal that the company will provide you with. Failure to renew your visa on time can, at the very least, result in your deportation from Japan.

In addition to this, all non-Japanese residents must register with their local city hall. You will be given information on how to do this at the airport when you arrive and will be advised by the company on how to get to your city hall office during your first few days in Japan. A couple of weeks after registering you can collect your Alien Registration card (familarly known as Gaijin card). You should carry this card as a form of ID with you at all times. Every time the details registered with the city hall change, that includes when you get a new visa or when your address or civil status changes, you must go to renew your Gaijin card. Failure to inform your city hall of such changes within two weeks can also have legal repercussions.

**Finally, whenever you leave Japan with the intention of returning, you must obtain a re-entry permit.** These can be issued for one re-entry or multiple re-entries. If you forget to do this before you travel, you will not be able to come back into Japan. These permits are also issued at immigration offices.

### **1.6.6. Unauthorised Absence and Lateness**

When you arrive in Japan, you will be issued with a small card giving key company telephone numbers and with space to write in other vital numbers that may be relevant to your schedule. Teachers must make every effort to be punctual for their days teaching. However, as we all know and sometimes due to circumstances beyond our control, things can go wrong, trains can be delayed or be missed, teachers can become suddenly ill and especially during the first few days of work, teachers sometimes get lost. In such situations, it is vitally important that the teacher telephone the Manor to let them know what is happening. While we will of course, be very unhappy to hear that a teacher is not going to arrive for work on time; we will be much more upset if the teacher fails to inform us in advance of this. All the numbers you require you will find on your "important numbers" card issued.

As explained below, teachers are occasionally granted unpaid leave on top of the standard annual Queen's holidays. Teachers may also be unavoidably absent due to sickness (though they must telephone in to explain this). However, being absent without the prior notification and approval of the company is a very serious matter and may be cause for an official warning and, if repeated, even the possible termination of a teacher's contract. We are particularly worried about teachers being absent without approval at the start or finish of major QUEEN'S holidays. The importance of not being absent at such times must be kept in mind when teachers are making travel arrangements.

## 1.7. Accommodation Provision

### 1.7.1. What is an Apartment Like?

In view of the high initial cost of renting accommodation in Japan, and the fact that living and working in Japan for the first time can seem a daunting enough experience for new, non-Japanese speaking arrivals without the additional worry of having to find somewhere to live, the Manor, Japan offers to provide, as a welfare service for all newly arrived expatriate staff who request it, basic and simply furnished accommodation.

Apartments are usually located within 15 minutes cycling distance of THE QUEEN'S and the nearest train station and teachers will usually find other teachers living in the same town if not the same building.

Teachers do not have the option of choosing apartments on arrival, but will instead have an apartment allocated.

### 1.7.2. Accommodation Etiquette

The quickest way to establish bad relations with your new Japanese neighbours is to make a lot of noise particularly in the evenings. However, there are other aspects to 'accommodation etiquette'.

Garbage disposal is a big issue in Japan and burnable and un-burnable rubbish has to be disposed of separately and is also collected on specific days. THE QUEEN'S staff will give you all the information you need about this.

**Please make sure you remove your shoes before entering your own or anyone else's apartment.**

All apartments have a genkan or entrance area, which is used for taking off and putting on shoes. It is good practice to have a spare pair of slippers around the house in case of visitors, though tatami is treated with such care that not even slippers should be worn when in the room.

Posters should not be stuck up with pins as this can damage the walls. However don't panic, as blue-tack is available for all the Napalm Death fans amongst you.

Leo palace accommodation does not require you to give any key money; furthermore Leo Palace apartments are furnished. The low start up costs makes it very convenient for you.

Finally baths in Japan are for soaking in and not for washing. Washing should be done using the shower or failing that using a scoop from the bath to rinse before getting in the bath to soak. Older style baths are fitted with water heating systems, which have been known to blow up if filled with soap!

**For further guidance on apartment etiquette, please refer to our Accommodation Rules in appendix 8.**

### 1.7.3. How Much Do You Pay?

THE QUEEN'S guarantees the accommodation for all the teachers.

Rent per Month	49,000 yen per month (including the Internet)
Daily Rate	This is the above divided by thirty
Date of Occupation	The day you move into your apartment
Bedding fee	See above
Rent	The dates here run from the date you moved in to the apartment to the 10th of the following month, multiplied by the daily rate and this amount is then added to the rent in advance for the following month.
Total	Sum of all the above
Repayment Schedule	Anticipating that few, if any people, will be able to pay all of the above at one time, the company has devised a loan system whereby the amount is divided into four equal amounts and deducted from the first four full salaries. ~ Teachers of course have the option of paying everything at once up front, however experience tells us this would be extremely difficult and this seems the simplest and most painless way of doing things.

Teachers are responsible for all bills including gas, electricity, water, and sewage. The average cost of these in total is around 8,000 yen per month (though the largest variable factor is usually the telephone!).

N.B. The QUEEN'S is sure to deduct due amount of the cleaning which was regulated between the estate agency and THE QUEEN'S when you are moving out.

#### **1.7.4. Moving out conditions**

If at any time you wish to vacate your apartment, you must give two full calendar months' (i.e. end of a month) notice in writing to THE QUEEN'S staff. On occasion, you may be able to move out earlier if a new tenant can be found. The Company will otherwise charge rent for the full 2-month period. Teachers are welcome to find their own accommodation. However, please remember that the teacher will usually have to cover the expenses of furnishing the apartment, agency fees (typically 1 month's rent), 'key money' (1 or 2 month's rent) and a deposit (1 or 2 month's rent). This will involve an initial outlay, therefore, of around half a million yen. Teachers must bear this mind when considering moving into their own accommodation. The Company will not loan the teacher money for this purpose, nor can the Company act as a guarantor. Having moved out, teachers will not have the option of returning to company accommodation.

When a teacher does move into their own accommodation, the Company will only pay travel expenses from within the district in which the teacher works. The teacher must also always let the Company have up-to-date information on their address and telephone number in writing (you can inform us with e-mail). The teacher is also required to give your contact information including new address and phone number to THE QUEEN'S when the teacher gives the Company two months notice. Please note, it is a strict condition of employment that teachers are contactable by telephone (and thus have a telephone and that telephone must be connected). Being un-contactable (e.g. as a result of disconnection of telephone services due to non-payment of bills) is viewed as a serious disciplinary breach.

The teacher need to pay for the damage, if any and the full cost of general cleaning of the room. (manual 1.15) Please ask the staff due amount.

The Company don't pay the teacher's commute fee from you home to the Company. The Company only pay for the travel fee from THE QUEEN'S to Tatsuno in the case you go to Tatsuno directly from the teacher's accommodation. The amount of travel expense will be estimated on basis of the train fare from Temma(Sanyo line) or from Harima-Katsuhara (JR line) to Tatsuno. The working schedule should be confirmed by the teacher.

### **1.7.5. QUIZ FOUR – ACCOMMODATION**

1. ACCOMMODATION WHAT IS THE MAXIMUM RENT A SINGLE PERSON WILL PAY?
2. WHAT APPROXIMATELY IS THE INITIAL BEDDING CHARGE YOU WILL PAY?
3. CAN YOU THINK OF FOUR THINGS NOT TO DO IN A QUEEN'S APARTMENT (EXCLUDING ANSWERS TO 3 AND 4 BELOW)?
4. WHAT SHOULDN'T YOU DO IN A JAPANESE BATH?
5. WHAT IS TATAMI, AND WHAT SHOULDN'T YOU DO ON IT?
6. HOW MUCH NOTICE DO YOU NEED TO GIVE IF YOU WANT TO LEAVE YOUR APARTMENT?
7. IN ADDITION TO RENT, WHAT OTHER ACCOMMODATION COSTS ARE THERE?
8. HOW MUCH OF A SURETY WILL YOU PAY WHEN YOU VACATE YOUR APARTMENT AND HOW MUCH WILL BE RETURNED TO YOU?

## 1.8. Health Insurance and Pension Scheme

### 1.8.1. Health Cover

The minimum cost is 2,000 Yen a month for the first year; this includes dental cost as well. In the second year and after, it'll be much higher than that in the first year. The exact amount is dependent on each teacher's condition such as his/her arrival month, salary, family member, so THE QUEEN'S can't tell you it beforehand.

N.B. You have to pay 30% of the cost though.

### 1.8.2. Pension Scheme

At the moment, THE QUEEN'S does not offer any pension scheme.

## 1.9. Welcome to Japan

### 1.9.1. What Happens Now?

#### **Clothes**

By now, you must be considering what you should be taking with you to Japan. We strongly recommend that you travel light (See Section 1.9.2 below). Most things you would possibly wish to buy are readily available in Japan (often second-hand from leaving teachers). The major items you should concentrate on are clothes. It can sometimes be difficult, especially for taller men and women, to find suitable clothing that fits. Japan does have distinctive seasons with particularly hot and humid summers and fairly cold winters. It is therefore important that you try to bring clothes that will be suitable for work throughout the year.

#### **Toiletries**

Toiletries are easily obtainable in Japan. In addition a wide range of Japanese brands, there are brands, there are brands of Body Shop available. It can be difficult to find effective antiperspirants -very necessary given the Japanese summer climate. Therefore, your favourite one might be worth bringing with you.

#### **Health**

No vaccinations are required for Japan. However, it is always wise to check that you are up to date with tetanus, and jabs are advisable if you are planning to travel in Asia during holidays. Tap water is drinkable, and is about as appealing as it is in Britain

If you need any special medicine, try to bring as much as you can. It is probably available here but might be difficult to get hold of, and anyway basic medicines are much cheaper in the UK. If you have a prescribed medicine make sure your doctor spells out exactly what it is (in very clear handwriting). This would help the Japanese doctor recognise it.

Whichever form of contraception you prefer, it is best to bring it with you. For women, if you are taking the contraceptive pill, stock up, as it is very difficult and expensive to get here. There is very little privacy with a gynaecologist, so have a check up before you come. Japanese condoms are generally not popular with foreigners living here.

It would be a good idea to bring a basic traveller's First Aid kit, including such things as paracetamol, antiseptic cream, lemsip / throat lozenges, vitamin pills etc.

If you wear contact lenses, bring a spare pair, (they can be expensive) and bring a recent prescription. Solutions are readily available.

Though there are good but expensive dentists, some of whom speak English, do have a check up before you come. Your health insurance only covers emergency treatment.

#### **Diet**

It is very unlikely there will be any serious stomach problems here, except through over indulgence. If you can't wait to sample Japanese food, there are many Japanese restaurants in London and other

major cities. When you are in Japan, it is usually possible to find any kind of food, western and eastern as well as Japanese, at many levels of standard price and price. Strict vegetarians will however, have problems and in restaurants, patience and perseverance are often essential!

