

# Lesson Plans for Effective Foreign Language Activities in Elementary School — For Lower Grades and For Upper Grades —

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## Introduction

It is a well-known fact that English is the most widely used official language in many countries and regions today. According to Crystal (1995), the number of people who use English as their mother tongue is about 380 million, and the number of people who use English as their second language is about 98 million, making a total of about 480 million people who use English as their mother tongue or second language, which is approx 8% of the world population. In addition, the promotion of the information society has recently led to the spread of the Internet. As a result, there are more and more opportunities for people to speak English, not only at international academic conferences, on business, or when traveling abroad, but also in everyday life (Takimoto, 2007).

Additionally, in recent years, the number of foreign workers and immigrants has increased dramatically. One of the reasons for this is the shortening of international distances due to the spread of the Internet, but this is also related to a globalized society. The number of foreign workers who enter and work in Japan has been increasing

for a result of the internationalization and globalization of the economy. Society has increased the frequency of English use in Japan. This is the reason for the introduction of English education in elementary schools in Japan. It is common to hear people say that Japanese cannot speak English even though we have been receiving English education for almost 10 years. When Japanese people hear the word “English,” we may indeed associate it with the word “communication,” but there are probably a few people who think of it as a “subject for examinations” as well. The reason for this is that in the process or history of English education in Japan, the learning goals of “English for practical use” and “English for entrance examinations” have intersected with each other according to the needs of the times (Butler, 2005). Before examining the current situation of English education in Japan, it is important to examine where Japanese people stand in relation to all over the world in terms of their ability to manage English. One of the goals of English education in elementary schools in Japan is to “improve the ability to communicate in basic foreign

languages” , but the image that “Japanese people cannot speak English” is likely to be obstacles to communication. In my opinion, this fixed image is one of the issues that must be addressed in the future of elementary school English education.

### **Lesson Plans for Effective Foreign Language Activities in Elementary School**

Table 1 and 2 are cited as one source for examining the lesson plans of primary school students. The following lesson plans are for lower and upper grades of elementary school, and were prepared by native speakers during a simulated experience of elementary school education in Australia. After that, I used it in the fourth grade of a public elementary school in Japan.

① Lower grades

**LESSON PLAN**

name: **Yukiko Ideno**

<b>Class LPB</b>	<b>School</b>	<b>Term/Week</b> <b>3week</b>	<b>Date</b> ○/○	<b>Time</b>
<b>Main textbook/chapter/unit of work</b>		<b>Previous lesson</b> <b>Who's he?/he's my grandfather father brother</b>		
<b>Target words / sentence / question</b> <b>Who's she/ he? She/he's a _____ . teacher doctor dentist</b>				
<b>Language related:</b> <b>Days of the week/ weather/ family tree</b>			<b>Songs,♪ / Chants:</b> <b>Hello song Goodbye song Looby loo</b>	
<b>General objectives for this lesson: By the end of this lesson / unit of work, students will be able to</b>  express and ask some occupation using the target grammar.				
<b>Materials</b> ●FCs: days of the week, ●CD player, CD ●FCs: grandfather, father, brother, teacher, doctor, dentist ●PCs: grandfather, father, brother, teacher, doctor, dentist ●balls, baskets				

<b>Time</b>	<b>Stage/Step</b>	<b>Procedure/Activity</b>	<b>Classroom English</b>	<b>Teaching Materials</b>
<b>0:00</b>	Greeting	Greet every students with a smile	Hello everyone! How are you today? When I call your name, please raise your hand and say "I'm here". What day is it today? Sunday Monday Tuesday..... Let's look out the window. How's the weather today? Let's sing the Hello song! Go over there.	whiteboard, markers FCs:Days of the week,
<b>2:00</b>	Warm up	Looby loo	T: What's this? Ss: right hand T: What's this? Ss: left hand. Right foot, left foot, head, whole self	
<b>5:00</b>	Review	Check the vocabulary that the students learned in the previous lesson. 1. Whole class 2. Individually	Everyone what's this? (repeat for all vocabulary)  T:Look at my family tree! T:Everyone, do you remember last week's question? Ss: Who's he? Ss:grandfather. T: What do I say? Ss: He's my grandfather. T: Please ask me again about him. Ss: Who's he? T: What do I say? Ss: He's my father. Fantastic! T: Please ask me again about him. Ss: Who's he? T: What do I say? Ss: He's my brother. Excellent work! (review the other sentence using FCs)  T:S1 please ask me about me. S1: Who's he? T: S2 Please ask the question.	

7:00	Introduction	To understand the target question	<p>T: Please ask me about him.  T: Is this a man or a woman?  S: man.  T: So what do I say?  Ss: Who's he?  T: What do I say?  T. He is a  T. How about his?  T. : Is this a man or a woman?  S: woman.</p> <p>T: Well, who's she? X 3  She is a</p>	
8:00	New words	<p>Learn and remember target words</p> <p>Drill practice</p> <p>Quick game to check the students know the target vocabulary</p>	<p>Let's learn today's new words.  Listen to me.  Listen to the tape.  Repeat after the tape.  Repeat after me.</p> <p>Let's touch and say each one three times.</p> <p>What's this</p>	
10:00	Worksheet	<p>Learn and remember the target sentence</p> <p>Role-play</p> <p>Group practice</p> <p>Pair practice</p> <p>Individually</p>	<p>Listen to the tape. What did they say? (x2)  Please take out your textbook and turn to page 2.  Repeat after the tape.  Let's check the vocabulary.  Repeat after me.</p> <p>Who's she? Who's he? Let's role-play. I'm Amy and you're Tom.  I will ask the questions, you will answer the questions looking at my pictures, OK?  Let's switch.</p> <p>Let's practice in groups. I will divide the class into two groups.  You are all Amy and you are all Tom. Amy please ask the questions and Tom please answer the questions looking at my pictures.  Let's switch.</p> <p>Let's practice in pairs. You are A; you are B. A,B,A,B...  A's, raise your hands. You're Amy.  B's, raise your hands. You're Tom.  Please practice with your partner, pointing at your worksheet.  Let's switch.</p> <p>S1, you are Amy. Please ask the question. S2, you are Tom. Please answer the question.  Let's switch.</p>	<p>CD and CD player</p> <p>FC teacher  doctor  dentist</p> <p>worksheets</p>

13:00	Chants	Practice with rhythm for natural intonation	<p>Let's chant. Clap your hands like this.                  I will show you how to do it, listen to me carefully.                  Repeat after me.                  I will ask the question, please answer the question.                  Let's switch.</p>	FC teacher doctor dentist
15:00	Activity 1		<p>Let's play the basketball game!                  Let's make two teams. Rock or paper.                  This team come here. And this team come here.</p> <p>First player come here, and second player come here.                  First player, please ask your partner about this card.                  And second player answer the question. After that                  throw the ball. And switch.</p>	FC teacher doctor dentist
19:00	Activity 2		<p>Let's play the borrowing game!                  Let's make two teams. Rock or paper.                  This team come here. And this team come here.                  First player, please turn over this card. And second                  player, ask the question.                  Second player: who's he?                  First player: he's a teacher.                  And then, second player go over there and pick up                  something to help your partner.                  And return to your partner, and switch.</p>	PC teacher doctor dentist
23:00	Follow-up	Double-check the students understand and can use the target grammar.	Let's ask the question with FCs.	
25:00	Greeting: Goodbye	Say goodbye	<p>Let's sing goodbye song!</p> <p>That's all for today! Thank you! See you next week!</p>	

② Upper grades

**LESSON PLAN**

name: **Yukiko Ideno**

Class <b>UPB</b>	School <b>LETS</b>	Term/Week <b>3week</b>	Date ○/○	Time
Main textbook/chapter/unit of work		Previous lesson <b>He/She can/can't _____ . cook/sing/ dance</b>		
Target words / sentence / question <b>Can she/ he _____? climb a tree/ride a bicycle/play the piano</b> <b>Yes, she/he can. No, she/he can't</b>				
Language related: <b>Days of the week/ weather/</b>			Songs♪ / Chants: <b>none</b>	
General objectives for this lesson: <b>By the end of this lesson / unit of work, students will be able to</b>				
<b>Materials</b> ●FCs: days of the week, pencil case, desk, chair, marker, colored pencil, text book ●CD player, CD ●				

