

Developing Intercultural Understanding  
in Elementary-level English Learners at University in Japan

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### **Abstract**

The major purpose of this Teaching and Learning Project is to develop a 15-week curriculum for elementary-level EFL learners in Japanese university to develop their intercultural understanding through English language learning. The curriculum is designed by focusing on following concepts: a relationship between language and culture (Shiozawa et al., 2010), Cognitive Linguistics (Murata, 2011), and English as an International Language (Shiozawa et al., 2016). Concepts of Cognitive Linguistics and relationship between language and culture are applied by aiming for developing intercultural understanding through noticing connections between linguistic features such as grammar and vocabulary and the cultural representation of those linguistic features as the starting point to analyze and interpret cultures. The concept of English as an International Language is adopted by aiming for decreasing stereotypes held by learners towards different cultures and different English accents. In order to ensure students' successful development of intercultural understanding, the Cultural Knowings Framework is applied in this curriculum. Using this framework brings a more structured approach to develop students' intercultural understanding, and learners will be able to develop intercultural understanding through learning and utilizing two concepts; Cognitive Linguistics and English as an International Language, through the process of following the Cultural Knowings Framework.

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## **Introduction**

There is the increasing number of foreign entrants and residents in Japan today. The necessity of encountering and interacting with multiethnic citizens in daily life and work environment is increasing (Kubota, 2011; Kubota, 2013; Machi & Shiozawa, 2010; Yoshida, Yashiro, & Suzuki, 2013). To meet these societal changes, intercultural understanding education has been done in language classes. Purposes of intercultural understanding education are to develop open-mindedness and mutual respect for different cultures so that enabling smooth communication among multicultural entities in the rapidly changing society (Japanese National Commission for UNESCO, 1982). To meet the needs of current society, this Teaching and Learning Project is created to enhance intercultural understanding at the same time develop language skills in elementary-level English courses in Japanese universities. This is occurred by utilizing ideas of Cognitive Linguistics (Asama, 1995; Imai, 2010; Momiyama, 2010; Murata, 2011), and English as an International Language (Jenkins, 2006; Matsuda, 2003; Shiozawa, Yoshikawa, Kurahashi, Komiya, & Shimouchi, 2016) in a language learning course focusing on intercultural understanding education. The Cultural Knowings Framework is utilized in this curriculum to ensure a structured approach to develop students' intercultural understanding (Moran, 2001). Learners would be able to develop intercultural understanding through learning and applying two concepts; Cognitive Linguistics and English as an International Language, through the process of following the Cultural Knowings Framework. In this project, current societal needs of intercultural understanding for Japanese citizens are firstly introduced. Also, the history and development of intercultural understanding education in language education, the theory of World Englishes and English and intercultural understanding, issues such as stereotypical views towards different cultures, relationships between language and culture, language learning anxiety which hinders effective intercultural understanding education in language learning contexts are discussed in the literature review. To create lesson plans for a 15-week course in the Teaching and Learning Project, three different methods are used. Methods

include a survey given to Japanese university students learning English, class observations of elementary-level English language courses in a Japanese university, and interviews with university lecturers of English related classes. Based on the review of literature and the needs assessment, lesson plans and educational implications are presented.

### **Literature Review**

Intercultural understanding education plays a significant role in current English education internationally because of the rapidly globalized world. Issues regarding implementing intercultural understanding education vary depending on the context and therefore this literature review will focus on Japanese context especially in university-level English educational context. This literature review will explain the current needs of English and international awareness in Japanese society. Then the history, development, frameworks of intercultural understanding education in a field of foreign language education and current situations of implementing intercultural understanding education will be reviewed. After that, concepts of World Englishes and World Englishes in English education in Japanese context will be explained. Then issues which hinder complementing those needs such as historically established stereotypical views towards other cultures and English accents, and examination-focused English education in Japan will be presented. As the approach to resolving those issues, the relationship between language and culture including a theory of Cognitive Linguistics and issues regarding the approach will also be reviewed.

### **Current Societal Needs of Intercultural Understanding for Japanese Citizens**

There are increasing numbers of foreign entrants, registered foreign nationals, and naturalized citizens in Japan from various cultural backgrounds (Machi & Shiozawa, 2010). In 2016, the number of foreign visitors came to Japan exceeded more than 23 million people (Ministry of Justice, March 3, 2017) and the number of foreign residents in Japan in the end of

2016 was more than two million and 380 thousand people (Ministry of Justice, March 17, 2017). Terasawa (2015) implied that the opportunities of using English will increase if the number of visitors increase since the means of communicating with people from different L1 backgrounds is English (Kawahara et al., 2010; Kubota & McKay, 2009).

The needs of competency in transcultural work are also increasing. Kubota (2013) conducted interviews with employees of major manufacturing companies in Japan and subsidiaries in China and found that skills necessary in transcultural work are cultural knowledge, communication skills, and attitudes of openness and of overcoming stereotypes than linguistic fluency and grammatical accuracy. Kubota (2013) discussed that strategies to overcome challenges in communication with multicultural business partners are paraphrasing for compensating unknown linguistic features and using nonverbal language such as gestures. Kubota (2011) named these skills as understanding the local standard of client culture, in which workers' wholehearted minds of trying to meet the needs of the client are required. Yoshida et al. (2013) identified from interviews with 27 business persons working in Tokyo that attitudes necessary to succeed in intercultural interactions are open-mindedness towards different perspectives, capacity to enjoy differences, abandoning prejudices, and having the strong sense of self. Yoshida et al. (2013) also identified the importance of developing the ability to express one's opinions clearly and logically. From those needs in Japanese society and workplaces, the significance of raising Japanese citizens' awareness towards intercultural understanding is identified.

### **Intercultural Understanding Education**

**The origin of intercultural understanding education.** As the result of tragic World War II, the importance of international understanding was asserted in the UNESCO (United Nations Educational, Scientific and Cultural Organization) Constitution in 1945. In the Constitution, one of the causes of the World War II was mentioned as doubt and suspicion among people in

different countries which were led by the lack of understanding different customs and ways of living throughout the history of human life (Asakawa & Nakamura, 2010; Machi & Shiozawa, 2010). The UNESCO has started to discuss the ways of implementing international understanding education since 1947 and placed the international understanding education as a global task that each country needs to take responsibility for. In 1974, *the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms* was established. The key elements of the recommendation can be summarized as following points; (a) respects for human rights, (b) understanding of cultural diversity, (c) understanding of the interdependence of global society, (d) abilities to communicate with others, and (e) understanding of current global issues. In the recommendation, the intercultural understanding education is defined as the subcategory of international understanding education, and the importance of foreign language education was also emphasized as abilities to communicate with others (Machi & Shiozawa, 2010).

**Definitions and purposes of intercultural understanding education.** There is no exact definition of intercultural understanding education, and there are affluent kinds of definition of intercultural understanding education by various researchers and organizations. Japanese National Commission for UNESCO defined the intercultural understanding education as education which cultivates mutual respect and open-minded attitudes towards cultural diversity and a different sense of values (Japanese National Commission for UNESCO, 1982). Machi and Shiozawa (2010) defined the intercultural understanding as to understand the action patterns as well as sense of value of people who are in different culture, and then to accept the differences and to be able to communicate appropriately with people who belong to different cultures. There are a number of common points between definitions of intercultural understanding education and needs in transcultural work in current society as mentioned above.

Intercultural understanding is not merely the accumulation of knowledge of people's lives in foreign places. To realize the valuable experiences of intercultural understanding, researchers

emphasized the significance of comparing cultures from various aspects. Kubota (2003) recognized the importance of finding both similarities and differences when comparing cultures. Focusing on similarities nurtures positive attitudes towards the target culture whereas analyzing dissimilarities assists learners understand common cultural misinterpretation and conflicts. Yoshida, Yashiro, & Suzuki (2013) suggested that combination of positive aspects of learners' communicating style and strengths of other culture's or countries' communicating style would be an ideal way of intercultural communication. At the same time, Shaules (2017) claimed that citizens who share the same language and culture do not necessarily act in the same way. How to behave in the certain situation depends on individual, rather than on culture a person belongs. Also, people's behavior and interpretation of themselves change depending on context, which means that people tend to act and perceive themselves differently if they are placed in different context. Therefore, people's interpretation of themselves also varies even if they share same or similar culture. It is inaccurate to generalize people's values and behaviors depending on where they come from.

As mentioned in the recommendation in 1974 by the UNESCO, intercultural understanding education and foreign language education are inseparable. The definition of intercultural understanding education from the perspective of English language education is accumulation, understanding, and cultivation of intercultural knowledge to communicate appropriately in English with people from different cultural backgrounds (Machi & Shiozawa, 2010). Dealing with culture in foreign language classes is to be able to communicate with others who obtain different mother tongue and cultural background, which is one of the main purposes of learning foreign languages as well (Kawahara et al., 2010). Another significance of intercultural understanding education in foreign language education is that language and culture are inseparable as well as complements of each other. Language is a major means of communication in which requires particular approaches and behaviors depending on each culture, and language is a medium of connecting people and establishing culture (Kawahara et al., 2010).

These statements indicate that the implementation of intercultural understanding education in the context of English language education is significant and should be effectively promoted.

**Frameworks for implementing intercultural understanding education.** There are various frameworks for implementing intercultural understanding education. One of the frameworks is Moran's (2001) Cultural Knowings Framework. The Cultural Knowings Framework offers guidelines for describing and analyzing culture related to what learners are necessary to learn about a targeted culture. The Cultural Knowings Framework consists of four interrelated learning interactions: Knowing About, Knowing How, Knowing Why, and Knowing Oneself. Knowing About includes information such as "facts, data, or knowledge about products, practices, and perspectives of the culture (Moran, 2001, p.15)." Knowing About is information of specific culture and language, and necessary for learners to master cultural information. Knowing How involves cultural practices such as "behaviors, actions, skills, saying, touching, looking, standing, or other forms of 'doing' (Moran, 2001, p.16)." Knowing How helps students to adapt or integrate into target culture to act similarly to the people of the culture. Knowing Why deals with cultural perspectives such as "perceptions, beliefs, values, and attitudes (Moran, 2001, p.16)" and students will deal with observations of and experiences with the target culture and develop skills in researching, analyzing, comparing, and explaining the cultural phenomena. Knowing Oneself focuses on the individual learners' "values, opinions, feelings, questions, reactions, thoughts, ideas, and their own cultural values as a central part of the cultural experiences (Moran, 2001, p.17)." Knowing Oneself helps students to be aware of themselves. Students will experience these four dimensions in a cyclical way. Content, activities, and outcomes of lessons will be formulated distinctively in each dimension.

**Past implementation of intercultural understanding education in Japanese contexts.**

The idea of international understanding in Japanese educational context firstly appeared in the 1989 version of Course of Study by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). Since then, the significance of international understanding and intercultural

understanding in Japanese educational system has been mentioned in the Course of Study without definite distinction between international understanding and intercultural understanding (Machi & Shiozawa, 2010). In the early years of studies of intercultural understanding or intercultural communication in Japanese context, the primary focus was the relationship between Japan and the English-speaking countries, and there was scarce attention paid to minorities in Japan and to cultures or countries which were considered less powerful (Yoshida et al., 2012).

Majority of teachers acknowledge that intercultural understanding education and language learning are correlated. However, they tend to introduce cultural content as additional elements to be added to the curriculum of language learning to make lessons more interesting to students (Shaules, n.d.). Also, it is difficult to see elements of the relationship between language and culture in what has previously done in intercultural understanding education in English language classes in the Japanese context.

### **World Englishes and Intercultural Understanding Education**

English language has spread worldwide after the colonial period and has become a language with varieties regarding vocabulary, idioms, pronunciation, and rhetorical styles. The worldwide spread of English implies that communication in English is happened not only among native English speakers or between native and non-native speakers of English, but also among non-native speakers of English as well (Matsuda, 2003b). Kubota (2000; 2001) claimed the importance of raising awareness towards the diversity of English and its speakers, and that English does not belong only to native speakers of English, but also to English speakers with various linguistic backgrounds. Kubota (2000) also recommended that both speakers and listeners need to take responsibility for their communication no matter what forms of English they speak. Non-native English speakers should be encouraged to develop their communicative competence in English. At the same time, all listeners should listen and understand diverse varieties of English with tolerance, empathy, and unprejudiced attitudes. Also, Jenkins (2006) suggested that

English speakers as their second or foreign language should be encouraged to develop their norms of English rather than following and imitating native speakers' norms of English.

According to Kubota (2001), teaching about the theory of World Englishes contributes to intercultural understanding education in several ways. First, issues of World Englishes will raise learners' awareness towards worldwide diversity of English language. Second, students will learn that the discriminations and prejudices related to English varieties spoken by non-native English speakers are issues of social equity. Providing opportunities of exposure to different varieties of English in language classrooms is a key to raise awareness of the diversity of English and to enhance learners' confidence in speaking English in their own accent especially for lower proficient English learners (Jenkins, 2006; Matsuda, 2003b; McKenzie, 2010). Kirkpatrick (2007) recognized strengths of non-native English-speaking teachers as being representatives of embodying concepts of World Englishes. The other strength of non-native English teachers is that they can utilize past experiences of learning English. Non-native English teachers acknowledge students' potential difficulties in language learning and can encourage students with empathy.

**The theory of World Englishes.** The study field which focuses on researching various English differences is called the theory of World Englishes. The argument of formulating the theory started in the 1980s by researchers such as Kachru and Smith. There are several subcategories of the theory such as World Englishes in a narrow sense, English as an International Language, and English as a Lingua Franca (Shiozawa et al., 2016). Before the theory of World Englishes was formulated, there was no doubt that American English and British English were correct and superior English and other varieties of English were seen as incorrect and inferior English.

**World Englishes (WE).** World Englishes itself is one of the subcategories of the theory of World Englishes. Kachru categorized English varieties in three categories depending on the role of the English varieties in particular areas. Categories include the Inner Circle, the Outer Circle, and the Expanding Circle (Kubota, 2000, 2001; Shiozawa et al., 2016; Yoshikawa & Ishikawa,

2010). The Inner Circle represents English as a mother tongue, and countries of the Inner Circle include the US, the UK, Australia, Canada, Australia, New Zealand, Ireland. In the Inner Circle countries, English plays a role as an official language (Kubota, 2000, 2001). The Outer Circle stands for English as an additional institutionalized language, and countries of the Outer Circle includes former British and American colonies such as India, Singapore, the Philippines, Malaysia, South Africa, Kenya, Bangladesh, Ghana, Nigeria, Sri Lanka, Pakistan, Tanzania, Zimbabwe, and Zambia. Each Outer Circle country has different official languages, but English plays an important role in each society. The Outer Circle English speakers are presumably to be fluent speakers of the national English variety. The intention of setting a category of the Outer Circle is to encourage and appreciate new varieties of English (Kubota, 2000, 2001). The Expanding Circle stands for areas of English used as a foreign language. Countries of the Expanding Circle include Japan, China, Korea, Taiwan, South American countries, Caribbean countries, Russia, Egypt, Saudi Arabia, Indonesia, Israel, and Nepal. In the Expanding Circle countries, English does not play a role as an official language but is learned widely as a foreign language. This categorization is based on national and regional difference and focuses on the contact with the English language throughout the history of colonization as the way of determining the categorization (Yoshikawa & Ishikawa, 2010).

English is most commonly used language among people in outer and expanding circle countries (Kirkpatrick, 2007). The estimated number of English speakers including three circles ranges from conservatively seven hundred to eight hundred million to more liberally two billion. Population of using English in Asia alone amounts to 350 million, which is mostly equivalent to the total populations of the US, the UK, and Canada combined. The ratio of non-native English speakers to native English speakers is two ~ four to one (Kubota, 2000). The data represents non-native speakers of English vastly outnumber native English speakers (Jenkins, 2006; Kubota 2000). Therefore, English no longer belongs only to native speakers of the Inner Circle (Kubota, 2000, Matsuda, 2003b).

***English as an International Language (EIL)***. The concept of English as an International Language attempts to analyze English varieties from the perspective of international use (Shiozawa et al., 2016). Researchers of EIL hold an idea that English belongs to the international society and different accents and tones are used all over the world. English language in each country or region reflects a culture of each country and English should not be bounded by American and British culture. Moreover, native speakers of English should be encouraged to learn forms of English by non-native speakers. In this manner, the concept of EIL emphasizes the equality of native English and non-native English. EIL does not divide English varieties into different categories based on regional differences as the concept of World Englishes does, and therefore EIL focuses more on the equality of all English varieties.

***English as a Lingua Franca (ELF)***. The concept of English as a Lingua Franca focuses on English language forms shared solely among non-native English speakers and on the investigation of the way of setting English as the common tool of communication among non-native speakers (Jenkins, 2006; Yoshikawa & Ishikawa, 2010). Interactions in English as a lingua franca means interactions in English between speakers who have different mother tongues other than English (Jenkins, 2006). The original purposes of ELF research were to extract systematically and frequently used forms among English speakers in expanding circle, and to create a standard and mutually understandable English form for those non-native speakers. The reason for extracting common features of English variations in expanding circle was to avoid setting the inner circle forms as standard forms of English (Shiozawa et al., 2016). Jenkins (2006) mentioned that corpus which includes characteristics of expanding circle English (Vienna Oxford International Corpus of English (VOICE)) has been developed. VOICE identified noticeable characteristics of ELF by speakers of expanding circle. However, some researchers criticize the idea of ELF because ELF does not include English varieties of inner-circle and outer-circle countries for establishing common forms of English.

From the perspective of intercultural understanding education, English as an International Language is the most appropriate concept among the theory of World Englishes since the concept of EIL accepts the equality of both inner-circle English varieties as well as outer-circle and expanding-circle English varieties.

**Past implementation of English education including World Englishes.** The English language teaching curriculum in the European Union and the Association of South-East Asian Nations (ASEAN) reflects the concept of World Englishes. The curriculum focuses on developing how to compare, relate, and present students' own culture to other culture (Kirkpatrick, 2007). For example, in ASEAN context, cultural topics that compare roles of Buddhism and Islam among ASEAN countries, comparisons of linguistic and pragmatic norms, and topics that investigate the status and roles of English in ASEAN are examples of topics. Curriculum similar to the ASEAN context also exists in the EU context as well. Purposes of English education in the EU context are to build network of English language learning and European language learning in Europe, and to foster awareness of English language as a supplemental language of communication in Europe (Kirkpatrick, 2007).

Kubota (2000) conducted a pilot project of teaching about World Englishes. The sample instructional unit introduces the rationale and basic concepts for implementing the idea of World Englishes in classrooms. The pilot project was designed for English classes for public high school students in the US. Although the project is designed not specifically for ESL or EFL context, various elements in the project will be applicable to ESL and EFL contexts. Kubota (2000) put importance on utilizing authentic materials such as books, films, newspapers, and guest speakers since the issues of World Englishes are related to daily language experiences. Kubota (2000) also focused on discussions among students and between teachers and students since issues of the international spread of English are not matters of correct or incorrect issues. One of the discussion activities is to watch a documentary film which includes various English accents around the US and discuss their reaction to the documentary. The other way of utilizing films is

to extract various accents from scenes of movies and have students watch the scenes and guess the countries of the speakers. Students also have opportunities for conducting research using the internet or local newspapers written in English around the world to identify unique features of those varieties. In addition, Kubota (2000) included the opportunity to learn about the origin of English language and development of the language. Students also can focus on a country and research the history or situation of using English in a particular country. Another opportunity provided in this class is interaction with guest speakers who speak English varieties other than students speak to learn about the situation of use of English in guest speakers' countries and to discuss and talk with them.

*Japanese context.* Because of the establishment of theories of World Englishes, the notion of holding positive attitudes towards various English accents are being prevailed among scholars. However, among the general public, the theory of World Englishes has not been prevailed enough yet (Matsuda, 2003b). Therefore, in many places of the world, American English and British English (or only American English) are regarded as ideal varieties to be taught (Jenkins, 2006; Morrison & White, 2005). The norm of spoken and written English forms for English education in Japan remains as American and British English. The model English in junior high and high school English textbooks published in Japan are either American or British accents (Komiya, Shimouchi, & Hino, 2010). MEXT promotes the idea that English classes should be taught only in English and not with using Japanese (MEXT, 2012). Kirkpatrick (2007) acknowledged that the notion of promoting the monolingual environment in English classes supports the idea of native speakerism, which emphasizes the superiority of native English speakers.

The lack of awareness and acceptance towards different varieties of English is also prevalent among Japanese students. A study indicated that majority of Japanese students did not know that English is spoken in outer circle countries such as India or Singapore (Matsuda, 2003a). There is a tendency that Japanese citizens prefer American and British accents to imitate,

and look down on their own English accent (Komiya et al., 2010; McKenzie, 2010; Shaules, 2017; Shiozawa et al., 2016). In Japan, the number of English teachers whose native language is Japanese significantly outnumber that of English teachers who are native speakers of English. However, the potential admiration of native teachers among Japanese students is prevalent (Komiya et al., 2010) even though the fact that native English teachers tend to be less experienced in teaching or no experienced teacher training comparing to non-native speakers have experienced (Jenkins, 2006). Students see models of native speakers as correct English, and feel disadvantaged and are ashamed if they could not speak English as native speakers do (Kirkpatrick, 2007).

Morrison and White (2005) described an academic program in a Japanese university which attempts to promote Japanese university students' familiarity and acceptance of World Englishes, especially their own Japanese English. They provide various opportunities for using English outside of classrooms to foster students' confidence in their abilities of English. For example, first- and second-year students need to complete conversation in English outside of classes with other classmates at least ten minutes per week. Students record the conversation and listen later to compare their own linguistic performance and their classmates' performance. They also utilized films and the internet as done by Kubota (2000) mentioned above. In addition, they have opportunities of visiting abroad to be exposed to different varieties of English. This program is innovative, but it is not realistic that all universities in Japan implement the similar program for all students because of financial issues for both universities and students.