## Money

If possible you should bring with you at least 200,000yen (around £ 1, 000) to get you through the long wait until your first full pay day. The easiest way to take money with you is as yen or travellers' cheques (other currencies and travellers' cheques - with the notable exception of US dollars - are almost impossible to change except in central Tokyo and at the airport.) Change about half of this at the airport and change the rest as and when you need it.

Credit cards are accepted in Japan, so you will find it may be useful to have one. Visa is the most widely accepted. However, do not expect to be able to use a UK issued credit card or even less, a cash debit card, to obtain money from a Japanese bank or ATM whatever the publicity may say back home (international credit cards do not work in Japanese ATMs).

Japanese banks are somewhat strange and hence Japanese society is still very much cash based society. Cheques are almost unknown and always remember that ATMs are not normally open after 7 p.m. or Sunday or national holidays.

If you wish to send money back to the UK (to pay off those huge debts you have left behind), the easiest way is via Lloyd's TSB in Tokyo. The Company will advise you how to do this. It is cheaper to remit money to a Lloyds TSB account with your bank. You can also send to any other bank in the world. Sending remittances can be carried out very easily through an ATM at your local bank. Sending a remittance via a major post office is a slightly cheaper alternative. However, this is much slower and less convenient and you have to specify a person rather than a bank account to which the money order will be sent. Sending money via Japanese banks can be very expensive and is best avoided.

Head Office of Lloyds Bank PLC, TOKYO Branch

Bank Name: Lloyds Bank PLC, TOKYO Branch

URL: (URL not available)

Street 5th Fl., Akasaka Twin Tower Shink, 11-7, Akasaka 2-chome

City Minato-ku TOKYO

Zip 107

Country Japan

Phone 03-3589-7700

Fax 3589-7722

Bank Type N/I

Date Updated Apr. 28, 1998 (Confirmed 14Aug2004)

Internet No

## **Books**

Books are readily available, and there is a flourishing second-hand market, so 2 or 3 of your favourites to get you through the first few weeks should be all you need. It is usually cheaper to order new books on the Internet than to buy locally.

## **Others**

It is a Japanese custom to give small gifts to your neighbours when you move in; a small gift from the UK, such as biscuits, tea or chocolate would be a nice gesture.

Having a 20-kilogram baggage allowance limits what you can bring. (If you are travelling on the Company carrier a slightly higher allowance can be arranged if advised in advance!). Nevertheless, another thing you might consider are good photos of your home area, your family, places of interest near where you live, or have lived. The Japanese are photo addicts.

If you intend to bring a lot more than the strict baggage allowance, then please feel free to send cases or parcels to THE QUEEN'S Manor, where we can look after them until you arrive. If you can plan ahead, the cheapest way is by sea-mail or SAL; alternatively telephone your airline to enquire about cargo rates, when sending anything remember to fill in a complete customs declaration. Pack it well, using small transparent bags to compartmentalise everything, as it is likely to be inspected by customs.

### **1.9.2. Arrival Arrangements**

You will fly to Japan if you have been recruited in the UK on a flight booked for you by the Company. If you are flying from elsewhere, you must be sure that the Company knows and has approved your arrival details. (N.B. Teachers cannot be met at Kansai Kokusai airport before 10 a.m.)

When you arrive, you first go through immigration formalities and your visa is endorsed in your passport. You then go through customs. Most of you should expect to have your baggage checked. This is quite usual at Kansai/International airport. When you have passed through to the arrival lobby, you will be usually met by one of our staff.

On your arrival at the airport you may courier (Takkyubin) one piece of luggage to either your hotel or apartment. The Company will organise and pay for this and we recommend that you do. It is thus best to divide your belongings between one lighter bag with enough clothes and toiletries for a few days (including smart, work clothes) and that you can carry with you and one heavier bag for the rest of your personal effects that can be sent on.

### **1.9.3. Orientation in Japan**

On your first afternoon of work in Japan, our staff will take you through all the other vital administration you will need to know about when you work for THE QUEEN'S. We will also explain further about bank account opening procedures, get you to sign your account opening form and your contract and ask you to fill in a Consular registration form.

#### **1.9.4. Training in Japan**

In Appendix 2, you will find a brief outline of the content of our initial training.

#### **1.9.5. Surviving the First Three Months or so**

Life is always difficult when relocating to a new place and starting a new job. This is similarly true if you are relocating from Manchester to Glasgow or as from London or Birmingham to Himeji a major initial problem is the financial one. You always have the up-front costs, for example, of setting up an apartment and yet salaries are always paid in arrears. So until you have paid off that initial housing loan (explained in Section 1.7 above) and until you are reimbursed the cost, or most of the cost of your air ticket and are paid your first quarterly bonus money will naturally be tight for the first four or five months. Be prepared for this. Bring as much money as you can with you. You will definitely struggle for a while, and it will seem that you will never get on your feet financially, but in time your salary will prove quite adequate for you to have a comfortable and enjoyable time in Japan, and you should even be able to start saving. It just might not seem so far the first few months!

In addition, some people do find the upheaval of moving to Japan and starting work as a full time teacher to be a stressful experience. Once again, do not worry; a degree of homesickness and culture shock is quite normal. Everybody goes through these feelings, though to differing degrees. After a few weeks to at most a few months you will feel settled, have developed a circle of friends and be enjoying both the teaching and living experiences. Don't panic! Give things a chance and you will start to feel at home.

### **1.9.6. QUIZ 5 – SO DO YOU THINK YOU CAN REMEMBER EVERYTHING?**

1. WHO IS RESPONSIBLE FOR ALL COURSE AND TEACHER RELATED MATTERS?
2. HOW MANY OF EACH TEACHING DAY IS THERE IN A QUARTER?
3. WHAT DO THE FOLLOWING MEAN:
  - HK
  - KK
  - SETSUMEIKAI
  - TAIKEN
4. HOW MANY WORKING DAYS' HOLIDAY ARE YOU GUARANTEED IN THE YEAR-END VACATION?
5. HOW MANY WORKING HOURS ARE THERE IN A DAY (NOT INCLUDING MEAL BREAKS)?
6. HOW MUCH NOTICE MUST A TEACHER GIVE IF WANTING TO LEAVE THE COMPANY?
7. HOW OFTEN MUST A TEACHER VISIT HIS/HER DESIGNATED OFFICE?
8. UNDER WHAT CIRCUMSTANCES MIGHT A TEACHER EARN OVERTIME PAY?
9. HOW MANY DAYS OFF ARE YOU GUARANTEED EACH WEEK?
10. WHAT DOES SLS MEAN, AND WHAT DOES THIS DEPARTMENT DO?
11. HOW ARE TEACHING HOURS CREDITED FOR SLS? (EXPLAIN)
12. HOW MUCH IS THE SURETY TEACHERS PAY FOR ACCOMMODATION?
13. HOW LONG DO YOU NEED TO WORK FOR THE COMPANY TO BE ENTITLED TO AN AIR TICKET BACK TO THE UK?
14. OVER HOW MANY MONTHS DO YOU PAY OFF YOUR INITIAL ACCOMMODATION LOAN?

# Appendices

## 1.10. Appendix 1 Annual Calendar

Sundays and Mondays are holidays.

Please ask the staff for the new calendar.

## 1.11. Appendix 2 Illustrative Costs

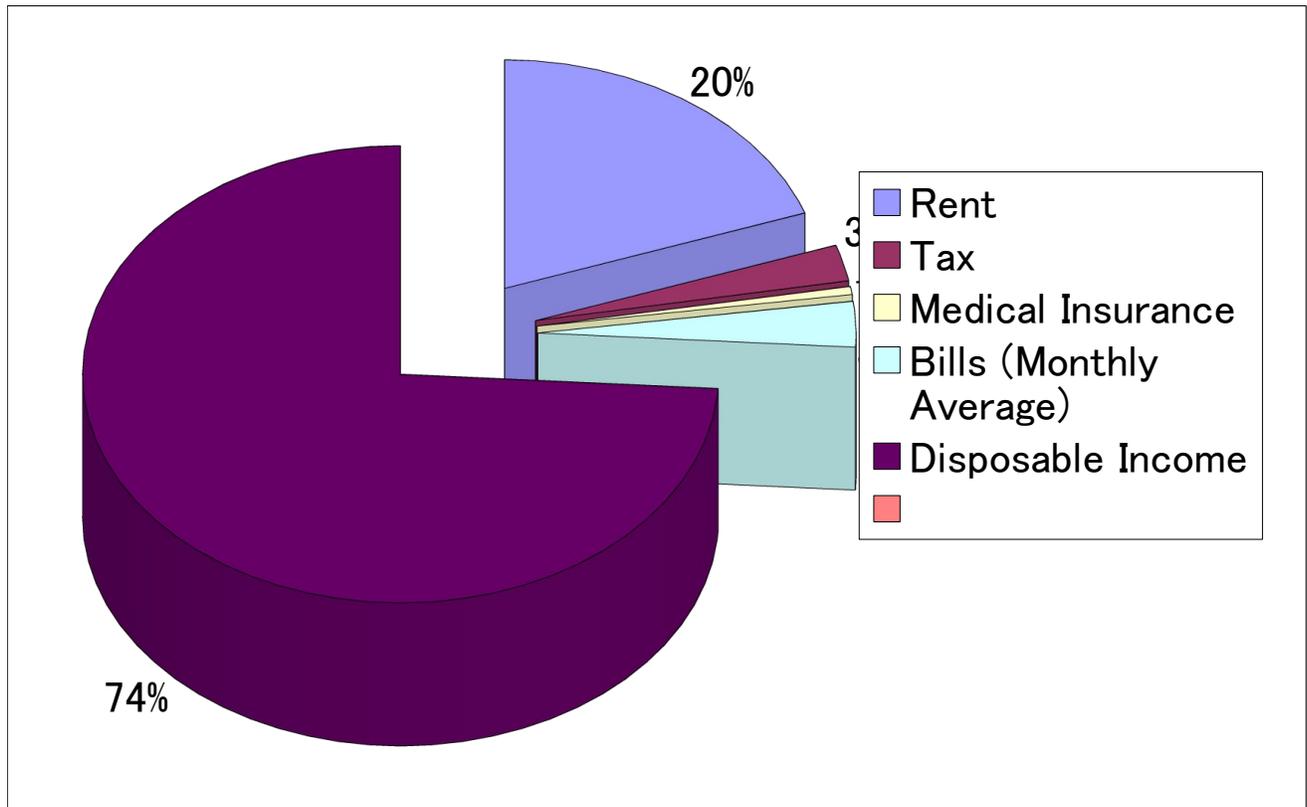
The illustrative costs below give an idea of average costs in Japan. Prices of products, naturally, are dependent upon the brand and quality. Prices reflect shops and venues that SES teachers regularly patronise (and can afford).

