

外国語活動

外国語

Foreign Languages

Foreign Language instruction aims to foster the ability to communicate by expressing, exchanging, and understanding simple information and thoughts.

For this purpose, it is important to cultivate the ability of students to organize and express information, and utilize language in actual communication by setting concrete tasks related to the educational materials, then repeatedly working at them in structured time frames such as teaching units through problem solving-based language activities that have goals, situations, and scenarios.

【Introduction of teaching terms used in Foreign Language instruction】

Target Language Vocabulary	Words, expressions, and grammar the student learns within the unit. This also includes sounds, letters, symbols, compound words, idiomatic expressions, and syntax. In foreign language education, within the target language vocabulary, students select and use what they need upon achieving the goal. Sometimes abbreviated to Target Language or Target Vocabulary.
Language Activities	Activities where students communicate simple information and thoughts to each other. This is differentiated from activities where target language vocabulary is drilled for understanding through chanting, pattern practice, etc.
Skill Integration	Language activities that incorporate more than one of the five skills/areas of language: reading, writing, listening, and speaking. Speaking is further divided into speaking for presentation, and speaking for communication.
Education Materials and Textbooks	Education/Study Materials: refers to books, booklets, etc. used when conducting foreign language activities. Textbooks: refers to books, booklets, etc. used in officially designated foreign language classes.
Relevant Language Activities	Activities where the necessity to communicate is felt by the students. For the sake of relevant language activities, it is important to come up with plans that establish real world situations and clear goals in activities.

1) Making A Teaching Unit

Foreign language instruction tends to follow the model of pattern A as outlined in Chapter One Part Two. First, by establishing the theme of the unit, students gain a problem solving-oriented perspective on what they will study. This mechanism is called “com” Next, they do language activities and exercises which lead to acquisition of the new target language vocabulary, and engage with the educational materials and textbooks as they relate to this text. This process is known as “investigation”. Lastly, students are led to communicate thoughts and feelings to each other through activities, and realize what they became able to do and say through the teaching unit in a final process of “integration”.

Class improvement points for more thoroughly proactive and interactive learning

○ The goal of the teaching unit is clearly established so that the activities’ objectives, situations, and scenarios feel relevant to the students.

○ The “goal of the teaching unit” ties in to the theme of the educational materials and textbooks.

○ At elementary school, in order for children to get the concepts of “goals, scenarios, and situations”, and to forge within them a desire to try it for themselves, a model for the resolution to the “theme of the unit” (such as an example speech) is demonstrated by the teacher.

○ “first try” activities are done just with what students have previously learned

○ For **A**, while class activities center the new Target Language, the point is not just to get used to the new vocab, but to be sure to establish Language Activities in class

○ In elementary school, the activities in the educational materials correspond to **A B C** so it is important to keep in mind which part of **A B C** a given activity the children do relates to, and structure the lesson plan accordingly.

○ Though elementary school does teach based on an **A B C** model, there will be times when a lesson hour incorporates **A + B**, or **B + C**.

○ For junior high, adjust the lesson order accordingly in order to effectively achieve **C**.

○ To achieve the goal of the lesson unit, while gaining the necessary skills and knowledge, have students systemically engage in **A B C** so they become able to organize their thoughts and acquire the information which forms the base of achieving a goal.

○ Have students reflect upon what they learned linguistically, what they realized about the content, and/or their thoughts and feelings to develop self-awareness of what they learned throughout the teaching unit.

Activities for a basic course of study

1 Understand the goal of the unit

◇ Get familiar with the theme of the study materials.

Show a model of the goal

- Students encounter the ‘unit theme’ (the teacher shows them).
- Confirm the ‘purpose/circumstances/situation’ of the activity

Discovering the theme

- ◇ Students grasp the ‘circumstance/situation’ the teacher presents to them
- ◇ Students discover the theme of the unit
 - Students are tasked with the ‘goal’ which is understanding the ‘theme of the teaching unit’

Theme of the unit

[Communicating thoughts and feelings in activities with relevance]

◇ Engage with the theme of the unit through a “first try” activity

- ※ In Foreign Language Activities, this will sometimes not be done because students have not yet studied enough English to be able to do so.
- ※ In junior high school, work for consistency with the ‘CAN-DO List’.