### **Historical Change of English Education and Societal View towards English and its Culture**

According to the studies mentioned above, there seems to be not enough implementation of intercultural understanding education in language learning courses in the Japanese context and negative attitudes towards English accents other than American and British accents among

Japanese students. The reasons trace back to the history of English education and societal attitudes towards foreigners in the Japanese context.

**Stereotypes formed by the history of education.** English language education in Japan started during the period of the Meiji Restoration. Japan opened the country to the world in the last years of Edo period and the needs of using English increased. The main purpose of the beginning of English education in Japan was to be able to read the imported original works in English (Erikawa, 2008) since culture and civilization in Western, especially US and UK, were supposed to be superior than any other culture and civilization at the time (Komiya, Okado, & Yoshikawa, 2010). Therefore, most of the materials including textbooks were imported from Western countries. Those textbooks were written from Western points of view and included elements of racial discrimination and superiority of English language and culture (Erikawa, 2008; Komiya et al., 2010). For example, a geography textbook called *Mitchell's New School Geography*, which was published in the United States and was used in Japanese schools represented the Western colonialism by classifying different ethnicity into five categories: *savage, barbarous, half-civilized, civilized, and enlightened*. The author expressed himself who was Caucasian as *enlightened*, which they are superior to others in various ways (Erikawa, 2008). Expressions in this book are extreme, and the book is not specifically an English learning textbook, but Japanese students, in any case, studied a subject with the textbook. Later on, English textbooks published in Japan also included superiority of Caucasian and English language and culture. The representations were predominant in textbooks until the 1970s (Komiya et al., 2010).

**Japanese different attitudes towards people in different cultural backgrounds.**

Japanese students absorbed stereotypes shown in textbooks from Western countries and started longing for Westernized view of civilization. Japanese desired to be civilized as Westerners and alienated non-Western countries such as neighbor East Asian countries. The attitudes of generally positive attitudes towards Western culture and stereotypical view towards other cultures among

Japanese citizens have lasted until today. According to public-opinion polls about relationships between Japan and foreign countries conducted in 2016, about 84% of Japanese citizens reported that they have a sense of affinity to the United States and 66% of them have the feeling to European countries. On the contrary, only about 25% of them have a friendly feeling towards African and Arabic countries (Public Relations Office, 2016). This result suggests that lack of knowledge about cultural difference leads to stereotyping (Kubota, 2004) and holding attitudes of foreignness or otherness indicates an absence of acceptance or integration (Shaules, 2017).

Majority of Japanese citizens have developed positive attitudes towards Western countries with little direct contact with the Western community. Terasawa (2015) investigated the relationship between the frequency of interacting with non-Japanese citizens and the degree of interest in learning foreign languages. Those who sometimes interact with non-Japanese answered to be more interested in learning foreign languages than those who interact with them often did. The findings indicate that those who sometimes interact with non-Japanese hold positive attitudes towards foreign cultures since the depth of psychological commitment to the interaction tend to be shallower. On the other hand, those who often interact with non-Japanese tend to have the deeper psychological commitment to the interaction, and they may experience conflict at the same time deepen mutual understanding with non-Japanese. Shaules (2017; n. d.) noted similar point that people with little foreign experience tend to hold stereotypical or simplistic perceptions of foreign cultures and people. Terasawa (2015) used terms cosmetic multiculturalism to indicate growing interests towards foreign culture led by the superficial interaction with different communities.

### **Relationships between Language and Culture, and Cognitive Linguistics**

As mentioned in the section of significance of intercultural understanding education in language education, culture and language are closely interconnected. In communication between two people whose first language is different, it is significant to understand background

knowledge related to a target language and culture in order to tell intentions of a speaker accurately because even one word in a language does not fit to what a speaker want to tell in another language (Kawahara et al., 2010). The technical term of dealing with relationship between language and culture is called Cognitive Linguistics, which has been developed since the 1980s (Asama, 1995; Cho, 2016; Imai, 2010; Momiyama, 2010; Murata, 2011). Cognitive Linguistics focuses on meaning and context of the language used but not on forms of grammar itself (Murata, 2011). The concept of Cognitive Linguistics and relationship between language and culture can be utilized as new approach of implementing intercultural understanding at the same time developing learners' linguistic competence.

**Relationships between language and culture, and Cognitive Linguistics in intercultural understanding education.** Lee (2001) explained basic concepts of Cognitive Linguistics such as perception, perspective, highlighting, metaphor, and framing. Some researchers suggest that several basic concepts of Cognitive Linguistics can be applied to intercultural understanding education (Lee, 2001; Murata, 2011). A metaphor is one concept of Cognitive Linguistics which conceptualizes an experiential domain in a different experiential domain (Lee, 2001). Metaphor were regarded as features of literary language for a long period of time. However, researchers found that metaphors are also the basic features of a language of daily use. Murata (2011) explained that metaphors used in Japanese and English reflects cultural difference and can be utilized in cultural comparison. The other concept, framing is the background knowledge of particular entity (Lee, 2001). For example, a word mother consists of various background knowledge such as biological framing and social framing. Depending on the context of communication where the particular word is used, the underlying meaning of the word tends to be slightly different. The framing of a particular word tends to be different depending on each person's life experience of using the word. Lee (2001) suggested that this concept of framing reflects the cultural difference and can be utilized in the context of intercultural communication.

The relationship between language and culture is also reflected in different ways. Something significant in particular culture holds multiple words to represent. For example, in Japanese culture, rice is the staple food and there are multiple words which represent rice such as *ine* (rice plant), *momi* (unhulled rice), *kome* (rice), and *gohan* (cooked rice) even though there is a single word to represent rice in English (Kawahara et al., 2010). There are also reflections of cultures in grammatical representation in each language. For example, Japanese speakers of English tend to start a statement of their opinion especially in written academic essays with the phrase “I think,” which is often used in Japanese communication (Komiya et al., 2010) although it is not preferable to use the phrase in academic English essays. Focusing on the relationship between language and culture will help a lot to enhance learners' understanding of cultural difference at the same time study English language. However, there seems to be little research which reports the actual application of the Cognitive Linguistics in English language learning courses focusing on intercultural understanding education (Birdsell, 2013; Horibe, 2008; Murata, 2011).

**Cognitive Linguistics in language teaching.** The movement of applying Cognitive Linguistics into grammar teaching is more mainstream rather than into intercultural understanding education at this point. Scholars of Cognitive Linguistics originally were the scholars of generative grammar, which focuses on rules of grammatical forms. These scholars realized the weakness of generative grammar and started to research the different approach (Lee, 2001). Among those scholars, it has started to be argued that producing grammatically correct forms of language is not enough to judge the appropriateness of communication. In addition to the correctness of grammar, the appropriateness of utterance culturally and socially should also be considered when to consider the appropriate communication (Cho, 2016). In educational settings, also, the argument of putting importance on the appropriateness of communication regarding cultural and social context has become the focus of teaching English. In the sake of establishing new approach of teaching grammar, it has started to be expected that Cognitive

Linguistics would provide new insights into grammar instruction since the 1990s by scholars of Cognitive Linguistics (Cho, 2016). The theory is expected to be utilized in language learning as an innovative way of learning grammar and vocabulary, which have been seen as requiring memorizing and drilling to master (Imai, 2010; Murata, 2011). The background situations for the sake of new approaches to teaching grammar are mentioned hereunder.

### **Memorization and Examination Focused English Education in Japan**

The grammar instruction in Japanese education has been essential for a long time because of the needs in university entrance examinations. The focus of English education shifted from the comprehension of original English text to the memorization and drilling of frequently appeared vocabulary and grammar at the beginning of 20<sup>th</sup> century (Erikawa, 2008). The pioneering examination reference book which included difficult words and phrases appeared in past examinations was published in 1903. Educational style of memorization and drilling for examinations originates in that time. Since then, grammar instruction was the main focus in English classes in Japanese education. However, since the 1980s, the grammar-focused English education has been criticized as it focuses too much on memorizing grammatical knowledge and reading skills (Cho, 2016). Since then, the English education started to emphasize developing oral communication skills by inviting assistant English teachers from outside of Japan. The aim was to develop vocabulary or grammatical accuracy through communicative practices. However, Cho (2016) reported EFL learners are difficult to acquire correct grammar spontaneously in the daily environment since the number of English classes is limited and there is little exposure to English outside of classroom environment. Therefore, grammar instruction again has been recognized as an important part of English education, especially for EFL learners.

**The gap of English learning environment between secondary schools and universities.** Issues regarding the memorization and examination focused English education have appeared in different ways. Students' motivation for learning English tend to decrease after

experiencing severe competition of entrance examination for Japanese university (Kikuchi, 2015). They had clear aim such as passing university entrance examination while they studied in high school. However, once they enter university, many of them tend to lose the clear purpose of studying English. Objectives of English communication classes tend to be such as to prepare for future jobs and to develop communication skills, and these aims are more abstract comparing to the objective of studying English such as passing an entrance examination in their high school. Studying English for such abstract purposes makes difficult for students to maintain motivation for studying hard.

Japanese university students also tend to be confused with the gap between approaches in high school English classes and that in university English classes. In junior high and high school, English is one of the subjects which is to be assessed by scores of examinations which include problems of grammar and vocabulary as same as other school subjects (Benson, 1991). In other words, junior and senior high school students tend to have notion towards learning English as English for exams. In contrast, English classes in university tend to focus more on communication. In there, students experience new aspects of learning English, in which active dedication to the communication is required. New university entrants face the notion of learning English as English for communication (Aubrey, 2014; Yashima, 2009). Some students are motivated to learn in the communicative environment by fostering intrinsic interest in developing output skills, but others may be overwhelmed with the completely different approach of learning styles in university English classes and may feel anxiety and tend to be passive in the unfamiliar situation (Aubrey, 2014; Shaules, 2017). The effect of university entrance examinations leads to the struggle with communicating fluently, which causes the increase of learning anxiety among Japanese students even though they have learned English for years (Shaules, n.d.). Especially lower level students tend to hold simplistic views of language learning process such as learning language means to accumulate information such as remembering words (Shaules, n.d.), and

therefore the gap of different styles of English classes more severely affects students with lower proficiency level.

**Anxiety and resistance in language learning.** Learners' negative attitudes towards language learning as mentioned above can be categorized as learners' anxiety in language learning. Anxiety in language learning is a frequently studied area of learning motivational aptitude and one of the largest factors of determining learners' motivation and attitude towards learning the second language (Kimura, Nakata, & Okumura, 2001). Horwitz, Horwitz, and Cope established the theoretical concept of foreign language anxiety by integrating three related foreign language anxieties: communication apprehension, test anxiety, and fear of negative evaluation (Aida, 1994; Hashimoto, 2002; Horwitz, Horwitz, & Cope, 1986; Yamashiro & McLaughlin, 2001). Communication apprehension means that a learner's level of anxiety and fear towards actual or possible communication with others. It is said that students with low self-evaluation of English competence tend to hold higher communication apprehension (Aida, 1994). The second element, test anxiety, means that learners' fear of taking low scores in examinations. The last element, fear of negative evaluation, means the anticipation of and suffering from negative evaluation by others. Holding this type of anxiety, learners tend to avoid social situations in which they assume others will unfavorably evaluate them. Learners also tend to engage minimally in conversation with others by passively listening to others' talk with smiling and nodding (Aida, 1994). Kimura, Nakata, & Okumura's (2001) study also identified Japanese learners' anxiety that learners' past negative experience in learning foreign languages may increase anxiety and tend to be passive in classes and prefer teacher-centered classes.

Effects of language learning anxiety to learning outcomes are not ignorable. Aida (1994) stated that learning anxiety may inhibit learners from developing proficiency level in a foreign language. Hashimoto (2002) indicated that those who are anxious in language learning tend to underrate their language ability. Yamashiro & McLaughlin (2001) discussed that having too much anxiety may interfere learners from learning properly, but at the same time having too little

anxiety may decrease attentions to language forms. Therefore, it is important to maintaining certain amount of attention to language structure. Creating a less threatening atmosphere will decrease learners' anxiety and encourage them to increase willingness to communicate with others.

Anxieties mentioned above represents attitudinal situations of Japanese learners of English. Shaules (2017) supported the idea that Japanese students acknowledge the importance and value of learning English, but at the same time students are not confident about their English language ability and hold negative attitudes towards learning English. Benesse (2006) researched Japanese citizens' attitudes towards English learning. According to the research, 90% of Japanese adults hold little confidence in their English skills and 55% of them told they do not like English. In addition, 90% of them are not satisfied with English education they took in school. Shaules (2017) researched attitudes of Japanese learners of English. He collected 255 comments learners made about learning English from junior and senior high school teachers. 73 comments were positive statement such as "I want to use English when I travel overseas" (p.72). 149 comments were negative statements such as "I don't like English" (p.72). 32 comments were neutral or mixed feeling of positive and negative such as "English is important to get a job in the future" (p.72). As shown above, the majority of statements showed negative feeling, and Shaules (2017) interpreted the result as learners seeing English as a struggle.

### **Implementation of Cognitive Linguistics in English Education**

The needs of innovative approaches of teaching English increased. Cho (2016) researched and developed sample lessons of teaching English prepositions using the idea of Cognitive Linguistics. English preposition is one of the most difficult grammar features to learn for ESL and EFL learners. One of the reasons for the difficulty is that prepositions lack concrete meanings to represent compared with nouns and verbs. The ambiguity of meanings of words is one of the essential characters of the language. There are limitless events and meanings that would be

represented in expressions in a language. However, the number of grammar structure and vocabulary is limited. Therefore, a word necessarily contains multiple meanings. It often occurs that multiple meanings which seem not to be related are represented in one word. However, researchers of Cognitive Linguistics identified that different sentences using the same words or grammar structure such as same preposition means that these sentences share core common meaning even if the particular form seems to represent different meanings in different sentences (Cho, 2016; Imai, 2010). This situation can be applied to prepositions as well, and that makes the acquisition of correct use of prepositions difficult for second and foreign language learners of English (Cho, 2016).

Cho (2016) developed the sample lesson of teaching prepositions of in, on, and at. These three forms of preposition are frequently used in communication but difficult to use appropriately. Even though English prepositions are regarded as one of the most difficult grammar points to be learned by Japanese learners of English, there has been no systematic instruction of English prepositions in classrooms. In the sample lesson of teaching prepositions, Cho (2016) created worksheets which explain core image of each form of the preposition by utilizing example sentences and figures. After the explanation of prepositions by the researcher with using the worksheets, students are asked to draw images of sample example sentences which contain those prepositions. Learners then do exercises by filling in blanks of sentences with prepositions. The purpose of those practices is to have learners notice the central image of particular grammar features.

According to the research which attempts to check the effectiveness of the sample lesson, it has been identified that the instruction which utilized the theory of Cognitive Linguistics is more effective compared to the traditional teaching approach especially regarding long-term memory. The teaching approach with using Cognitive Linguistics is effective for learners who have learned the target grammar structures before. Introducing central image of grammar structure is effective for those who have background knowledge of the grammar in a certain way

(Cho, 2016). This result indicates that utilizing the concept of Cognitive Linguistics is especially effective for university students since they have learned grammar in secondary schools. This approach may be effective regarding reducing university students' anxiety and motivating them to study English actively since they can utilize their existing knowledge of grammar, which they learned in secondary schools, into their current learning in a university.

From the previous study, some limitations in experimental grammar lessons through cognitive linguistics have been identified. The first limitation is that it is difficult for learners to acquire multiple usages of prepositions correctly because it requires complicated cognitive management. Another limitation is the instruction in these experimental lessons seems to be rather teacher-centered. Tanaka (2012) also indicated that explanation of grammar tends to be long in order to help students understand the mechanism of grammar patterns cognitively through the approach of Cognitive Linguistics. Although Cognitive Linguistics is expected as the innovative way of teaching grammar patterns which is expected to require less memorization of rules (Imai, 2010; Murata, 2011), there seems to be some difficulties in terms of actual implementation in educational settings. In order to improve the current situation, more student-centered lessons should be encouraged to implement. It would be effective to have students discover mechanisms of grammar rather than the teacher explaining the rules entirely.

Multiple grammar patterns are suggested to be applied in grammar teaching and explanations by researchers of Cognitive Linguistics. Tanaka (2013) suggested that the theory of Cognitive Linguistics can be applied to teaching grammatical patterns such as modals and articles including prepositions. Other researchers have not applied Cognitive Linguistics to teaching. However, they have explained English structure concepts as the theoretical approach of Cognitive Linguistics (Arimitsu, 2007; Imai, 2010; Lee, 2001). The grammar patterns and expressions include metaphors, simple sentences, articles, tenses, aspects, passive voice, polite expressions, prefixes and suffixes, and prepositions. Some researchers have given suggestions and explanations for specific grammar patterns to be learned in English education using Cognitive

Linguistics. However, actual application of these ideas at the lesson-plan level have not been fully developed.

### **Relationship among Cultural Knowings Framework, English as an International Language, and Cognitive Linguistics**

The Cultural Knowings Framework, English as an International Language, and Cognitive Linguistics are three major elements in this Teaching and Learning Project. English as an International Language and Cognitive Linguistics are concepts that look at the English language from different perspectives. As there are more non-native speakers of English than native speakers of English, the concept of English as an International Language was developed. By promoting English as an International Language, different accents used by different speakers are valued more than prioritizing English as spoken by one cultural group or one cultural accent (Shiozawa, et al., 2016). In Japan, prioritizing one cultural group or accent is common both in society and English education in Japan (Jenkins, 2006; Komiya et al, 2010; Morrison & White, 2005). Cognitive Linguistics also looks at language from a different perspective. English education in Japan tends to focus on teaching forms and rules of English over a long period of time. However, the ability to communicate in English among Japanese students has been limited because Japanese students tend to communicate by thinking about the rules and focusing on using grammatically correct forms. Cognitive Linguistics focuses on meaning rather than forms of a language, and allows the variations in interpretations of a language depending on the context (Lee, 2001). This Teaching and Learning Project promotes Cognitive Linguistics as a way to help students internalize the language rather than seeing it as rules and forms (Cho, 2016). By including English as an International Language and Cognitive Linguistics into this curriculum, there is a need for structure in how to combine both concepts effectively. The Cultural Knowings Framework seems to be a beneficial framework for developing language learners' intercultural understanding as the framework looks at materials from different perspectives (Moran, 2001).

Using this framework brings a more structured approach to develop students' intercultural understanding, and learners will be able to develop intercultural awareness and understanding through learning and utilizing two concepts; English as an International Language and Cognitive Linguistics, through the process of following the Cultural Knowings Framework.

In one phase of the Cultural Knowings Framework, Knowing About, students discover cultural information for themselves through the use of English as an International Language and a Cognitive Linguistics approach. The major activity of the Knowing About phase of the framework is to gather cultural information (Moran, 2001). Through both these concepts, English as an International Language and Cognitive Linguistics, students will discover the fact that language and culture are closely related. In terms of English as an International Language, students will discover through being exposed to a variety of English accents that English is spoken in various countries, and there are more non-native English speakers than native English speakers around the world (Jenkins, 2006; Kubota, 2000). Students also will receive and gather different cultural information through watching video clips with different varieties of accents used (Kubota, 2000). In terms of Cognitive Linguistics students will discover cultural items which have important roles in particular cultural groups and tend to have multiple words to represent the related items due to the importance of the item in the culture (Kawahara et al, 2010).

In another phase of the Cultural Knowings Framework, Knowing How, students will learn how people in different cultures speak and use language through the concepts of English as an International Language and Cognitive Linguistics. The Knowing How phase of the framework is for students to develop skills related to how people in different cultures act and behave in daily practices (Moran, 2001). From the perspective of English as an International Language, students will learn how people in different countries or regions speak English differently in terms of accents, as well as learn how the use of vocabulary and body language varies by watching videos with people of different nationalities using English (Kubota, 2000; 2001). Similarly, from the perspective of Cognitive Linguistics, students will have opportunities to learn how to discover

grammar patterns in a more student-centered approach through the concept of Cognitive Linguistics rather than the traditional teacher-centered and rule-memorization approach.

In an additional phase of the Cultural Knowings Framework, Knowing Why, students explore reasons behind the difference in language usage by people in different cultural groups through the concept of Cognitive Linguistics. The Knowing Why phase of the Cultural Knowings Framework involves the discovery of interpretations (Moran, 2001). Students will discover for themselves, the meanings of various grammar patterns and vocabulary, and will discover the relationship between language and culture in the Knowing Why phase. Some researchers recommend the application of Cognitive Linguistics to grammar teaching as an innovative approach because it would encourage students to internalize the grammar patterns having a longer effect (Cho, 2016; Imai, 2010; Murata, 2011). Students' own discoveries will be more effective in internalizing patterns of grammar and vocabulary as the purpose of the Knowing Why phase is to help students to interact with materials at deeper level, and learn to interpret for themselves and develop critical thinking skills rather than relying on expert opinion.

In the fourth phase of the Cultural Knowings Framework, Knowing Oneself, students will discover more about their own cultural practices by comparing with other cultural practices gained through exposure to a variety of cultures and English accents, and through interpreting grammar patterns and vocabulary through the Cognitive Linguistics approach. Knowing Oneself in the Cultural Knowings Framework involves reflecting on students' individual feelings, emotions, and connections towards target cultures to discover their own cultural values leading to cultural self-awareness (Moran, 2001). In terms of English as an International Language, students will learn that there are different varieties of English around the world, and they will also learn that English with a Japanese accent is just one of the varieties of English in order to overcome their negative attitudes towards their own accents (Kubota, 2000; 2001). Japanese students can think about their attitudes towards different English varieties by objectively looking at their own English accents. This practice might help them to broaden their minds towards different varieties

of accents as well as their own accent as there are more non-native speakers of English than native speakers of English (Jenkins, 2006; Kubota, 2000). In terms of Cognitive Linguistics, students will reflect on how language and specific vocabulary are used in a Japanese context and how the use of those words reflects their culture and how they use them in their daily life (Kawahara et al. 2010; Lee, 2001). Students then will become more deeply aware of their own culture.

