

Can-do! Can-teach!!

まるごと × マニラ マニュアル

「まるごと 日本のことばと文化 入門 A1 かつどう」を使ったコース向け



The reason of the success of MARUGOTO in Manila

The learner experiences

- 1) fun and satisfaction while using the kaiwa meanings.
- 2) no pressure to learn characters.

The teacher develops

- 1) the ability to draw answers from the learners.
- 2) a strong will for self-improvement.

Welcome to the MArugoto x MAnila MAnual

The Marugoto course in Manila started in April 2012. Here, at the Japan Foundation, Manila, only the Activity coursebook is used in this conversational class, and so, we do not focus on grammar and Japanese Characters (Hiragana, Katakana and Kanji).

Our motto is “Learning is Kigaru & Fun”, and many “Marugoto Lovers” have been born in the Marugoto classes to date. On the other hand, for “Marugoto teachers”, a great deal of preparation is necessary. There is a need to learn how to teach using this new type of coursebook, especially on how to use the many photographs, illustrations and sound tracks effectively in class.

This teaching manual was made for Filipino “Marugoto teachers” who will teach the Marugoto Starter A1 – Coursebook for Communicative Language Activities. The lesson plans of the pilot course have been reviewed and rewritten for your reference. You can arrange these freely to make them suitable for your “Kigaru & Fun” class. We hope this manual will be of help in your Marugoto class. Have a fun using Marugoto!

Naoko Hayakawa (The Japan Foundation, Manila)

Carmencita Biscarra (The Japan Foundation, Manila)

Jovita Sancho (Nihongo Center Foundation, Inc.)

May 2014, Manila



* The photographs used on the slides were not included in this manual due to copyright reasons.