2 Build towards achieving the goal of the unit with each class period

Class Period

【Understand the day’s goal】

A With the intention of achieving the unit goal, start to get familiar with the new Target Language Vocabulary

B Do **language activities** that utilize the new Target Language.

C Do **language activities** such as comprehensive tasks from study materials and comprehension of texts in relation to this.

【Reflection】 ※ Linguistic or content-related

Class Period

Class Period

Class Period

3 Achieve the goal of the unit

◇ Do an activity that applies the knowledge and skills gained through the process of “building” and the organization of thoughts or information to communicate as presented in the “unit goal”.

Reflection on the whole unit

◇ Reflect on the course of the unit as a whole

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Elementary School 4th Grade

「Unit 7 What do you want ?」 (5 Lesson Unit Plan)

【Goal】

Collect ingredients to make original menus and introduce them to each other.

1 Understand the Unit Goal **Show model of unit goal**

- ◇ Introduce the new words and images to the kids.
- ◇ Understand that they will come up with an original pizza, gather the ingredients, assemble and show them to each other, then decide which one everyone likes most with a contest. (Grasp the goal, situation, and circumstances)

【Unit Goal】

To see which pizza everyone want to eat most, there will be a contest where students will gather the ingredients they want and introduce the pizza they came up with.

- ◇ Students will think of an original pizza, and understand what kind of phrases they will learn in order to introduce them to each other.

2 Build towards achieving the goal of the unit with each class period

① Let's understand, hear and say the names of ingredients

- A Students will have been able to match the sound and rhythm of the names of ingredients, then understand and say them

- A ② Let's get the ingredients we want at the store. Students will understand how to ask and answer the question "what do you want?" by answering "I want ○○."
- B

③ Let's gather the ingredients, make original parfaits and introduce them to each other. (※Before achieving the goal of the unit, do an activity with a similar goal)

- C Students were able to use what they studied, communicate with each other to collect ingredients, then present their parfaits.

3 Achieve the goal of the unit

- ◇ Introduce their original pizzas to each other.
- ◇ Vote in class on which pizza they want to eat most.
- ◇ Reflect on the language activity of introducing their original pizzas to each other.

I was able to say 「tomato」 in English. I was able to say _____ please" for what I want when asked "what do you want?".【Linguistic】
A lot of people said they want to try the "Happy Cheesy Pizza" that I came up with and introduced 【content-related】

Junior High School 1st Grade

「Lesson 3 Hello, Everyone」 (TOTAL ENGLISH)

【Goal】 (6 Lesson Unit Plan)

Become able to write a letter (reply) introducing yourself and asking questions to the ALT's mother.

1 Understand the Unit Goal **Discover unit goal**

- ◇ Look at the pictures and the name of the subject in the textbook, and infer the topic of the unit
- ◇ Understand that a letter is coming to school from the ALT's mother.
- ◇ Discuss what kind of response they want to write (Grasp the goal, situation, and circumstances)

【Unit Goal】

Write a self-introduction letter to the ALT's mother to tell her what they would like her to know about themselves and their school, along with questions about herself

- ◇ Introduce themselves in pairs, write self-introductory sentences. (practice activity)
- ◇ Understand what they need to learn in order to write a letter

2 Build towards achieving the goal of the unit with each class period

C ① Let's hear and read about Ben, the new transfer student

- A Students were able to hear what Ben's favorite things and hometown are. They understood that "I'm from ~" can express where one's hometown/home country is

A ② Let's ask each other about our favorite things

- A Students will better understand how to make questions and negative sentences. Students will reference the exchange in the textbook, then pair up and ask each other about their favorite things.

B ③ Students listen to the ALT's self introduction, then ask what they want to more about.

- B Students will become able to use question structures like 「Do you ~ ?」 or 「Are you ~ ?」. They understand that the ALT likes sushi and baseball (for example)

B ④ Students then do their own self introductions, and ask each other about what they want to know further.

- B Students communicate with and get to know their partner more after doing their self introductions

3 Achieve the goal of the unit

- ◇ While keeping sentence composition in mind, write a response letter to the ALT's mother.
- ◇ While looking back on and comparing the self-introduction written at the start of the unit, reflect on the unit as a whole.

