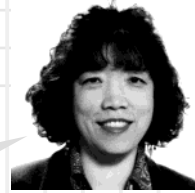




LET'S SELL CANADIAN PRODUCTS!

—Making an Advertisement—

The lesson consists of two parts: the language component and the culture component. In the language emphasis, the students will have the opportunity to listen to authentic Japanese as well as read some Japanese in the magazines. In the culture component, the students will not only acquire a knowledge of advertising techniques in Japan, but also create their own flyer/pamphlet to sell unique Canadian products in Japan. However, this lesson is designed to incorporate both segments most effectively.



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OBJECTIVES

LANGUAGE OBJECTIVES

- To recognize some Japanese on TV commercials
- To understand simple expressions of Japanese in magazines
- To write some sentences to advertise Canadian products

TARGET FUNCTIONS	TARGET EXPRESSIONS	TARGET VOCABULARY
<ul style="list-style-type: none"> ❖ requesting ❖ イ- and ナ- adjectives ❖ asking for information 	<ul style="list-style-type: none"> ❖ ~を買ってください ❖ ~は素晴らしいですね ❖ この広告ですか 	<ul style="list-style-type: none"> ❖ 広告, コマーシャル, いくら, 円 ❖ Adjectives ❖ The rest of vocabulary is up to the students

CULTURAL OBJECTIVES

- To understand differences and similarities in advertising methods between Japan and Canada
- To demonstrate the knowledge of basic concepts and terms that characterize Japanese society through the study of marketing methods
- To create their own advertisement to sell their chosen North American products

LESSON PLAN

SOURCE MATERIALS

TV commercials collected from TV programs
Japanese magazines

PROCEDURE

In the previous class (75 mins.)

The students learn verb dictionary forms and how to look up words in the dictionary. After watching commercials on TV and examining advertisements in Japanese magazines, the students are divided into groups of four.

1. Discussion on advertising methods (15 mins.)

Have the students discuss and list characteristics of advertising methods in English in the groups. Find useful vocabulary or expressions that might be used for their own advertisement and check their definitions in the dictionary.

2. Sharing of discovery (5 mins.)

Have the groups share their discovery in class. Also discuss what North American product might sell well in Japan.

3. Learning sentence structures (15 mins.)

Teach the sentence structures for this project. Instruct them to use at least one request form in their flyer.

~を買ってください。
いくらですか。
これは素晴らしいです。

4. Designing an advertisement (40 mins.)

Have the students brainstorm about what kind of North American products they want to sell in Japan. Design their own advertisement. Choose a few catchy expressions.

5. Evaluation

- ❖ Designing advertisement
- ❖ Essay writing

Note

- In my class it took two class periods to finish this project. As a follow-up activity, they wrote an essay in English about why they think they can sell their chosen product in Japan.

ADVERTISEMENTS DESIGNED BY STUDENTS



REMARKS

Have Fun in Learning Language

I strongly believe that the language and its culture are inseparable and that language learning should be fun and authentic. This is something that I emphasize in class across the grades—from beginner level to advanced level. In the beginner classes, we practice bowing at the beginning of every class, and in the advanced classes, I teach the concept of the vertical relationships in Japanese society. Therefore, practicing Japanese culture in everyday lessons has become an integral part of my teaching.

My philosophy is that students should have fun learning their target language. One of the fun activities is to incorporate Japanese culture in class. Bowing at the beginning of the class, watching Japanese cartoons, comparing the size of tatami mats to the Western floors, and tasting Japanese food can be good ways to experience Japanese culture. I also have created and adapted a lot of fun activities that can teach the concepts of Japanese culture. I recently taught numbers and colors playing a bingo game with M&M chocolates, as well as showed them the proper way of holding chopsticks. The students

enjoyed these activities very much as most of them did not know how to hold chopsticks.

I also believe that everyone is capable of acquiring knowledge in their own way, whether it is language learning or solving mathematical problems. They have at least seven intelligences as Dr. Howard Gardner proclaims. It means that they have their own ways to learn things. As a teacher, we should present different methods to teach them their target language. For musical students, I provide rhythmic methods to teach the language; for science students, I present a logical method to learn vocabulary. I believe that every student is capable of learning a second language just as they acquired their native tongue.

As a classroom teacher, I have taught Japanese to hundreds of students for more than ten years. Sometimes, I wonder if this particular student is able to learn Japanese at all. However, as soon as they find their learning enjoyable, they become serious about studying. Finding a unique method for each student can be very challenging; yet rewarding.

COMMENTS

The target expressions of this lesson include ~を買ってください, and イ- and ナ-adjectives, and, as part of specific activities, students are expected to watch actual TV commercials and look for words and expressions they can use in their own “commercial.” Expressions such as ~を買ってください or ~は安いですよ, however, are unlikely to appear in actual commercials. It would depend on which advertisements are shown to the students, but the main content is probably the product name and some catch phrase or other.

The students are asked to brainstorm about how to sell Canadian products in Japan, and it might be interesting in that connection, rather than just having them discuss the methods for marketing Canadian products in Japan, to look up what kinds of products are currently being imported to Japan and something about the state of the Japanese economy today. No doubt their list will include forest products, metal ores, and grain, and it might be possible to develop the class in such a way as to get the students to think about why Japan lacks such items domestically.