まるごと×マニラ マニュアル

2014年5月版

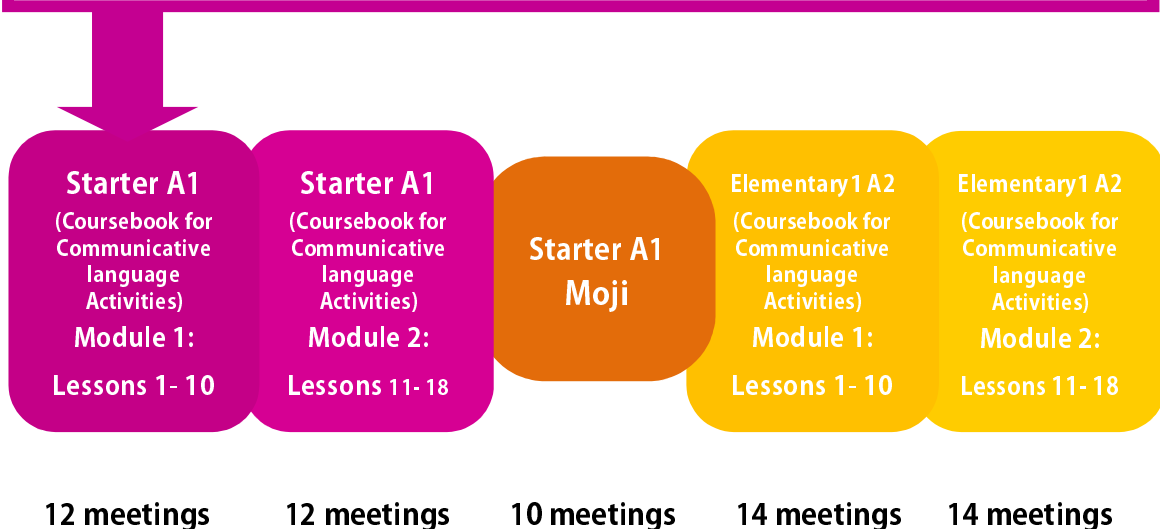
【連絡先】 独立行政法人国際交流基金マニラ日本文化センター

URL: <http://www.jfmo.org.ph>

Marugoto schedule in Manila: Starter A1 Module 1

Module 1 : Lesson 1 - Lesson 10
2h / meeting × 12 times = Total 24 hours

The Japan Foundation, Manila MARUGOTO: Japanese-Language & Culture Module 1: April 4 - May 16, 2013, Tuesdays and Thursdays, 6:20 - 8:30 p.m.			
Meeting No.	Date	Day	Topic
1	April 4	Thur	Course Opening & Orientation; Topic 1 Lesson 1
2	April 11	Thur	Topic 1 Lesson 2
3	April 16	Tue	Topic 2 Lesson 3
4	April 18	Thurs	Topic 2 Lesson 4
5	April 23	Tue	Topic 3 Lesson 5
6	April 25	Thurs	Topic 3 Lesson 6
7	April 30	Tue	Topic 4 Lesson 7
8	May 2	Thurs	Topic 4 Lesson 8
9	May 7	Tue	Topic 5 Lesson 9
10	May 9	Thurs	Topic 5 Lesson 10
11	May 14	Tue	Review
12	May 16	Thurs	Performance Test, Feedback Session & Closing Ceremony



Icons

in the Marugoto coursebook

These icons are introduced to the students on pp. 14-15 of the coursebook. Familiarize yourselves with these icons as they will serve as guides as to the content of each portion of the lesson.



Listen and Find

You will listen to a lot of contextualized conversations. Besides **guessing the contents** of the conversation, it is important to grasp the flow of the conversation and **notice the expressions** that are repeatedly used.



Look, Listen and Try Saying

Look at the illustrations/photos, listen to the recording and check your understanding while pointing at the photographs and illustrations. **Try saying the words and sentence patterns quietly** as you listen. Take note of the words that you will need to attain the Can-do statement.



Try Using

Speak in pairs using the expressions in the conversations you listened to. If you cannot do it well, try listening to the conversation again.



Read / Recognize

Read the short sentences related to the lesson. Rather than using a word-by-word approach, use reading strategies such as **grasping the overall meaning** of a paragraph or **extracting specific information**.



Write

Write short sentences related to the lesson. **After looking carefully at the model sentences**, write sentences using your own information.



Add to your portfolio

File the items in a portfolio **to help manage your own studies**.

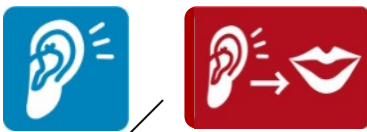


Rate your performance using the 'Can-do check sheet'

After the lesson, do self-check whether you were able to do the Can-do statements, and **write your comments**.

Flow

Introductory page
(before the first lesson of each topic)



Listen/Listen and repeat

Wakaseru: Introduction of Vocabulary / Expressions

Oboesaseru: Practice before Output

Tsukawaseru: Output through Activity / Game



Talk in pairs



The 'Can-do check'

Home work
(About myself, about topic)

Let the students look at the photos and guess the topic. Discuss about the topic in English and/or Tagalog.

Let the students know what they will be able to do at the end of the lesson.

<For new vocabulary> Before listening to the CD, let the students read silently. After that, play the CD, letting the students point to the photos or illustrations that fall within the scope of what they listen to. After listening, check the meanings. In 'Listen and repeat', let the students repeat after the CD.

<For listening comprehension> Before listening, check whether the students know how to answer the exercise. Then listen to the example and let the students guess why the answer is as given. Make sure the students understand how to answer the questions before listening.

If there is a suitable CD track to serve as a model conversation, let the students listen to check the flow. After sharing the setting and confirming the meaning of the conversation, let the students repeat after the teacher. Once they can repeat smoothly, do pair practice. At the end of 'Talk in pairs', let the students present in front of the class.

*When visual aids are required, the teacher should inform the students to bring the required item as an assignment in the session prior to the lesson when it is to be used. Ex) Since Lesson 4 (②-2) requires the use of a family photo, the teacher should tell the students during Lesson 3 to bring their family photos.

Confirm whether the students have been able to accomplish the Can-do objective.

At the end of the lesson, let the students fill in the 'Can-do check sheet'. At the end of each topic, let the students fill in the Record of Japanese Linguistic and Cultural Experiences as homework.