Compared to the letter written at the start of the unit, after adding phrases like 「Do you ~ ?」 and 「Are you ~ ?」, I was able to write a response that show interest in the other person.【Linguistic】
I want to ask the ALT's mom what she thought after reading my letter 【content-related】

2—① Making a Teaching Unit (Understanding) 【Example】

With the process of “understanding”, by getting the students to grasp the “objective, situations, and circumstances” of the goal of the unit, you instill a curiosity and interest in learning as you impart an outline of the course of study for the unit.

【Teaching Points】

【Greetings & Warmups】

○Continuing from the greeting, go beyond questions such as just the weather, day, and date, and ask about things connected to what students have previously studied, adjusting for grade level.

【Establishing the “Unit Goal”】

○“Activities that feel relevant and communicate thoughts and feelings” shall contain the following points

◆Objective・Scenario・Circumstance

(Actual or hypothetical scenarios, activities with a gaming element)

◆Relate to the theme of the textbook or educational materials

◆Students communicating their own thoughts and feelings to each other

◆Children are thinking about and deciding the English they communicate thoughts and feelings to each other with.

◆Activities that recall and make use of previously learned English.

【Example of how to establish the unit goal: Junior High 3rd Grade】

①To Our Future Generation (NEW HORIZON 3)

②ALTs feel uneasy because Japan has a lot of earthquakes, but there is not a lot of information on where to evacuate to in this town.

(Grasp the objective, situation, and circumstance)



③“Let’s make and explain a pamphlet so foreign people can get to a safe place with peace of mind in case of disaster”
(The Unit Goal)

※In elementary school, the teacher can also show the target language through a demonstration, then establish the unit goal together with the children by asking them about its contents.

“Building” process for that class period’s activity

○ For ‘first try’ activities, even when activities to understand the “Unit Goal” differ, they should still be related.

Concrete example of ‘first try’ activities: Jr. High 3rd Grade

< Unit Goal >

Let’s have a debate about living with robots↓

< ‘First try’ activity >

Let’s discuss in pairs whether we agree or disagree about life with robots using English we have already learned

※Activity related to achieving the ‘unit goal’

○Have students engage in the ‘first try’ activity, then give them an outlook of the lesson by having them confirm what they need to learn to accomplish the “unit goal”.

Basic Flow of Class

1 Do the greeting/warmup.

- Continuing the greeting, have students answer simple questions from the teachers in English.
- ※ For elementary school, use things such as songs and chants to get students excited to learn English.

2 Understand the unit goal.

- Using the teaching materials and textbooks’ titles and pictures, guide the children through inferring and getting familiar with the theme of the unit
- Help the children to understand the objective/situation/circumstance of the unit through either **modeling the unit goal** or guiding them to **discover the unit theme**

Unit Goal
【Communicate thoughts and feelings with relevance】

3 Understand the goal for the teaching period.

- Using previously learned language as an entry point, make clear to the students that they will do activities connected to achieving the unit goal

【Goal for Today’s Class Period】

- ※At stages where there is not enough previously learned language for an introductory activity, this might not be done.
- ※For Foreign Language Activities, in cases where there are no introductory activities done then proceed to the “building” part of the

4 Do the language activity for the teaching period.

- Carry out activities with the that relate to achieving the “Unit Goal” so they become aware of the necessity of newly occurring target language vocabulary (this includes introductory activities).
- Provide an look ahead for the rest of the unit

5 Reflect on the teaching period.

- Have students reflect on the language and content of the lesson.

Reflection on the single class period
※ Individually

※For first grade junior high school students, when making use of warmups they have done in elementary school and engaging in language activities, make it so they can recall their elementary school studies and recognize the connections between elementary and junior high school learning.

【Goal】

Through chants and the marbles game, let's get familiar with how to say the words we will study in this unit.

1 Greeting/Warmup

- Have students express different foods with their bodies while doing the "Banana Chant".

2. Understand the Unit Goal Unit Goal Demonstration

- Talk with the children about the names of things in the study materials and the pictures, and bring them to infer the contents of the subject.
- The teacher demonstrates what having achieved the Unit Goal looks like, and has students infer from that.

T1 : Hi! This is a colorful pizza. *(holds up pizza they made)*

T2 : Oh, nice.

T1 : I have tomatoes, corn, green peppers and sausages. I like tomatoes. So I have four tomatoes. This is a colorful pizza.

T2 : Oh, it's a great pizza!

T1 : Thank you.

What do you think we were talking about?

You were talking about pizza toppings!

Was it a pizza you came up with?

In this unit, everyone will come up with an original pizza, then the class will vote on whose pizza they'd like to eat most.

【Unit Goal】

To have a contest to decide the pizza everyone wants to eat most, gather the ingredients you want and then introduce the pizza you came up with to each other.

3 Understand the goal for the class period.

- Get familiar with how to say the names of ingredients

【Today's Goal】

Notice, hear, and say the names of ingredients.

4. Do the class period's activity.

(1) Marbles game

Get familiar with how to say the names of ingredients

(2) Chants

Have them practice saying the vocabulary for asking about and requesting what they want along to a rhythm.

(3) Images and Pictures

Guide students to think about the differences between markets in Japan and other places in the world.



5 Reflection

- Students reflect on things like the pronunciation of ingredients they learned for the first time, and how they were able to say various ingredients within the game they did.

☆ I was able to say 'onion' and 'carrot' in English.

☆ 'Tomato' is a little difficult to say in English.

【Goal】

Use previously learned English to do a self-introduction, and think about what kind of letter to send the ALT's mother through the process of writing a letter about ourselves.

1 Greeting/Warmup

- Do language activities related to the day's lesson (introduction of their favorite things) as a warmup

2 Understand the Unit Goal Discover the Unit Theme

- Talk with students and use picture of the textbook's subject to bring them to infer the unit's theme
- Understand the target, situation, and circumstance of the unit goal.

Is Ben a new student? Is he a soccer player? What is he doing? (ベンは何してるのかな)

自己紹介してる!

That's right! He is introducing himself. You have a letter from ○○'s mother. Now, I will read it.

【Letter from the ALT's mother】

Hello, everyone. My name is Ellen. I am Mary's mom. I am a professional figure skating coach. I am 60 years old. I am from America. I live in Florida in the USA. I like dogs and cats. Do you like animals? Thank you.

May 22, 2018 Ellen Smith

"I want to write a letter and introduce my school to her!"

【Unit Goal】

Let's write a letter asking questions and introducing ourselves so the ALT's mother living in America can get to know our school and you individually.

3 Understand the goal for the class period.

- Use previously learned language to introduce ourselves to one another

【Today's Goal】 Introduce ourselves to friends and think about what kind of letter to write.

4 Do the class period's activity.

- (1) Using phrases already learned, students do self-introductions in pairs
- (2) Write the contents of their self-introduction in English (First Attempt Activity)

【Letter a student wrote】

Hello. My name is.....

I like cats. I like tennis. I play basketball every day ..

- (3) Compare their letters to the ALT's mother's.

In a letter you ask various things, so we need to study interrogative sentence structure!

5 Reflection

- Students reflect on things like what they were able to communicate through self-introductions

☆ "I was able to write a self-introduction using 'I play' and 'I like'." [Linguistic]

☆ I was able to know the ALT's mother from her letter. Responding to someone is easy when their questions are written down. [Content]

2—② Making a Teaching Unit (Building) 【Example】

The process of “building” is a stage where the piece-by-piece accumulation of knowledge and skills, along with the ability to think, decide, and express oneself are forged in learners while facilitating their application within language activities geared towards achieving the unit goal. Establishing language activities that value the thoughts and feelings of children and students is important.

【Points of Instruction】

【Routine Activity・Small Talk】

Routine Activity 【Junior High School】

○ Repeating and utilizing previously learned English, carry out a language activity where the thoughts and feelings of students are reflected

Small Talk 【Elementary School Upper Grades】

○ For 5th graders it is mainly between students and instructors.

○ For 6th grade, teachers talk with some students, then connect it to small talk amongst the children. Share what some children weren't able to say, and teach it while tying it in to previously studied English.

Basic Flow of Class

1 Do the greeting/warmup.

2 Do Small Talk or the Routine Activity (Foreign Language) 【Junior High School】

• Do the established routine activity.

【Upper elementary school grades】

• Small Talk (about once every two classes).

3 Understand the goal for the lesson

• The instructors do a demonstration related to the hour's lesson

【Goal for Today's Lesson】

4 Do the activity for the lesson period

<Foreign Language Activities>

A Get students sufficiently used to the new target language. (listening, speaking)

B Facilitate the use of newly introduced target language in a language activity.

BC Deepen understanding through experience.