	Item	Price (YEN)
Food	Delivery Pizza (for 2)	2,000
	Big Mac Set	600
	Fish (100g)	300
	Chicken (100g)	150
	Beef (100g)	300
Fruit and Vegetables	Tomatoes (pack of 3)	250
	Strawberries	500
	Musk Melon	1,000
	Apples	150
	Potatoes (1 kg)	200
	Japanese Mushrooms	200
	Rice (2 kg)	2,000
	Sliced Loaf	120-200
	Baguette	200
	Milk (1 litre)	200
Drink	Can of Beer (350ml) from shop	190
	Bottle of Beer (500ml) from bar	600
	Can of Coke (350ml)	120
	Bottled Water (1 litre)	300
	Bottle Table Wine (Drinkable)	800-1,000
	Champagne (Moët & Chandon)	3,000+
Going out	Average Lunch in a Coffee shop	Up to 1,000
	Bottled Beer	450-800
	Draft Beer	400-850
	Evening Out (Japanese style pub for 3/4 people)	6-8000)
	Cinema ticket	1,500-1,800
	Video rental	200-400
	20 Cigarettes	250
Media	New CD	1,800-2,500
	CD Player	10,000
	Radio	4-5,000
	Walkman	10,000
	TV/Video (combined)	25,000

	Books	1,000+
	Magazines	900+
	Japan Times (daily newspaper)	150
Other	Deodorant (35ml)	150
	Toothpaste (175g)	250
	Shampoo (200ml)	400-800
	A shirt	3,000
	Under wear	2-3,000

NB: It is easy to pick things up from leaving teachers or other foreigners living in Japan through the local newspapers and magazines. New books are approximately twice the UK price.

### 1.12. Appendix 3 Salary Pie Chart



Proportions based on a guaranteed minimum monthly salary of 250,000yen.

Rent (incl. Internet)	49000(Maximum per person)
Tax	6400
Medical Insurance	2000 /month /first year
Bills (Monthly Average)	8000
Disposable Income	184170

**Please note that bills and living costs vary from person to person!**

### 1.13. Appendix 4 Monthly Expenditure and Living Expenses Guide

#### THE QUEEN'S

##### Monthly Expenditure Guide

Salary (Guaranteed Min. for CELTA-qualified teacher)	250,000
Rent (Maximum per person) : furnished & Internet:	49,000
Tax (dependent on salary)	6,400
Medical insurance (dependent on your arrival date)	2,000/ month / first year
Bills (variable) average/month	8,000
= Expendable income	184,170

##### Living Expenses

Please remember that these figures are intended as a general guide only and that every individual teacher's expenditure is different depending on their lifestyle.

	Day	Week (Day x 7)	Day	Week (Day x 7)
	Cheap		Average – Expensive	
Breakfast	300	2,100	500	3,500
Lunch	600	4,200	1,000	7,000
Dinner	1,200	8,400	2,000	14,000
Entertainment (izakaya /night out /cinema)		6,000 (3 nights x 2,000yen)		9,000 (3 nights x 3,000yen)
Transport (Not work)		1,000		2,000
Sundries (Cigarettes, tea, coffee, etc.)	360	2,520	500	3,500
Totals (weekly)		24,220		39,000
Totals (monthly)		96,880		156,000

This means that as a guide, teachers should budget to spend between 3,000yen (minimum) - 5,000yen per day depending on priorities and lifestyles.

## 1.14. Appendix 5 Accommodation Equipments

kitchen	<p>general items: fridge, freezer, gas table or electrical table, microwave, 1 for each item: pan, frying pan, knife, chopping board, chopsticks, bowl, strainer, ladle, kettle, bin, spice stocker, for 2 people (the numbers of items below are 2): plates, glass, cup, knife and fork, spoon</p>
bedroom	<p>1 for each item bed, mattress, futon(Japanese mattress), pillow, duvet, blanket, linen</p>
bathroom	<p>1 for each item disposal box, cleaning brush, washing machine, bucket</p>
balcony	<p>1 for each item equipment for hanging clothes (normally this is a bar) Some : pegs</p>
living room	<p>1 for each item: TV set, table, bin, vacuum, iron, iron table, Some: hangers</p>
Internet	<p>installed (ready to use)</p>

\*Some daily items listed below are also provided at the beginning ; provided only for once.

12 toilet paper, 3 boxes of tissue, some cloths for cleaning, plastic bags, washing powder, dish washing jell, dish washing sponge, disposal bags for vacuum, 3 towels,

\*Items below will be provided upon your request:

rice cooker

### 1.15. Appendix 6 Accommodation: Inventory Check

GENERAL CLEANING (Please tick a bog)

	Item	OK	Not OK	Memo
1	Gas range			
2	Ventilation fan			
3	Refrigerator			
4	Toaster			
5	Kitchen cupboard			
6	Sink / Draining area			
7	Bathroom			
8	Toilet/ Toilet paper left			
9	Window			
10	Screen for sliding door			
11	Fan			
12	Closets			
13	Vacuum cleaner bag changed			
14	Curtains washed			
15	Rubbish thrown away			
16	Heater (Empty the heater reservoir)			
17	Woollen blanket dry cleaned			
18	Light bulb working			
19	Full paraffin container			

Please note any details of "not OK" problems on memo section.

Yes, I have checked all the furnishing and things to be cleaned. I agree that anything missing or damaged when I leave my apartment, which is not noted here, may be paid for from my deposit.

Signature

Date

## 1.16. Appendix 7 Accommodation Rules

1. Please do not make noise after 10.00 pm. Two or three people talking after 10.00 at night often constitute an irritating disturbance for neighbours.
2. You are not authorised to have parties of an unsavoury nature at any time of the day. However, social gatherings of a quiet nature are perfectly acceptable. Please take note that if any damage is incurred, you will be responsible.
3. The teacher shall keep the apartment clean and tidy.
4. Clean the toilet and bathroom regularly (at least once a week) and remove mould from bathroom walls and tiles regularly. (Please use Kabi Killer - bleach)
5. No pets are allowed
6. Always remember to run off the gas and electricity when you are going to be out of your apartment overnight.
7. Please do not put nails or drawing pins into the wall or cello tape photos, pictures or postcards etc. to paper sliding door or walls. The cost of any damage caused as a result of these things will be deducted from your deposit.
8. Please do not stick carpet to the floor with either glue or nails.
9. Please do not put beds or heavy furniture on tatami areas.
10. Please protect floors from water damage by using bath mats outside the bathroom area.
11. To avoid blocked drains, please clean drain covers and remove hairs from the bathroom floor drain cover.
12. The teacher (himself or herself) will be expected to pay the cost of repairs caused by negligence.
13. Futon care is very important. Please hang out your futon on sunny days to air it. Remember to wash pillowcases, futon cases, futon covers, duvet cover and sheets regularly.
14. Please pay any bills as soon as you receive them.
15. Please do not paint your apartment without prior approval from the TA staff.

16. Simple guidelines for breakages are:

- a) If a teacher has for any reason caused any breakage, then that teacher should repair or replace that item.
- b) If the broken item is new and still under warranty please call your manager and get a copy of the receipt, then the mentor can pay for the broken item.
- c) If an item is old and breaks for no discernible reason except its age, the company can replace that item.

17. Please look after your tatami. Landlords will not replace tatami mats, except on change of tenants. (Note: However, if your tatami mat is infested with termites, landlords will remove the mats to eradicate them).

18. Japanese toilets and sewage systems cannot cope with sanitary napkins or condoms. Please place items of this nature into rubbish bags. Never flush anything down the toilet except for toilet paper.

19. If as a result the above rules are broken or TA staff receive complaints from landlords, tenants may be given 1 months notice to leave their accommodation.

20. In the event of a teacher being asked to leave their accommodation the company will not provide alternative accommodation.

## 2. Pre-Arrival Manual (THE QUEEN'S)

# Courses & Students Pre-Arrival Manual

## 2.1. INTRODUCTION

This is an introduction to courses and students during your employment at THE QUEEN'S, Manor. This will be also a part of pre-employment orientation process, and essential and useful information that teachers read and remember. You will have some training period before teaching English in Japan. The characteristic of Japanese and Japanese culture is very different from those of western countries, so that you may feel some difficulties in teaching English to Japanese people. All of teachers, including the veterans, should have this training period in order to offer proper lessons and to make good relationship with students and their parents. In this mean, you should make sure that you understand and have this manual with you for useful reference during the training period and the early-stage of teaching in Japan.

## 2.2. OUR POLICIES

THE QUEEN'S, Manor, is trying to make a new wave in English education in Japan, especially in the method and the circumstance of both teaching and learning English. We have clear policies; "teaching English and its culture in the environment and the way as natural as possible" and "support people so as they will be able to do well in international affairs."

These policies consist mainly of five concepts.

1. "Experience-centred type of education". Learning English through real experiences is the most useful, effective and exciting way.
2. The qualities of teachers are very important.
3. Practices of English in free conversation do improve English ability remarkably and make students aware of what intercultural communication is.
4. Curriculum should be arranged so as to be suitable to each person; it means that teachers shouldn't stick to the ready-made curriculum or to great textbooks.
5. Real communication realises the worth of learning English.

You may feel them as usual or some feel strange. So they are. But we will give you some explanations to them so that you'll understand our opinions and what Japan is now.

### **2.2.1. as for No.1; "Experience-centred type of education"-- Learning English through real experiences is the most useful, effective and exciting way.**

There're a plenty of ways in teaching English--they have both the pros and cons. We want teachers to design the combinations of those methods and to provide lessons useful and suitable to each student. The very point of the method is "experience-centred type of education". Concretely speaking, we would offer more real and natural circumstances to students where they feel as if they were in English speaking countries. By this try, they learn English not only as 'knowledge' but also as 'virtual-experiences of living abroad'.

Suppose a kinder class. Children are to learn the names of food. What will you prepare for the

lesson? A nice textbook full of colours? Fresh and good foods are on the pages--green spinach, red tomatoes, yellow bananas, brown and white bread. You may see some views in supermarkets or restaurants on the textbook. And, of course, you can use flash cards. These items can make children enjoy the role-play practices, such as shopping games with customers and shopkeepers. These lessons and similar ones can be seen in many English schools. It's not any longer a new method. We, THE QUEEN'S, are to offer more reality to these lessons--use real vegetables, fruits, shopping baskets, and menus in restaurants and airplanes, etc.. Using these real materials would help to make the children's memories more clear and more impressive because the real materials stimulate not only their senses of sight and hearing but also those of smell, touch and taste.

What is better, these real materials such as vegetables are usually in students' home, and when they find the same vegetables in their own kitchens they'll remind them of English learned in the lessons. This method provides more natural situations, so it's very effective for students whose English levels are low. It also has a big problem that it requires to cost too much and to take a lot of troubles with preparing and storage management of those real materials. We, though knowing the cost problem, evaluate this method as very effective and worth trying. The leaflets, guidebooks or something of service information notes brought by students or teachers from foreign countries, are also good materials to realise the topic of lesson very specific, at the same time, to motivate students themselves to tell their experiences and opinions in English.