At the end of each topic, give out uniform sized paper and let the students write about the topic as a project.

Day 1

●Orientation(30minutes)

Explain the background of the course along with the distributed handouts.

Distributed handouts: 1) Course orientation, 2) Can-do check sheet,
3) Japanese culture experience record sheet 1 & 2.

1) Course Orientation

**MARUGOTO: Japanese-Language & Culture
Orientation**

1. Schedule: September 10 – October 17, 2013 (Tuesdays & Thursdays) 6:20 - 8:30 p.m.
2. Course Material & Scope
Textbooks: "MARUGOTO: Japanese-Language & Culture" Activity Coursebook (Lessons 1-10)
"MARUGOTO: Japanese-Language & Culture" Vocabulary Book
3. Overall Objectives
 - To be able to understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
 - To be able to introduce oneself and others and to be able to ask and answer questions about personal details such as where one lives, what one likes, and about one's schedule.
 - To be able to converse in a simple way provided the other person talks slowly and clearly.
 - To be able to broaden one's view, understand the culture of other countries, and develop the competence in intercultural understanding by taking up Japanese culture distinct from that of the Philippines.

* Mode of study (About the use of character sets, and self-study)
MARUGOTO, being a course focusing mainly on conversation, will not cover the learning of Japanese characters. Roomaji (a writing system based on the Roman alphabet) will be used in the lessons. Example: Ohayoo, roomaji, eego
Useful websites for learning hiragana and katakana: MARUGOTO Plus
<http://marugotoweb.jp/>
4. Course requirements
 - Attendance of 75% of class meetings (50%)
 - only a maximum of 3 absences is allowed
 - tardiness of 30 minutes or more incurred 2 times is equivalent to 1 absence
 - Passing grade of 60% in the Performance Test (40%)
 - Evaluation Portfolio which consists of: (10%)
 - a) Can-do Check Sheets
 - b) Culture Experience Record Sheets
 - c) Textbook Exercises
 - d) Homework
 - MARUGOTO Plus Website Access Check (OPTIONAL)
5. Requirement for certificate:
At the end of the course, certificates will be given to those who get a final grade of 70% or above.
6. Instructors & Course Coordinators

2) Can-do Check & Culture Experience Sheet

Let the students rate themselves (upper portion) at the end of each lesson, and Fill up the lower portion as well at the end of each topic.

Marugoto Starter A1 Module1 Topic1 Nihongo						
name _____						
CAN-DO CHECK						
★★★ Confident ★★☆ Can do it ★☆☆ Difficult ☆☆☆ Will work on it						
LESSON	TITLE	CAN DO	CAN DO NUMBER	RATING BY STUDENT	COMMENT	RATING BY TEACHER
1	Konnichiwa	Exchange greetings	1	☆☆☆	R H	☆☆☆
		Recognize Japanese characters	2	☆☆☆	R H	☆☆☆
2	Moo ichido onegaishimasu	Use basic classroom expressions	3	☆☆☆	R H	☆☆☆
		Write your name and country in Japanese	4	☆☆☆	R H	☆☆☆
CULTURE EXPERIENCES						
<p style="text-align: center; font-size: small;">Make a record of what you learned, realized, and did about culture in this course! Use sentences like "I want to know more about..." "I didn't know that..." "I became interested in..." "I discovered that..." "I realized that..." etc.</p> <div style="border: 2px solid #e91e63; border-radius: 25px; height: 150px; margin: 10px 0;"></div>						
TEACHER'S COMMENT						

3) Before and After Marugoto

Let the students fill in the “Before” portion at the start of the course, and the “After” portions at the end of the course.


MARUGOTO:
Starter A1 module 1

Before and After Marugoto

NAME: _____

Before

 (DATE: _____)
My Purpose & Motivation for Joining the Marugoto Starter A1 Course :



After

 (DATE: _____)
After 11 meetings, have you made new viewpoints or have changed your viewpoints about Japan? about learning Nihongo? about yourself?

Teacher's comment: