

The Comparative Study of Languages

—Through a supplementary class and workshop—

坂本 秀晴

1 The reason why I performed this study :

Last year I had an opportunity to teach a special class for students who had already gotten job offers in February, 2008.

A teacher, Mr. H, suggested that I should prepare a 90-minute class for them. This suggestion made me think about what I could do for them as well as what I could teach them. I had been in charge of English classes at this high school, but I thought I should make an original class for them.

Looking back on my life, I remembered that I had studied some languages in college. Therefore, I decided to take advantage of this experience. In my observation of the students, I noticed that they seemed to be interested in different genres of extracurricular activities. Some said they liked soccer and others said they liked to watch Korean dramas and were interested in Korean foods. In addition to my observations, I pointed out to my students that in Japan many products' names are derived from other foreign languages. It was interesting to see the students' surprise when they discovered that they had already known some words from the languages that I was going to choose.

Thus, for my 90-minute supplementary class and workshop I thought that it would be beneficial to introduce some languages, which were related to their tastes. In addition, it seemed that this class could be a great chance for me to study the languages again.

2 The guidelines of this class :

I would like to present a list of teaching

objectives I gathered in preparation for this class. Here are the guidelines:

- (1) Prepare some excerpts from basic conversation books of English, French, Spanish, Korean, and Indonesian (cf. References).
- (2) Prepare a practice sheet of Korean alphabetical symbols.
- (3) Find good materials on the Indonesian language from the internet (cf. References).
- (4) Investigate students' hobbies by having them fill out a questionnaire (cf. 資料1).
- (5) Create a lesson plan for a 90-minute class (cf. 資料2・3).

資料1

平成19年度 進路決定者 比較言語学 事前調査

クラス	番号	氏名
Q.1 What is your hobby?		
Q.2 What is your favorite TV program?		
Q.3 What is your favorite food?		
Q.4 Do you like to travel?		
Q.5 What country do you want to go in the future?		

I attached the above papers to this report. If you are interested, please refer to them.

As for the lesson plan, I was careful to check the students' hobbies to better enable me to involve them in my class and to increase their eagerness. I came up with 5 easy questions whose answers would

enable me to recognize their preferences. It seemed that this activity would help me to motivate them to study the languages that I had chosen. Thus, I gave them the questionnaire before the class.

Broadly speaking, my lesson plan was divided into two parts. The first step was to become familiar with some basic grammar and expressions of the 5 chosen languages. We spent at least one hour on this activity. This was an important part of the lesson plan. It was necessary to give them an opportunity to compare the languages so that they could discover whether or not learning it would be beneficial for them in the future.

The Second step was to broaden their curiosities. This activity was performed in a workshop style. In the last 30 minutes of the class, they could continue to study one favorite language in order to expand their own interest.

3 On the day of the class :

The first thing that I did was to analyze the results of the questionnaire. They indicated that their preferences were more varied than I had expected.

For example, one student said that she liked to read mangas. This response reminded me of the fact that Japanese mangas had been very popular in European countries such as Russia, France and Spain among others. By acquiring the results of the questionnaire, I was sure that it would be efficacious to draw parallels between manga-specific language in Japanese, French and Spanish.

In addition, there was a boy who wrote that he would like to travel to tropical islands. It was obvious that he had some interest in indigenous languages such as Indonesian on top of English. So I thought to introduce some basic, useful survival

terms in Indonesian. In this way, I tried to extract what they were interested in and to relate it to the class material that I had prepared.

Of course, there were some students, who were interested in Korean language. The truth is that there were varieties of students. However, I tried to make my class as available as possible so that every student could enjoy it during this limited time.

Here are the actual activities in the allotted time setting of this class. For the first 40 minutes, I taught them the structure and basic expressions of Spanish, French and Indonesian in reference to English and Japanese translation, and for the next 20 minutes after the former activity, I had them focus on Korean alphabetical symbols. This activity became the good initiation for them to start to pay attention to our neighboring country, Korea. There was a scene, in which they were studying how to construct Korean characters. While they were practicing Korean symbols, they looked very happy to write them down by themselves. At first, Korean characters look very complicated, though they are logically constructed.

Following these activities, they started to choose their favorite language. What they did was to write 3-4 line self-introductions in Japanese. It took them a short time to do this activity. Then, I had them write their own self-introductions in their chosen favorite language, most of which were written with the use of vocabulary lists (cf. 資料4) that I had prepared. These materials helped them to write their compositions. It appeared that every one of them finished writing their own self-introductions. Reviewing their short compositions, they seemed very proud of their accomplishments.