But we have to make sure one more problem of this "experience-centred type of education". That is to say, teachers are required to take a lot of labour hours to prepare each lesson. If you teach only with textbooks, flashcards, you don't have to spend extra time to prepare lessons. The veterans may teach almost without preparation. Counter-wise, teachers have to prepare a lot for the experience-centred type of lessons, including choosing the lesson materials each time, even though the lesson themes are the same one, like "food". We, THE QUEEN'S staff, of course, help and support teachers, but please make sure that it is you, teachers, who choose the lesson contents, methods and materials. So we expect teachers should be self-confident, resourceful enough to enjoy making lessons in your own personalities.

### **2.2.2. as for No.2; The qualities of teachers are very important.**

Now in Japan, a big movement in English education is on going, especially the Ministry of Education is making some trials to add regular English lessons to present curriculum of primary school. Among the public, English ability is thought to be necessary as an important business skill in near future. They are tend to think learning English with native speakers are much more effective than with Japanese teachers. But, is it enough effective for students to be taught by a mere native speaker? From the point of the pronunciation, native speakers can do much more than Japanese teachers do, and it is proves with official data. As for other skills like writing, reading, grammar, debating or conversation, native speakers reported nothing special for the advantage points of teaching!

We do put eyes on the qualities of teachers, because we've heard of the fact that pretty many foreign teachers, especially in local areas of Japan, are simply "native speakers", or they hadn't be enough educated nor trained as professional English teachers. We, THE QUEEN'S, expect our teachers be professional, resourceful and have everlasting energy for teaching English. And please remember that the needs of time and the skills of English teachers are continuously changing, as the time goes on. So it's the most important thing for you to keep the enthusiasm and the motivation of teaching English, and to make effort to establish more and more effective, useful method of them! We're willingly to cooperate with you in your teaching!

**2.2.3. as for No.3; Practices of English in free conversation do improve English ability remarkably and make students aware of what intercultural communication is.**

Japanese people must study English at least for three years at junior high school. More than half would study three more years at senior high school, and university students must study two more years. However, most Japanese people don't like English, mainly because they dislike learning English grammar or they can live in Japan without English! Yes, that's true. Unfortunately, Japan has serious problems as for English education; one is that almost only Japanese language is spoken in Japan. Anyone can live without English. That is to say, they should make friends with English speakers or go to English schools in order to practice English. Except for the big cities and around them, it's very difficult to get in know with English speakers.

What is worse, teaching English at schools like junior high, is almost one-way teaching. For instance, a student usually speaks one sentence or one word as a reply to teacher's question. It's a very rare case for students to speak more than three sentences in one chance! We think that this way of translation from Japanese into English one word by one makes Japanese people feel poor abilities of speaking English. The words taken up in lessons should be often chosen according to the topics students want to talk with, and several words or several sentences can make good communication. In this way of practicing English, it must take far more time and require teachers' labour and abilities.

By talking about free topics, students may know the difference between "their common senses" and "those of other people, especially of foreigners". We, THE QUEEN'S, try to realise this method of "learning English and its culture through free conversation with teachers and staffs", knowing the extra high cost. Please remember that you, all the teachers, are required the tolerance and the versatility to spend much time to talk with students as a part of your teaching job!

**2.2.4. as for No.4; Curriculum should be arranged so as to suit to each person; it means that teachers shouldn't stick to the ready-made curriculum nor to great textbooks.**

English education has a long history, as we know, and there is uncountable number of textbooks in the world. Some of them are very famous, surely effective and useful. In Japan, there're also a lot of English textbooks and materials, and we have some of them for our own lessons. Of course our teachers can make the best use of them. And this is the very point that they are only to be some part of teaching materials! Please remember that your mission is not only "to teach English" but also "to find and establish the best way of students' learning English". So that, you should check students weak points and problems and consider the combinations of teaching materials.

Sometimes students would lose the interest in learning English or the motivation enough to keep learning, however old they are. This kind of problems is basically very personal. But please remember that lessons may possibly have some problems such as to be boring or not full of useful activities. Teachers should check whether students lose the lesson points or not, and when they can't follow the lesson teachers should reconsider the teaching method or the lesson contents. Anyway, no curricular is absolutely the only or best one to teach or to learn English. We, THE QUEEN'S, take the style of teaching without a whole-year curriculum. The lessons will be prepared with one theme every month--it's our basic style. You, teachers, can use textbooks as your reference, when you make lesson plans every month. If you need our help, we're willingly to cooperate with you.

**2.2.5. as for No.5; Real communication realises the worth of learning English.**

What is the purpose of learning foreign languages? As far as a language is a way of communication, it will be really worth learning foreign languages when one can tell his/her opinion to others speaking other languages and can listen to and understand them. It means, to study English is just to get English knowledge. By using English, it'll give students the real virtue of leaning English all the

way of paying expensive lesson fee and taking plenty of time and making lots of efforts. As we told before, students in Japan can hardly have chances to use their English in their daily lives. To solve this problem, we will offer not only English lessons but also the chances to use English!

This is the biggest point of our own policies that communication mustn't be limited to a small group of only one category--such as a community of neighbourhoods, because they have much in common as for the local environment, or such as a group of the same grade students of the same school, because their topics are basically very similar and they don't need to explain their background. That is to say, they have few chances to get aware of their own culture by knowing other people that don't have any relation with them. We, THE QUEEN'S, offer our salon for the members to communicate with each other including foreign staffs, so as to get more chances to know what their own identities and culture are, and what the intercultural communication is. Learning English will lead students to understand other people of other languages, other cultures. Our teachers will be guides for them!

Thus, we have our own policies based on the circumstances now in Japan. You may have much experience of teaching English, and have somehow favourite methods. We dare not to focus on their negative points, but we'll suggest some more applications of them to our students. And it's you to make your lessons better, more exciting and effective!

We have to add some more explanation to our policies, so that you'll understand our real goal in future. To begin with, THE QUEEN'S is named to the United Kingdom. The name symbolizes U.K.--THE QUEEN'S COUNTRY--, and it originally suggests, "as like the way or the style of the queen's country". We're very interested in the co-alive of the high technology and the nature in U.K. Japan has been well developed in various technologies, and people were satisfied with them. Probably so are many people still now. On the other hand, there can be seen some atmosphere to "go back to simple life and nature", in booms of English gardens, herbal healing goods and simple lifestyles of Asian countries. We think that there're a lot in U.K. for us to learn; how to get the balance of "high technology and nature", and so on.

What is more serious for Japan, the ministry of education in Japan is alerting the crisis on the corruption of the social system. They say that young people are tending to like easier way of thinking and living. The official data announced by that ministry suggests the rapid reduction of children's educational abilities, compared with the rapid increase of standard living level in Japan. To improve this, the ministry of education promotes the total ability of children's study--the ability is named "kangaeru-tikara", that means "veridical abilities of not only studying but also managing to live". We, THE QUEEN'S, too, support this idea and take it in our English classes. Concretely, we abandon the one-way teaching that is very typical style in Japan, such as only teachers can have initiatives and only teachers set all the contents. And we offer the free use of our salon to our students as a place of communication with various people and of a little exhibitions of music, drawings or some other arts. The reason we don't limit our field only to English lessons is just English is a way of communication. Only one person doesn't occur communication. When some people come together, communication is naturally occurred and various topics are taken about. What is worth, a power get arise enough to help cultural activities of those who are not enough to be professional because of their young ages or who can't pay super-expensive cost to rent a place for their performance because being armature. Thus, THE QUEEN'S put the basis on the English education as for the Manor Division; please remember our final goal is to be a resource of well-educated and self-confident people!

## 2.3. THE OVERVIEW OF ALL THE COURSES

THE QUEEN'S, Manor, offers basically three types of lessons; one is "regular class", "Special class" and "Private classes" are the others. The difference is based on the way of teaching style--"regular classes are "experience-centred type of education", usually without particular textbooks. Special classes are "for the clearer targets like the school exams or official English tests", or "for the systematic approach", with textbooks and some other reference books. "Private classes" are "tailor-made style", and it means the method and teaching materials are chosen one by one so as to get achievements, which students want to do. Each typed-lessons have some categorised classes. The categories are outlined below.

### **2.3.1. REGULAR CLASSES (normally group lessons)**

Each class has 42 lessons in a year. Basically students have four lessons per month, except in some months having fewer lessons each of them. On a public holiday, we won't have any of lessons, even though having some events at Manor. We have three long holidays as the golden-week, the refresh holiday and the New Year vacation. Each of them is around 10 days long, but accurately the length depends on the calendar of each year; as a reference, the golden week is 10days long-Apr.24th to May.3th in 2005, the refresh holiday is 9days long-Jun.26th to Jul.4th, and the New-Year holidays is 10 days-Dec.25th to Jan.3rd in 2006.

The lesson time and the number of students are fixed according to the students' ages of each class.

1. Baby class (aged 0 or 1); 30 minutes for 3 or less registered pairs of baby and his/her parent. Babies can neither stand up nor pay attention to a teacher, so in this type of class, a teacher will give lessons to both of babies and their parents, mainly with the topics of mother's talk.
2. Infant class (aged 1 to 3); 40 minutes for 3 or less registered pairs of infant and his/her parent. Infants still need the help of their parents, and the lessons are given to both infants and their parents, mainly with the topics of daily lives.
3. Nursery class (aged 3 to 6); 50minutes for 5 or less registered students. Normally children of these ages can stay in a classroom without their parents and they can enjoy their activities. Teachers do in some parts as Nursery teachers do.
4. Primary school class I (aged 6 to 9); 50minutes for 5 or less registered students.
5. Primary school class II (aged 9 to 12); 50minutes for 5 or less registered students.
6. Junior High School class (aged 12 to 15); 50minutes for 5 or less registered students.
7. High School class (aged 15 to 18); 50minutes for 5 or less registered students.
8. Adult class (over 18ys old); 50minutes for 5 or less registered students. They are divided into several classes according to the level.

### **2.3.2. SPECIAL CLASSES (normally group lessons)**

1. Classes that concentrated on school entrance exams, or the official English tests like TOEIC, Cambridge English tests, TOEFL and so on
2. Classes that concentrated on regular exams of schools, particularly of junior and senior high schools; Grammar is mostly emphasised on and it needs explanations through Japanese language by Japanese teachers; as for the classes of this type, we suggest the combination teaching of foreign and Japanese teachers.
3. Classes for the students who prefer more systematic study style with curriculum prepared beforehand; Some students want to "re-study", though they have pretty enough abilities of English, in order to improve them so much eminently
4. Classes for those who want to get professional jobs; they want to make good uses of their English abilities, know ledges and attitudes necessary for international jobs, in their future.



### **2.3.3. PRIVATE CLASSES (normally one to one lessons/sometimes semi-private lessons with two people)**

30 minutes for only one registered student.

This type of class has a lot of lesson variety; various textbooks and teaching materials are available. So the teachers should arrange the lessons as suitable to students' goal as possible.