Time	Stage/Step	Procedure/Activity	Classroom English	Teaching Materials
0:00	Greeting	Greet every students with a smile	Hello everyone! How are you today? What day is it today? Can you find it? Please put it on the whiteboard. What's the date today? Please write it on the white. Let's look out the window. How's the weather today?	whiteboard, markers FCs:Days of the week,
2:00	Warm up	Inspiration game	Let's play a little game. I'll give you some hints about a particular transportation. Please guess what it is. Eg. long/station/express S:train T:Yes! Very good! (Do the same with sing/dance) tires/handle/convenient faster/meal/go abroad	
5:00	Review	Check the vocabulary that the students learned in the previous lesson. 1. Whole class 2. Individually	Everyone what's this? (repeat for all vocabulary)  *gesture cooking very well* Do you remember last week's sentence? Ss: She can cook! Fantastic! How about this? Ss: She can't sing! Excellent work! (review the other sentence using FCs)  S1 please tell us about this card.	

7:00	Introduction	To understand the target question	<p>T:She can cook.  T: Can she cook? X3 Yes or no?  T: Yes? Let's say "Yes, she can."  S: Yes, she can.  T. Can he sing? Yes or no?  T. No? Pet's say "No, he can't."  S: No, he can't.  T. Can she dance? Yes or no?  S: Yes, she can.</p>	
8:00	New words	<p>Learn and remember target words</p> <p>Drill practice</p> <p>Quick game to check the students know the target vocabulary</p>	<p>Let's learn today's new words.  Listen to me.  Listen to the tape.  Repeat after the tape.  Repeat after me.</p> <p>Let's touch and say each one three times.</p> <p>What's this</p>	
10:00	Worksheet	<p>Learn and remember the target sentence</p> <p>Role-play</p> <p>Group practice</p> <p>Pair practice</p> <p>Individually</p>	<p>Listen to the tape. What did they say? (x2)  Please take out your textbook and turn to page 2.  Repeat after the tape.  Let's check the vocabulary.  Repeat after me.</p> <p>Who's she? Who's he? Let's role-play. I'm Amy and you're Tom.  I will ask the questions, you will answer the questions looking at my pictures, OK?  Let's switch.</p> <p>Let's practice in groups. I will divide the class into two groups.  You are all Amy and you are all Tom. Amy please ask the questions and Tom please answer the questions looking at my pictures.  Let's switch.</p> <p>Let's practice in pairs. You are A; you are B. A,B,A,B...  A's, raise your hands. You're Amy.  B's, raise your hands. You're Tom.  Please practice with your partner, pointing at your worksheet.  Let's switch.</p> <p>S1, you are Amy. Please ask the question. S2, you are Tom. Please answer the question.  Let's switch.</p>	<p>CD and CD player</p> <p>FC climb a tree  ride a bicycle  play the piano</p> <p>worksheets</p>

13:00	Chants	Practice with rhythm for natural intonation	Let's chant. Clap your hands like this. I will show you how to do it, listen to me carefully. Repeat after me. I will ask the question, please answer the question. Let's switch.	FC climb a tree ride a bicycle play the piano
15:00	Activity 1		Let's make two teams. Please do rock or paper! Good! Now, everyone in team A, please come here. Team B, come here. Let's review the vocabulary. Climb a tree, what's the question? Ss: Can he climb a tree? Good! T: Come here, and pick up this card. Let's ask the question about this card. S1: Can he climb a tree? T: the partner, please answer the question. S2: Yes, he can. T: Good. Please put this card here, and go to the next card. When you finish, return to your partner, and switch. When you two all finish, please say "finish" OK? The fastest team is the winner. Are you ready? Start!	
19:00	Activity 2		I'll give you a worksheet, and I marked your boyfriend and girlfriend. Don't show your sheet to anyone. For example, This is my sheet. I don't know your partners. So I want to ask you questions. Please tell me your boyfriend and girls friend's name. Next Can he sing? .....	
23:00	Follow-up	Double-check the students understand and can use the target grammar.	Let's ask the question with FCs.	
24:00	Greeting: Goodbye	Say goodbye	That's all for today! Thank you! See you next week!	

## Conclusion

As of August 24, 2020, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) has announced the following changes to the new guidelines on its official website.

Elementary schools

① Foreign language activities (English) will be included for 3rd and 4th grade students.

② English will be taught as a subject in grades 5 and 6.

③ More focus on speaking

By implementing these lesson plans in the classroom, students will become more familiar with English in elementary school, and will develop an attitude toward conversation and a sense of internationalization.



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