【Elementary School】

<Foreign Languages> 【5th/6th】

A Add additional explanation and practice of new target language to language activities as needed.

A Facilitate the reading and writing of new target language students are familiar with.

【Junior High School】

<Foreign Languages>

A Foster understanding and practice of new target language vocabulary. Engaging students in language activities to learn the new target language vocabulary.

C Have students do language activities to understand the text of their textbooks

【New Target Language Vocabulary, Textbooks, and Education Materials】

○ Use rhythms, chants, and sound from teaching materials, etc. to connect 'listening' to 'speaking'.

○ Structure language activities so that exercises engender an awareness of the partner that language is being exchanged with.

○ Foster an awareness and consideration of others as a core point of exchange.

○ For 'writing', emphasis items such as neat handwriting to foster an awareness of one's partner when transcribing.

○ When showing new textbook target language to students, have them understand how its use changes the meaning of a sentence.

○ Based on an understanding of the textbook, connect this to language activities where students communicate their thoughts to each other.

【Reflection】

○ For linguistic reflection, points should relate back to knowledge and/or skills such as things students were able to say based on the goal for the day, things they wanted to say but couldn't, etc.

○ Reflection in regards to content, such as what they learned and what they thought about the things they were able to communicate.

5 Reflect on the lesson for the class period

• Have students reflect on the language and content of the lesson.

Reflection on the single class period
※Individually

※For the study of new target language vocabulary, make sure that children/learners can conceptualize how it relates to the unit goal

【Unit Goal】 Let's invite the ALT from another school to the spots we recommend in ○○ City so they know how great ○○ City is!

【Lesson Goal】 Through chants and interviews, let's learn how to ask and answer questions about what countries people want to go to and what they want to do there.

1 Do the greeting/warmup.

2 Do Small Talk (5th Grade: Teacher and Student)

• Prompt students to answer the question "What food do you like?"

3 Understand the goal for the day



When recommending a place in ○○ City, it's good to be able to use the expressions "Where do you want to go?" and "I want to _____".

【Today's Goal】 Let's ask and answer what people want to do in the country they want to visit!

4 Do the activities for today's lesson

(1) Do activities with speaking and listening components

① Chants

• Matching the rhythms of audio from teaching materials, get students used to the sound of the phrases 'Where do you want to go~?' and 'I want to go to~'.

② Interviews

• Have students pair up and interview each other about what country they want to go to and what they'd like to do there.

S1: Where do you want to go ?
S2: I want to go to Italy.
S1: You want to go to Italy. Why ?
S2: I want to eat pizza. I like pizza.
S1: Nice.

• Indicate the important points of good exchange, and encourage students to be mindful of their partners while interviewing each other.

【Points of Exchange】

- ① Repeat (You want to go to Italy./?)
- ② Related Questions (Why?)
- ③ Reaction and filler (Nice.)

• Have someone demonstrate as an example, and encourage other students to incorporate those good points into their own exchanges (intermediate evaluation).

○○-san will do a demonstration for us. What was good about this presentation?



(2) Do an activity for 'reading' and 'writing' (transcription).

• Have students copy the grammar point they got used to this hour, 'I want to eat~' on a worksheet.

5 Reflection

- Have students reflect on what they were able to say and what they wanted to say based on the goal for the day.
- Also prompt students to write what they were able to understand through communication with their friends like where they want to go.

★ I was able to say "I want to go to China" and "I want to see the Great Wall of China".【Linguistic】

★ I was surprised to learn that A-san likes ○○.

【Content】

【Lesson Goal】

Via Q&A about the ALT's mother's self-introduction, have students ask about what interests them with interrogative sentences like "Are you~?" or the previously-learned "Do you~?" to develop their ability to ask questions.

1 Do the greeting

2 Do the established routine activity

• Using language studied prior, talk with each other about your favorite things.

S1: Hello. My name is
I like soccer. Do you like soccer ?
S2: Yes, I do. I like soccer, too.
S1: Oh, you like soccer. Good . . .

3 Understand the goal for the day

Today, ○○ will introduce himself.
Please listen to his hobby and favorite food.
After that, please ask some questions to him.



【Today's Goal】

Listen to the ALT's self-introduction, then ask about what we'd like to know more about.