4 Conclusion :

Around the end of this class, I asked them what they thought about my class. Many of them told me that they were surprised to find that they had already seen the foreign words other than English in Japan, and some students who liked to play soccer said that they would like to continue to study Spanish.

Initially I was not sure of what I should prepare for the class without any topic, but I now thank Mr. H for letting me have this class and this precious time with wonderful students.

In conclusion, their responses concerning my class were satisfactory.

5 あとがき :

昨年2008年2月に就職内定者へ特別授業をする機会を持った。テーマは自分で決めてよいとのことだったので、自分にできることは何かと考え、資料3のような指導計画を作成した。

日本では外国語と聞くと突発的に英語と言ってしまう傾向があるが、この世の中には、英語以外のたくさんのすばらしい言語や文化があると生徒に教えるよい機会だと思った。

特に、就職内定者にとっては、このような機会を持つことは今後あまりないだろうと思ったので有意義な時間を過ごせたのではないかと期待している。

授業の最後に生徒全員に感想を聞いたが、ある生徒は、サッカー観戦がとても好きなのでこの講義を

通してスペイン語とスペイン文化に興味を持ったと言ってくれた。

今回5か国語も使用し授業を展開した。専門の先生方もいる中で、単なる dilettante である私が専門外の言語を授業で扱ってしまったことをお許し願いたい。

最後に、生徒たちにとっては、このような言語学習が異文化理解をするきっかけとなったことと期待しあとがきとしたい。

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※本文中の資料2~4は以下に紹介。

資料2

平成19年度 進路決定者 比較言語学 指導案

指導者：坂本 秀晴

- 1 対象: 就職内定者 2 日時: 平成20年2月 3 場所: 生徒会室
 4 本時案:

本 時 案			
目標	本時の目標 1 指導者が提示した5か国語の概要を学ぶことから、それぞれの国の文化的違いや歴史を知る。 2 3~4行程度の自己紹介文を日本語・英語以外の言語で書く。 3 異文化に関心を持つ。		
過程	学習活動 前半は5か国語の簡単な表現を学び、後半になりワークショップ形式で、各々1つの言語を選択し、学習を深める。 【生徒の立場】で	指導上の留意事項 できるだけ生徒の日常生活で触れている外国語を提示しながら、興味・関心を持続させるよう努める。 【指導者の立場】で	評価の観点・規準・方法など 授業の後半で書く自己紹介文の閲覧。
導入 (20)	あいさつ I am sleepy (fine/bad/good). 目標をノートに書く。 事前調査結果を聞く。	あいさつ Good morning, everyone. How are you today? 本時の目標を提示する。 生徒が記入した事前調査用紙を紹介し、これから学習する言語へ興味を持たせる。	備考
展開1 (40)	音読練習 ハングルの書き取り練習、簡単な単語の読み練習。	各外国語の日常会話BOOKの抜粋と資料1を配布する。 挨拶表現を音読練習する。英語→フランス語→スペイン語→インドネシア語→韓国語の順で	<観察/支援>
展開2 (25)	言語選択 自己紹介文を記入。	韓国語の反切裏を配布及び解説。 お気に入りの言語を1つ選択し、学習を深める。 自己紹介文をワードリストを参考に書いてみる。活用が難しいフランス語やスペイン語を選択した生徒には、その都度活用は教えながら机間巡視する。	<観察/支援> <観察/支援>
終末(5)	感想を言う。	授業についての感想を聞く。	

資料3

平成19年度 進路決定者 比較言語学

指導者 坂本秀晴

- 言語学について
言語学(げんごがく)は、人類が使用する言語(ことば)の本質や構造を科学的に記述する学問である。(Wikipedia)
- 比較言語学について
比較言語学(ひかくげんごがく)とは、言語学(歴史言語学)の一分野であり、親縁関係や同源性が推定される諸言語を比較することにより、同源性や親縁性を見出し、あるいは共通祖語を再構築しようとする学問。
- 本時の目標
本来言語学の目的は多義にわたるが、今回は5カ国語の談話分析をすることにする。(5カ国語をざらっと学ぶことから、それぞれの国の文化的違いや歴史を知る。)
- 進め方
5カ国語の特徴を説明した後、1カ国語学びたい言語を選び、その言語の学習を深める。