ALL THE COURSES are categorised basically according to the students' ages, but we have some exceptions because of their outstanding abilities of English, their unique background or environment, and so on. Unfortunately and naturally, the development of students' English abilities are dependent on both their motivation and their environment of daily lives; as you know, in Japan, we can live entirely only with Japanese language. That is to say, students have hardly any chances to use English except in our Manor, and most of Japanese parents aren't willingly to talk with their children in English, or most of children tend to be anxious by spoken to in a foreign language by their parents. Some of people, however, evaluate English ability, and they are very enthusiastic to achieve it by using English continuously even in their daily lives. The effects of your lessons are very different from each student with this reason, and the class is hardly controlled if the level of each student is widely different. To offer more effective lessons and more comfortable atmosphere of the class, we'll arrange the members of each class, even though one's age isn't appropriate to the class, according to his/her uniqueness. Some prosecutable reasons are below;

1. One's English ability--not only in case of outstandingly high but also in needs of plenty of improvement; however, we must consider his/her cognitive level especially he/she is under 12 years old.
2. One's environment of daily life--the attitudes of family are very important. If his/her family are cooperative to practice English with him/her, they'll try to make more chances to do so in their living. What is better, some families, that have more experiences of English by learning professionally in their school days or by living abroad to work or to study in past, will take a good advantage.
3. One's experience of living abroad--a person who has lived abroad is called "kikokusijo" or "funinsha" in Japanese language. Some of them are well-educated in English and such people usually have wide views and understand to accept western way of thinking; Of course it's very wonderful and advantage for them to have the foundations as international communication, but to our sorrow, in Japanese society they're often to be out of tune with local people who prefer to have as many points in common as possible. So, they will need their own classes where they don't have to mind their uniqueness or they don't have to make unproductive efforts so as not to make themselves outstanding.
4. One's purpose--if one is under the emergency need of English such as he/she have to go abroad to work or to live more than 1month, they eagerly want to learn English as quickly as possible. Or with some other reasons, when we recognize the needs to arrange the choice of one's class, we'll consult with his/her teachers about it.

Other courses are arranged from time to time. The director of the Manor will provide details at the appropriate time.

## 2.4. SHORT-TERM COURSES

There're also some short-term courses in summer holidays, spring holidays, and so on. They last for 1 week, and students have one lesson everyday during the period. The classes are consisting not only of the Manor students but also those of non-Manor. Some of them are completely beginners from outside, and it may be somehow difficult for teachers to control the class. But please remember that these courses are to be good chances for people from outside to get interested in learning English. The lessons, as for the details, focus on the "experience-centred type of education", and any particular textbooks are provided. We'll prepare only the lesson parts and teaching materials that teachers should arrange the combinations of. The director of the Manor, as a printed syllabus, also suggests the lesson topics but teachers can suggest their own. It is the most important for students to have experiences as if they were living in U.K. through these holiday courses. It means, teachers shouldn't stick to teach the English grammar, pronunciation, words, or any other thing to learn. Please be one of students' foreign friends that can talk with in English friendly.

The school-aged students usually intend the short-term courses, but some are their mothers or housewives. The classes are categorised with the students' ages or some other reasons. Anyway, classes of these types are thought to be evaluated in the point of having virtual-experiences to enjoy the lives abroad.

The courses are below;

1. Spring vacation course; It usually takes place on the last week of March, and ends on the first week of April--five lessons are in a week.
2. Summer vacation course; It usually takes place on the last week of July, and ends the last week of August--five lessons are in each week. Totally there're three terms in the summer vacation courses. Each course is different from any others in lesson contents and methods.
3. Other short-term courses; they are arranged from time to time, and the course details are provided by the director of the Manor.

These short-term courses are tempted to give chances to students to talk and to communicate in English, so that we may add a foreign staff--rarely a Japanese staff-- to assist the teacher. Even in this case, the teacher in charge of the class takes the class initiative.

## 2.5. TEACHING CHILDREN: GENERAL

Students under 18-year-old are categorised in children's courses; the courses are printed in the chapter 2.4, (the overview of all courses). Each class is very different from one another both in students' ages and in lesson durations, contents and methods. But, on the whole, they usually have one lesson a week, and mostly in a group class. The lesson duration is up to 50 minutes--actually depending on the category of each class--and in case of regular classes, teachers should spend 5-10 minutes more after each lesson to complete the worksheet of each lesson and to give copies to the students. Of course this is recognized as official teacher's jobs, and a Manor staff will make some copies to reduce teachers' labour and to save time to keep students waiting. For further information on this worksheet please see chapter 2.6.4. (Lesson Materials).

As for REGULAR CLASSES; students should bring a binder of worksheets, a set of coloured pencils or crayons, glue--above 7-year-old students, including scissors--with them to each lesson.

As for SPECIAL CLASSES and PRIVATE CLASSES; students should bring textbooks, notebooks and some other lesson materials that teachers choose.

### 2.5.1. WHAT JAPANESE CHILDREN ARE NOW

Very young learners that are under 3-year-old are accompanied to lessons by their parents. So you'll teach both of them; As a whole, children under 3-year-old can hardly keep their attention to what teachers suggest. They can have just a few seconds glance or sometimes a little longer. You should keep the pace fast, and you shouldn't waste time to wait for their coming back to your lesson.

Children of nursery ages tend to get interested in anything. Most of them go to kindergartens or nursery schools so that they'll be able to do most of activities and to enjoy them as you intend them to do. They usually know how to use scissors, glue, and crayons. They can enjoy some easy games, however their cognitions for figures and letters are normally not enough to read nor to write even in Japanese language, the games that require this level of recognition are often too difficult for them. They simply enjoy both of cooperative activities like games, singing and so on and independent activities like drawing pictures, making some handicraft and so on. In these ages, children usually don't mind the differences between others and themselves; they focus just on what each of them did, not on how good nor how different it is. This is a very important point of the young-learners-education that we, THE QUEEN'S, have to encourage children to keep this tolerance to accept the differences between individuals and to regard what and how they are. As for this tendency, we'll give some more explanations later in this chapter.

Other points about these ages are that you should keep the pace fast and choose activities both of exciting ones and calm ones, and that you shouldn't panic even though they'll do or be disruptive or too emotional like shouting, crying, fighting, pouting no matter what the reason is. It's you that control the class and this is the very good chance for you to show the other ways of thinking, living, having relationships with others and to let them recognize the fact there're people who have the different senses of value and the different way of thinking in the world. You, teachers, are the very representative people of other cultures, and you can show them the real intercultural communications in Japan!

Children in school ages, over 6-year-old, are getting more and more matured, and they have pretty high cognitions. They want to be praised, however they are mostly not good at expressing their neither delights nor self-estimations, because they are taught by their parents not to behave like that in a public area. Please don't misunderstand that they dislike to be praised! They simply feel delights, self-estimations and satisfaction with praising by 'teachers'! Please give them as much

praises and encouragements as you can, and they'll feel something fresh and different from their expectations based on the typical Japanese ways of thinking, so as to set them forward to appreciate you more and to get more challenging and rewarding in your lessons.

The students over 10-year-old tend to avoid outstanding from others; they rarely raise their hands to tell their opinions even in the classrooms at state schools. Bear in mind that they aren't seemed to be cooperative or contributable to your lesson. They keep silence just because they don't want to be pointed out the differences from others, even though desiring to tell their opinions and answers in the bottom of their heart. Please don't mind their hesitations. They'll understand that at least in our Manor they are nothing special even though they raise their hands and stand up to tell their opinions; Our Manor aims to be such a precious place where individual senses of value are regarded as they are.

High school students who come to our Manor will be divided into two types; one is that hoping to get professional jobs related with English or foreign countries. The other is that hoping to improve their English abilities only to pass the entrance examinations of universities. Whichever they are, they'll learn eagerly, because of motivated enough. So they try to do much, including telling their opinions actively, by contraries with those under junior-high-ages. The students of these high school ages do know the necessities to have courage to accept the differences between each other and to tell ones' opinions actively in a public area. They also know that they won't be able to do much in some international stages in their future if they push others to obey the Japanese way of thinking and living. In this mean, they are mostly tolerable and affirmative to others--they'll try to be as cooperative and contributable to their class as possible.

Children rarely have experiences of going or living abroad. Even though they can see TV programmes and Internet sights about foreign countries, they still are only a kind of data. That means, children are used to see foreigners almost everyday through TV and so on, nevertheless, when you'll come in front of them on the very first lesson day, most of them will feel so strained and anxious that they won't be able to do nothing with you. Why? It's because that TV and Internet are one-way medias and children are used only to receive the data passively. They needn't speak to them nor think of any replies. They needn't make any kinds of effort to communicate with them. Probably you can imagine easily that such children will be at a loss without any ideas how to communicate with you. Please be good teachers in the classrooms and nice foreign friends in the Manor 'salon' for them! And enjoy your Manor works with them! They'll do far more than you expect when you can involve yourselves with them and get their hearts.

AS A TENDENCY OF JAPANESE PEOPLE, they avoid having differences between others and themselves, so they prefer to pretend, as they are just 'the same'. When they 'unfortunately and by accident' show something outstanding, they'll feel very nervous whether they'll be set out of their communities or not! Yes, it's the very problem of Japanese education. This tendency is very common among Japanese, of course among 'the parents' of Japanese children. As a result of it, the Ministry of Education and Science has announced for these several years that they have to change the policy in order to contribute the international society and to get initiative of the world; they suggest taking the new education-way of emphasising personalities of individual children. But as we told you, 'the parents' can hardly change their attitude too much more tolerable one with differences of others, so the announcement of 'education crisis' by the ministry is unavoidably and mostly still in the stage of 'idea'. The biggest reason causing this phenomenon is that almost all of Japanese people live in the environment without facing people from neither other cultures nor other countries. They understand that they should accept others as individuals only in their knowledge; however, it is still difficult for them to do it in reality. State schools are making efforts to realise the announcement of the ministry unfortunately only in vain, because a lot of teachers of those schools are naturally 'typical Japanese' preferring the similarity and the changelessness.

In contrary, there's also a tendency going against that exclusive sense of value, especially among the people who want to learn English. As we told about the high school ages, most of adults are divided into two types; see the middle part of this chapter. The people coming to our Manor are both of these types. But don't be nervous. We, THE QUEEN'S staffs do know it and we'll always make efforts to have our Manor and each class more and more comfortable and suitable to teach and to learn English, intercultural communications. .

### **2.5.2. PARENTS**

We, THE QUEEN'S, do give some explanations to the students and their parents of all the courses for children; about our policies, the lesson contents and methods of teaching, the advantages of having foreign teachers and chances to talk with foreigners in relaxed atmosphere in our Salon, and so on. You can see some of them below;

1. The foreign teachers of THE QUEEN'S are very professional who had studied and been trained to be English teachers. They can teach Standard English, not a broken or incorrect one. They are highly educated people that had graduated from universities so that their knowledge is very high level enough to teach students wanting to get professional abilities of English.
2. Foreign Teachers teach only in English.
3. Lessons, except for some of special courses, are "Experiences-centred type of education" and student's feel as if they were in U.K. as 'home stay' with 'host parents' of teachers. So the environments of learning English is very natural so that children get used to foreigners not only as their students but also their friends or host family.