### **Conclusion**

This literature review has overviewed the background of intercultural understanding education and concepts of World Englishes and how those concepts have been implemented in Japanese context of English education. It has been presented that issues such as stereotypical view towards different cultures and different English accents (Erikawa, 2008; Komiya et al., 2010; Terasawa, 2015) and language learning anxiety among Japanese university students (Aida, 1994; Aubrey, 2014; Hashimoto, 2002; Horwitz, Horwitz, & Cope, 1986; Yamashiro & McLaughlin, 2001; Yashima, 2009) hinder the intercultural understanding and English communicative competency development among Japanese university students. As the approach of implementing intercultural understanding education and language instruction differently, the relationship between language and culture and the Cognitive Linguistics have also been presented.

### **Statement of the Problem**

There are three key issues which inhibit Japanese citizens, specifically language learners, from developing open-minded attitudes towards various cultures. The first issue is that the history of international perception in Japan since Meiji period has formed stereotypical views towards different ethnicities among Japanese citizens (Erikawa, 2008; Komiya, Okado, & Yoshikawa, 2010). Japanese citizens generally hold positive attitudes towards Western people and culture

with little direct interaction with them. At the same time, Japanese citizens tend to look down on and feel unfamiliarity with non-Western people and culture (Public Relations Office, 2016; Terasawa, 2015). This tendency is also shown in the preference of English accents. Japanese learners of English tend to show the marked preference for two specific English accents: American and British and look down on other accents including their own Japanese English. The second issue is that learners' anxiety in language learning originated in the educational system in Japan (Aida, 1994; Hashimoto, 2002; Horwitz, Horwitz, & Cope, 1986; Yamashiro & McLaughlin, 2001). Japanese university students' motivation for studying English tends to decrease since they lose a clear purpose for learning English after experiencing entrance examination to university, which has a significant impact on motivation to study English (Kikuchi, 2015). They also tend to be confused with the difference of teaching styles of English classes between secondary school and university education, as well as increased anxiety in language learning (Aubrey, 2014; Yashima, 2009).

There are two other significant gaps found in following literature review. Many teachers who teach in Japanese context acknowledged the importance of implementing intercultural understanding education, but there are various examples of lessons which include cultural elements only as supplementary materials of language learning (Shaules, n.d.). In addition, although the effectiveness of including relationships between language and culture for enhancing intercultural understanding (Kawahara et al., 2010; Komiya et al., 2010; Murata, 2011) and for developing linguistic skills (Cho, 2016; Imai, 2010; Murata, 2011) has been suggested in various literature, there is little research which describes the implementation of combining concept of language and culture and Cognitive Linguistics in language learning courses focusing on intercultural understanding education.

### **Purpose of the Project**

There are several purposes for creating this Teaching and Learning Project. The first purpose is to develop a curriculum by which elementary-level English learners in Japanese universities can develop intercultural understanding through noticing connections between linguistic features such as grammar and vocabulary and cultural representation of those linguistic features as the starting point of analyzing and interpreting cultures. Most of the intercultural understanding lessons which have been done in actual English language courses focus only on the cultural content itself and do not represent the relationship between language and culture (Morikoshi et al., 2010). Focusing on content is important, but Japanese learners of English tend to be anxious in a communicative style of language learning. Therefore, scaffolding which shows connections between what they have learned in the past and what they will learn in communicative classes will be necessary in addition to utilizing cultural content. The concept Cognitive Linguistics, which reflects the relationship between language and culture, will aid in decreasing learners' anxiety and developing both intercultural understanding and language skills. The second purpose is to decrease learners' stereotypes towards different cultures and different English accents. Although the efforts of implementing intercultural understanding education in English language classes, discriminatory attitudes towards non-Western cultures and the notion of superiority of American or British English are still prevalent (Matsuda, 2003). To compensate for these stereotypical notions, ideas of English as an International Language are included in the Teaching and Learning Project. The Cultural Knowings Framework (Moran, 2001) is utilized as the structured approach to develop intercultural understanding through learning and applying two concepts; Cognitive Linguistics and English as an International Language.

### **Significance of the Project**

The curriculum which is developed in this Teaching and Learning Project aims to develop both intercultural understanding and English language skills for elementary-level English learners

in a Japanese university. Applying the idea of Cognitive Linguistics to English education has been suggested for effective development of English language skills and knowledge in recent studies (Imai, 2010; Murata, 2011) but there seems to be little research which reports actual application of the idea in English classrooms (Birdsell, 2013; Cho, 2016; Horibe, 2008; Murata, 2011). Moreover, the idea of Cognitive Linguistics reflects the relationship between language and culture (Asama, 1995; Lee, 2001; Murata, 2011) and it seems to be effective to apply the idea in elements of intercultural understanding education. This curriculum is significant because it will implement the concept of Cognitive Linguistics, which reflects the connection between language and culture, as one of the approaches for analyzing and interpreting cultural similarities and differences into a language learning course focusing on intercultural understanding education. Through this curriculum, students will develop intercultural understanding and language skills and knowledge by noticing the relationship between language and culture as the starting point of dealing with various cultural aspects. Students also will reduce learning anxiety and develop English language skills as they will be able to see the connection between what they have learned in secondary schools and what they currently are learning in university classes by studying vocabulary and grammar from different perspectives.

This curriculum is also significant because it tries to decrease learners' stereotypical views towards other cultures and various English accents by incorporating ideas of English as an International Language in the curriculum. Raising positive attitudes towards various kinds of English accents will enhance positive attitudes towards students' own accents as well (Shiozawa et al., 2016). In addition, the positive attitudes will help students develop confidence in communication in English by focusing more on meaning than on fluency and accuracy.

### **Goals and Objectives**

Broad goals for the Teaching and Learning Project are: (1) Students will nurture positive attitudes towards citizens of different nationalities and different cultures as well as own Japanese

culture, (2) Students will be aware of the value of different varieties of English including Japanese accent of English, and (3) Students will be aware of the importance of developing English communication skills. The specific goals of the curriculum are based on Grave's (2000) KASA framework. KASA is an acronym for knowledge, awareness, skills, and attitude. The list of broad goals and specific goals is shown in Table 1.

*Table 1. Broad goals and KASA specific goals of the curriculum*

<b>Broad Goals</b>	
<b>1. Students will nurture positive attitudes towards citizens of different nationalities and different cultures as well as own Japanese culture</b>	
<b>2. Students will be aware of the value of different varieties of English including Japanese accent of English</b>	
<b>3. Students will be aware of the importance of developing English communication skills</b>	
<b>KASA Specific Goals</b>	
<b>Knowledge</b>	<ol style="list-style-type: none"> <li>1. Students will learn language reflects culture and understand core images of grammar and vocabulary of English</li> <li>2. Students will develop knowledge of various cultural products, practices, perspectives, communities, and persons</li> </ol>
<b>Awareness</b>	<ol style="list-style-type: none"> <li>1. Students will be aware that people in a same community/country do not act same as others in the community/country</li> <li>2. Students will deepen interest in other countries through noticing the varieties of English accents</li> </ol>
<b>Skill</b>	<ol style="list-style-type: none"> <li>1. Students will be able to analyze similarities in addition to differences among cultures</li> <li>2. Students will develop strategies such as asking for clarification and paraphrasing to communicate effectively with speakers of different cultural backgrounds</li> <li>3. Students will develop research skills, discussion skills, presentation skills, and writing skills</li> <li>4. Students will comprehend different written and spoken communication styles</li> <li>5. Students will comprehend different varieties of English accents and pronunciation</li> </ol>
<b>Attitude</b>	<ol style="list-style-type: none"> <li>1. Students will develop positive attitudes towards communication in English by focusing more on meaning than on accuracy and fluency</li> <li>2. Students will develop positive attitudes towards different written and spoken communication styles</li> </ol>

### **Methodology**

The methodology is designed to determine the needs for the Teaching and Learning Project. In order to understand the needs and methods in classrooms and key structures of the intercultural understanding education, the methodology focused on questionnaires to elementary-

level freshman Japanese university students, class observations of English II B courses provided to students in different departments and interviews with teachers in Soka University.

### **Participants**

The participants of the current needs assessment were chosen from the following four groups: 80 elementary-level Japanese learners of English, four language teachers who teach elementary-level English courses, four teachers who engage in intercultural understanding focused English-medium courses, and one professor in the Faculty of Letters who specializes in the Cognitive Linguistics field. Both male and female participants were included, and all participants in this research were a minimum of 18 years old and were selected within Soka University. The faculty participants were recruited through personal contacts of the principal investigator. The student participants were in classes of faculty members who teach elementary-level English courses for this study.

Students who took English II B courses in the fall semester in 2017 offered by the World Language Center (WLC) in Soka University were selected as participants to the questionnaire and class observations in the current study. English II B is a twice-a-week, ninety-minute English course which aims to develop four skills for second-semester students. All students in Soka University are required to earn minimum six credits of English courses as a requirement for graduation. The criteria for determining targeted students' English proficiency is based on their TOEIC score. Students who register English II B courses are regarded as elementary-level students whose TOEIC scores are between 280 and 395. All freshman students need to take TOEIC test right after entering the university to determine English proficiency level for the placement of English classes. In each English II B class, 20 to 24 freshmen are registered and therefore students in four English II B classes were chosen as participants of the study. Participants chosen for the study are in following departments: Law, Literature, Education, and Nursing. Students in the same department are in the same English class, and therefore there are

only students who are in the same department. Students in other majors such as Economics, Business Administration, Engineering, and International Liberal Arts have their own curriculum which includes English classes, and do not take English II B course. Therefore, the students included in the survey can be assumed to reasonably represent all students who take English II B course based on departments they belong to.

### **Instrumentation**

**Questionnaire.** Based on the literature which focuses on Japanese students' views on English language, one questionnaire used in previous research (Matsuda, 2003b) was referred to Appendix A (original Japanese version) and Appendix B (English translated version). This questionnaire was used in the current research to determine Japanese freshmen university students' attitudes and perceptions of English language. 80 students mentioned above were participants of this questionnaire. In the original study conducted by Matsuda (2003b), the questionnaire was originally written in Japanese language and was developed to identify Japanese 12<sup>th</sup>-grade high school students' views on English. The Japanese version was used in this needs analysis. The original questionnaire has been divided into three parts. Part one includes open-ended questions which ask participants' reasons and purposes of studying English and participants' suggested explanations and examples of the term "Japanese English." In Part two of the questionnaire, 44 Likert-scale questions are included. Targeted topics of questions asked in Part two can be broadly categorized as perceptions on the English language, American or British culture, English as an International Language, World Englishes, Japanese English, and influence of English language and culture on Japanese culture and so on (Matsuda, 2003b). Part three of the questionnaire includes questions related to participants' experiences of studying English, visiting abroad and so on. Although the questionnaire was created for 12<sup>th</sup>-grade Japanese high school students, this questionnaire is relevant to the current study since there is an only one-year difference between the targeted age in the original study and that in the current study. In addition,

there are no questions which apply to only high school students. Moreover, this questionnaire includes questions asking Japanese students' perceptions and attitudes towards English and culture in various categories.

**Classroom observations.** Information on elementary-level university students' attitudes towards learning English and linguistic performance in classrooms was gained through classroom observations. Classroom observation tasks provide an observer with the raw material of experiences and processes involved in teaching and contribute to professional growth (Wajnryb, 1992). The goals of the classroom observation are followings: to identify students' degree of participating in classroom activities, to identify linguistic performance and challenges by students, to investigate how grammar, vocabulary, and the four-skills (reading, listening, speaking, and writing) are taught, and to understand in what extent elements of culture or education for intercultural understanding is incorporated into English language classes (See Appendix C for the class observation form).

**Interviews.** Interviews are regarded as the most common methods in qualitative research. There are several core features of interviews. Firstly, interviews are the interactional exchange of dialogue. Secondly, interviews are relatively informal methods of qualitative research which involve face-to-face conversation or discussion. Majority of qualitative interviews are allowed to have a flexible and fluid structure. Thirdly, a researcher holds several topics or issues which a researcher wishes to investigate (Mason, 2002). Interviews were conducted three types of participants: language teachers who teach elementary-level English courses, teachers who engage in intercultural understanding focused English-medium courses, and a professor who specializes in the Cognitive Linguistics field. The purpose of the teachers' interviews is to receive advice for incorporating cultural elements in English language classes, to understand the challenges and needs of elementary-level Japanese learners of English from the teachers' perspective, and to receive advice for how the concept of Cognitive Linguistics can be applied to English language courses and to intercultural understanding education (See Appendix D for interview questions for

language teachers who teach elementary-level courses, Appendix E for interview questions for teachers who engage in intercultural understanding focused English-medium courses, Appendix F (Japanese ver.) and Appendix G (English ver.) for interview questions for a professor who specializes in the Cognitive Linguistics field).

### **Ethical Consideration**

Prior to any data collection, participants were requested to sign informed consent forms. Informed consent forms were created for each data collection methods: the questionnaire, classroom observations, and interviews (See Appendix H (Japanese ver.) and Appendix I (English ver.) for elementary-level Japanese students of English, Appendix J for Language teachers who teach elementary-level courses, Appendix K for teachers who engage in intercultural understanding focused English-medium courses, and Appendix L (Japanese ver.) and Appendix M (English ver.) for a professor in the Faculty of Letters who specializes in the Cognitive Linguistics field). For participants whose research was conducted in Japanese, the only Japanese version of informed consent forms was distributed and collected. Participants were informed about the purpose of the study; release of study results; data collection method; selection of participants; anticipated risks; benefits of the research to the participants; protection of personal information; participation in the interviews, questionnaire, and class observations; and the investigator's and the supervisor's contact information prior to the study. Each participant in the study was informed that their participation in the needs analysis is voluntary, that no disadvantages would occur if choose not to participate in the study and the right of withdrawal from the study at any time without penalty. The survey instrument nor the interview questions require any personal or sensitive responses. Therefore, there is no potential physical, psychological nor social risk to the participants.

## **Data Collection**

**Questionnaire.** Informed consent form and questionnaire were distributed to students upon the permission of each teacher during one of the lessons observed for each course or the first day of the class in September 2017. Once students sign the informed consent form, the questionnaire was filled by students with using approximately 15 minutes in the beginning of or in the end of the lesson. The Likert-scale in the questionnaire has been modified from an odd number (five) to an even number (four) in order to avoid moderate responses (Brown & Rodgers, 2002). The questionnaire is anonymous and participants were allowed to not answer questions which they do not want to. After collecting the information, for each Likert-scale question, the number of responses and percentage of each option were calculated. Also, for open-ended questions, responses were coded and analyzed.

**Classroom observations.** Eight classroom observations were conducted within the first few weeks of the fall semester in September 2017. Since most of the first day of the class only includes introduction and orientation of the entire course and therefore the first day of the class was excluded from candidate dates of classroom observations. In this study, four English II B courses were observed. During the observations, notes were taken by the researcher.

**Interviews.** Interviews were conducted during August 2017 and in the fall semester in September 2017. Interviews were taken place at the convenience of participants. The interviews for language teachers who teach elementary-level courses were conducted after class observations of their classes by the principal investigator are completed. An interview with a professor who specializes in the Cognitive Linguistics field was conducted in Japanese. Interview questions are constructed for each type of participants by the researcher with consideration of wording of questions by referring to McKay (2006). The interviews were audio recorded with the permission of the interviewees since it allows to record objectively what was spoken and can be analyzed later (McKay, 2006). Some important responses during the interviews were note-taken as well so that the researcher would be able to consider additional questions to ask, and to analyze interview

contents more easily later (McKay, 2006). Each interview took approximately 30-45 minutes. Collected interview data were analyzed by coding key ideas or topics (McKay, 2006).

### **Data Analysis**

**Data from the questionnaire.** The collected responses to open-ended questions in the questionnaire were analyzed by the researcher. The responses were read over times and key ideas and reoccurring themes were highlighted. Key ideas from the responses were transcribed as they appeared on the questionnaire to elicit participants' ideas accurately (McKay, 2006). The key ideas and reoccurring themes were used to identify categorizations. For the collected responses to close-ended questions from the questionnaire, numbers and percentages of each response regarding degree of agreement or disagreement were identified.

**Data from classroom observations.** Notes from class observations were analyzed based on the elements which are essential to the researcher's Teaching and Learning Project. The key elements include: elements of intercultural understanding, elements of various English accents, classroom activities related to four-skill development, students' behaviors and actions, and interactions among students and teachers. Based on those perspectives, the data was analyzed and key findings were identified.

**Data from interviews.** All interview data was transcribed and analyzed by the researcher. The researcher applied the content analysis method presented by McKay (2006). In the method, key ideas and topics from each interview data are identified. Interviews data was analyzed separately based on types of participants: language teachers who teach elementary-level English courses, teachers who engage in intercultural understanding focused English-medium courses, and a professor who specializes in the Cognitive Linguistics field. The interview data was read over times and key ideas and topics were identified and labeled.

## **Results**

### **Interviews (Language Teachers and Culture Teachers)**

**Perspectives towards incorporating culture elements in classes.** All interviewed teachers held positive attitudes towards incorporating intercultural understanding elements in elementary-level English classes. Different teachers held different reasons for the importance. Culture teacher (CT) 4 claimed intercultural understanding should be added to every level from kindergarten through university to entire life. He believed every person has different experiences in different cultural groups, and therefore each person's own culture is different from every other person. He defined culture as something makes a person individual. People never experience the exact identical culture with anybody else. CT 1 recommended the importance of making students aware that different people hold different perspectives and there are different viewpoints on the same thing. It is ideal if students will be able to accept different ideas, be aware of all different ideas are valid, and will be aware of there is no one correct idea. Language Teacher (LT) 3 reported that students would communicate with people who are not Japanese in the future, so she would like to promote students' cultural awareness as much as possible. LT 4 stated that she wants her students to realize that Japan is not the standard of all culture and there are various kinds of standard around the world.

LT 2 noted that incorporating culture in language class is inevitable because language is tied with culture. More specifically, CT 1 and 4 stated that it is important to understand that language has developed to express ideas within a particular culture. Likewise, CT 3 stated that culture influences how the language is expressed and structured. Students need to become aware that direct translation from the one language to the other will not have exactly the same meaning and interpretation in Japanese as it is in English because of the cultural difference. One of CT 1's students thought he was frequently using a word "moreover" in casual level, whose translated word in Japanese are often used in casual level. However, since "moreover" is generally used in formal level in English, the student unconsciously created a barrier between a listener and

himself. When he was told about the fact was cultural understanding moment for the student.

Regarding actual incorporation of cultural elements in classes, all teachers suggested that cultural topics that are related to students' own life are interesting for students to learn. Some teachers suggested specific topics such as food, festivals and celebrations, and sports. Bringing in personal experiences related to the topics also makes classes interesting. Teachers at the same time cautioned that they should not introduce cultural topics as if all people in particular culture act same as the way of introducing topics lead to stereotyping. LT 1 acknowledged that it is challenging for teachers to find the places to bring culture in classes. LT 2 and 3 reported they deal with cultural elements in their classes mostly only when the textbook topics include cultural elements. LT 1 indicated that she tries to incorporate cultural understanding elements in her class by putting a little twist on usual topics. For example, instead of assigning simple task such as "describe your favorite food," she assigned her students to "describe food from your region that you would recommend somebody not familiar with Japanese food." She noticed students struggle with trying to see things from different perspectives and that is challenging for any level of students. CT 3 introduced the ideas of including intercultural understanding elements in elementary-level English classes. She suggested utilizing local newspapers written in English from different countries. According to her, local newspapers are written in relatively easy English. Using both foreign local newspapers written in English and English newspapers published in Japan, she would have students compare articles about the same topic to have them realize how the same event is interpreted in different ways. She suggested that activity leads to cultural understanding.

**Application of cultural difference without holding stereotypical views.** Questions related to this topic was specifically asked to culture teachers. In actual CT 3's class, she begins with explaining the difference between general speaking and stereotype. General speaking is about a tendency of particular groups or cultures, but the stereotype is the more judgmental framing of a particular culture. She then asks questions to students such as "If you hear the word

stereotype, what kind of image do you come up with?" "In your mind, can you give some examples of stereotypes?" CT 2 and 4 asserted students especially Japanese often tend to reinforce stereotypes of their own culture. Therefore, CT 2 provides students with opportunities to challenge or disagree with stereotypes of their own culture. He reacts to Japanese students that people from Kansai and Kanto are different. He acknowledged it is very difficult for students to see their own culture in different ways to recognize cultural differences within Japan. Once students realize the difference, then he emphasizes culture exists everywhere such as family, neighborhood, club activities, and friends. That helps them to see their own culture in diverse ways. Students tend to hold stereotypes of other cultures because they do not have enough information or interaction with people from that culture. Having students challenge their own presentations or stereotypes about their own culture is the first step and the most important step to overcome stereotypes.

