Discover the World's Languages!

1. Unit Objectives

A. Through sharing information about languages that they know of or can speak, students come to realize that foreign languages are all around them and become familiar with the diversity of languages.

B. Students think about what language is and deepen their understanding of language experientially through contact with a variety of foreign language material (songs, etc.). While becoming attuned to the similarities and differences (especially phonetic) between the Japanese language and foreign languages, students will develop the knowledge and skills necessary for learning foreign languages.

C. By deepening their understanding of the similarities and differences between a range of languages, students develop a proactive attitude to learning and using foreign languages.

2. Sub-Unit Titles

 1. Discover the World’s Languages!

 2. The World in Song

3．Impressions of Students

Japanese children have likely heard that at school, what is learnt during Japanese class is the *Japanese language* is and what is learnt during foreign language class isthe *English language*. However, most do not know from personal experience that there exist many other languages besides Japanese and English, and that there are many speakers of languages that they do not know. With the younger student years, the word *English* is sometimes used with the meaning of *foreign language*. For the students, this means that only two languages exist in their minds: that which they speak and English.

At the same time, the younger student years are particularly sensitive to the phonetic aspects of language and get enjoyment from reproducing the sounds they hear.

4．Impressions of Teaching Materials

This teaching material is designed to develop student awareness of the diversity among languages, which include Japanese (the national language) and English (a foreign language), and of the status of these languages.

In particular, by taking a phonetic approach, students will learn that there are many languages in the world outside of those they study at school. They will also learn that speakers of these languages are all equal in status. Students can thereby move beyond the stereotypes considering people special simply because of their ability to speak particular languages. Furthermore, students should be encouraged to acknowledge any other languages that are known by other students.

This teaching material not only provides knowledge of what language is, but also encourages active learning by giving students the opportunity to discover for themselves how languages function.

By exposing children to a variety of languages, they can ponder the workings of language and notice the similarities and differences between their native language and foreign languages, thereby developing the skills necessary for learning a specific language (English) in the future as well as forming a schema of language knowledge.

5．Impressions of Instruction (Overall)

Depending on the student, an unfamiliar language can be a focus of newfound interest or a source of anxiety regarding something they do not understand. This is where the teacher's attitude becomes important.

Teachers and ALTs know and speak many more languages than the students, but it is by no means possible that they know all the languages in the materials perfectly.

Teachers and ALTs should not play the role of "a figure who knows all the languages in the materials perfectly", but rather "a figure who observes and discovers the languages in the materials together with the students". Such an attitude will allow students to easily delve into explorative activities.

**Sub-Unit 1: Discover the World's Languages**

1. Objectives of Sub-Unit 1 (Evaluation Criteria)

Know the difference between languages and vocabulary / Know that there are multiple and diverse languages

1. (Interest, Motivation, Attitude) Students think about what language is and about languages they know or can speak.

2. (Thinking, Judgment, Expression) Students think about and discuss how each language is similar or different. Students are able to express themselves regarding the language(s) they know.

3. (Knowledge, Understanding) Students understand what language and words are.

2.　Impressions of Teaching Materials

This teaching material is designed to develop student awareness of the diversity among languages, which include Japanese (the national language) and English (a foreign language), and of the status of these languages.

Even if the only language they speak is Japanese, students will realize that they already know words in various languages at a *vocabulary* level.

Students will learn about the affection to the language they speak or know well, and therefore about the affection that others feel towards other languages they might speak or know.

２.　 Impressions of Instruction

Students first discuss in groups then share and discuss with the class.

The lesson proceeds based around the knowledge of the students (garnered from student answers in the handouts), in so triggering their interest/curiosity.

The purpose of this lesson is to "learn about language", and active participation of students is encouraged by emphasizing that there are no right or wrong answers.