One more point we have to tell you is that parents of students, except for the baby courses under 2-year-old, can see the lesson only behind the door. That is because they have enough chances to talk about their children with teachers in Salon in spare time, and because children are often effected such as to be nerves with someone's parent in the classroom.

### **2.5.3. CLASSROOM PROBLEMS**

As we told, Japanese children tend to hesitate to be outstanding or to be pointed out that, so most of them are not disruptive. However some will be so, and if a disruptive student causes such a problem, you should solve it as quickly as possible to keep the lesson. Here's a checking list of common causes of classroom problems;

1. Are your expectations in a lesson clear enough for students to understand?
2. Are your lessons' levels appropriate to students? If too easy, it'll be boring. If too difficult, it'll be de motivated.
3. Did you prepare your lessons enough to go on smoothly?
4. Are the themes and topics of your lessons interesting, exciting, relevant and lively for students?

5. Are you fair-minded to all the students?
6. Are your lesson activities rich in variety? Some should be established as a part of a routine style, but most parts of lessons should be different from each lesson.

Of course we should also mention the personalities of individual students. Some can not put up with 'studying' or 'learning' because they simply prefer to do other things like physical exercises and so on. Some of others may have other reasons that are nothing with you or us. If you can't find any of the checking lists responsible for the misbehaviour, please ask a Manor staff to speak to the student. And please speak to the Director of Manor for advice.

To teach children is a very hard work that'll exhaust you and you may be at a loss with them. But all because it is a hard work, you'll get feedback of your persevering efforts from your students and you'll feel achievement and satisfaction with their improvement of English!

#### **2.5.4. LESSON MATERIALS**

As the regular courses are 'experiences-centred type of education', we prepare many real objects that will be used in lessons, like vegetables, clothes and so on. We keep them in our stockroom, or some of them will be borrowed or bought. Anyway, when you'll choose the lesson theme and topic, you can prepare the materials from our stockroom. If we don't have some of them, please ask the Director of the Manor for advice.

Some other materials are CDs, CD players, books and painted books in English, flashcards, white boards, and so on.

We also stock some teachers' books as references that you prepare your lessons with; the titles of them are in references.

A WORKSHEET is usually a copy of lesson contents that is prepared beforehand by teachers for themselves and handed out to students; a sample of a worksheet is printed in the reference at the last of this manual. You don't have to make so much effort to prepare this worksheet for every lesson because we'll provide some resource books. You'll get hints and topics from them, of course from your own teaching materials, and make a combination of them; in order to make your lesson themes clear, interesting and lively. Then, you'll prepare a worksheet, by using a computer or by hand writing.

Plenty of teaching materials will be needed for lessons so that it takes us so much time to prepare them. To solve this, and to offer students more and more chances to talk in English, we sometimes ask students for their help to make some lesson materials in spare time. So the materials are not always good or beautiful, however, they are full of characteristics to be talked about.

## **2.5.5. LESSON CONTENTS**

### **ACTIVITIES**

The activities should be carefully chosen according to the ages, the cognitive levels and the characteristics of students. It's the very important point that those activities are well-balanced in the fields; arts, sports, daily lives, social systems, nature, industry, history, intercultural communications and so on. At the same time, both type of intellectual-calm-down-exercises and physical-exciting-exercises should be chosen in each lesson. We have a syllabus gathering the various parts of exercises, mostly for the 'experiences-centred type of education'. Some kinds of them are below;

Colouring the pictures on a worksheet

Games

Singing English songs

Role-plays

Making handicrafts

Small physical exercises with balls (in this lesson, the garden of the Manor will be a classroom)

Any other activities may take place unless they are appropriate as an English lesson. Please suggest your ideas to the director of Manor when you'll try a new one.

### **READING AND WRITING**

We don't think these skills are imminently needed for the students under 9-year-old because they have a limited time to learn English--usually only one lesson per week! Or we neither want them to stare textbooks or notebooks in order to read and to write; this style of reading and writing activities often cause a big problem that Japanese people tend to speak English with staring down-forth, even though they needn't to do so.

### **HOMEWORK**

Basically we don't recommend giving students homework such as only to colour some pictures or to fill in blanks, to write some words or sentences. The reason is very simple; children are often satisfied only with completing their homework, no matter correct or not it is. It's true that to complete a sheet of homework makes children to feel some satisfaction and achievement and it encourages them to motivate themselves to keep learning English, but this kind of homework also has a counter-effect ion of misunderstanding that only visible efforts--this means completing homework sheets--will be evaluated by teachers. To improve children's English abilities, especially those of speaking and hearing English, you should give them speaking tasks and learning by heart some phrases and sentences talked about in your lessons. In this homework, your worksheet will be a good guide of homework. Students put worksheets on the wall or their desks, sometimes on the refrigerators of their home, and pronounce the words and sentences on them as often as possible. It's the most important point that a homework should not be a page of a notebook nor a piece of paper only with a few pictures; it should be a large sheet of paper surmounted clearly by your lesson contents and also be euplastic to the wall, so that they'll see worksheets easier and more often. To

make a habit to see worksheets and to pronounce the contents will encourage children to memorise and to make assure your lesson contents. It'll lead to a good chance for the students' families to share the lesson contents, as a result of it; it'll be a good way of their getting achievements.

The guide above is normally for the regular courses. As for the special courses we think the ordinary kinds of homework--they are usually given, as some pages of a workbook--are useful and effective, particularly for the courses of improving the score of some English tests. The amount and the level of homework should be appropriate to students.

Teachers should check homework quickly at the beginning of each lesson. Please praise students when they've completed homework. If they don't do it so often, it might not be suitable to them or you had better change the kinds of homework.

### **2.5.6. LESSON REPORTS**

A report is given to each student at the end of every term. It is written by the teacher in charge of the class and one of Manor staffs, and written about the student's achievement and some advice to improve his/her English more effectively. Of course you can write it in English and the Manor staffs will add its translation into Japanese. The report has three parts; one is about the lesson contents, and this part should be a part of information to students' parents about what and how their children have learnt. One of others is about the students' achievement and some advice with teacher's suggestions, and a Manor staff will add its translation into Japanese. The last one is a comment part by a Manor staff. To write reports is a time-consuming labour but it's very important and necessary for the students' parents to be informed well about their children. And we should evaluate individual students from the point of how he/she has improved his/her English, not of how good he/she is compared with other students in his/her class.

You'll get them out much better by writing reports; you'll be aware of their favours, interests, tendencies, hobbies, and so on. To know them well is to know the very points to make your lessons interesting, useful and effective for them. And they will appreciate you much more, all the because your showing that you do know and try to know them more!

## 2.6. TEACHING ADULTS; GENERAL

Students over 18-year-old belong to courses for 'adults'; they are mainly housewives, university students, female office workers, male company owners, businessmen and women, and so on. They've studied English at least three years during their school days, but there's a tendency that most of them give a wide berth to speaking English even though they have certain knowledge of reading and writing English. It is caused by their experiences. At the state school, teachers have taught English in a big class, usually of 45 students. They have taught in one-way-teaching, and students have just listened and answered in one word or one sentence. The lessons were based on English grammar, and the final goal was to make the complete translations into English from Japanese. Neither intercultural communication nor understanding other cultures was often taken up in the lessons. They had hardly chances to speak English as a way of telling their opinions, however, most of them want to speak English fluently rather than writing or reading. People who choose us are mostly interested in our policy 'learning English in the natural and relaxed atmosphere'. So we have to avoid taking anyhow businesslike ways, of course as for teaching English itself. This is for the regular courses. Special courses, particularly those for improving the test score, are should be focus on grammar, reading and writing rather than oral skills. But as for these courses, students are much more motivated with clearer and imminent aims so that you can reduce the considerations to keep their motivations.

Generally, Japanese adults tend to be exclusive; the more local it is, the more exclusive they tend to be. But fortunately and naturally, people who want to study English tend to be much more inclusive than others, because they accept the differences between foreign people and themselves. In this mean, you'll feel much easier and much more relaxed to teach and to communicate with them.

### 2.6.1. LESSON CONTENTS

Lessons for regular courses are mostly prepared in the same way as those of children. But there're some points to consider;

1. Lesson topics related to religions, sexes, politics, marriages should be carefully taken up.
2. Lesson topics should be rich in variety. They never are limited in some particular areas.
3. Many adult students are too busy to prepare for the lessons or to do their homework. So lessons should be simple or well prepared enough for students to get along without lots of background knowledge. Home works should be also as less as possible.

4. Lesson topics sometimes should be chosen by students themselves to keep their interests and motivations.

As for the special courses, you'll choose the contents that are suitable to the course purposes.

### 2.6.2. LESSON MATERIALS

Lesson materials are mostly chosen in the same way as those of children. Mainly they are prepared from our stockroom but you can use other materials brought by students. In this case, please tell them not to bring valuable goods and to be careful to handle anything from outside of Manor.

In special courses intending to improve the test score, you can set textbooks as lesson materials. If you can't find any appropriate ones, please speak to the Director of the Manor.

### **2.6.3. LESSON REPORTS**

The teacher in charge and a Manor staff writes lesson reports at the end of each term. The details are the same as those of children's courses.

## **2.7. SALON COMMUNICATION**

We, THE QUEEN'S, are very unique in the point of offering 'salon communication'; we think that to learn in the classroom about 1hr. per week is not enough for students to improve their English abilities remarkably. Why? We mentioned to some problems in the environment in Japan. (See chapter2. OUR POLICIES) We try to give as many chances as possible to our students to speak English, and our Manor has the very space 'Salon' to communicate in English. In our salon, you, foreign teachers and Manor staffs should try to have chat with students and their parents actively. The topics aren't necessarily academic. Suppose you are one of their friends; please make assure that you never do unfair promotion when you talk with students in Salon. In this mean, we hope our teachers should be outgoing and resourceful. To talk with students in Salon is naturally part of your job and it is very essential for our Manor policies.

## 2.8. MANOR EVENTS

We sometimes have special events on Sundays; there're two types of them. One is 'Manor Events' held by Manor officially, and the other is 'Non-Manor Events' held by general people outside and supported by Manor.

'Manor Events' are basically related to English education or intercultural communication, such as afternoon tea, garden parties, museum tours, international food parties, going on a picnic and so on. However, our final goal is to be a resource of people distinguished for their own skills and personalities. We want to encourage and to support them by offering our Salon as a place of their performance, as like concert of armature musicians, a place for one-person show, this kind of event is 'Non-Manor Event'. In these cases, we have some conditions to offer our Salon to people applying for its use or not; events should be related to 'arts' or 'study', or they should be suitable to our policies. They never are places of proselytization of any religions or those of political campaigns.