**Analyzing similarities and differences among cultures in English.** All teachers except for LT 3 believed elementary-level students have the ability to analyze similarities and differences, but have difficulty in expressing analysis in English. LT 3 stated she did not implement the idea and had no comment on the part. Students can analyze similarities and differences and express them coherently and intelligently in their native language. Therefore, the important aspect that is necessary for students to express their analysis is providing them with language support. Teachers need to provide vocabulary, grammar, and expressions to analyze similarities and differences to students in English. Teachers also need to start with topics that students are more familiar with. When people speak about culture, they tend to think it as about other countries and that assumption makes students feel difficult to analyze similarities and difference among cultures. Therefore, teachers can start with giving students topics about within Japan. The process should be experiential so that students can recycle the process and improve the skills. It is also important that students do not use judgmental words such as good and bad or better and best because using these words can be offensive.

LT 2 and 4 teachers reported that they assigned students a task of writing a compare and contrast paragraph. LT 4 said her students were interested in doing the task because they had opportunities to research by themselves. She claimed that Japanese students have a lot of knowledge and skills to research and compare, but they have had little opportunity to research and analyze. She believed being able to do these tasks in English first and then transferring the skill into Japanese make students feel confident. She hoped the skills they learn in class will be applied to their daily life even in Japanese.

**Perspectives towards incorporating various English accents.** All teachers agreed on the importance of English learners being familiar with non-native English. Language teachers emphasized that having students be exposed to various English accents is valuable as there are more non-native speakers of English than native speakers around the world. However, teachers revealed that several factors inhibit effective exposure to various English for students. Firstly, LT 1, 3, 4 and CT 4 pointed out students have been accustomed to listen to predominantly American English. Although there are some textbooks recently that contains different accents, the majority of the textbooks still contain American English. Students have been stuck with listening to particular accent, and there is prevalent unconscious resistance toward unfamiliar English accents to them. In addition, LT 3 and 4 admitted the including various accents in elementary-level classes is valuable, but the priority is not high because of the limited amount of class time. LT 1 and 3 suggested that incorporating various English accents in elementary-level class is possible if teachers structure the tasks. Teachers can structure tasks using resources including various English accents such as online resources and TOEIC listening exercises.

**Importance of negotiation for meaning strategies.** All teachers indicated skills to ask for clarification and paraphrase understanding are necessary skills in successful communication. CT 3 claimed paraphrasing and asking for clarification are necessary skills if students want to develop their language skills. CT 1 also suggested that negotiation for meaning and asking for clarification are important elements in intercultural awareness. When people have

misunderstandings, it is important to try to understand what others mean by negotiating meaning and asking for clarifications. Therefore, LT 1 recommended that students have to learn techniques for speaking around the word to explain what they mean in familiar words. LT 4 suggested these skills are useful in other situations as well. For example, when students are doing presentations, sometimes they become too nervous to remember a specific word that they want to say. If they practice the skill to explain specific vocabulary words in other familiar words, they can apply the skill in the situation so that audience can understand what the speaker tries to explain. There is also a challenge for students to apply the skill in real life situations. CT 4 stressed that cultural barriers inhibit Japanese learners from asking questions to others. Japanese tend to hesitate to ask questions to others because of shyness and because they tend to see asking questions as rude.

**Need for communicative grammar practice.** All language teachers agreed that promoting understanding of basic grammar is important for successful communication. LT 1 argued Japanese students have learned grammar structures in junior high and high schools, but they have not enough practices and experiences of using those grammar patterns in communication. Learning any vocabulary or grammar can be difficult for students if it is not connected to their daily lives or their own experiences. Some teachers sometimes do explicit grammar teaching, however, at the university level, LT 2 recognized that challenge for teachers is to identify grammar teaching strategies that students have opportunities to practice in communication. LT 1 and 3 specifically assigned students to use recently learned grammar patterns in their speaking practice activities. LT 4 indicated students also can develop grammar skills through writing practice. Writing requires grammar knowledge, and students express their opinions in their own words. Through peer editing, students will be able to find most grammar mistakes from other students' writings and learn on their writing. Students exchange advice each other, and then they gradually pay attention to grammar structures and be able to compose better paragraphs.

**Strategies to reduce learners' anxieties.** Language teachers in interviews noted their

students' anxiety in classes and suggested strategies to reduce learners' anxiety. LT 2 reported that some of her students seem anxious when they speak to the teacher and other students. LT 4 also reported that her students seemed anxious at the beginning of the year. Students were not used to interactive classes, and they were quiet at the beginning of the course. As strategies to reduce anxieties, LT 1 and 4 believed building comfortable relationships among students as well as between teacher and students is important to increase the joy of learning English as well as to increase willingness to share their thinking with others. LT 2 and 3 stated giving encouragement and praise to students is important for reducing anxiety. Telling students explicitly what they say is correct and understandable will make students realize they are getting better in English. LT 1 suggested that having some set routines in the class will increase students' confidence to talk about a variety of topics. In addition, because of her students' limited ability to speak in English, LT 3 allowed her students to speak in broken English in the past so that students enjoy and are accustomed to speak English. At the same time, LT 1 and 3 believed some stress, anxiety, and pressure are necessary to improve their language skill so that they can aim at a higher level.

**Speaking emphasized in four-skill courses.** Interviewed teachers focused mostly on developing speaking skills and had less focus on developing listening and reading skills. Students are assigned to do extensive reading in the spring semester and extensive listening in the fall semester outside of the class, but in-class activities related to listening and reading development are overall limited because of the limited amount of class time. LT 1 and 4 emphasized the importance of practicing speaking skill because English is a tool for communication, learning new things, and making friends with each other. However, LT 1 recognized students have challenges in speaking English such as being afraid of making grammatical mistakes and having not enough vocabulary to convey their intentions. LT 1 and 4 had impressions that majority of students take English classes to receive good grades and to earn credits to graduate. To change students' perception of learning English, all language teachers in interviews conduct various pair and group activities where students are encouraged to speak. LT 1, 3, and 4 give students specific

patterns of how to start and close conversation, how to state opinions, and how to react to statements and ask additional questions to students so that they will build confidence in speaking. Using those patterns, teachers give different topics that are familiar contexts to students as habit formation so that students become more confident in speaking various topics. LT 1 emphasized having students be able to support their opinions is also an intercultural communication skill. She emphasized students need to learn how to make themselves be understood their thinking.

### **Interview (Cognitive Linguistics Professor)**

**Cultural understanding through vocabulary learning.** The professor supported bringing in Cognitive Linguistics ideas would change elementary-level students' perspectives on English learning. In terms of vocabulary learning, the professor suggested that elementary-level vocabulary words include a number of culture-related vocabulary. The more vocabulary words are related to daily lives, the more these words also related to culture. On the other hand, higher-level academic vocabulary words are less culturally related. Therefore, the professor implied teachers can include cultural understanding learning elements through vocabulary learning. Metaphors and categorization are areas of Cognitive Linguistics that are related to vocabulary learning. For example, honey and sweetheart are the metaphorical words of one's lover. An example of categorization is, in Japanese, words related to rice should be categorized into different words, such as *ine* for a rice plant and *beihan* for boiled rice. That is because rice is a significantly important crop in Japan and is needed to be differentiated depending on the type of rice.

**Cognitive Linguistics techniques as motivational tools.** Elementary-level English learners in Japanese universities tend to struggle with what they have studied in secondary schools. English education in secondary schools focuses much on memorization, but the logic and underlying meanings of the language are not taught to students. This style of education results in reducing students' interest in English. The professor then suggested it would be interesting for

students to have Cognitive Linguistics ideas and grammaticalization (a part of Cognitive Linguistics that deals with the historical change of English vocabulary into grammar items) included. For example, according to the professor, indefinite article “a” and “an” originally were the numeral “one.” University students are capable of understanding such underlying meaning of English language, and their intellects will be stimulated by this way of teaching. The professor suggested grammar items that can be taught through the approach of Cognitive Linguistics and that might be important for elementary-level students to learn as -ing forms (progressive forms, present participles, and gerunds), articles, past participles, and modals.

### **Class Observation**

**Limited cultural understanding elements in classes.** All language teachers in interviews acknowledged the significance of bringing in cultural understanding elements in their classes. However, in class observations, some cultural elements were observed, but these were not necessarily designed to develop students' intercultural awareness. LT 4 included an activity to have students guess meanings of abbreviated words for texting. LT 4 mentioned the purposes of this activity were to motivate students at the beginning of the class and to have them learn different cultures. As she mentioned, the activity was for warming up, and she did not necessarily take time to deepen cultural awareness using the activity. At the beginning of LT 2's class, she provided a persuasive topic to students to have them practice giving opinions. The topic of one of the observed classes was about whether all students should wear uniforms to school or not. This topic involved cultural difference because rules of school uniforms vary depending on cultures. However, LT 2 did not specifically mention the cultural difference between school uniforms. In one of the LT 3's classes, she had her students do one of the exercises in a textbook. In the exercise, there was a word “check,” which represents a piece of paper used to make a payment that is often used in the United States. Students had difficulties understanding the meaning of check since there are fewer opportunities of using a check in Japan than in the United States.

However, LT 3 did not explain the meaning of a word “check.” After the class, one of the students asked questions to LT 3 to clarify the meaning of “check,” and LT 3 admitted that she should have explained the word more. As observed in the classes, there were some cultural elements involved in classes, but the purpose was not to raise students' intercultural awareness in all the situations.

**Limited exposure to various English accents in classes.** While there were some opportunities for students to listen to different English accents, none of the activities included various English accents as the major focus. In LT 1, 3, and 4's classes, students did or were explained about extensive listening share. LT 1 and 4 explained one of the purposes of extensive listening is to have students be familiar with various English accents. However, there is no certainty that students choose listening materials which include varieties of English accents. In addition, in LT 4's classes, students practiced TOEIC listening section. LT 4 stated the major reason for including TOEIC listening practice was because the majority of her students are eager to improve their TOEIC scores. LT 4 also stated the other reason as having students be accustomed to various English accents in TOEIC listening. Although some opportunities for dealing with various English accents were observed, it was not the major purpose of these activities.

**Lack of telling the clear purpose of each activity.** There seemed to be not enough explanation of the purpose of doing each different activity by observed teachers. Some activities had been done in the spring semester, and students might have already known the purpose of previously done activities. However, the observed classes were conducted at the beginning of the fall semester, and students might have forgotten the details of previously done activities because of the summer vacation. There were also newly implemented activities in observed classes, but the focus was rather giving instructions than telling the purpose. Giving instructions is important to have students smoothly do activities, but without telling the purpose, students might do the activities without thinking the meaning of doing the activities.

**Minimal clarification of teachers' instruction by students.** The researcher found providing clear instructions by teachers and confirmation of students' understanding of instructions are significantly important. In LT 1's classes, some students obviously reacted to the teacher if they understood instructions, but many students just listened to her instructions without any reaction or did not pay attention to what she said. It is important to keep in mind that students who reacted do not represent all other students' degree of understanding of the instructions. In LT 2's classes, the teacher asked the meaning of a particular word to the entire class, but none of them reacted to her question. When she picked a student to answer the same question, the student started to answer. To effectively confirm students' understanding of instructions, LI 1 provided time to check understanding of instructions among group members before initiating activities. During the time she allowed her students to use Japanese so that one group member who could understand the instruction explained what they need to do in activities to other group members. LT 2 asked some students to explain given instructions in their own words to other students. After taking time for confirmation, students could relatively smoothly initiate and conduct activities.

**Student engagement in group activities.** In observed classes, students sometimes did activities individually even when they were assigned to do in groups. The researcher found that observed teachers sometimes provided activities which can be done individually. There are difficulties when teachers assign students to do activities that can be done individually in pairs or in groups. Teachers need to consider how students can do pair and group activities more effectively. Teachers either should create activities which require pair or group activities or should plan in more detail how students can do activities that can be done individually more effectively in pairs or in groups rather than only instructing "Do the activity in groups."

**Interrelated skill-focused activities.** There were some effective strategies for combining different skills in several related activities. All of the teachers provided time for sharing what students listened in extensive listening activities and do vocabulary quizzes of words selected by

students. Teachers allow students to choose listening resources and vocabulary by themselves so that students can choose resources which they are interested in and which are related to their own life and purpose of learning English. In addition to self-selected materials, in the vocabulary development activity, one of the teachers assigned mandatory vocabulary from a specific wordlist. Other activities such as extensive reading and journal writing are also often implemented by interviewed teachers. Students have opportunities to share their developed skills in extensive activities so that they can learn from other students' learning at the same time practice their speaking skills. Students are accustomed to sharing their learning because they have learned patterns of how to do conversation through these activities. After the sharing among students, LT 4 elicited new vocabulary from several students and confirmed meanings of those words with the entire class so that all students can learn common new words.

LT 2 did a speaking activity which leads towards developing writing skill. At the beginning of her every class, students are given an agree/disagree topic and practice giving opinions to their partners. Purpose of this activity is to develop students' speaking fluency and organization of ideas that lead to writing skills. Students then did quick writing about the same topic. Students speak first and then write so that ideas will make more sense. These examples indicate that speaking, listening, reading and writing skills are tied together and are difficult to separate completely. Implementing activities of combining different skills seem efficient and realistic in different ways.

**Incorporating cultural understanding through teaching email writing skills.** Some teachers introduced email writing as a type of writing which students would practice for several weeks. LT 2 and 3 explained that email writing skill is important for students' future career and develop polite and formal expressions in English because those expressions are necessary in writing emails to a higher-ranking person. In addition, practicing email writing is easy to connect with students' daily lives. LT 3 brought in a speaking activity as a warm up of introducing email writing. LT 3 had students discuss bad experiences of sending emails in the past since most of the

students experienced writing emails at least in Japanese. The researcher found writing emails in English also involves cultural elements. In English, emails are usually concluded with certain closing words such as “Regards,” and “Sincerely,” and the degree of formality varies depending on what kind of language used in emails.

### **Questionnaire Results**

In Part I of the questionnaire, there were two questions asked to students. The first question is students' purposes and/or reasons for learning English. The second question is students' own opinions and definitions of “Japanese English.”

In Part I Question 1, there were various purposes and reasons for learning English elicited from students (see Table 2). The first common reason for learning English was for their future career (27.4%). Specifically, 8.9% of students indicated students have specific occupational goals such as becoming nurses or teachers. Some students reported they need English skills to work in the desired environment such as working overseas as a nurse or becoming English teachers. The other students answered English is necessary because of the increasing number of foreigners in Japanese hospitals, or the policy of implementing English courses in elementary schools. 7.4% of statements in the same category did not mention specific occupations but indicated students either want to work overseas, use English in their work, or want to become globally competent persons. Even among those students who answered English is necessary for their specific future career, the degree of necessity of English seems different. The rest of the statements in the category indicated English skill is an advantage in job-hunting processes in general. These statements were more ambiguous but most common than other above-mentioned statements. The statements were such as “A choice of occupation will increase if I have English skill,” or “I am not sure if I use English in the future, but I do not want to reduce possible job opportunities because of the lack of English skill.” These statements seemed to indicate students tend to study English for their relatively immediate goal to obtain employment rather than using it in an actual working

environment. Similarly, the third common reason was for their future in general. Most of the students stated “English might be useful in the future,” but did not explain the specific purpose of how to use English in the future.

The second common purpose of learning English is to communicate with foreigners (25.9%). Two distinctions among the answers appeared. About half of the statements were in forms of desire such as “I would like to communicate with foreign people.” The other half was written in general statement such as “English enables us to speak with people around the world,” and it is not sure that their opinions came from their own desire. For other reasons such as because of the mandatory course or because students were told by others that English is important, it is difficult to identify that their purpose for learning English came from their own desire. Based on these responses, the reasons of learning English by the majority of students in this survey seemed to have been influenced by the external source and did not seem to come from individual motivation or desire.

*Table 2. Results of Part 1 Question 1 of the Questionnaire Purposes of and/or Reasons for Studying English*

Reasons/purposes	Number of statement	%
Future career	37	27.4
(Specific: nurse, teacher, etc.)	(12)	(8.9)
(“to be capable in global environment”)	(10)	(7.4)
(Abstract)	(15)	(11.1)
International exchange/communication	35	25.9
(Neutral statement)	(18)	(13.3)
(Positive desire)	(17)	(12.6)
Future in general	13	9.6
(Neutral statement)	(12)	(8.9)
(Positive desire)	(1)	(0.7)
Mandatory course	12	8.9
Study abroad/study trip	11	8.1
Told necessity of English by others	10	7.4
Intercultural understanding/self-development	7	5.2
No specific purpose	7	5.2
Enjoyment	2	1.5
Others	1	0.7
Totals	135	

Part I question 2 is about students' own opinions and/or definitions of "Japanese English (see Table 3)." In general, the term of "Japanese English" is used to refer to vocabulary, and that was reflected with the some of the students' responses. Specifically, 34.2% of students answered Japanese-made words, and 10.5% of them answered loanwords, and 2.6% of them answered English words made from Japanese. However, it is interesting to note that the second and third most common responses were not related to vocabulary. The second most common response was that "Japanese English" is how English is learned in Japan. Students from this response claimed that English education in Japan too much focuses on correct grammar and very little on communication. The third most common response was that speaking English with a Japanese accent. This response might reflect students' past experiences with learning English in secondary schools. From these responses, it could be interpreted that students may not be satisfied with how they were taught English in past educational settings.

*Table 3. Results of Part 1 Question 2 of the Questionnaire Students' Definitions of the Term "Japanese English"*

Definitions	Number of Statements	%
Japanese-made words (e.g. konsento → outlet)	39	34.2
Focusing too much on correct grammar	30	26.3
English with a Japanese accent	25	21.9
Loanwords (e.g. spoon, knife)	12	10.5
English words made from Japanese (e.g. tsunami)	3	2.6
Others	3	2.6
Not sure	2	1.8
Totals	114	

Part II of the questionnaire is 44 Likert-scale questions regarding students' perceptions towards English language, Japanese language, and these cultures. Overall, the responses to Part II Questions 1, 2, 4, 5, and 14 related to culture indicate students' generosity in different cultures. 92.5% of students did not regard English as a negative influence on Japanese culture (see Table 4). In addition, 24.1% of students answered they are not interested in British culture (see Table 5). The majority of students also agreed on the importance of English. 95.1% of students strongly agreed or agreed that English ability is important for developing international understanding (see

Table 6). In addition, 92.6% of students agreed that English is the most useful language among foreign languages (see Table 7) and 78.8% agreed that English should be used as an international lingua franca (see Table 8). This might indicate that students are aware of the importance of English in society.

*Table 4. Q4: I regard English in my country as a negative influence on our culture.*

	Strongly agree	Agree	Disagree	Strongly disagree
Number	2	4	36	28
%	2.5%	5.0%	45.0%	47.5%

*Table 5. Q14: I am not interested in the culture of the UK.*

	Strongly agree	Agree	Disagree	Strongly disagree
Number	5	14	34	26
%	6.3%	17.7%	43.0%	32.9%

*Table 6. Q5: A command of English is important in understanding foreigners and their cultures.*

	Strongly agree	Agree	Disagree	Strongly disagree
Number	55	21	3	1
%	68.8%	26.3%	3.8%	1.3%

*Table 7. Q1: In Japan, knowing English is more useful than knowing any other foreign language.*

	Strongly agree	Agree	Disagree	Strongly disagree
Number	39	35	6	0
%	48.8%	43.8%	7.5%	0.0%

*Table 8. Q2: English should be used as an international lingua franca.*

	Strongly agree	Agree	Disagree	Strongly disagree
Number	31	32	14	3
%	38.8%	40.0%	17.5%	3.8%

The responses to Part II Questions 17, 18, 19, 20, 21, 33, and 36 are regarded to students' attitudes towards various English accents. 81.0% of students answered that it does not matter which variety of English they speak as long as others understand them (see Table 9). More than half of students (57.6%) reported incorrect English is acceptable as long as it is understood by others (see Table 10). Similarly, 74.6% of students answered they are not concerned about the difference between American and British English (see Table 11). However, 90.0% of students answered that they want to pronounce English as American and British people do (see Table 12),

and 86.3% of them answered it is important to speak English fluently and accurately (see Table 13). These results indicate that to make themselves understood by others in English is the first priority. In addition, they believe that American and British English are the ideal accents to aspire to. Additionally, Part III Question 4 indicates that 62.5% of students have been taught using American English. At the same time, 32.5% of students answered they do not know which type of accents was used in class. This number indicates that students' consciousness towards various English accents is not high. Moreover, only 28.8% of students are interested in Singaporean and Indian English (see Table 14), and 73.8% prefer learning American English to Singaporean English (see Table 15). The results indicate that students might tend to see American or British English as superior accents to other accents including Japanese accent. As mentioned previously in Part I Question 2 of the questionnaire, the third common definition of "Japanese English" was English with a Japanese accent (see Table 3). These two facts together indicate students tend to perceive English with a Japanese accent as something negative and not real English. From Part 3 Question 8 of the questionnaire, it was identified that exactly the half of all students have at least one of an international friend. As a result, they have the possibility to listen to various English accents if the friends speak English. However, the other half of students do not have easy access to a person who speaks in English.

*Table 9. Q21: It doesn't matter to me which variety of English I speak as long as people understand me.*

	Strongly agree	Agree	Disagree	Strongly disagree
Number	30	34	12	3
%	38.0%	43.0%	15.2%	3.8%

*Table 10. Q36: As long as it is understood, incorrect English is acceptable.*

	Strongly agree	Agree	Disagree	Strongly disagree
Number	19	27	25	9
%	23.8%	33.8%	31.3%	11.3%

*Table 11. Q17: The differences between American and British English are important to me.*

	Strongly agree	Agree	Disagree	Strongly disagree
Number	5	15	34	25
%	6.3%	19.0%	43.0%	31.6%

Table 12. Q18: I want to pronounce English as American or British people do.

	Strongly agree	Agree	Disagree	Strongly disagree
Number	44	28	7	1
%	55.0%	35.0%	8.8%	1.3%

Table 13. Q33: It is important for me to speak English fluently and accurately.

