

Promoting Attractions of Japan

Classroom at a Glance

Teacher:	Yo Azama
Language:	Japanese III-IV
Grades:	10-12
School:	North Salinas High School, Salinas, California
Lesson Date:	May 14
Class Size:	16
Schedule:	Block schedule, 100 minutes every day for one semester

Video Summary

In this lesson, students learn about the regions and tourist destinations of Japan. Working first as a whole class and then in pairs, students use familiar and new vocabulary to discuss Japanese regions and landmarks. Next, they write questions and answers for a Jeopardy-style game about Japan, then play the game. As a culminating project, students create a travel brochure and begin planning a promotional video to attract visitors to Japan.

Standards Addressed

- Communication: Interpersonal, Presentational
- Cultures: Practices, Products
- Connections: Making Connections

Read about these standards at the end of this lesson.

Key Terms

- backward planning
- kanji

Definitions for these terms can be found in the Glossary located in the Appendix.

Class Context

“When I design a lesson, the first thing I plan is the outcome. What kinds of things do I want to see at the end of the unit? What kinds of things do I want my students to be able to do? The next thing is, How do we reach there?” —Yo Azama

School Profile

Yo Azama teaches Japanese I–IV at North Salinas High School in Salinas, California. The majority of the school’s 2,000 students come from North Salinas, a blue-collar neighborhood with a growing number of Silicon Valley commuters. The school population is about 75 percent minority, 55 to 60 percent of which are Hispanic. North Salinas High School offers three differentiated Spanish programs, to meet the needs of its non-native, heritage, and native Spanish-speaking students, as well as French, German, and Japanese programs.

Lesson Design

Mr. Azama uses the California State Frameworks and the Standards to plan his lessons (see Resources). His lesson designs follow a five-step process promoted by the California Department of Education. The

Year at a Glance

Folktale

- Write original folktale and share with young children

My Really Funny Valentine’s Day

- Make Valentine’s video about dating

Cooking Show

- Make instructional cooking video and cookbook for Web

Promoting Japanese Tourism

- **Make video to increase tourism to Japan**

Illness/Promoting Health

- Publish booklet about health issues

Survey/Let’s Find Out

- Conduct survey and research on a chosen topic
- Present findings to class, using PowerPoint

Class Context, cont'd.

steps are (1) Setting the Stage—Grab student interest; (2) Input Stage—Teacher introduces new information; (3) Guided Practice Stage—Teacher guides activities that use new information; (4) Independent Practice Stage—Students lead activities that use the new information and skills; and (5) Assessment/Application— Students prepare and present projects, using the new language and skills.

The Lesson

In this lesson, students worked on a series of activities culminating in a project that used technology. In the initial activities, including the comprehensible input, pair practice, writing exercises, and Jeopardy-style game, students were introduced to new terms and reviewed familiar vocabulary for the tourism unit. Students then revised a travel brochure they had created on the computer for tourists visiting Japan. Having done these activities, students were ready to shoot and edit their own promotional video, using the iMovie computer program. “Using technology enriches the project and makes it more real,” says Mr. Azama. Students learned in their Japanese I class how to use this program and how to type using Japanese characters. At the end of this project, students invited other classes to the premiere of their videos.

Key Teaching Strategies

- **Process Approach to Writing:** The teacher attends to both the process and product of student writing by leading students through a series of steps toward a final written “publication.” These include planning to write, outlining ideas, drafting, getting feedback, redrafting, and publishing.
- **Providing Comprehensible Input:** The teacher introduces language that is slightly beyond students’ current ability to understand and uses visuals, gestures, rephrasing, and/or props to establish meaning. The goal is for students to comprehend language through context.

Class Context, cont'd.

- **Scaffolding:** Scaffolding is a method of structuring an instructional task in a way that helps learners gradually advance through the process. Initial portions of the task are designed to be within learners' competency so that they can complete them on their own. As students' confidence, skill, and knowledge increase, the teacher provides less and less scaffolding for that task in a gradual release of responsibility.

Analyze the Video

As you reflect on these questions, write down your responses or discuss them as a group.

Before You Watch

Respond to the following questions:

- How do you integrate geography and history into your lessons?
- What kinds of technology might students learn to use in a foreign language class?
- How do you design activities that help your students work toward a technology-driven project?
- What is the value of having your students advocate tourism for a foreign country?

Watch the Video

As you watch "Promoting Attractions of Japan," take notes on Mr. Azama's instructional strategies, particularly how he scaffolds activities and integrates technology into the lesson. Write down what you find interesting, surprising, or especially important about the teaching and learning in this lesson.

Analyze the Video, cont'd.

Reflect on the Video

Review your notes, and then respond to the following questions:

- What do you observe about the pace of the class? How does Mr. Azama set and maintain this pace?
- How does Mr. Azama engage students with props and descriptions when reviewing regions of Japan? What are students learning from this comprehensible input?
- What language objectives does the Jeopardy-style game promote? What is the advantage of having students write their own questions and answers?
- How do the different games and activities prepare students for the video project?

Analyze the Video, cont'd.

Look Closer

Take a second look at Mr. Azama's class to focus on specific teaching strategies. Use the video images below to locate where to begin viewing.



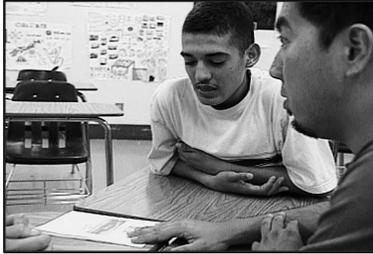
Video Segment: Providing Comprehensible Input

You'll find this segment approximately 3 minutes after the video starts. Watch for about 5 minutes.