Some of 'Manor Events' need teachers' participation and this is a part of teachers' job. If you participate in Manor events on holidays, you'll get alternative holidays.

## 2.9. REFERENCES

We have informed as general remark about English education in our Manor and you'll get some details related to your job actually. An explanation for each sample is noted beforehand;

### 2.9.1. LESSON REPORT SAMPLE

You can see a sample in the file, 'Lesson Report Sample'

### 2.9.2. BOOK STOCK

Our Manor has English textbooks, workbooks, magazines, picture books, some kinds of encyclopaedia, travel guidebooks, historical nonfictions, art books, and some other books; they are rich in variety such as related in language teaching and learning, science, history, literature, travel, art, economics, and so on. Here's a part of book list we stock now;

BOOK LIST all written in English

(SCHOLASTIC)

100 LANGUAGE GAMES FOR AGES 0 to 3 / 3 to 5

EARLY YEARS ACTIVITY CHEST

Multicultural activities / Supply teaching / Regular routines

100 Literacy Hours RECEPTION / YEAR1

100 MATH LESSONS Year1

100 SCIENCE LESSONS Year1

SCHOLASTIC TEACHER BOOKSHOP HIGH-FREQUENCY WORDS

(Andrew Boride Publications)

Reading for Literacy for Reception

Handwriting Today Book1

(Nelson thrones)

Numeric resources for teachers Year R

(DK)

BABY'S WORLD

(NFER-NELSON)

GO PRACTICE! English Workout for 6-7year-olds

(Lets Educational)

PHONICS Ages4-7 stage1 / stage3

(Priddy Bicknell)

My first words

(thorsons)

Mind Maps for kids

(HOPSCITCH)

Using Money level W-3 using classroom resource

(Egmont Books)

Sounds

(Bookmark Ltd.)

Baby's First Word Book

My Little Treasury of BEDTIME STORIES

(Grand reams Books Ltd.)

My First Word Book at Nursery School

(PARAGON)

In the Farm Baby's First Words

Number FARM

Alphabet ZOO

(STANLEY THORNES)

The A-Z of PSE

(Hodder & Sloughton)

INVETTIGATING GEOGRAPHY C

(George Philip Ltd.)

FACTS ON FILE Stars & Planets

(CAMBRIDGE UNIV. PRESS)

Core Science 1

English Vocabulary in Use elementary

Language in Use UPPER-INTERMEDIATE classroom book

Initiative A COURSE for Advances Learners Student Book

(LANGUAGE TEACHING PUBLICATIONS)

Build Your Vocabulary 1 Lower-Intermediate /

2 Intermediate / 3 Upper-Intermediate

(Midsummer Books Ltd.)

BOOK OF BRITAIN'S COUNTRYSIDE

(MACMILLAN)

Inside Out

Teacher's Book / Student's Book / Resource Pack / Work Book

Pre-Intermediate / Intermediate / Upper-Intermediate / advanced

(Longman)

CUTTING EDGE

Teacher's Book / Student's Book / Work Book

ELEMENTARY / STARTER / Pre-Intermediate / Intermediate /

Upper-Intermediate / Advanced

First certificate GOLD course book

(GEORGIAN PRESS)

ADVANCED VOCABULARY IN CONTEXT

(OXFORD)

Listen First Focused Listening Tasks FOR BEGINNERS

Landmark Upper-Intermediate Student's Book

New Headway Intermediate Student's Book A / Workbook

THE OXFORD PICTURE DICTIONARY

Aspects of Britain and the USA

SPOTLIGHT ON BRITAIN

OXFORD Advanced Learner's DICTIONARY

OXFORD collocations

Other books

Picture books for children ...more than 70books

Books of English Education .....around 20

Books of History and Culture .....around 20

Books of business .....more than 20

Books of Travel .....more than 20

Books of Cooking .....around 10

Magazines of Home and Gardens ...more than 20

Magazines of Sports and so on .....around 10

Magazines of Economics .....Monthly

## 2.10. WELCOME TO OUR MANOR!

Japan is now in a considerable change. English education in Japan, however, stands still. In fact so many English schools have been established for these years but more than half of Japanese people still give a wide berth to English, especially to 'speaking' English. We try a difficult task to establish a new way of teaching and learning English. It needs the repetitive cut and try, at the same time; it is the very worthwhile job for you and us. If you want to write a thesis on English education in Japan, we'll afford some facilities for you. Please take counsel from the Director of the Manor.

Anyway, we're in anticipate of your coming and joining us!

Welcome to Japan!

Welcome to THE QUEEN'S, Manor!

**Please let us know as soon as you change your contact details - address, phone number, e-mail address - as we might need to contact you urgently during this process. Not being able to contact you may cause a delay in the visa.**

### Immigraion process

When you arrive, our staff will take you to the immigration office in Kobe and help you arrange all your visa documentation. You will not have to worry about this, as we are here to fully assist you.

## 2.11. JAPAN VISA APPLICATION – What you need to do first

Once your application for a position with The Queens Manor proceeds, The Queens will sponsor you for a work visa. In order to process a visa you must return (with your signed contract) the following documents. These will be forwarded to our Head Office in Japan who will translate your application and present it to Japanese immigration with the sponsorship of the Manor. Please send us the following by RECORDED or SPECIAL DELIVERY:

1. **LETTER OF UNDERSTANDING**

Please sign both copies, keep one copy for you and send us the other.

2. **DEGREE CERTIFICATE**

In order to qualify for a Japanese work visa you must prove you have a degree. You must send your original degree certificate. (It will be returned to you in Japan once the work visa has been issued).

3. **PASSPORT DETAILS**

On the enclosed sheet of paper headed "Passport Details" please list the:

- i. Country of issue
- ii. Issuing authority
- iv. Passport number
- v. Date of expiry

4. **PREVIOUS VISITS TO JAPAN**

Please list your arrival dates and visa status. The visa status is shown by a list of numbers beginning 4-1- . . . . If you arrived before 01/06/1990, or by a statement (e. g. Tourist, Language Instructor) after this date. If you have not been to Japan previously, there is no need to do this.

5. **PHOTOCOPY OF PASSPORT**

Personal details page and copies of pages with stamps and visas from previous visits to Japan.

6. **JAPANESE LANGUAGE JOB DESCRIPTION (Appendix v2)**

This is the red-stamped piece of paper in Japanese in the contract pack. Please complete with your personal details where indicated in pen. This document is for visa purposes only, and the salary and working hours show that the contract meets minimum visa requirements and may not exactly match your Letter of Understanding.

7. **FOUR PASSPORT PHOTOGRAPHS**

Please note that computer generated images (i.e. digital machines) and the Japanese visa office does not accept coloured copies. There are fewer and fewer photo booths that produce the accepted 'traditional' type of passport photo -most seem to produce the modern digital type. If you cannot find one of these booths, we suggest going to a photographer's studio to have passport pictures done. Please PRINT your full name on the back of each photo.

8. **VISA DOCUMENT CHECKLIST**

Please tick the items as you collate them.

The most important aspect of the visa application process is that the papers are returned to our office in London in good time and that they are complete.

Please send the documents listed above by **RECORDED DELIVERY** or **SPECIAL DELIVERY** (please clearly mark 'Japan Visa Application' on the envelope).

**Your papers must be received in our office in London by the date stated in the job offer covering letter. Any delays in returning all the papers required for a visa application may result in the offer of employment being postponed or withdrawn. Please let us know if there are any problems or delays.**

## 2.12. Upgrading your Certificate of Eligibility to a Working Visa

We will contact you once the Certificate of Eligibility has arrived. You need to collect it in person from us and you must then present it, with your passport, at a Japanese Embassy or consulate. Your Certificate of Eligibility must be presented in person (see page 5 for contact details).

If you wish to go to the consulate in Dublin or Edinburgh, please let us know so we can send you the Certificate of Eligibility by Recorded Delivery.

### **When you go to the Japanese Embassy take with you:-**

**Passport**

**Photocopy of the C of E**

**One passport photo**

**£6.50 in cash (subject to change)**

**Completed 'Visa Application Form to Enter Japan'**

**You'll need the following info for this:**

Address of THE QUEEN'S Office, Japan

(2-47-2 Ebisucho, Ootsuku, Himeji, Hyogo, 671-1136)

Accommodation address (write 'not yet confirmed' if not known)

Name of a referee in Japan (Osamu Fukuda – CEO, THE QUEEN'S LTD)

All the papers will be taken from you and your work visa will be stamped into your passport once the forms have been processed. You will be given a receipt stating how many working days it will take to be ready. You can then collect your passport in person. In London this process can take up to a week.

You can also have the passport returned to you from the embassy by post. You will need to provide a pre-paid B5-sized Special Delivery envelope, available from Post Offices. Please allow up to 10 days for delivery.

Someone may also collect your passport and visa from the embassy on the applicant's behalf. You will need to provide a letter of authorisation to the person collecting your passport; this person will also need to present the original receipt and some form of identification (e.g. passport).

You must arrive in Japan within 90 days of the issue of the Certificate of Eligibility. Your working visa will be activated on arrival in Japan.

Please note that it is advisable not to leave this to the last minute, as there can be delays at the embassy. It may be convenient for you take it to the embassy a week or so before orientation so that you can pick it up on the morning of orientation. The time taken to receive the Certificate of Eligibility from the migration office in Japan can vary considerably. In some cases, this will unfortunately cause a delay in departure.

Please note that it is advisable not to leave this to the last minute, as there can be delays at the embassy. It may be convenient for you take it to the embassy a week or so before orientation so that you can pick it up on the morning of orientation. The time taken to receive the Certificate of Eligibility from the migration office in Japan can vary considerably. In some cases, this will unfortunately cause a delay in departure.

## 2.13. Contact details of the Japanese Embassies / Consulates

London	EDINBURGH	DUBLIN
Embassy of Japan.Consulate-General (Visa section) 101-104 Piccadilly London W1V 9FN Tel: 020 7465 6565 Fax: 020 7491 9328 Open 9.30-13.30 & 14.0-16.30 <a href="http://www.uk.emb-japan.go.jp">www.uk.emb-japan.go.jp</a>	Consulate General of Japan inEdinburgh,2 Melville Crescent, Edinburgh Tel: 0131 225 4777 Fax: 0131 225 4828 Open: 9.30-12.30 & 14.30-16.30 <a href="http://www.edinburgh.uk.emb-japan.go.jp">www.edinburgh.uk.emb-japan.go.jp</a>	Embassy of Japan Nutley Building, Merrion Centre, Nutley Lane, Dublin 4 Tel: (01) 202 8300 Fax: (01) 283 8726 <a href="http://www.ie.emb-japan.go.jp">www.ie.emb-japan.go.jp</a>

Please call the Embassy or Consulate in advance or go to their website to check that the office is open on a particular day, as they are sometimes closed for Japanese national holidays.