	Strongly agree	Agree	Disagree	Strongly disagree
Number	38	31	11	0
%	47.5%	38.8%	13.8%	0.0%

Table 14. Q19: I am interested in Englishes of Singapore and India.

	Strongly agree	Agree	Disagree	Strongly disagree
Number	8	15	44	13
%	10.0%	18.8%	55.0%	16.3%

Table 15. Q20: I want to learn American English rather than Singapore English.

	Strongly agree	Agree	Disagree	Strongly disagree
Number	13	46	18	3
%	16.3%	57.5%	22.5%	3.8%

Part II Questions 30, 32, and 34 indicates students' motivation for learning English (see tables 16, 17, and 18). As this is the key component, the responses have been further divided into majors. While the sample may be small, it is important to note that there were motivational differences between majors. Law students showed relatively negative attitudes towards studying English compared with other students. These results might be related to the answers of the purpose of learning English in Part I of the questionnaire. Students in letters, nursing, and education faculties tend to have career goals which require English skills. However, for law students, fewer students mentioned the future career which focuses on using English skills.

Table 16. Q30: I would not take English if it were not a compulsory subject in school.

	Strongly agree	Agree	Disagree	Strongly disagree
Law	5 (26.3%)	5 (26.3%)	6 (31.6%)	3 (15.8%)
Education	2 (9.5%)	7 (33.3%)	8 (38.1%)	4 (19.0%)
Nursing	2 (9.5%)	7 (33.3%)	8 (38.1%)	4 (19.0%)
Letters	0 (0.0%)	4 (21.1%)	7 (36.8%)	8 (42.1%)
Total	7 (8.8%)	21 (26.3%)	29 (36.3%)	23 (28.8%)

*Table 17. Q32: I do not like learning English.*

	Strongly agree	Agree	Disagree	Strongly disagree
Law	3 (15.8%)	9 (47.4%)	7 (36.8%)	0 (0.0%)
Education	4 (19.0%)	5 (23.8%)	11 (52.4%)	1 (4.8%)
Nursing	1 (4.8%)	2 (9.5%)	14 (66.7%)	4 (19.0%)
Letters	0 (0.0%)	4 (21.1%)	9 (47.4%)	6 (31.6%)
Total	8 (10.0%)	20 (25.0%)	41 (51.3%)	11 (13.1%)

*Table 18. Q34: I study hard in English classes.*

	Strongly agree	Agree	Disagree	Strongly disagree
Law	4 (21.1%)	7 (36.8%)	8 (42.1%)	0 (0.0%)
Education	6 (28.6%)	10 (47.6%)	4 (19.0%)	1 (4.8%)
Nursing	4 (19.0%)	14 (66.7%)	3 (14.3%)	0 (0.0%)
Letters	5 (26.3%)	12 (63.2%)	2 (10.5%)	0 (0.0%)
Total	19 (23.8%)	43 (53.8%)	17 (21.3%)	1 (1.3%)

## Discussion

According to the interview results, all teachers held positive attitudes towards incorporating intercultural elements in elementary-level English courses. However, a language teacher at the same time acknowledged challenges of incorporating intercultural understanding elements in classes and two language teachers reported they do not necessarily incorporate cultural elements unless a textbook topic is related to culture. Similarly, throughout class observations, it was found out that there were limited opportunities of dealing with cultural elements in classes and there was lack of spending the time to have students understand the background information of cultural elements dealt with in those classes. As Shaules (n.d.) emphasized, observed teachers tended to include cultural topics as superficial elements to be added to lessons.

In terms of the cultural topics, all interviewed teachers suggested that topics related to students' own life are interesting and important for elementary-level students to learn. Some teachers indicated specific topics such as food, festivals and celebrations, and sports. Bringing in personal experiences related to the topics also makes classes interesting. In the interview with a Cognitive Linguistics professor, he suggested that vocabulary words that elementary-level

students need to learn are related to daily lives, and vocabulary words used in daily lives are also related to cultures. Therefore, cultural topics that are related to students' daily lives will develop learners' interest and skills of English language.

From the interview results and class observations, possibilities for developing intercultural understanding through learning skills to write a compare and contrast paragraph and appropriate email structure and language register were identified. LT 2 and 4 assigned students to write a compare and contrast paragraph to have them identify similarities and differences of a cultural topic in different countries. Kubota (2003) recommended that finding both similarities and differences in cultures is one of the important elements of intercultural understanding. A compare and contrast paragraph is a tool to develop skills for comparing and contrasting more than two cultural items, leading to the development of intercultural understanding skills. The other type of writing, email writing, was conducted in classes by LT 2 and 3. The major reason for including email writing explained by LT 3 was that email is a commonly used tool of communication in various contexts, and to be able to write emails following appropriate language and rules is an important skill in their future careers. In addition to that, developing knowledge and skills for using polite expressions are important for successful intercultural communication. Machi and Shiozawa (2010) emphasized that one important purpose in intercultural understanding education is to cultivate knowledge and skills to communicate appropriately in English with people from different cultural backgrounds. As there are different kinds of email recipients whose cultural backgrounds are different, understanding and using both formal and casual expressions appropriately is important for successful intercultural communication. Therefore, compare and contrast paragraphs, and emails would be beneficial writing tools for students to develop increased intercultural understanding.

According to interviews, teachers agreed familiarity with various English accents is meaningful for English learners because of the increasing number of non-native English speakers. These interview results support Matsuda's (2003b) claim that communication in English among

non-native English speakers is increasing. However, the incorporation of various English accents tends to be a lower priority because of other requirements in classes. From the literature review, interview results, and questionnaire results, it was found that students are accustomed to listening to American English (Komiya, Shimouchi, & Hino, 2010). In addition, from questionnaire results, it was found out that students tend to see American or British English accents as superior to their own Japanese accents. These results correspond with the literature review regarding Japanese citizens' preference for American and British accents, and their tendency to look down on their own accent (Komiya et al., 2010; McKenzie, 2010; Shaules, 2017; Shiozawa et al., 2016). The inclusion of various English accents to prevail ideas of accepting different kinds of accents might be still lacking among Japanese educational settings.

Several grammar patterns were identified in the literature review and the results of the needs analysis that would be effective for elementary-level students to learn through a Cognitive Linguistics approach. In the literature review about Cognitive Linguistics and in the interview with the Cognitive Linguistics professor, prepositions, articles, metaphors, modals including those for polite expressions, and the passive voice are frequently recommended in the study of Cognitive Linguistics and suggested for possible application in English language education (Cho, 2016; Imai, 2010; Lee, 2013; Tanaka, 2013). Other grammar patterns such as simple sentences, and prefixes and suffixes are also commonly used in the study of Cognitive Linguistics (Arimitsu, 2007; Imai, 2010). Results from the needs analysis identified a compare and contrast paragraph and email writing as useful writing tools for students to develop intercultural understanding. Grammar patterns that are especially necessary for those two types of writing are formal expressions for email writing and the comparative expressions for a compare and contrast paragraph writing, which are commonly taught at the elementary proficiency level. Based on these findings, grammar patterns to be covered in this Teaching and Learning Project will be selected.

According to the interview results, all teachers agreed on the importance of developing negotiation for meaning skills. These skills are important to avoid misunderstanding in intercultural communication. At the same time, one culture teacher claimed that Japanese students tend to refrain from asking questions of others because of shyness and because they tend to see asking questions as rude. According to the literature review, one of the foreign language learning anxieties was fear of negative evaluation (Horwitz, Horwitz, & Cope, 1986). The culture teacher's opinion and students' fear of negative evaluation might be interconnected. In class observations, the researcher found that students tended to not react to instructions from teachers especially when students did not understand the instructions. Some students showed explicit reactions, but especially female students especially tend to show few reactions. This tendency might indicate that students are concerned with being negatively evaluated when their interpretation of teachers' instruction was incorrect, or when students might not want to show off their understanding to others. It also might be the cause of negative evaluation by others. However, the skill of clarifying teachers' instruction is important in classroom interactions, and this skill is closely related to the negotiation for meaning strategies.

Questionnaire results indicate that some students hold specific and positive purposes and reasons for learning English such as specific career goals or a desire to communicate with people around the world in English. However, more than half of the given reasons and purposes for learning English are external factors such as mandatory courses and being told the necessity of English by others. The literature also indicates that students' motivation towards learning English after entering university tends to be abstract such as preparing for job hunting and developing communication skills (Kikuchi, 2015). Therefore, the lesson plans should be meaningful to students whose purpose for learning English is unclear so that their motivation towards learning English increases. In the interview with a professor of Cognitive Linguistics and the literature review, students' motivation towards learning English might increase with teaching grammar from different perspectives using ideas of Cognitive Linguistics (Cho, 2016).

Interviewed teachers emphasized speaking in their four-skill courses. The reason for this emphasis is mainly to have students become accustomed to and be confident in communicating in English. From questionnaire results, the majority of students feel the first priority of communication in English is to make themselves understood. However, at the same time, the majority of students hope to speak English fluently and accurately as American or British people do. Questionnaire results also indicate that second common definition of “Japanese English” by students is focusing too much on correct grammar and not applicable to real communication. In interviews, one language teacher reported that students tend to be afraid of making grammatical mistakes and not having enough vocabulary to convey their intentions. These results indicate that students are trying to communicate in English but may not be confident enough with their conversation ability. In the literature review, communication apprehension is regarded as language learning anxiety (Aida, 1994; Hashimoto, 2002; Horwitz, Horwitz, & Cope, 1986; Yamashiro & McLaughlin, 2001). Through their focus on speaking skills in their classrooms, interviewed teachers were providing opportunities to practice speaking in English and to raise students' confidence in actual communicative situations.

### **Criteria**

According to the literature review and results of the needs analysis, a gap between the current trend for globalization both internationally and within Japan, and the focus of English education in Japan has been found. Currently, there are more non-native English speakers than native English speakers around the world (Jenkins, 2006; Kubota, 2000). In Japan, as well, there have been an increasing number of international residents (Machi & Shiozawa, 2010; Ministry of Justice, 2017). It was indicated by some researchers that Japanese people traditionally tend to have little foreign experience because of Japan's insularity, and the Japanese tend to have stereotypical or simplistic perceptions of foreign cultures and peoples (Shaules, 2017; Terasawa, 2015). Therefore, Kubota (2000; 2001) emphasized that English is not the property of only native

speakers of English, but of non-native speakers of English as well. However, English education in Japan has traditionally focused on memorization of grammar patterns and vocabulary, and assessment through examinations rather than communication (Benson, 1991; Erikawa, 2008). Because of this tendency, Japanese university students tend to lose motivation and purpose for learning English after experiencing intense entrance examinations for university (Kikuchi, 2015). Japanese students also tend to feel anxiety towards the new teaching approach in English classes in university where communication is more focused (Aubrey, 2014; Yashima, 2009). In addition, the predominant type of English taught in Japan is American accents (Jenkins, 2006; Komiya et al, 2010; Morrison & White, 2005). Japanese students tend to see American accents as the ideal accent to pronounce and tend to look down on their own accent (Komiya et al, 2010; McKenzie, 2010; Shaules, 2017; Shiozawa et al, 2016). Because of these issues, English learners in Japan tend to struggle to develop communication skills and open attitudes towards different varieties of English and cultures that are necessary in this current globalized society.

There are two major concepts that seem to be influential to improve such English education in Japan: English as an International Language and Cognitive Linguistics. Researchers of English as an International Language emphasized that English is the property of international society and emphasized tolerance towards the different accents used in the world. These researchers suggested that the English used in each country or region reflects its culture and should not be considered inferior to American and British accents (Shiozawa, et al., 2016). This interpretation of accepting the diversity of English is the attitude that Japanese is encouraged in curriculum. Designing activities based on this idea will help students enhance their awareness and openness towards different varieties of English. Cognitive Linguistics is a concept where the meaning of sentences and words rather than the form are the focus of learning. Teaching English grammar and vocabulary through this concept is considered an innovative approach whose purpose is to have students internalize language patterns (Cho, 2016; Imai, 2010; Tanaka, 2012). In the interview with the professor of Cognitive Linguistics, he predicted university students'

interest in learning English will be increased through this approach rather than the traditional approach where students are expected to memorize explicit and fixed rules of grammar and vocabulary. Some researchers also suggested that Cognitive Linguistics will help students to enhance intercultural awareness since this concept focuses on how people use and interpret language depending on the context (Lee, 2001; Murata, 2011). As there are different interpretations of words in different cultures, focusing on the differences and/or commonalities should enhance students' intercultural awareness. Implementing the Cognitive Linguistics approach for both the English language learning and the intercultural understanding aspects of this curriculum will help Japanese students to look at English from different perspectives and to increase their interest in and motivation towards learning English.

The Cultural Knowings Framework seems to be a beneficial framework for developing language learners' intercultural understanding as this framework brings a structured approach to developing students' intercultural understanding. Through the process of incorporating the four phases of the Cultural Knowings Framework, students will be able to develop intercultural awareness and understanding through the use of English as an International Language and Cognitive Linguistics. Each phase of the Cultural Knowings Framework is essential in the process of intercultural understanding as students look at materials from different perspectives in each phase throughout one unit. In this Teaching and Learning Project, each activity is designed based on at least one phase of the Cultural Knowings Framework for students to develop their intercultural understanding. The phases of the framework do not need to be sequential as long as all four phases are addressed in each unit.

In addition, the needs analysis results indicated that practicing email writing and writing a compare and contrast paragraph may potentially enhance students' intercultural understanding and awareness. There are different types of email recipients and each recipient may belong to a different culture, so students need to adjust the language in terms of formality depending on the recipient. Learning skills to use language with different levels of formality is an important skill in

intercultural communication and is also useful for students' future careers. Writing a compare and contrast paragraph is also useful as a tool to compare and contrast two different cultural items. Students need to research and explain similarities and differences of two cultural items by themselves, in their own words, so this is an excellent opportunity to combine English writing skill development and intercultural understanding education. Language that is necessary to write compare and contrast paragraphs is also applicable in speaking as well especially when they discuss similarities and differences of a variety of cultural items. Therefore, practice of these two types of writing is included in this Teaching and Learning Project.

Based on the results of the literature review, interviews, class observations, and questionnaires, a set of criteria was created for this Teaching and Learning Project. These criteria were created to ensure that every lesson plan will contribute to accomplishing the goals and objectives of this course (see Table 19). If all of the criteria are satisfied, Japanese university students will develop a better understanding of different cultures and of English as an international language through developing English skills.

*Table 19. Criteria for the Teaching and Learning Project*

<b>Criteria for the Teaching and Learning Project</b>
<p><b>Lesson units should:</b></p> <ol style="list-style-type: none"> <li>1. Include all four phases of the Cultural Knowings Framework</li> </ol> <p><b>Lesson plans should:</b></p> <ol style="list-style-type: none"> <li>2. Be designed for an English course whose class capacity is 20 Japanese university students</li> <li>3. Deal with important concepts such as multiculturalization in Japan, stereotype, and English as an international language from the beginning of the course</li> <li>4. Include understanding or awareness building elements of various cultures</li> <li>5. Include cultural topics which are related to students' daily lives               <ol style="list-style-type: none"> <li>a. Start from familiar/concrete topic and lead towards less familiar/abstract topic</li> </ol> </li> </ol>

6. Focus on practice of learned grammar structure in spoken and written communication to build students' confidence
7. Include listening activities that students will be exposed to various English accents
  - b. A teacher will explicitly tell to students that the listening materials include various English accents
8. Include activities to develop writing skills such as email writing and compare and contrast paragraph
  - c. Students develop skills to express their intercultural understanding through writing practice
9. Include opportunities to develop reading skills mainly as homework assignments
10. Include activities which students practice a learned pattern and to build habits for furthering development of speaking skills

**Students should:**

11. Discover similarities and differences among cultures
12. Share their research related to cultural elements
13. Reflect and share own reactions/discoveries of cultural understanding/awareness

**Teacher should:**

14. Include the Cognitive Linguistics approach in grammar and vocabulary learning
15. Use Japanese when comparing English language and Japanese language
16. Help students develop negotiation for meaning strategies such as asking for clarification and paraphrasing

The first point is that lesson units should include all four phases of the Cultural Knowings Framework. The Cultural Knowings Framework is a beneficial framework for developing students' intercultural understanding and awareness since the framework looks at materials from various perspectives (Moran, 2001). Utilizing this framework provides a structured approach to

develop learners' intercultural understanding and awareness. There are four phases in the framework: Knowing About, Knowing How, Knowing Why, and Knowing Oneself, and each activity in this curriculum is based on at least one phase of the framework. Activities in one unit are designed to include all four phases of the framework so that students will be successfully develop intercultural understanding and awareness.

The second point is that lesson plans should be designed for an English course whose class capacity is 20 Japanese university students. The target students are Japanese university students whose English proficiency is elementary level, and students of observed classes in this needs assessment fit the criteria of the target population. Class size of all of the observed classes were about 20 students, and their native language was Japanese for all of the students. From this fact, this Teaching and Learning Project also identifies the target population as 20 Japanese university students.

The third point is that lesson plans should deal with important concepts such as multiculturalization in Japan, stereotype, and English as an international language from the beginning of the course. From the interviews, one of the culture teachers indicated that she introduces the idea of stereotypes at the beginning of the class. By doing that, students will be able to have better ideas towards the concepts which are important throughout this project. Similarly, in this Teaching and Learning Project, important concepts such as multiculturalization in Japan, stereotypes, and English as an International Language will be introduced at the beginning of the course because these concepts will form a basis for understanding more complex concepts later in the course.

The fourth point is that lesson plans should include understanding or awareness building elements of various cultures. Having students understand and be aware of the cultural differences or similarities is important to increase their interests in various cultures as well as in English learning. This is supported by the interview results that all teachers showed positive attitudes towards including intercultural elements in elementary-level English courses. However,

throughout class observations, it was identified that there were few opportunities of incorporating cultural elements in classes. Moreover, there was no time to explain or have students understand the background information of cultural elements addressed in those classes. As Shaules (n.d.) claimed, observed teachers tended to include cultural topics as superficial elements to be added to lessons.

The fifth point is that lesson plans should include cultural topics which are related to students' daily lives. All teachers in interviews suggested that cultural topics that are related to elementary-level students' own life are interesting and meaningful for them to learn. In addition, one of the interviewed teachers emphasized that bringing in personal experiences related to the topics also makes classes interesting and meaningful to students. These interview results indicate that cultural topics related to students' daily lives are accessible for them to relate to their own experience. Along with that, lesson plans should start from familiar/concrete topic and lead towards less familiar/abstract topic. There are still various topics in cultural topics which are related to students' lives. Therefore, the course should start from a familiar topic and then gradually moves towards less familiar topic so that students can develop cultural understanding skills accumulatively to deal with a cultural topic which is less familiar and abstract but still important to their lives.

The sixth point is that lesson plans should focus on the practice of learned grammar structure in spoken and written communication. All language teachers in interviews supported that promoting understanding of basic grammar is important for smooth communication. It was also identified from interviews that Japanese students learned grammar structures in secondary schools, but they do not have enough opportunities to practice using those grammar structures in communication. Because of the lack of communicative practice, one teacher noted students tend to be afraid of making grammatical mistakes in speaking practice. The literature review indicates communication apprehension is regarded as language learning anxiety (Aida, 1994; Hashimoto, 2002; Horwitz, Horwitz, & Cope, 1986; Yamashiro & McLaughlin, 2001). Therefore, this project

will focus on the practice of learned grammar patterns in communicative practice to build students' confidence in communicating in English.

The seventh point is that lesson plans should include listening activities where students are exposed to various English accents with the teacher explicitly stating that the listening materials include various English accents. In interviews, teachers agreed that having students be exposed to various English accents is valuable because there are more non-native speakers of English than native speakers of English around the world. However, from the literature review and needs analysis, it was identified that students are accustomed to listening to American English (Komiya, Shimouchi, & Hino, 2010) and Japanese students tend to see American or British English accents as superior and preferable, and tend to look down on their own accent (Komiya et al., 2010; McKenzie, 2010; Shaules, 2017; Shiozawa et al., 2016). In addition, class observation results revealed the number of listening activities were limited compared to that of speaking activities. There were some opportunities of having students listen to different English accents in listening activities, but teachers did not specifically explain that there are different kinds of English accents included in those activities. Therefore, this project will include listening activities that students will be exposed to various English accents, and a teacher will explicitly tell to students that the listening materials include various English accents so that students will be more consciously aware of and focus on a variety of English accents.

The eighth point is that lesson plans should include activities to develop writing skills such as email writing and compare and contrast paragraphs while at the same time students develop skills to express their intercultural understanding through this writing practice. In observed classes, students had opportunities to practice writing emails. The researcher found a possibility of bringing in cultural elements in email writing practice. In interviews, some language teachers mentioned that students practiced writing compare and contrast paragraphs in which students can write about comparisons of different cultural elements. Therefore, this project will include activities to develop writing skills such as email writing and compare and contrast

paragraph at the same time students can develop skills to express their intercultural understanding through writing practice.

The ninth point is that lesson plans should include opportunities to develop reading skills mainly as homework assignments. According to interview results, language teachers focused more on speaking and writing activities in their classes, and there seemed to be limited activities for other skills especially reading activities. However, the reading skill is still one of the essential skills in developing English proficiency. Therefore, this Teaching and Learning Project focus on developing the reading skill as well mainly as homework assignments.

The 10<sup>th</sup> point is that lesson plans should include activities which students practice a learned pattern in order to build habits for the further development of speaking skills. Many language teachers in interviews indicated that providing specific patterns of how to start and close conversation, how to state opinions, and how to react to statements and ask additional questions of other students is important to build confidence in speaking. Using those patterns, students are provided with opportunities to discuss different topics that are familiar to students so that students become more confident in speaking on various topics. Therefore, this project focus on having students practice certain pattern and build habit formation to develop speaking skills in class discussion and journal shares.