4 Do the activity for today's lesson

- Have students listen to and read the ALT's self-introduction, then think about how to ask what they want to know more about as a question.
- Make students revise their question in groups
- Have each group listen to the ALT's self-introduction and ask the ALT their ALT questions.

【ALTの自己紹介からのやり取り】

ALT: Hello, I am Mary. I am 28 years old. I have one brother and no sisters. I'm from America. I like sports very much. And I like Japanese food. Thank you.

S: What Japanese food do you like ?

ALT: Sushi.

S: Oh, sushi. Me, too.

S: Are you a baseball fan ?

ALT: Yes, I love baseball.

S: Do you have a favorite team?

• Have a group present as a model, and then encourage students to incorporate the presentation's good points into their own. (intermediate evaluation)

What is a good point of A group?

Because we're asking about what our partner talked about, it will be a natural conversation that gradually shifts topics



5 Reflection

- Have students reflect on what they were able to say and what they wanted to say based on the goal for the day.
- Prompt students to write what they were able to understand through communication with their friends

★ I was able to use "Are you~?" and "Do you~?" to ask questions. I wanted to be able to say "Have you been to ○○?"【Linguistic】

★ I was able to ask questions going along with the flow of the conversation. I was surprised cause the ALT knew about ○○.【Content】

2—③ Making a Teaching Unit (Applying) 【Example】

For the process of “Applying”, the knowledge/skills along with organized information and thoughts are utilized to engage in communicative activities as indicated in the ‘unit goal’. Foster in students a self-awareness of what they have learned and what they became able to do through the unit.

【Points of Instruction】

【教師の実演】

○ In elementary school, through the teacher’s demonstration, the target, situation, and circumstances become easier to grasp.

○ For junior high school, in order to get learners to think and make judgements for themselves on the use of English within language activities, the instructor should not demonstrate full achievement of the unit goal too thoroughly.

【Do a communicative language activity achieving the unit goal】

< Foreign Languages (Elementary School, 5th and 6th) >

○ Adding in points from foreign language activities, make a final copy of the English written until now so it can be put towards something like a presentation/demo.

【Concrete Example: Elementary 6th Grade】

To introduce the countries they want to go to, students will make posters with sentences like ‘I want to go to China. I want to see pandas.’ written beneath a picture(s) of the country they will introduce.

※ When engaging in ‘writing’, teach that writing neatly is a form of consideration for other people.

【Intermediate Evaluation】

○ Teach expressions for what children wanted to say but couldn’t, and share them with the whole class if necessary.

【Reflection on the Whole Unit】

○ With foreign language activities, aim for linguistic thoughts pertaining to things such as what they were able to do, what they were not able to say, etc.

○ For junior high school and upper elementary grades, encourage a linguistic awareness of what students became able to do through the unit.

< Examples of Points for Reflection >

- ◆ What were you able to say in English?
- ◆ What kind of exchange were you able to have?
- ◆ What did you learn through communication
- ◆ What knowledge was deepened?

Basic Flow of Class

1 Do the Greeting/Warmup

2 Small Talk/Routine Established Activity (For Foreign Language Class)

3 Understand the Goal for the Day’s Lesson

- Make students recall what they’ve learned up to this point
- Through something such as a teacher’s demonstration, show what achieving the unit goal looks like, and bring students to understand what they should do to achieve that.

【Goal for the unit】

4 Do a communicative activity as represented by the unit goal

- Including previously learned language, double-check the English students have written and accumulated, along with expressions students have become able to use within the course of study, and get them to feel firmly grounded in their learning up to this point.
- Have students do a language activity that achieves the unit goal. When doing so, reconfirm the target, scenario, and circumstances.

Do an intermediate evaluation, using children that did well as an example, asking their classmates what was good about the demonstration and sharing that with the whole class

- After reviewing and improving student attempts, engage them in the language activity once more

5 Reflect on the unit as a whole

Reflection on the unit in its entirety

- As a whole unit, have students reflect on the language and content.

※ Establish language activities so that they are exercises with integrated skills that correspond to the level of study, and cultivate a balance between each skill

Elementary School 4th Grade

「What do you want?」

【Goal】

Through an original pizza contest, while being conscious of their partners, students use basic and learned phrases to introduce pizzas they made to each other.