Mr. Azama uses descriptions and props to review regions of Japan and introduce new vocabulary about landmarks.

- How does Mr. Azama engage students at the beginning of class? What are students learning through this method of input?
- How is the next stage of input about tourist sites different?
- At what point do the students begin to respond in Japanese?
- How does Mr. Azama's presentation lead into the pair activity?

Analyze the Video, cont'd.



Video Segment: Creating Written Presentations

You'll find this segment approximately 17 minutes after the video starts. Watch for about 1 minute and 30 seconds.

Mr. Azama comments on the first draft of a student pair's brochure.

- How do the previous activities serve as the prewriting stage for this activity?
- What kind of feedback does Mr. Azama provide about the brochure?
- What kinds of reactions do students have to the feedback process?
- What technology do the students use to produce the brochure?

Analyze the Video, cont'd.



Video Segment: Creating Oral Presentations

You'll find this segment approximately 19 minutes after the video starts. Watch for about 8 minutes.

Mr. Azama explains the final video assignment. Students then perform brief skits about a location in Japan and jot down their ideas on storyboards to prepare for the promotional video.

- How will the students use technology in their projects? How does Mr. Azama build video production into the lesson?
- A process approach to writing always includes drafting and revising stages. How are drafting and revising used in the students' oral exercise?
- How does the brochure design contribute to the video presentation?
- Look at the video project guidelines (see Resources). How does Mr. Azama make the task authentic? Which requirements relate to the Standards? Which requirements relate to technology?
- Look at the rubric for the video project (see Resources). To what degree does the rubric align with the guidelines? Which elements of the rubric might serve many other assignments? Which ones are specific to an oral presentational assignment?

Connect to Your Teaching

Reflect on Your Practice

As you reflect on these questions, write down your responses or discuss them as a group.

- What strategies have you used to teach about tourism?
- When you design a project with a culminating presentational product, what elements make it successful?
How do you balance in-class and outside-of-class assignments?
- How do you ensure that projects involving technology are at an appropriate level of technological complexity for your students? How do you get students to use the target language at an appropriate level?
- How do you create a rubric for projects involving technology and group work?

Watch Other Videos

Watch other videos in the *Teaching Foreign Languages K–12* library for more examples of teaching methodologies like those you’ve just seen. Note: All videos in this series are subtitled in English.

“Creating Travel Advice” (Spanish) shows students preparing to advise travelers from abroad about tourist sites in the U.S., and “Performing With Confidence” (French) features students participating in a competitive game that reviews vocabulary.

Connect to Your Teaching, cont'd.

Put It Into Practice

Try these ideas in your classroom.

- Use comprehensible input to teach and reinforce content and language structures. Present new content and/or grammar using gestures and props. Follow up with questions to check for student understanding. Mr. Azama began his class by pretending to travel to Japan. He used a suitcase filled with typical travel items, as well as clues to specific regions and tourist sites. As students listened to his presentation, they tried to guess where in Japan he was going.
- Begin a unit by defining the final or culminating project, then work backwards to design the prerequisite steps and activities that students need to complete to get there. For example, Mr. Azama designed two final projects—the promotional video and the travel brochure—which he led up to with activities that taught the necessary travel/tourism content and grammar. Ultimately, culminating projects such as these demonstrate students' cultural knowledge and language proficiency.
- Design projects that allow students to use a range of materials, including available technology. In a travel/tourism unit like Mr. Azama's, students can make brochures using markers and glue, computer software, or anything in between. To make promotional videos, students can use computer software to edit footage. Or, if editing software isn't available, they can videotape a complete presentation. Consider the technology available to your students, as well as their competency level, when establishing the parameters of the project. If students will need training or assistance, make sure that someone who knows the technology is available to assist them. Be sure that the rubric you design assesses student performance in the areas of language, culture, and technology.

Resources

Lesson Materials

Video Project Guidelines*

Instructions that students used to create their Japanese tourism videos

Video Project Rubric*

Mr. Azama's rubric for grading the student video projects

* These lesson materials can be found in the Appendix.

Curriculum References

California Department of Education Foreign Language Curriculum Frameworks

<http://www.cde.ca.gov/ci/fl/cf/>

Yo Azama's Recommendations

Web Resources:

The Japan Foundation

<http://www.jflalc.org/indexe.html>

The Web site for the Foundation's Los Angeles office, which includes information about local arts and culture activities, language teaching resources, Web links, and more

Web Japan: Japan Atlas

<http://web-japan.org/atlas/>

Visual resources on a variety of topics related to the nature, traditions, and current social trends of Japan

Web Japan: Regions & Cities

<http://web-japan.org/region/>

Information about the regions and cities of Japan

Japan National Tourism Organization

<http://www.jnto.go.jp/>

Information for people traveling to Japan (available in Chinese, English, French, German, Japanese, and Korean)

Resources, cont'd.

National Council of Japanese Language Teachers
<http://www.colorado.edu/ealld/atj/ncjlt/index.html>
The national organization's Web site

Yahoo! Japan
<http://www.yahoo.co.jp/>
The Japanese-language version of the popular search engine

Standards

World-Readiness Standards for Learning Languages

The *World-Readiness Standards for Learning Languages* create a roadmap to guide learners to develop competence to communicate effectively and interact with cultural understanding. This lesson correlates to the following Standards:

Communication

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

Standard: Interpersonal Communication

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Standard: Presentational Communication

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Cultures

Interact with cultural competence and understanding

Standard: Relating Cultural Practices to Perspectives

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Standard: Relating Cultural Products to Perspectives

Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Standards, cont'd.

Connections

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

Standard: Making Connections

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.