The 11<sup>th</sup> point is that lesson plans should include activities which students discover similarities and differences among cultures. Kubota (2003) suggested that finding both similarities and differences is important when comparing cultures so that students will be aware of multiple perspectives of cultures. However, according to interview results, students have difficulties with analyzing similarities and differences among cultures in English. One of the teachers believed that Japanese students have knowledge and skills to research and compare, but they had little opportunity to do so in their past educational experience. Therefore, in this project, students will practice skills to analyze similarities and differences of cultures in English multiple times so that students can gradually develop skills to do so.

The 12<sup>th</sup> point is that lesson plans should focus on students' sharing of their research related to cultural elements. According to the literature review, English education in Japan tend to focus on examinations of memorized grammar patterns and vocabulary (Benson, 1991; Erikawa, 2008). Because of this tendency, as mentioned above, one of the interviewed teachers stated that students have had not enough experience in conducting research by themselves. She also suggested that practicing research skills in English first will help students apply the skill in Japanese as well. Therefore, this project will focus on providing opportunities to have students research cultural topics so that students can practice research skills which can be applied to their real life.

The 13<sup>th</sup> point is that lesson plans should include opportunities to reflect and share students' reactions/discoveries of cultural understanding/awareness. According to interview results from culture teachers, they assigned their students to write reflective journals on a regular basis. A writing journal is a useful tool that has benefits both teachers and students. Students can reflect on what they have learned in the classes as well as allowing teachers to confirm students' learning through their reflective journal. One of the culture teachers revealed that Japanese students express their feelings and opinions better in written form than in spoken form allowing the teacher to see what students learned from his class through their journal entries. Therefore, in this project, students will be assigned to write reflective journals on a regular basis. Students also will have opportunities to share their reflective journal with other classmates so that students can build habits for furthering the development of speaking skills through a learned pattern explained in the ninth point of the criteria.

The 14<sup>th</sup> point is that lesson plans should include the Cognitive Linguistics approach in grammar and vocabulary learning. The professor of Cognitive Linguistics suggested that bringing in ideas of Cognitive Linguistics would change elementary-level students' perspectives of English learning. In terms of grammar learning, introducing underlying meaning of grammar structures rather than have them memorize the patterns would increase learners' interest in

learning grammar structures. In terms of vocabulary learning, the professor stated it is elementary-level vocabulary words that include a number of culture-related vocabulary. The more vocabulary words are related to daily lives, the more these words also related to cultures. Therefore, the professor implied teachers can include cultural understanding learning elements through vocabulary learning. Therefore, this project will include Cognitive Linguistics ideas in grammar and vocabulary learning.

The 15<sup>th</sup> point is that Japanese be used when comparing English language and Japanese language. This Teaching and Learning Project focuses on the relationship between language and culture (Kawahara et al., 2010), and sometimes uses Japanese to compare language and culture of Japanese and English-speaking countries. The Cognitive Linguistics professor from the interview also suggested that using Japanese is normal conception when explaining grammar rules with the idea of Cognitive Linguistics. In this project, the Japanese language sometimes appears in lesson materials to compare Japanese and English, but the use of Japanese will be minimized when a teacher gives instructions to students. This process is important to deepen Japanese students' awareness towards connections between foreign cultures and languages, and their own Japanese cultures and language.

The last point is that lesson plans should help students develop negotiation for meaning strategies such as asking for clarification and paraphrasing. All teachers in interviews acknowledged that asking for clarification and paraphrasing understanding is important in successful communication and in developing speaking skills. However, one teacher indicated that cultural barriers inhibit Japanese learners from asking questions of others. Japanese tend to hesitate to ask questions of others because of shyness and because they tend to see asking questions as rude. In class observations, the researcher found that students tend to not react to instructions from teachers especially when students did not understand the instructions. However, clarification of teachers' instruction is important for smooth classroom interactions and this skill is closely related to the negotiation for meaning strategies. Ability to clarify meanings of others'

statements is one of the key elements of intercultural communication, which can be applied to all different communicative situations. Therefore, developing negotiation for meaning strategies is important in many ways, and this project focuses on developing the skills throughout the course.

### **Course Organization**

As explained in the criteria section, the Cultural Knowings Framework, Cognitive Linguistics, English as an International Language, email writing, and compare and contrast paragraph writing are important elements in this Teaching and Learning Project. Most of the activities in this Teaching and Learning Project are designed to be applied to at least one phase of the Cultural Knowings Framework to ensure students' successful development of intercultural understanding and awareness.

First four classes are designed to introduce important skills and topics to be used throughout the course. Some ice breaking activities in the beginning of the course are designed to introduce the idea of intercultural awareness and understanding. After that, a pattern for developing active listening skills (QERF) (Hansford, 2012), a pattern for developing sharing opinions, reasons, explanations and examples (ORE) (Hansford, 2012), and negotiation for meaning phrases (Aloiau, 2015) will be introduced before the regular cycle of the course. These patterns are important for students to achieve smooth communication with others by learning how to clearly express their own opinions and reasoning in English, and by asking for clarification of others opinions and reasoning. These skills are especially important in intercultural communication since the ultimate purpose of intercultural communication is mutual understanding. These patterns will be introduced in the beginning of the course so that students can incorporate them into discussions of the concepts and issues learned during the course. In addition to these patterns, important concepts such as multiculturalization in Japan, stereotypes, and English as an International Language will be introduced at the beginning of the course because these concepts will form a basis for understanding more complex concepts later in the

course.

For the regular cycles of the course, grammar learning and writing practice will be conducted in odd-number classes, and cultural topic learning will be conducted in even-number classes. Classes are separated depending on the focus because writing assignments from writing practice lessons and research assignments from cultural topics classes may require long preparation time for students. The routine of following this organization is also easy for students to identify the focus of each class and help ensure they bring the appropriate materials to class.

In odd-number classes, first email writing, followed by compare and contrast paragraph writing will be the focus with the grammar structure learning through the Cognitive Linguistics approach will be included throughout. Email writing and compare and contrast paragraph will be practiced in this course as the results of the needs analysis implied that students will be able to develop intercultural understanding through practicing those two types of writings. Students will not only practice skills of writing emails and the paragraph, but also learn cultural interpretations of different writing styles in some lessons of each type of writing. In this course, students will develop email writing skills first and then develop skills for a writing compare and contrast paragraph later because email writing is more closely related to students' daily life and more students are familiar with writing in emails in their native language. Compare and contrast paragraph writing will be learnt in the latter half of the course as it is a more complex skill. In the grammar learning through the Cognitive Linguistics approach, students focus on discovering rules by themselves, which involves Knowing How and Knowing Why phases of the Cultural Knowings Framework. The grammar items are selected from the literature review and results of the needs analysis. Grammar items that are recommended for study in the Cognitive Linguistics literature as well as those that are necessary to successfully write emails and a compare and contrast paragraph are included in this Teaching and Learning Project. These grammar items include: basic English structure (simple sentences), passive voice, polite expressions, suffixes and prefixes, comparatives, prepositions, and articles. As students practice email writing in the first

half of the course, grammar items that are necessary for writing emails such as polite expressions and passive voice are dealt in the first half of the course. As a result, grammar patterns that are necessary for writing the paragraph such as comparatives are learnt in the latter half of the course. In addition, prepositions and articles are regarded as difficult grammar patterns for Japanese students to learn (Cho, 2016), and therefore lessons focusing on these grammar patterns are placed in the latter part of the course.

Even-number classes are designed to develop students' intercultural awareness and understanding through interacting with cultural topics. Interview results indicated that cultural topics that are appropriate for elementary-level students should be related to students' own lives. Selected topics start from more familiar and concrete topics such as food, and gradually shift to less familiar and more abstract topics such as religion. Within each topic, a unit starts from dealing with familiar items to broad aspects of the topic later on. For example, the food unit starts with rice dishes, which are familiar to Japanese students, then shift to various dishes made with different staple foods. Starting from this familiar topic, students would gradually be able to analyze more complex topics. Activities based on all four phases of the Cultural Knowings Framework are included in a lesson unit to effectively develop students' intercultural understanding, and the phases are labeled beside the title of each activity in the lesson plans. Students watch video clips with various English accents regarding targeted cultural topics and answer comprehension questions. Students also develop skills to compare and contrast different cultures over time. At least one activity in a topic is based on the concept of Cognitive Linguistics and the relationship between language and culture, and will focus on discovering different interpretations of the language. Students will be aware that not only cultural items, but also language reflects cultural differences and/or similarities depending on the context, which is a part of intercultural understanding. Students then share their research and their interpretations of the cultural topics with classmates.

As part of assessment in classes, students will share reflective journals with each other,

and give presentations twice: a midterm presentation and a final presentation. Students write a reflective journal after each lesson to reflect on what they have learned and discovered in each lesson to develop their self-awareness skill, which is an important element in intercultural understanding. In the majority of odd-number classes, students share their reflective journals to learn different perspectives and interpretations of their classmates to deepen self-awareness and expand their ability to view from different perspectives, and to develop communication skills using learned communication patterns such as QERF, ORE, and negotiation for meaning phrases. Another assessment tool in the classroom, presentations, is selected for students to learn and practice different styles of communication. The content of these presentations is their research findings and interpretations of cultural items previously addressed in email writing and compare and contrast paragraph writing. However, their presentation skills also will be assessed. This will help students learn the skills to successfully present information through discussions, through writing, and through giving presentations.

*Table 20: Course Organization*

week	class	focus: writing skills	class	focus: cultural content
1	1	<ul style="list-style-type: none"> <li>• Class orientation</li> <li>• Ice break activity</li> <li>• Introduction and practice of QERF</li> </ul>	2	<ul style="list-style-type: none"> <li>• Ice break activity (hometown)</li> <li>• Introduction of ORE</li> <li>• Introduction of journal</li> </ul>
2	3	<ul style="list-style-type: none"> <li>• Multiculturalization in Japan</li> <li>• International residents' purpose of coming to Japan and struggles in Japan</li> </ul>	4	<ul style="list-style-type: none"> <li>• Introduction of negotiation for meaning phrases</li> <li>• Stereotype</li> </ul>
3	5	<ul style="list-style-type: none"> <li>• Journal share</li> <li>• cognitive: basic English structure</li> <li>• English as an International Language</li> </ul>	6	Food <ul style="list-style-type: none"> <li>• Introduction of staple foods</li> <li>• Rice dishes in different countries</li> </ul>
4	7	Email writing <ul style="list-style-type: none"> <li>• Journal share</li> <li>• Cognitive: passive voice</li> <li>• Email writing intro</li> <li>• email structure learning</li> </ul>	8	Food <ul style="list-style-type: none"> <li>• Listening (Five-color Sticky Rice – in China)</li> <li>• Five-color Sticky Rice – Comparing Vietnam and China</li> </ul>
5	9	Email writing <ul style="list-style-type: none"> <li>• Journal share</li> <li>• cognitive: polite expressions</li> </ul>	10	Food <ul style="list-style-type: none"> <li>• QERF &amp; ORE Chat</li> <li>• Listening (Chopsticks: Chinese VS. Japanese VS. Korean)</li> </ul>

		<ul style="list-style-type: none"> <li>Email sentence writing practice</li> </ul>		<ul style="list-style-type: none"> <li>Dishes around the World research share</li> </ul>
6	11	Email writing <ul style="list-style-type: none"> <li>Journal share</li> <li>Cognitive: suffix</li> <li>Improving the Answer Email</li> </ul>	12	Music <ul style="list-style-type: none"> <li>QERF ORE Chat (Intro to music)</li> <li>Pop Songs Around the World</li> <li>Reading (What is Pop Music?)</li> </ul>
7	13	Email writing <ul style="list-style-type: none"> <li>Journal share</li> <li>Cognitive: prefix</li> <li>Individual Editing based on teacher's feedback</li> </ul>	14	Music <ul style="list-style-type: none"> <li>Research share (various genres)</li> <li>Introduction to ethnic music</li> <li>Introduction to Throat Singing</li> </ul>
8	15	Presentation skills practice	16	Mid-term presentation
9	17	Compare and contrast paragraph <ul style="list-style-type: none"> <li>Journal share</li> <li>Compare and Contrast                             <ul style="list-style-type: none"> <li>Listening (A Life in Japan)</li> </ul> </li> <li>Intro to academic paragraph</li> </ul>	18	Music <ul style="list-style-type: none"> <li>Listening (Instruments Around the World)</li> <li>Research Share (Ethnic Music)</li> </ul>
10	19	Compare and contrast paragraph <ul style="list-style-type: none"> <li>Journal share</li> <li>Cognitive: comparative</li> <li>Paragraph writing practice                             <ul style="list-style-type: none"> <li>Topic sentence</li> <li>outline of body (block, point-by-point)</li> </ul> </li> </ul>	20	Holidays and celebrations <ul style="list-style-type: none"> <li>QERF and ORE chat (Intro to the topic)</li> <li>Listening (10 New Year's Traditions Around the World)</li> <li>Reflect on students' own New Year Celebration</li> </ul>
11	21	Compare and contrast paragraph <ul style="list-style-type: none"> <li>Journal share</li> <li>Cognitive: Prepositions 1</li> <li>Supporting sentences of the paragraph</li> </ul>	22	Holidays and celebrations <ul style="list-style-type: none"> <li>New Year Quotes</li> <li>Listening (Christmas celebration around the world)</li> <li>Christmas celebration in Japan</li> </ul>
12	23	Compare and contrast paragraph <ul style="list-style-type: none"> <li>Journal share</li> <li>Cognitive: prepositions 2</li> <li>Peer review of supporting sentences</li> <li>Organizing concluding sentence</li> </ul>	24	Religions <ul style="list-style-type: none"> <li>Religious Events in Japan</li> <li>Explore religions</li> <li>Listening (Hindu anger at yoga studios)</li> </ul>
13	25	Compare and contrast paragraph <ul style="list-style-type: none"> <li>Journal share</li> <li>cognitive: articles</li> <li>peer review of the entire paragraph</li> </ul>	26	Religions <ul style="list-style-type: none"> <li>Proverbs and Idioms in Japanese and English</li> <li>Listening (What is Ramadan?, 11 Awkward Moments That Happen During Ramadan)</li> </ul>
14	27	Compare and contrast paragraph <ul style="list-style-type: none"> <li>Journal share</li> <li>presentation skills practice</li> <li>individual revision based on teacher's feedback</li> </ul>	28	Religions <ul style="list-style-type: none"> <li>Research share (religious food practices)</li> <li>Listening (Japan welcomes Muslims to schools to turn the tide of ignorance)</li> </ul>
15	29	final presentation	30	final presentation

**Assessment**

In this Teaching and Learning Project, students will be assessed by following two major types of assessment: performance assessment and growth assessment. Performance assessment is a type of assessment where the performance of particular skills and/or explicit knowledge is the focus of assessment (Hansford, 2017). The other type of assessment, growth assessment focuses on increasing awareness and sense of progress through the process of learning rather than on the outcome of learning (Hansford, 2017). The assessment plan is described in the table 21.

Performance assessment consists of one mid-term presentation (15%), one final presentation (15%), and three written assignments (40% in total). Growth assessment consists of reflective journal (20%) and participation including homework (10%).

*Table 21: Assessment Plan*

Assessment	Percentage	Evaluation Criteria
Final Exam	15%	Final Presentation
Midterm	15%	Mid-term Presentation
Papers	40%	3 Written Assignments (including drafting process): <ul style="list-style-type: none"> <li>• Asking Email: 5%</li> <li>• Answer Email: 15%</li> <li>• Compare and Contrast Paragraph: 20%</li> </ul>
Continuous Assessment	30%	<ul style="list-style-type: none"> <li>• Reflective Journal: 20%</li> <li>• Participation + Homework: 10%</li> </ul>

The written assignments in this project consist of two types of writing: email writing (“Asking Email” and “Answer Email”) and compare and contrast paragraph writing. Students submit three drafts per written assignment. Email is a tool for exchanging information with more than two people, so students practice writing two types of communication: asking questions and answering questions. Each student writes one email to ask for a recommended food from a specific country, and one email to provide information of a recommended food from a chosen country. Each student decides a country and a dish based on their interest, and researches information about this country and dish. Students make pairs and share information through an email exchange by asking for and explaining a recommended dish in a particular country. Students develop skills for how to ask questions using polite language and how to describe

specific information in their own words. Students at the same time can expand their knowledge of different cultures. In the compare and contrast paragraph, students choose the same or related cultural items to describe similarities and/or differences. Students decide topics based on their own interests. How to choose a topic depends on students' choice: they can compare the same item in two different countries, the same item in two different regions of a country, or there might be other combinations. Students will practice finding similarities and differences for least two cultural items in this course, so this writing assignment is an opportunity to demonstrate their development of the skill to identify similarities and differences. Each final draft will be graded based on evaluation forms created by the researcher (See Appendix O and P for the evaluation forms). Students will be assessed mainly in terms of structure, format, language use, and content of the writing.

The other performance assessment tool, presentations, consists of one mid-term presentation and one final presentation. Through presentations, students demonstrate their development in speaking skills and skills of explaining opinions, reasons, and examples in this course. The mid-term presentation is about a food dish in a chosen country, and the final presentation is about similarities and differences between specific cultural items. Both presentations are based on what students will have written in the two types of writing; however, students are asked to present some additional information in these presentations. For example, in the mid-term presentation, students are asked to describe reasons for choosing a specific country, and in the final presentation, students are asked to explain possible reasons behind the similarities and/or differences. Using visuals to explain the content is also emphasized in the presentations. The presentations will be assessed in terms of presentation skills, language skills, and content using evaluation forms created by the researcher, and the evaluation forms are embedded in each lesson plan.

In addition to the performance assessment, students will be assessed by growth assessment which consists of journal writing, the drafting process of written assignments, and

class participation. Students are asked to write journals after every class. The teacher will collect the journals after every unit and check students' progress in terms of intercultural understanding and sentence composition skills within and across a course unit. The drafting and peer review materials for the email writing and the compare and contrast paragraph writing will be collected and evaluated by the teacher to identify the process of improving their drafts based on advice from a peer reviewer and a teacher, as well as based on what they have learned in the writing lessons. Students' participation in classes also will be assessed by observing their participation in group and/or pair activities.

In order to identify each student's growth in intercultural understanding, which is the major purpose of the course, an intercultural understanding rubric has been created (See Appendix Q for the rubric). The rubric has three categories for assessment: curiosity about and openness towards other cultures, perspective taking, and self-awareness. In the first category, curiosity about and openness towards other cultures, how deeply and autonomously students demonstrate their willingness to know and interact with different cultures and people will be identified. In the second category, perspective taking, students' discovery of other cultural perspectives and their interpretations of the perspectives will be observed. In the third category, self-awareness, how students see differences and similarities within their own cultural groups will be identified. There are three levels in each category: approaching, meeting, and exceeding. If students are just receiving information as facts without asking questions, it is a sign that they are approaching expectations and need more work. If students show interest to learn more and are trying to accept different cultural perspectives, these are signs that they are meeting expectations for this course. If students are trying to apply their learning in different situations, it is a sign that they are exceeding expectations for the course.

### **Educational Implications**

This Teaching and Learning Project is designed specifically for elementary-level university students in Japan. The literature review indicated that some Japanese university students tend to lose motivation for learning English (Kikuchi, 2015) and/or tend to be anxious in the communicative style of university classes with which students are not familiar (Aubrey, 2014; Yashima, 2009). The cause often applied to those negative effects is the memorization- and examination- based English education in Japanese secondary schools (Benson, 1991; Erikawa, 2008). One of the major purposes of this Teaching and Learning Project is to overcome those university students' negative attitudes towards learning English.

This Teaching and Learning Project can be implemented in universities with different situations if a few adjustments are made. Some recommendations can be made in the selection process for evaluating appropriate video clips with a variety of English accents for elementary-level students. The speed of video clips should be relatively slow so that elementary-level students will be able to follow the content. Since students are not used to listening to different varieties of English, video clips with subtitles might be helpful for elementary-level students. Slower speeds and subtitles will help students to comprehend the video content with more accuracy. The length of video clips should also be considered since class time is limited. Students may need to watch videos more than two times to comprehend the content more deeply. Considering that, five minutes would be maximum length of one video clip. If teachers want to select longer video clips, it would be necessary to skip some parts of the video clips to make them shorter or play parts over several classes. If implementing in higher-level classes, providing students with more time for issue discussion and less time focused on language support would be appropriate. In this way, teachers may choose to reduce the number of grammar pattern lesson plans and add more culture content lessons and discussion.

Developing open-mindedness towards different cultures and different accents earlier in learners' lives might help them to hold more positive attitudes towards different cultures and

different accents of English from the beginning. As a result, if teachers wish to implement this Teaching and Learning Project in elementary or secondary schools, several adjustments will be necessary. First, in this curriculum, teachers need to select age-appropriate video clips with different accents. Videos for children with different accents are available on the Internet and from other sources, and these videos for children include more visual aids that assist students to comprehend the content. Younger students especially elementary school students may need visual aids which show what has been discussed in the videos more explicitly to help them understand the content more deeply. Elementary and secondary school students will be exposed to different varieties of English from their young age with help of age-appropriate videos, and thus hopefully will not form negative attitudes towards non-American or non-British English accents.