1 Do the greeting/warmup

• Have students repeat and say the names of fruits and vegetables to the rhythm of the chants from the digital learning materials

2 Understand the goal for the day

• Via an instructor's demonstration, have students recall what they've studied up until now.

T1: Hi! This is a colorful pizza. (*Holds up pizza they made*)

T2: Oh, nice.

T1: I have tomatoes, corn, green peppers and sausages.

I like tomatoes. So I have four tomatoes. This is a colorful pizza.

T2: Oh, it's a great pizza!

T1: Thank you.



What do you think we were just talking about? Today we're going to introduce our pizzas to each other, and vote on which we want to try the most!

【Goal for the day】

Let's make and introduce original pizzas so a lot of our friends will want to eat them!

3 Do a communicative language activity achieving the unit goal

• Have students keep the points for communication in mind so they can do the activity while being mindful of their partners.

【Points for communication】(Foreign Lang Activities)

① Use a clear voice ② Smile ③ Look at partner

• Have students do the activity in groups

S1: Hi! This is a Genki morimori pizza.

S2: Wow!

S1: I have tomatoes, cheese, bacon and sausages.

I like cheese. So I have a lot of cheese. This is a

Genki morimori pizza.

S2: Oh, it's a great pizza!

S1: Thank you.



• Have someone present as an example, then encourage other students to incorporate that presentation's good points into their own exchanges. 【Intermediate Evaluation】

• Draw students' attention to the presenter's good points and what they came up with, and share them with the whole class.

• Have students think once more about how they performed the activity, then do it again.

4 Reflection on the unit as a whole

• Have students reflect on things like what they were able to say and if they were able to do anything to have good communication

• Have them write about what they wanted to say

☆ I want to know how to say things like "this is good for you" and "this will give you energy" in English. 【Linguistic】

☆ I really want people to want my pizza, so I was able to look my partner in the eye and do my best to convince them 【Content】

Elementary School 5th Grade

「I want to go to Italy.」

【Goal】

Explain our recommended places including reasons, and through activities expressing our own thoughts and feelings, be able to invite an ALT from a different school to places we recommend in ○○ City.

1 Do the greeting/warmup

• Do the 'Where do you want to go?' and 'I want to go to ~' chants and get students to recall what they studied up to this point.

2 Have Small Talk (5th Grade: Teacher to student)

• Have students answer where they want to go and what they want to do there.

3 Understand the goal for the day

• While getting students to recall what they had studied, the instructor(s) should do a demonstration and get students excited to study

So today we're going to introduce the city we live in to the ALT!



【Goal for the day】

So that they understand what's so great about our city, let's ask what the ALT from another school wants to do, and invite them to the places we think they'd like!

4 Do a communicative language activity achieving the unit goal

(1) Do a language activity achieving the unit goal

① Invite your friends and the ALT from another school to the places you recommend

• Go over the 'points for communication' with students so they can have a good exchange while being mindful of other people

During a conversation, what kind of things do you think you can react naturally to when paying attention to them?



【やり取りのポイント】(外国語科)

① 関連する質問

(Do you like mountains?)

② 繰り返し

(You like mountains.)

③ 相づち (Me too.)

• Have a group present as an example, then encourage other groups to incorporate that presentation's good points into their own exchanges. 【Intermediate Evaluation】

• Draw students' attention to the presenting group's good points and what they came up with, and share them with the whole class.

• Have students think once more individually about how their conversations went, then do it again.

(2) Have students do an activity with reading and writing (transcription)

• Get students to merge all the things in the unit they have written and accumulated onto one worksheet.

5 Reflection on the unit as a whole

• Have students reflect on things like what they were able to say and if they were able to have good communication when inviting people to their recommended places.

• Have them also write about the things they wanted to say

☆ I was able to extend the conversation by asking "Do you like ~?" after "Do you want to go to ~?" 【Linguistic】

☆ There were a lot of ALTs who were surprised by the zoo that is free. I felt like my town has nice places. 【Content】

3 Relevance of Textbooks to Foreign Language Activities/Foreign Language Teaching Course of Study

Textbooks and teaching materials in elementary school are structured so there are drawings and pictures related to the theme of the opening two-page spread for each unit, which the instructor(s) and children can look at and talk about in English together to understand the unit's contents. Junior high school textbooks are made so that by establishing unit goals related to the theme of the text, language activities can be realized through themes such as social issues and other wide-ranging topics.