5 基本表現

日本語	英語	スペイン語	フランス語	韓国語	インドネシア語
こんにちは	Hello	Hola!	Allo!	안녕하세요	Selamat Pagi
元気ですか?	How are you?	Cómo estás?	Comment allez-vous?	잘 지내세요?	Apa kabar?
元気です	I'm fine/good.	Muy bien	Je suis bien	잘 지내요	Baik, baik
おはようございます。	Good morning	Buenos días	Bonjour	안녕하세요	Selamat Pagi
こんばんは	Good evening	Buenas tardes	Bonsoir	안녕하세요	Selamat malam
お名前は何ですか	What is your name?	Cómo se llama usted?	Comment vous appelez-vous?	성함이 어떻게 되세요?	Siapa nama saudara?
私の名前はJohnです	My name is John.	Me llamo John.	Je m'appelle John.	제 이름은 John 입니다.	Nama saya John.
お願いします	Please	Por favor	s'il vous plaît	부탁합니다 (ブタカムニダ)	Silakang (相手に何かを薦めるとき)
ありがとうございます	Thank you	Gracias	Merci	감사합니다/고맙습니다.	Terima kasih
どういたしまして	You are welcome.	De nada	De rien	천만에요	Sama sama/Kembali
はい	Yes	sí	Oui	네	Ya
いいえ	No	No	Non	아뇨	Bukan
すみません	Excuse me	perdón	Excusez-moi	죄송합니다. (チエソンハムニダ)	Permisi
ごめんなさい	I'm sorry	Lo siento	Je suis désolé.	미안합니다. (ミアナムニダ)	Maaf
さようなら	Good bye	Adiós	Au revoir	안녕히 가세요 (アンニョンヒ ガセヨ) (※去っていく人に対して)	Selamat jalan
さようなら				안녕히 계세요 (アンニョンヒ ゲセヨ) (※残る人に対して)	Selamat tinggal
はじめまして	Nice to meet you	Encantado(a)	Enchanté(e)	처음 뵙겠습니다	Kenalkan
～語が話せません	I can't speak English.	No puedo hablar español.	Je ne peux pas parler français.	한국말 잘 못합니다 (ハングンマル チャル モツタムニダ)	Tidak bisa berbahasa Indonesia.
わかりません	I don't know.	Yo no sé.	Je ne sais pas.	모르겠어요 (モルゲッソヨ)	Tidak tahu
日本語を話せますか。	Can you speak Japanese?	¿Puede hablar japonés?	Vous parlez Japonais?	일본말 할 줄 아세요? (イルボンマル ハルチュラセヨ?)	Bisa bahasa Jepang?
だれか日本語を話せますか。	Can anyone speak Japanese?	¿Cualquiera puede hablar japonés?	Quelqu'un peut parler japonais?	누구 일본말 할 줄 아세요? (ヌグ イルボンマル ハルチュラセヨ?)	Ada yang bisa bahasa Jepang?

資料4

Wordlist 1部

動詞Version

日本語	英語	スペイン語	フランス語	韓国語	インドネシア語
行く	go	ir	aller	가다	pergi
来る	come	venir	venir	오다	datang
食べる	eat	comer	manger	먹다	makan
飲む	drink	beber	boire	마시다	minum
寝る	sleep	dormir	dormir	자다	tidur
話す	speak	hablar	parler	이야기하다	berbicara
見る	see	ver	voir	보다	lihat
読む	read	leer	lire	읽다	membaca
走る	run	correr	courir	달리다	berlari
歩く	walk	caminar	marcher	걸다	berjalan
住む	live	vivir	vivre	살다	tinggal
座る	sit	sentarse	s'asseoir	앉다	duduk
勉強する	study	estudiar	etudier	공부하다	belajar
働く	work	trabajar	travailler	일하다	bekerja
会う	meet	encontrarse	rencontrer	만나다	bertemu
助ける	help	ayudar	aider	돕다	membantu
買う	buy	comprar	acheter	사다	membeli
売る	sell	vender	vendre	팔다	menjual
開く	open	abrir	ouvrir	열다	membuka
閉める	close	cerrar	fermer	닫다	menutup
書く	write	escribir	écrire	쓰다	tulis
待つ	wait	esperar	attendre	기다라	tunggu
遊ぶ	play	jugar	jouer	놀다	bermain
使う	use	usar	utiliser	사용하다	memakai

Self-Introduction Examples

スペイン語

Me llamo _____. Yo soy _____. Mi afición es _____. Trabajaré para _____.

フランス語

Je m'appelle _____. Je suis _____. Mon passe-temps est _____. Je travaillerai pour _____.

韓国語

나는 _____ 입니다. 취미는 _____ 입니다. 나는 _____ 회사에서 일합니다.

インドネシア語

Nama saya _____. Hobi saya _____. Bekerja di _____.

(岩手県立釜石高等学校教諭)