As several units ask questions related to hometowns, the possibility of fewer regional varieties of students' hometowns is a concern. In university, it is rare that all students come from the same hometown, no matter how small the university, providing more opportunities for students to share and compare some regional differences related to a specific cultural topic. However, in elementary and secondary schools, there is a greater possibility that all or the majority of students come from the same hometown. In this case, teachers and students may be able to focus on a smaller unit; differences between families for a specific cultural topic. As slight differences in customs and behaviors exist between families, this is reflective of cultural differences between social groups. Another adjustment may be that teachers prepare materials with regional varieties of a topic in advance. It would take time for teachers to prepare, but students will be exposed to cultural varieties making the topic more interesting to students.

Another concern is grammar learning. The target of this Teaching and Learning Project is for university students, who have previously learned grammar structures in secondary school and who have been tested on these structures in university entrance examinations. Therefore, this course is designed to build on this grammar knowledge. However, for secondary students, it will be first time for them to study these grammar structures in an English class. Explicit grammar

rule teaching is minimized in this Teaching and Learning Project based on the Cognitive Linguistics approach. However, secondary school teachers should carefully consider students' comprehension of grammar patterns if teachers would like to incorporate the Cognitive Linguistics approach in the curriculum. If students struggle with discovering grammar patterns by themselves, teachers should give hints or assistance to students. On the other hand, it may be not appropriate to incorporate grammar instruction with the Cognitive Linguistics approach for elementary school students because there is a limited focus on grammar instructions in elementary school settings.

### **Conclusion**

The major purpose of this Teaching and Learning Project is to develop a 15-week curriculum for elementary-level EFL learners in Japanese university to develop their intercultural understanding through English language learning. The curriculum is designed by focusing on following concepts: relationship between language and culture (Shiozawa et al, 2010), cognitive linguistics (Murata, 2011), and World Englishes (Shiozawa et al, 2016). Concepts of cognitive linguistics and relationship between language and culture is applied by aiming for developing intercultural understanding through noticing connections between linguistic features such as grammar and vocabulary and the cultural representation of those linguistic features as the starting point to analyze and interpret cultures. The concept of World Englishes is adopted by aiming for decreasing stereotypes held by learners towards different cultures and different English accents. In order to ensure students' successful development of intercultural understanding, the Cultural Knowings Framework is applied in this curriculum. Using this framework brings a more structured approach to develop students' intercultural understanding, and learners will be able to develop intercultural understanding through learning and utilizing two concepts; Cognitive Linguistics and English as an International Language, through the process of following the Cultural Knowings Framework.

There are three major goals of this Teaching and Learning Project. The first major goal is that students will nurture positive attitudes towards citizens of different nationalities and different cultures as well as their own Japanese culture. The second major goal is that students will be aware of the value of different varieties of English including Japanese accent of English. The third major goal is that students will be aware of the importance of developing English communication skills.

A needs assessment was conducted in order to understand the importance and feasibility of including elements of intercultural understanding and various types of English accents in elementary-level English language courses in Japanese University. The research results contribute to determining an effective design of this Teaching and Learning Project. The triangulation process, in which the investigator conducts several research methods, were adopted in this study (Brown & Rodgers, 2002). The methods to have been undertaken were: a student questionnaire with elementary-level Japanese learners of English, class observations of elementary-level English language classes, and interviews with instructors in Soka University. There were three types of participants in interviews: language instructors who teach elementary-level courses, instructors who engage in intercultural understanding focused English-medium courses, and a professor who specializes in the cognitive linguistics field.

Results of needs assessment identified various notable facts. All interviewed teachers hold positive attitudes towards incorporating intercultural understanding elements in elementary-level English classes. Most teachers also stated elementary-level students have the ability to analyze similarities and differences, but have difficulty in expressing analysis in English. However, during class observations, some cultural elements were observed, however these were not necessarily designed to develop students' intercultural awareness. All teachers also agreed on the importance of English learners being familiar with non-native English. Furthermore, language teachers stated that having students be exposed to various English accents is valuable as there are more non-native speakers of English than native speakers around the world. However, in

observed classes, while there were some opportunities for students to listen to different English accents, none of the activities included various English accents as the major focus. Questionnaire results from students also indicated important data. Majority of students believe that American or British English as superior accents to other accents including the Japanese accent.

Based on the results of the literature review, interviews, class observations, and questionnaires, a set of criteria was created for this Teaching and Learning Project developed was created to ensure that every lesson plan will contribute to accomplish the goals and objectives of this course. Examples of the criteria include: 1. lesson plans should include activities which students discover similarities and differences among cultures, 2. Lesson plans should include listening activities that students will be exposed to various English accents, and lesson plans should include activities which students practice a learned pattern and to build habits for furthering development of speaking skills. Based on a set of criteria, 15-week curriculum for elementary-level EFL learners in Japanese university to develop their intercultural understanding through English language learning was developed.

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Appendix A  
Questionnaires for students related to their perceptions and attitudes towards English  
(Japanese ver.)

この度はアンケートにご協力いただきありがとうございます。このアンケートの目的はみなさんの英語に対する考えを調査することです。アンケートは15分程度で終わると思います。

注意事項：

- A アンケートは3つのセクションに分かれています。各セクションごとに答え方の説明がありますのでよく読んでから始めてください。
- B どの項目に関しても、「正しい答え」はありません。自分の思ったとおりに答えてください。
- C もし説明や付け加えたいことがあれば、空白に自由に書き込んでください。

<p><b>Part I: 英語について</b> 次の質問について、自分の言葉で、自由に答えてください。</p>
--

1. あなたが英語を勉強する理由、目的は何ですか。

2. 英語研究の分野では「日本英語」という言葉が使われることがありますが、現在、学者の中でもいろいろな定義があり、ひとつの答えにたどり着いていません。あなたは「日本英語」とは何のことだと思いませんか。できれば例も挙げながら説明してください。

Part II: 英語・日本語・文化などについて

下の各文が表す考えや行動が、自分にどれだけあてはまるか、4つの選択肢（強く思う＝1、まあ思う＝2、あまりそう思わない＝3、全くそう思わない＝4）から一番近いものを選んで○をしてください。

注) 聞き慣れない言葉がいくつかあるかも知れませんが、ここに意味を書いておきます。

- 1) 外来語: もとは外国語だったが、日本語に取り入れられたもの。(例: ラジオ、テスト)
- 2) 和製英語: 日本人が作った英語。一見英語のようだが、アメリカやイギリスでは使われない。  
(例: ナイター(nighter)、サラリーマン(salary man))
- 3) 日本人英語: 「日本人なまり」のある英語。(例: r と l の区別がない)
- 4) 英語の種類: 違う国で話されている様々な英語のこと。  
(例: アメリカ英語、イギリス英語、インド英語)

	強く 思う			全く 思わない
1. 日本において、英語を使えることは、他のどんな外国語を使えることよりも便利だ。	1	2	3	4
2. 英語は国際共通語として使われるべきだ。	1	2	3	4
3. 英語は美しい言語だ。	1	2	3	4
4. 英語は日本の文化にマイナスの影響をあたえる。	1	2	3	4
5. 英語力は国際理解の上で重要だ。	1	2	3	4
6. アメリカ人と話をするときは英語を使う。	1	2	3	4
7. 他のアジアの国々の人と話すときは英語を使う。	1	2	3	4
8. 日本人同士のコミュニケーションに英語がもっと使われるべきだ。	1	2	3	4
9. 日本の高校の英語の授業は英語で行うべきだ。	1	2	3	4
10. 日本の高校の英語以外の授業も英語で行うべきだ	1	2	3	4
11. 大学に入るために英語は必要ない。	1	2	3	4
12. 日本語の名前がついた商品は、英語の名前がついたものよりも良く売れる。	1	2	3	4
13. アメリカの価値観を取り入れれば日本はもっと良い国になる。	1	2	3	4
14. イギリス文化には興味がない。	1	2	3	4
15. 留学するならアメリカを選ぶ。	1	2	3	4
16. アメリカ人はきらいだ。	1	2	3	4
17. イギリス英語とアメリカ英語の違いは、私にとっては重要だ。	1	2	3	4
18. アメリカ人やイギリス人のような発音ができるようになりたい。	1	2	3	4
19. シンガポールやインドの英語に興味がある。	1	2	3	4
20. シンガポールの英語より、アメリカ英語を学びたい。	1	2	3	4
21. どんな種類の英語 <sup>(注4)</sup> を話しても、通じるのであれば関係ない。	1	2	3	4
22. 日本人英語 <sup>(注3)</sup> は、日本人以外には理解されない。	1	2	3	4

	強く そう思う		全く そう思わない	
23. 和製英語 <sup>(注2)</sup> は本当の英語ではないので、日本語の中でも使うべきではない。	1	2	3	4
24. 日本語に外来語 <sup>(注1)</sup> を混ぜて使うのには反対だ。	1	2	3	4
25. 和製英語 <sup>(注2)</sup> はアメリカ英語よりも、日本独自のものを表すのに適している。	1	2	3	4
26. 日本のテレビコマーシャルには英語が多すぎる。	1	2	3	4
27. 日本人同士で英語で話しているのを聞くと居心地が悪い。	1	2	3	4
28. 英語を話すときも、日本人らしさを忘れたくない。	1	2	3	4
29. 英語が話せる友達を尊敬する。	1	2	3	4
30. 英語が必修科目でなければ、履修しない。	1	2	3	4
31. アメリカ人やイギリス人のような発音が出来る人がうらやましい。	1	2	3	4
32. 英語の勉強は嫌いだ。	1	2	3	4
33. 英語を正しく、流暢に話せることは、自分にとって大切なことだ。	1	2	3	4
34. 英語のクラスでは一生懸命勉強している。	1	2	3	4
35. 英語の授業中、アメリカ人やイギリス人のように発音しようとするのは恥ずかしい。	1	2	3	4
36. 間違った英語でも通じるのならかまわない。	1	2	3	4
37. 日本人はみんな英語を学ぶべきだ。	1	2	3	4
38. 全ての外国語の中で、英語が一番よい言語だ。	1	2	3	4
39. 英語を話していると日本人としての自分がなくなってしまうような気がする。	1	2	3	4
40. 外来語は日本語を豊かにする。	1	2	3	4
41. 和製英語 <sup>(注2)</sup> も英語の一種なので、英語を書いたり話したりする時に使っても構わない。	1	2	3	4
42. 日本人は日本人英語 <sup>(注3)</sup> を話すべきだ。	1	2	3	4
43. アメリカがもたらす、日本文化・社会への影響を心配している。	1	2	3	4
44. 英語は日本語より、論理的な言語だ。	1	2	3	4

**Part III: あなた自身について**  
 下の質問について、空欄に答を書くか、当てはまる答えに○をしてください。

1. あなたは英語を何年勉強していますか？各学校について、年数を書いてください。

学年	国名（日本以外の場合）	学校で	学校以外で（塾・家庭教師など）
小学校以前		年間	年間
小学校		年間	年間
中学校		年間	年間
高等学校		年間	年間

2. 今年はどの英語のクラスを取っていますか。 \_\_\_\_\_
3. 英語の成績は平均でどれくらいですか（5段階評価で5が一番良いとして）。 \_\_\_\_\_
4. 英語のクラスでは、どの種類の英語を習っていますか。当てはまるものに○をしてください。  
 学校で：           アメリカ英語・イギリス英語・その他 \_\_\_\_\_ ・わからない.  
 学校以外で：   アメリカ英語・イギリス英語・その他 \_\_\_\_\_ ・わからない.
5. 母国語は何ですか。 \_\_\_\_\_
6. 母国語の他に話せる言語はありますか。 \_\_\_\_\_
7. どこで生まれましたか。（国名・都市名） \_\_\_\_\_
8. 日本語を母国語としない友達はいますか。       はい・いいえ  
 「はい」の場合：その人の母国語は何ですか  
 \_\_\_\_\_

9. 海外に行ったことがありますか。あったら下の表に書き込んでください。

国名	時期（できれば西暦で）	滞在期間	理由・目的

10. 性別： 男・女
11. 年齢： \_\_\_\_\_ 才

ご協力ありがとうございました。その他にも何か気付いたことなどありましたら、いつでもお知らせください。

Appendix B

Questionnaire for students related to their perceptions and attitudes towards English  
(English ver.)

*Thank you for your cooperation in this survey project. The purpose of this questionnaire is to understand your ideas about the English language. It will take about 20 minutes to complete this questionnaire.*

- A. This survey is divided into three sections. Please read the instructions for each section carefully.
- B. There is no right or wrong answer for any of the questions below. Please do not worry about answering them correctly.
- C. Details, clarifications, and comments may be added wherever there is a space.

**Part I: About the English language**

Please answer the following questions in your own words.

1. What are your purposes and/or reasons for learning English?

2. What do you think “Japanese English” means? Even among scholars, there are disagreements about its definition. Please share YOUR ideas (with examples if possible).

**Part II: About English, Japanese, cultures, etc.**

For each of the statements below, please decide whether you strongly agree (1), agree (2), undecided (3), disagree (4) or strongly disagree (5) and circle the appropriate number.

Some terminology may be unfamiliar to you. Here are the definitions:

- 1) Loanwords: Foreign words that have been borrowed and integrated into the Japanese language.  
(e.g., rajio, tesuto)
- 2) Japanese-made words: English which Japanese people made. They look like English but are not used in the US or UK. (e.g., naita:, sha:pen)
- 3) Japanese-people English: English with a Japanese accent (e.g., /r/ and /l/ are not distinguished)
- 4) Varieties of English: Different Englishes spoken in different areas of world. (e.g., American English, British English, Indian English)

	strongly agree	strongly disagree
1. In Japan, knowing English is more useful than knowing any other foreign language.	1	2 3 4
2. English should be used as an international lingua franca.	1	2 3 4
3. English is a beautiful language.	1	2 3 4
4. I regard English in my country as a negative influence on our culture.	1	2 3 4
5. A command of English is important in understanding foreigners and their cultures.	1	2 3 4
6. I will use English when talking to American people.	1	2 3 4
7. I will use English when talking to people from other Asian countries.	1	2 3 4
8. English should be used more in communications among Japanese.	1	2 3 4
9. High school English classes should be conducted in English.	1	2 3 4
10. High school classes other than English should be conducted in English.	1	2 3 4
11. English is not necessary in order to enter a good university.	1	2 3 4
12. Products with a Japanese name sell better than those with an English name.	1	2 3 4
13. Japan will become a better country if we accept American values.	1	2 3 4
14. I am not interested in the culture of the UK.	1	2 3 4
15. If I were to study abroad, I would choose the USA.	1	2 3 4
16. I do not like American people.	1	2 3 4
17. The differences between American and British English are important to me.	1	2 3 4
18. I want to pronounce English as American or British people do.	1	2 3 4
19. I am interested in Englishes of Singapore and India.	1	2 3 4
20. I want to learn American English rather than Singapore English.	1	2 3 4
21. It doesn't matter to me which variety of English <sup>4</sup> I speak as long as people understand me.	1	2 3 4
22. Foreigners do not understand us if we talk to them in Japanese-people English <sup>3</sup> .	1	2 3 4

- |  |         |
|--|---------|
| 23. Japanese-made English <sup>2</sup> should be avoided when speaking or writing Japanese because it is not real English. | 1 2 3 4 |
| 24. I am opposed to using English loanwords <sup>1</sup> in Japanese.  | 1 2 3 4 |
| 25. Japanese-made English <sup>2</sup> can express Japanese things better than American English does.                      | 1 2 3 4 |
| 26. There is too much English in Japanese TV commercials.  | 1 2 3 4 |
| 27. I feel uncomfortable to hear one Japanese speaking to another in English.  | 1 2 3 4 |
| 28. I do not want to lose my Japanese-ness even when I speak English.  | 1 2 3 4 |
| 29. I respect my friends who can speak English.  | 1 2 3 4 |
| 30. I would not take English if it were not a compulsory subject in school.  | 1 2 3 4 |
| 31. I envy those who can pronounce English like an American or British person.   | 1 2 3 4 |
| 32. I do not like learning English.  | 1 2 3 4 |
| 33. It is important for me to speak English fluently and accurately.   | 1 2 3 4 |
| 34. I study hard in English classes.   | 1 2 3 4 |
| 35. I feel shy about trying to imitate native speakers' pronunciation in English class.                                    | 1 2 3 4 |
| 36. As long as it is understood, incorrect English is acceptable.  | 1 2 3 4 |
| 37. All Japanese should learn English.   | 1 2 3 4 |
| 38. Of all the foreign languages, English is the best language.  | 1 2 3 4 |
| 39. At times I fear that by using English I will become like a foreigner.  | 1 2 3 4 |
| 40. Loanwords enriches Japanese language.  | 1 2 3 4 |
| 41. It is OK to use Japanese-made English <sup>2</sup> when speaking or writing English because it is, after all, English. | 1 2 3 4 |
| 42. Japanese should speak Japanese-people English <sup>3</sup> .   | 1 2 3 4 |
| 43. American influence on Japanese culture worries me.   | 1 2 3 4 |
| 44. English is a more logical language than Japanese.  | 1 2 3 4 |

**Part II: Information about you**

For each question below, please fill in the blank or circle the appropriate answer.

1. How long have you been studying English? Please enter the number of years you have studied English.

Educational Level / Contexts	Country, if abroad	At School	Outside School (tutor, juku, etc.)
Pre-elementary		years	years
Elementary School		years	years
Junior High School		years	years
Senior High School		years	years

2. Which English classes are you taking this year? \_\_\_\_\_

3. What grade have you been getting in English classes (on the scale of 1-5; 5=highest)?

4. What variety of English are you learning? Check one.

In school: American, British, Other \_\_\_\_\_, I don't know.

Outside of school: American, British, Other \_\_\_\_\_, I don't know.

5. What is your native language? \_\_\_\_\_

6. What languages other than your native language do you speak?

7. Where were you born? (country and city) \_\_\_\_\_

8. Do you have any friends whose first language is not Japanese? Yes / No

If yes, where are their first language(s)? \_\_\_\_\_

9. Have you spent time in a foreign country?

Country	When (in which year)	Total time spent	Purpose/reason

10. How old are you? \_\_\_\_\_ years old

11. Sex: female / male

Thank you very much for your effort and time. If you have any additional comments or questions, please feel free to let me know any time.

Appendix C  
Class observation form

**General Information:**

Instructor Name: \_\_\_\_\_ Observation Date: \_\_\_\_\_  
 Observation Time: \_\_\_\_\_ Observation Number: 1      2      3  
 Room Location: \_\_\_\_\_ Class Name: \_\_\_\_\_

**Notes for Observation:**

Class topic: \_\_\_\_\_

Focus points:

- Elements of grammar and vocabulary learning
- Elements of cultural learning (comparison of cultural similarities and/or differences)
- The use of different English accents
- Students' reactions and responses to questions from teachers
- Students' actions and/or challenges in pair or group work

Time	Teacher actions	Student actions	Notes

## Appendix D

Interview questions for language instructors who teach elementary-level English courses

1. How do you incorporate four skills development in your teaching?
2. What challenges and difficulties with the four skills do students have?
3. How do you incorporate grammar and vocabulary learning in your teaching?
4. Which grammar and vocabulary words do you think are important for the development of communicative ability in elementary-level English learners?
5. Which grammar and vocabulary words do you think are difficult to learn for elementary-level English learners?
6. What do you think about incorporating various English accents in your class? What concerns, or challenges do you see for elementary-level students? What benefits do you see?
7. How do you incorporate cultural elements or intercultural understanding in your classes? What concerns, or challenges do you see for elementary-level students? What benefits do you see?
8. In your opinion, what strategies or techniques help elementary-level students develop speaking skills and, specifically, discussion skills?
9. In your opinion, what strategies or techniques help students reduce language learning anxiety? What approach do you take to help reduce learners' anxiety?
10. Do you incorporate activities where elementary-level students analyze similarities and differences among cultures in English? How capable are elementary-level students of analyzing similarities and differences among cultures in English?
11. Do you incorporate activities for students to learn and practice how to negotiate meaning by asking for clarification or paraphrasing their understanding? How capable are elementary-level students of developing skills to negotiate meaning such as asking for clarification and paraphrasing understanding?

Appendix E

Interview questions for instructors who engage in intercultural understanding focused English-medium courses

1. Do you incorporate four skills development in your cultural understanding class? If so, how?
2. How can intercultural understanding education be included in elementary-level English classes?
3. Which cultural topics do you think are important and interesting for students to learn?
4. Do you incorporate activities to help students appreciate cultural difference without holding stereotypical views? If so, could you give some examples? If not, could you explain why?
5. How capable are elementary-level students of analyzing similarities and differences among cultures in English?
6. Do you believe there is a relationship between language and culture? If so, how does this impact your teaching? Please give some examples. If not, could you explain why?
7. Do you incorporate varieties of English accents in your classes? If so, what impact does this have in deepening student interest in other countries? If not, could you explain why?
8. How capable are elementary-level students of developing skills to negotiate meaning by asking for clarification or paraphrasing understanding?
9. Do you assess and evaluate students' accomplishments in terms of intercultural understanding elements? If so, how? If not, why?

Appendix F

Interview questions for a professor who specializes in the Cognitive Linguistics field

(Japanese ver.)