✓ Theme-based Approach

小学校

○The goal within each unit should be related to the theme of that unit. While doing the language activities indicated in the textbook/teaching materials with the intention of “achieving the unit goal”, it is possible to deepen understanding of the subject as well.

中学校

○It's not about understanding what's written in the text book then simply moving on, but being able to utilize it as a resource for language activities based on its contents. (Example)
 •Through understanding the social issues and subjects in the textbook, discuss how they apply to real life.
 •Read the story in the textbook, summarize one's feelings on the parts that particularly left an impression, then understand the story on a deeper level by talking with classmates/each other about it.

✓ Data-based Approach

小学校

○ Language activities with targets, situations, and circumstances are represented in textbooks and teaching materials. At the preparation stage before these language activities, to familiarize students with the target language vocabulary, utilize the sounds and visuals of the digital teaching materials.
 ○The picture and vocabulary cards at the back end of the textbook can be utilized as teaching tools to do language activities.

中学校

○When applying the target language vocabulary, content from the textbook can be referenced as an example of usage.
 ○ When composing sentences in English, you can reference the basic expressions and irregular verb conjugation chart in the back of the book, as well as use the glossary like a dictionary to look up words.



4 Workarounds for common difficulties that arise when doing learning activities (Example)

Difficulty	Workaround
Students can't hear/make out what the instructor is saying.	<ul style="list-style-type: none"> • Because students can't catch English word for word they feel like listening is really difficult, so instruct them to listen for the gist/general information of what is being said. • In conjunction with shortened explanations, combine things like figures, pictures, and writing on the blackboard so students can understand visually as well.
There is inconsistency between speaking and reading, where reading is difficult for learners	<ul style="list-style-type: none"> • When listening to English read aloud, get students to link the spoken and written language together by having them trace the passage being read with their finger, and/or separate the lines with a ruler.
Learner is resistant to speaking in front of people	<ul style="list-style-type: none"> • Engage students in activities while having them present in groups instead of on their own, while also providing support from teachers.
In elementary school, students have trouble writing within the four lines.	<ul style="list-style-type: none"> • Minimize what students have to write, and use four-line worksheets with wide spaces between each of the lines so students can write balanced letters.

5 Cultivating the Ability to Use Information

Info within foreign languages is. . . content to be communicated among others within language activities

<Example> Elementary: An activity where students present to each other the original pizza they came up with on their own

Jr. High: Write a letter to the ALT's mother to tell her about/introduce yourself

Gathering Information

Hear and read information through sources such as the textbook, computer, or ALT to grasp it as needed.

<Example> Unit Goal: communicate through debate with each other over if we agree or disagree with robots entering society. Read the textbook, and research the good and bad points of living with robots.

Using Information to Solve a Problem

Sorting and Comparing Information

Select and extract info and expressions gained through reading and listening to English, and use it to sort information.

<Example> Using the information gathered, decide whether you agree or disagree on life with robots, and organize your information so you can form an argument and communicate it to others.

Appropriateness of Content and Security of Information

- Choosing English that fits the content and situation
- Addressing and ending an email, etc.

Basic Operations 【Example】

- **Obtaining materials and info related to the subject**
⇒ Browsing the internet through an internet-capable device
- **Scanning for relevant information based on the learning goal**
⇒ Use the internet to look through sources such as emails
- **Getting familiar with various English and pronunciations**
⇒ Using the internet, watch things such as videos that include English audio
- **Transmitting information in English**
⇒ Enter key words and phrases in English
⇒ Attach a suitable file and folder name, and save the electronic data file
⇒ Through things like the electronic data file, transmit and communicate information in English

Communicating and Sharing English

Through speaking and writing facts and one's own thoughts in English, students express their feelings.

<Example>
Choose English expressions that fit your own thoughts about living with robots, and talk to your partner so you can communicate them.

6 About the Application of Material Resources and Roles of People

There are many schools that instruct through team teaching (TT) thanks to the cooperation of ALTs, other assistant language teachers, and various area-based volunteers who are proficient in English.

Please consider the website below, which offers various information regarding English education including instruction through team teaching.

- (財) 英語教育協議 (ELEC) (文部科学省 協力)
えいごネット ~英語教員のためのポータルサイト~

<http://www.eigo-net.jp/>



英語教員のためのポータルサイト

検索