If you are going to Edinburgh or Dublin, please call in advance, as you may be able to book an appointment that would allow you to complete the process quickly.

The Consulate General of Japan at Edinburgh accepts visa applicants who are resident in Scotland, Northumberland, Durham, Cumbria, Tyne & Wear and Cleveland.

Appendix V2 Example Japanese Contract

(Please note that this is for visa purposes only)

(1)雇用契約書

労働者	ふりがな		生 年 月 日	(Date of Birth) yyyy 年 mm 月 dd 日生まれ
	氏名	First name Last name		
	現住所	Permanent address		
雇用期間	労働ビザ取得日より1年間			
就業の場所	有限会社 THE QUEEN'S の経営する英会話教室			
仕事の内容	英会話教師			
就業の時間	午前 10 時 00 分 ~ 午後 7 時 00 分 まで 午後 12 時 00 分 ~ 午後 9 時 00 分 まで			
休憩時間	1時間			
休日	週2回 および 有給休暇(25日/年)			
賃金	25万円を基本とする。			
手当				
賃金の支払い	毎月11日銀行振込 または、手渡			
昇給	別途協議の上決定			
その他				
	(Date of Signature) yyyy 年 mm 月 dd 日			
	雇用者 有限会社 THE QUEEN'S 代表取締役 福田 治			
	労働者 Signature			

Appendix V3

Japanese Contract Translation

雇用契約書

Employment Contract

雇用期間 Period of Employment	労働ビザ取得日より1年間 1 year working visa
就業の場所 Company Address	有限会社 THE QUEEN'S の経営する英会話教室 THE QUEEN'S Ltd., Manor
仕事の内容 Applicant's Job Title	英会話教師 English Language Teacher
就業の時間 Hours of Business	午前 10 時 00 分 ~ 午後 7 時 00 分 まで 午後 12 時 00 分 ~ 午後 9 時 00 分 まで Usually from 1000 to 1900hrs or 1200 to 2100hrs
休憩時間 Break Times	1時間 1 hour
休日 Holidays	週2回 および有給休暇(25日/年) Two days per week plus 25 paid holidays per year
賃金 Salary	25万円を基本とする。 Basic Salary of 250,000Yen
手当 Benefits	
賃金の支払い Pay Day	毎月11日銀行振込 または、手渡 11 <sup>th</sup> of each month by Bank Transfer or Cash
昇給 Salary Increments	別途協議の上決定 Dependent on Qualifications and experience
その他 Other	

### 3. Pre- Japan Tasks

The following tasks are intended to increase your knowledge and provide a background to teaching Young Learners in The Queens English Manor. It is essential that you complete these tasks, on a separate sheet of paper, and hand them to your DOS before you begin your training in Japan. Please note that these tasks will be assessed and constitute part of your TEYL (Teaching English to Young Learners) certificate.

#### **Assignment 1**

Rearrange the attached jumbled lesson plan into what you think is the 'correct' order.

#### **Assignment 2**

Answer the following questions.

1. In what ways can songs be used effectively in the classroom?
2. What three errors do you think a Director of Studies will expect a new teacher to make? How could they be avoided?
3. What do you need to remember when setting up activities in a young learners' classroom?

#### **Assignment 3**

Look at the enclosed sheet titled Teaching very Young Children, and answer the following questions:

1. What should you do if one child isn't paying attention?
2. What should you do if it appears that the children aren't interested in an activity?
3. How much new vocabulary should be introduced at one time?
4. How long should an activity last?
5. What should you not give to very young children?

### 3.1. Take Off Three

#### Unit Seven - Jumbled Lesson Plan

The aim of the lesson is:

To review adverbs of frequency

To introduce new language - dates and past tense of verb 'to be'

1. Students stand in corners of the room or between corners. Run to the first student and ask, "What do you usually eat for breakfast? The student answers and then runs to the student next to him/her who answers in turn. The question then continues round the room in a timed chain drill. Meanwhile introduce more questions e.g. "what do you usually do on Sundays?" "Do you usually play soccer on Thursdays?" (These questions were introduced to the students and practised last week but may need quickly re-modelling)
2. Ask "What's today's date?" and try to elicit the date from the students. Students stand in a circle and say the months of the year while throwing the beach ball to each other. Students could say the Y months in order two or three times, jetting faster and faster each time.
3. Hold up flashcards with years written on them (e.g. 1492, 1902, 1998) and students listen to the teacher model and repeat. Flashcards are then placed on the table and the students put their hands on their heads. The teacher calls out a year and the students race to 'slap' the appropriate card. The first student to slap the card and say the year gets to keep it.
4. Students open textbooks to Unit Seven. Elicit as much language as possible from the page (thus focusing the students' attention) before demonstrating the listening task by doing the first question. Students complete the task by listening to the tape (again extra repetition practice will be useful).
5. The teacher writes the months of the year randomly on the board and numbers up to 31. Students in two teams. One student from each team has a board pen. The teacher shouts a date (e.g. 2nd of February) and students race to circle the month and the day (number) repeating the phrase to win the point. (Students should have come across ordinal numbers before). After a few goes students take it in turns to act as 'teacher' and shout out dates for the other students to circle.
6. Students come into the room, ask each one as they enter "How are you?" They reply "I'm fine, thank you" come into the room and sit down.
7. Ask student 1 to leave the room and ask, "Where is student 1?" Student 1 comes into the room again and the teacher models "Student 1 was in the hall". The students repeat after the teacher. The teacher then gives further examples with object and other students. Do the same using two students/objects to introduce "They were in the hall/basket" Introduce and drill the question form: "was student 1 in the hall?" "Yes, he was/No he wasn't" etc.
8. Place a number of objects around the room. Students have a short time to memorize the position of the objects. Students close their eyes and the teacher removes the objects. Students have to remember where all the objects were (e.g. the pen was on the chair. The notebooks were on the table) in response to the teacher's prompts "where was the pen?" "Where were the books?" Play the game again with half the students acting as 'teacher' and placing the objects, and half trying to remember the position of the objects.

9. Introduce Exercise One of the Student's workbook. Students do one example in class and finish for homework.
10. Place a card saying 'YES' at one end of the room and a card saying 'NO' at the other. Students run in a circle around the table until the teacher shouts 'Stop!' The teacher then does an action for a short time and after stopping asks a question, e.g. "was I jumping?" Students run to the appropriate card and shout the answer "Yes, you were" or "No, you weren't" The first student to touch the card and shout the answer wins a point. Continue the game with different students acting as the 'teacher'.
11. Students get their bags and stand in a line at the door. If they answer a question correctly, they are allowed to leave the room, saying "bye, See you next week"
12. Students read the model sentences in the book. Alternatively, students match cut-up sentences and answers - match the question with the correct answer.
13. Students begin Exercise Three (writing) in class. The teacher asks the questions and elicits the answers. Students finish writing the answers at home.
14. Check homework.
15. Draw a noughts and crosses grid on the board, inserting adverbs of frequency in the squares. Students split into two teams and choose team names. Teams take it in turns to throw the sticky ball at the board in order to choose a square on the grid. Whichever words they land on they have to make a sentence following on from the prompting question (e.g. "what do you usually do on Sundays?" "I usually study English on Sundays") in order to win the square. Play the game using the usual rules for noughts and crosses.

## 4. Teaching Very Young Children

Children of this age group (two and a half to four years old) have a very limited attention span from a few seconds to a minute or two. Therefore, it is important to keep the lesson dynamic and to vary activities. A lesson pattern should be established as soon as possible so children get used to a series of activities.

At first you may get the attention of only part of the group: this is quite usual. Don't worry if the child wanders off and doesn't want to join in a particular activity. S/he will come back to the group when ready. It is far better to work with the majority than to try to get one student involved.

Be prepared for tears, especially during a child's first few lessons. These lessons are quite possibly the child's first formal social or educational experience', they may not have been separated from their parents for any length of time before, and you may very well be the first foreigner they have come into contact with - all scary stuff For this reason it is a good idea to get parents involved in the first couple of lessons by having them sit in the room to reassure their child. After a short time you may ask them to leave the actual classroom. But to wait outside, maybe keeping the door open. Most children will accept this and be involved enough in the lesson to not notice the missing parent.

It is very important to vary both type and pace of activities. Young children can easily get over-excited as well as quickly bored, so a fast; physical game should be followed by a more stationary, calm activity where the students are sitting down. Try to organize the classroom so you can utilize the whole space. The teachers should be willing to dance and sing with children and entertain them.

Unless there is furniture that is especially designed for small children, it is better to put tables and chairs aside and sit on the floor (although sitting students at the table is useful for controlling more lively classes). You may also want to use different areas of the classroom for different abilities. For example, use one corner for songs, another for colouring and another for flashcard work. In this way the lesson is constantly on the move and you have more control over the students as they are confined to a limited space.

If you feel the students are losing interest in a particular activity and are therefore getting out of control, change the activity and return to it later. A fast and furious ten seconds of 'Touch' will re-group the students and focus them again for a more sedentary exercise.

Some teachers like to have a great deal of control over their students and insist on raised hands etc This may not work with very young children, and if you feel uncomfortable using that type of technique, don't. Getting students to do something physical, even something as simple as 'stand up . . . sit down' will stop them wandering, both physically and mentally.

Although this age group absorbs things very quickly, remember that their exposure to English is very limited compared to all the other stimuli they get outside and at home. Do not be surprised, therefore. If they appear to forget many of the things you taught in the previous lesson. Constant revision is vital.

It is also important not to overload the students with too much at once. If you are introducing a new vocabulary set, only start with two or three items, go onto another activity, and come back later to revise the previous words and introduce a couple more.

While very young children are competitive as individuals, they have not yet reached the stage of responding to group success, so team or point scoring games will not motivate them as much as older students. However, children of this age enjoy getting rewards like blocks or toy food. Be careful not to give things that are small, as invariably some children will put them in their mouths.

Insisting on accurate pronunciation is of prime importance. Many parents send their children to English classes with realistic expectations: they don't believe their children will be able to use a lot of English with such limited exposure to the language. Having said that, however, parents do expect native English teachers to instil correct pronunciation, stress and intonation. This is especially true of any items that are loan words in the students' first language. Make sure, then, to correct errors by modelling the pronunciation again and having the students repeat it.



有限会社 THE QUEEN'S

〒671-1136 兵庫県姫路市大津区恵美酒町2-47-2

tel: 079 (230) 4171 fax: 079 (230) 4182

Email: [info@thequeens.jp](mailto:info@thequeens.jp)

<http://thequeens.jp>

THE QUEEN'S Ltd.

2-47-2 Ebisucho, Ohtsuku, Himeji, 671-1136, JAPAN

tel: +81 (0)79 230 4171 fax: +81 (0)79 230 4182

Email: [info@thequeens.jp](mailto:info@thequeens.jp)

<http://thequeens.jp>

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