3.　Sub-Unit 1 Lesson Plan

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| Learning content and activities(time allocation) | Teaching points | To prepare |
| 1. Greetings (10 mins)Teachers greet students and gives self-introduction. | - ALT: Greets students in the language spoken in their country\*1: (English or another language).- HRT: Greets students in a foreign language(s) he/she knows.- The two teachers give another brief introduction, this time in Japanese, explaining what they have just said and in what languages.- Write down the objective of this lesson, *Learning about language*, on the board, and have students recite the objective. |  |
| 2. Students fill in the *Languages of the World* worksheet (30 mins) | - T1: While monitoring progress in completing the worksheet, nominate students and orally confirm answers.- T2: Write students' answers on the board as they verbalize them.Note 1: It is not necessary for students to answer all the questions; the point here is to focus on and acknowledge the diversity and status of languages, the equal status of all language speakers, and the languages that the children know.Note 2: Ensure all participants are verbally contributing in a balanced manner so the lesson proceeds as a dialogue between T1 , T2, and the students,. | *Languages of the World* worksheet (see Appendix 1) |
| 3. Lesson reflection (5 mins) | - Have students fill out the *Reflection Sheet*.- Have students share verbally.Note: Try to encourage students who have not said much to actively share their thoughts. | *Reflection Sheet* (see Appendix 1) |

**Sub-Unit 2: The World in Song**

1. Objectives of Sub-unit 2 (Evaluation Criteria)

Discover and embrace the diversity of sounds in language / Listen carefully to unfamiliar language sounds

1. (Interest, Motivation, Attitude) Students think about songs they know (especially songs with animals in them).

2. (Thinking, Judgment, Expression) Students are able to listen to a song, think about and discuss the kinds of animals that feature in the song, and express what they thought and felt. Students can mimic songs in foreign languages.

3. (Knowledge, Understanding) Students understand that despite differences in the content of languages, there are similarities in the way they are used.

２.　Impressions of Teaching Materials

This teaching material is designed to help children discover the diversity of sounds across languages. By listening to children's songs, students will first become familiar with the fact that there are many different sounds in language.

Then, by attempts to mimic these sounds, students will develop the skill of listening carefully to unfamiliar language sounds.

*A ram sam sam* (Moroccan folk song: "Let's gallop along on our horses") combines singing and dancing, and these are done as a class.

The purpose of the material is not so much to learn the sounds of other languages, but to have students become aware that different languages have different sounds, and that these different languages have similarities, such as having similar songs.

Children's songs about animals can be found in many different languages, and hence are selected as teaching materials.

3.　Impressions of Instruction

- Reduce resistance to foreign languages / Make foreign languages more familiar to students by facilitating them in discovering language similarities on their own.

**4. Sub-Unit 2 Lesson Plan**

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| Learning content and activities(time allocation) | Teaching points | Material |
| 1. Greetings (5 mins) |  |  |
| 2. Review previous lesson. Present objectives for this lesson. (5 mins)3. Songs in foreign languages: Warm-up (10 mins) | - T1/T2 carry out an interactive review of content covered in previous lesson.- Write on the board the objective of this lesson, *Listen to the sounds of different languages*, and have students recite this objective.- Teach the Moroccan folk song *Aram sam sam* in small sections so that the whole class will become able to sing it together.- Sing the song while imitating small children, fathers, elderly people, etc. |  |
| 4. Learn meaning of new song (20 mins) | - Ask students to name songs they know (either in Japanese or in a foreign language).Ask students who do not mind singing (even a small part) of their song to do so.Ask: "Do you know any songs with animals in them?" "Were any of the songs you just named to do with animals?"- Have students listen to a foreign song and then have them discuss its characteristics.- T1/T2 should explain the meaning of important words to some degree so as to help students understand the content of the song＊２.Note: To children who are shy about singing in front of others or anxious about imitating a foreign song that they don't know, say that they can participate by simply clapping their hands and listening. | Song materials, Chinese Song Worksheet (see Appendix 2) |
| 4. Lesson reflection (5 mins) | - Have students fill out the *Reflection Sheet*.- Ask students to verbally share their thoughts.Note: Try to encourage students who have not said much to actively share their thoughts. | *Reflection Sheet* (see Appendix 1) |
| \*2 The meaning of words in some phrases should be taught here so that students can apprehend the overall meaning. However, be careful to avoid complete word-for-word translation (mapping all characters to Japanese). There exists a misconception that learning a foreign language means translating words verbatim, but conveying such an idea should be avoided. |