1. あなたは認知言語学をどのように定義されますか。簡単に説明してください。
2. いくつかの先行研究の中で、認知言語学の英語教育への応用の可能性について述べられていました。あなたは認知言語学の英語教育への応用の可能性をどのようにお考えですか。どのような英語教育への応用が考えられますか。
3. あなたは、英語教師が彼らのクラスに認知言語学の考え方を取り入れることができると思いますか。もしそう思うなら、詳しく説明していただけますか。もしそうでなければ、なぜそう思われますか。
4. あなたは、英語教師が彼らの初級レベルのクラスに認知言語学の考え方を取り入れることができると思いますか。もしそう思うなら、詳しく説明していただけますか。もしそうでなければ、なぜそう思われますか。
5. あなたは言語と文化の関係性についてどのようにお考えですか。その関係性があなたの研究にどのような影響を及ぼしていますか。いくつか例を提示してください。
6. ある先行研究の中で、日本語と英語の違いを「メタファー」を通じて理解することは、言語の比較にとどまらず文化の比較にも通じていると提案されてきました。私はこれを、認知言語学が異文化理解教育に応用できる可能性があるのではないかと捉えました。あなたは認知言語学が異文化理解教育に応用される可能性が考えられますか。もしそうであれば、どのような応用が考えられますか。もしそうでなければ、なぜそのように思われますか。
7. あなたは、教員が異文化理解教育に認知言語学の考え方を取り入れることができると思いますか。もしそう思うなら、詳しく説明していただけますか。もしそうでなければ、なぜそう思われますか。
8. あなたは、日本の教員が初級英語クラスにおける異文化理解教育の場面で、認知言語学の考え方を取り入れることができると思いますか。もしそう思うなら、詳しく説明していただけますか。もしそうでなければ、なぜそう思われますか。
9. 私のティーチング・ラーニング・プロジェクト（カリキュラム作成）に対し、認知言語学の応用について何かアドバイスや提案があればお願い致します。

Appendix G

Interview questions for a professor who specializes in the Cognitive Linguistics field

(English ver.)

1. Could you briefly explain how you define Cognitive Linguistics?
2. Some of the literature I have found regarding Cognitive Linguistics mentions possible applications for language education. Do you see potential for Cognitive Linguistics to be applied in language education? If so, what applications can you see for language education? If not, why?
3. Do you think language instructors can apply the concept of Cognitive Linguistics into language classes? If so, could you explain? If not, why?
4. Do you think language instructors can apply the concept of Cognitive Linguistics into elementary-level language classes? If so, could you explain? If not, why?
5. Do you believe there is a relationship between language and culture? How does this impact your study? Please give some examples.
6. While researching my literature review, I found one article that states understanding linguistic difference between Japanese and English through studying “metaphor” will also allow a potential application of the comparison of cultural difference. I interpreted this as the study of Cognitive Linguistics could be applied to intercultural understanding education. Do you see potential for Cognitive Linguistics to be applied in intercultural understanding education? If so, what applications can you see for intercultural understanding education? If not, why?
7. Do you think instructors can apply the concept of Cognitive Linguistics into intercultural understanding education? If so, could you explain? If not, why?
8. Do you think instructors in Japan can apply the concept of Cognitive Linguistics into intercultural understanding education taught in English to elementary-level learners? If so, could you explain? If not, why?
9. Do you have any recommendations for me regarding Cognitive Linguistics for my Teaching and Learning Project?

## Appendix H

### Informed Consent Form for Participation in Questionnaire (Elementary-level Japanese students of English) (Japanese ver.)

**研究題目：**日本の高等教育における初級英語学習者に向けた異文化理解促進について

**研究代表者：**海野 美香子（大学院生）

**指導教員：**ヴァレリー・ハンスフォード（准教授）

**研究の目的：**本研究の目的は、日本の大学の初級英語学習者に向け、英語学習を通じて異文化理解を促進するための15週間分のカリキュラムを作成することです。英語に対する考えに関するアンケートに答えていただき、その結果をカリキュラム作成の際の参考にさせていただきます予定です。

**研究成果の公表について：**この研究で得られた結果は、創価大学国際言語教育専攻英語教育専修の修了要件の一つであるリサーチペーパーに含まれる予定です。また、この研究結果は英語教育に関する国際学会やピアレビュー論文や創価大学大学院紀要で発表される可能性もあります。この研究の結果は研究者を通して入手が可能です。ご希望の場合は、研究代表者の海野美香子までご連絡ください。

**研究方法：**参加者は、英語に対する考えに関するアンケートに回答します。アンケートには授業開始時または授業終了前の15分間で回答していただき、終わり次第その場で回収されます。答えづらい内容の質問がある場合は未回答のままにさせていただいて結構です。回答いただいた内容は、日本人大学生の英語や文化に対する認識を探るために使用されます。

**研究参加者の選定について：**日本人大学生の英語に対する態度や考えを調査するため、創価大学の2017年後期のEnglish II Bクラスを履修されている学生が本研究の参加者として選定されています。

**予想される危険：**この研究に参加することによる潜在的な身体的・精神的リスクはありません。

**研究に参加することの利益：**本研究に参加することにより、参加者はご自身の現在の英語に対する態度や認識を振り返る機会を得ることができます。

**個人情報の保護について：**本研究で得られる全ての情報は機密性が保たれます。本研究におけるアンケートは匿名で、参加者の特定につながる個人情報の記入はありません。

本研究のデータは、代表研究者の海野美香子と指導教員のヴァレリー・ハンスフォードからのみアクセスされます。アンケート用紙を含む全てのデータは、研究代表者の机に施錠された状態で保管され、2018年3月31日までに適切な方法で破棄されます。

**参加の任意性：**この研究への参加は任意です。この研究への参加を同意されなくてもいかなる不利益も生じません。また、この研究への参加・不参加は、成績には影響しません。一旦、参加を承諾しても、参加の取りやめはいつでも可能です。参加者にはこの参加同意書の写しが渡されます。

#### この研究に関する問い合わせ先

研究代表者：海野 美香子 email: e16m3201@soka-u.jp

指導教員：ヴァレリー・ハンスフォード（准教授） email: hansford@soka.ac.jp

創価大学

〒192-8577 東京都八王子市丹木町1-236

TEL: 042-691-5655

私は研究代表者によって書かれた本研究の説明を読み、本研究の目的、研究方法、個人情報保護の方法などについて十分に理解しましたので、この研究に参加することに同意します。

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参加者署名

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日付（年/月/日）

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研究者署名

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日付（年/月/日）

## Appendix I

### Informed Consent Form for Participation in Questionnaire (Elementary-level Japanese students of English) (English ver.)

**Title of Project:** Developing Intercultural Understanding for Elementary-level English Learners in Japanese University

**Principal Investigator:** Ms. Mikako Umino, Graduate Student

**Supervisor:** Ms. Valerie Hansford, Associate Professor

**Purpose of the Study:** The purpose of this study is to develop a 15-week curriculum for elementary-level EFL learners in Japanese university to develop their intercultural understanding through English language learning. The aim of the questionnaire is to gather information about Japanese university students' attitudes and perception of the English language as reference for development of this project.

**Releasing Study Results:** The study results will be included in a Teaching and Learning Project (research paper), which is part of the graduation requirements for the International Language Education, TESOL program at Soka University. The results may also be presented at international conferences related to the TESOL field and/or published in peer-reviewed academic journals and/or published in the Soka University Graduate School Bulletin. A copy of the results of this study can be obtained through the investigator. Please feel free to contact Mikako Umino, graduate student.

**Data Collection Method:** Participants are asked to answer a questionnaire in the beginning or in the last 15 minutes of a class session. If there are questions which you feel you would not like to answer, it is no problem not to answer those questions. The questionnaire will be collected after completed in the class session. The data will be analyzed to capture Japanese university students' perceptions towards English language and culture.

**Selection of Participants:** Current students in selected English II B course in Soka University will be included in this study to identify Japanese university students' attitudes and perception of the English language.

**Anticipated Risks:** There are no potential risks of physical or mental impact nor pain for the participants in this study.

**Benefits of the Research to the Participants:** Opportunities to reflect on participants' current perceptions and attitudes towards the English language.

**Protecting Personal Information:** All information collected in this study will be kept strictly confidential. The questionnaire is anonymous and does not contain personal information that could lead to identification of the participants. Data collected through the questionnaire will only be accessed by the principal investigator Mikako Umino and the supervisor Ms. Valerie Hansford. All paper-based information will be stored in a secure location in a locked desk of the researcher. All data files will be deleted or destroyed on or prior to March 31, 2018.

**Participation in the Research:** Participation in this study is voluntary. You will not be disadvantaged by choosing not to participate in the study. The decision whether or not to participate in this study will not affect your course grade. You will be able to withdraw from the study at any time without penalty. You can receive a copy of the informed consent form.

**Contact Information:**

Principal Investigator: Mikako Umino, email: e16m3201@soka-u.jp

Supervisor: Ms. Valerie Hansford, email: hansford@soka.ac.jp

Soka University

1-236 Tangi-machi, Hachioji, Tokyo, 192-8577 Japan

Tel. 042-691-5655

I have read the explanation written by the investigator. I sufficiently understand about the objectives of the study, research design, procedures and methods of protecting personal information. By signing below, I agree to participate in this research.

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Participant Name	Signature	Date (Month/Date/Year)
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Researcher Name	Signature	Date (Month/Date/Year)
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## Appendix J

### Informed Consent Form for Participation in Observations and an Interview

(Language instructors who teach elementary-level courses)

**Title of Project:** Developing Intercultural Understanding for Elementary-level English Learners in Japanese University

**Principal Investigator:** Ms. Mikako Umino, Graduate Student

**Supervisor:** Ms. Valerie Hansford, Associate Professor

**Purpose of the Study:** The purpose of this study is to develop a 15-week curriculum for elementary-level EFL learners in Japanese university to develop their intercultural understanding through English language learning. The aim of the class observations and interviews are to investigate students' needs in English classes, and to identify how teachers incorporate teaching strategies in terms of grammar, vocabulary, and four skills in elementary-level courses and their views towards intercultural understanding education as reference for development of this project.

**Releasing Study Results:** The research results will be included in a Teaching and Learning Project (research paper), which is the part of the graduation requirements of the International Language Education, TESOL, at Soka University. The results may also be presented at international conferences related to the TESOL field and/or published in peer-reviewed academic journals and/or published in the Soka University Graduate School Bulletin. A copy of the results of this study can be obtained through the investigator. Please feel free to contact Mikako Umino, graduate student.

**Data Collection Method:** Your English II B class will be observed by the principal investigator maximum three times (as needed). The researcher will take notes during the lesson(s). One class observation will take about 90 minutes. You also will be asked to answer questions during an interview after the entire class observation(s). The interview will include open-ended questions and will take approximately 30 to 45 minutes. The interview will take place at the convenience of the participant. The interviews will be recorded, and notes will be taken and transcribed in order to capture the participant's insights accurately.

**Selection of Participants:** Language instructors who teach elementary-level English courses in Soka University and their students will be included in the class observations, and only the language instructors will be included in interviews to investigate students' needs, and instructors' teaching strategies and views towards intercultural understanding education.

**Anticipated Risks:** There are no potential risks of physical or mental impact nor pain for the participants in this study.

**Benefits of the Research to the Participants:**

- Opportunities to reflect on instructors' own teaching strategies and the challenges and needs of students in developing English proficiency.
- Opportunities to consider the implementation of the concepts of: intercultural understanding education and World Englishes in instructor's own teaching practice.

**Protecting Personal Information:** All information and data collected in the interviews and class observations will be kept anonymous and confidential. Data collected through the questionnaire will only be accessed by the principal investigator Mikako Umino and the supervisor Ms. Valerie Hansford. Data will be anonymized in an unlinkable manner prior to any analysis. All electronic information and data will be stored on a password-protected external storage device unconnected to the Internet and all paper-based information will be stored in a secure location in a locked desk of the researcher. All data files will be deleted or destroyed on or prior to March 31, 2018. In the event of publications or presentations resulting from the study, no personally identifiable information will be shared.

**Participation in the Research:** Participation in this study is voluntary. No disadvantages will occur if choosing not to participate in the study. You will be able to withdraw from the study at any time without penalty. You can receive a copy of the informed consent form.

**Contact Information:**

Principal Investigator: Mikako Umino, email: e16m3201@soka-u.jp

Supervisor: Ms. Valerie Hansford, email: hansford@soka.ac.jp

Soka University

1-236 Tangi-machi, Hachioji, Tokyo, 192-8577 Japan

Tel. 042-691-5655

I have read the explanation written by the investigator. I sufficiently understand about the objectives of the study, research design, procedures and methods of protecting personal information. By signing below, I agree to participate in this research.

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Participant Name	Signature	Date
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Researcher Name	Signature	Date
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## Appendix K

### Informed Consent Form for Participation in an Interview

(Instructors who engage in intercultural understanding focused English-medium courses)

**Title of Project:** Developing Intercultural Understanding for Elementary-level English Learners in Japanese University

**Principal Investigator:** Ms. Mikako Umino, Graduate Student

**Supervisor:** Ms. Valerie Hansford, Associate Professor

**Purpose of the Study:** The purpose of this study is to develop a 15-week curriculum for elementary-level EFL learners in Japanese university to develop their intercultural understanding through English language learning. The aims of the interviews are to investigate students' needs, instructors' teaching strategies in terms of intercultural understanding education, and views towards incorporating intercultural understanding education in elementary-level English language classes as reference for development of this project.

**Releasing Study Results:** The research results will be included in a Teaching and Learning Project (research paper), which is the part of the graduation requirements of the International Language Education, TESOL, at Soka University. The results may also be presented at international conferences related to the TESOL field and/or published in peer-reviewed academic journals and/or published in the Soka University Graduate School Bulletin. A copy of the results of this study can be obtained through the investigator. Please feel free to contact Mikako Umino, graduate student.

**Data Collection Method:** You will be asked to answer questions during an interview. The interview will include open-ended questions and will take approximately 30 to 45 minutes. The interview will take place at the convenience of the participant. The interviews will be recorded, and notes will be taken and transcribed in order to capture the participant's insights accurately.

**Selection of Participants:** Instructors who engage in intercultural understanding focused English-medium courses in Soka University will be included in this study to investigate students' needs, instructors' teaching strategies in terms of intercultural understanding education, and views towards incorporating intercultural understanding education in elementary-level English language classes.

**Anticipated Risks:** There are no potential risks of physical or mental impact nor pain for the participants in this study.

**Benefits of the Research to the Participants:**

- Opportunities to reflect instructors' own teaching strategies and students' challenges and needs in development of intercultural understanding in English-medium courses.
- Opportunities to consider applying of the concepts of: intercultural understanding education and World Englishes in other courses.

**Protecting Personal Information:** All information and data collected in the interviews will be kept anonymous and confidential. Data collected through the questionnaire will only be accessed by the principal investigator Mikako Umino and the supervisor Ms. Valerie Hansford. Data will be anonymized in an unlinkable manner prior to any analysis. All electronic information and data will be stored on a password-protected external storage device unconnected to the Internet and all paper-based information will be stored in a secure location in a locked desk of the researcher. All data files will be deleted or destroyed on or prior to March 31, 2018. In the event of publications or presentations resulting from the study, no personally identifiable information will be shared.

**Participation in the Research:** Participation in this study is voluntary. No disadvantages will occur if choosing not to participate in the study. You will be able to withdraw from the study at any time without penalty. You can receive a copy of the informed consent form.

**Contact Information:**

Principal Investigator: Mikako Umino, email: e16m3201@soka-u.jp

Supervisor: Ms. Valerie Hansford, email: hansford@soka.ac.jp

Soka University

1-236 Tangi-machi, Hachioji, Tokyo, 192-8577 Japan

Tel. 042-691-5655

I have read the explanation written by the investigator. I sufficiently understand about the objectives of the study, research design, procedures and methods of protecting personal information. By signing below, I agree to participate in this research.

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Participant Name                      Signature                      Date

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Researcher Name                      Signature                      Date

## Appendix L

### Informed Consent Form for Participation in an Interview

(A professor who specializes in the Cognitive Linguistics field) (Japanese ver.)

**研究題目：**日本の高等教育における初級英語学習者に向けた異文化理解促進について

**研究代表者：**海野 美香子（大学院生）

**指導教員：**ヴァレリー・ハンスフォード（准教授）

**研究の目的：**本研究の目的は、日本の大学の初級英語学習者に向け、英語学習を通じて異文化理解を促進するための15週間分のカリキュラムを作成することです。認知言語学の考え方を英語教育や異文化理解教育に応用するための助言を受け、カリキュラム作成の参考にさせていただくことを目的に、インタビュー調査が行われます。

**研究成果の公表について：**この研究で得られた結果は、創価大学国際言語教育専攻英語教育専修の修了要件の一つであるリサーチペーパーに含まれる予定です。また、この研究結果は英語教育に関する国際学会やピアレビュー論文や創価大学大学院紀要で発表される可能性もあります。この研究の結果は研究者を通して入手が可能です。ご希望の場合は、研究代表者の海野美香子までご連絡ください。

**研究方法：**本研究への参加者には、インタビュー調査にご協力いただきます。このインタビューは自由回答質問を含み、およそ30~45分かかります。インタビューは参加者の都合の良い日時に行われます。インタビューは、参加者の見識を正確に把握するため、録音され、メモが取られ、文字化されます。

**研究参加者の選定について：**認知言語学の考え方を英語教育や異文化理解教育に応用するための助言を受ける目的で、創価大学で認知言語学を専門にされている教授が本研究の参加者として選定されています。

**予想される危険：**この研究に参加することによる潜在的な身体的・精神的リスクはありません。

**研究に参加することの利益：**本研究に参加することにより、参加者は、認知言語学の考え方を、英語教育や異文化理解教育に応用することの可能性について考える機会が提供されます。

**個人情報の保護について：**このインタビューで得られる全ての情報は、機密性と匿名性が保たれます。本研究のデータは、代表研究者の海野美香子と指導教員のヴァレリー・ハンスフォードからのみアクセスされます。個人を特定できる全ての情報が伏せられた状態でデータ分析がなされます。録音データを含む全ての電子データはパスワードで保護されたUSBメモリに、インターネットで接続されていない状態で保管されます。メモ用紙を含む全ての紙媒体のデータは、研究代表者の机に施錠された状態で保管されます。すべてのデータは2018年3月31日までに適切な方法で破棄されます。学会や論文での研究成果報告の際は、個人を特定できるような情報は削除され、匿名性は厳守されます。

**参加の任意性：**この研究への参加は任意です。この研究に参加されなくても不利益を受けることはありません。一旦、参加を承諾しても、参加の取りやめはいつでも可能です。参加者にはこの参加同意書の写しが渡されます。

**この研究に関する問い合わせ先：**

研究代表者：海野 美香子 email: e16m3201@soka-u.jp

指導教員：ヴァレリー・ハンスフォード（准教授） email: hansford@soka.ac.jp

創価大学

〒192-8577 東京都八王子市丹木町1-236

TEL: 042-691-5655

私は研究代表者によって書かれた本研究の説明を読み、本研究の目的、研究方法、個人情報の保護方法などについて十分に理解しましたので、この研究に参加することに同意します。

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参加者署名

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日付

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研究者署名

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日付

## Appendix M

### Informed Consent Form for Participation in an Interview

(A professor who specializes in the Cognitive Linguistics field) (English ver.)

**Title of Project:** Developing Intercultural Understanding for Elementary-level English Learners in Japanese University

**Principal Investigator:** Ms. Mikako Umino, Graduate Student

**Supervisor:** Ms. Valerie Hansford, Associate Professor

**Purpose of the Study:** The purpose of this study is to develop a 15-week curriculum for elementary-level EFL learners in Japanese university to develop their intercultural understanding through English language learning. In order to meet the goals of the study, interviews will be conducted to receive advice regarding the application of the concept of Cognitive Linguistics to English language courses and intercultural understanding education.

**Releasing Study Results:** The research results will be included in a Teaching and Learning Project (research paper), which is the part of the graduation requirements of the International Language Education, TESOL, at Soka University. The results may also be presented at international conferences related to the TESOL field and/or published in peer-reviewed academic journals and/or published in the Soka University Graduate School Bulletin. A copy of the results of this study can be obtained through the investigator. Please feel free to contact Mikako Umino, graduate student.

**Data Collection Method:** You will be asked to answer questions during an interview. The interview will include open-ended questions and will take approximately 30 to 45 minutes. The interview will take place at the convenience of the participant. The interviews will be recorded, and notes will be taken and transcribed in order to capture the participant's insights accurately.

**Selection of Participants:** A professor who specializes in the Cognitive Linguistics field in Soka University will be included in this study to receive advice regarding the application of the concept of Cognitive Linguistics to English language courses and intercultural understanding education.

**Anticipated Risks:** There are no potential risks of physical or mental impact nor pain for the participants in this study.

**Benefits of the Research to the Participant:** Opportunities to consider applying the concept of Cognitive Linguistics to English language courses and intercultural understanding education.

**Protecting Personal Information:** All information and data collected in the interviews will be kept anonymous and confidential. Data collected through the questionnaire will only be accessed by the principal investigator Mikako Umino and the supervisor Ms. Valerie Hansford. Data will be anonymized in an unlinkable manner prior to any analysis. All electronic information and data will be stored on a password-protected external storage device unconnected to the Internet and all paper-based information will be stored in a secure location in a locked desk of the researcher. All data files will be deleted or destroyed on or prior to March 31, 2018. In the event of publications or presentations resulting from the study, no personally identifiable information will be shared.

**Participation in the Research:** Participation in this study is voluntary. No disadvantages will occur if choosing not to participate in the study. You will be able to withdraw from the study at any time without penalty. You can receive a copy of the informed consent form.

**Contact Information:**

Principal Investigator: Mikako Umino, email: e16m3201@soka-u.jp

Supervisor: Ms. Valerie Hansford, email: hansford@soka.ac.jp

Soka University

1-236 Tangi-machi, Hachioji, Tokyo, 192-8577 Japan

Tel. 042-691-5655

I have read the explanation written by the investigator. I sufficiently understand about the objectives of the study, research design, procedures and methods of protecting personal information. By signing below, I agree to participate in this research.

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Participant Name	Signature	Date
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Researcher Name	Signature	Date
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Appendix N  
Lesson Plans

Lesson Plan 1:

Title of the Class:	Intercultural Understanding through English	
Title of the Chapter	Getting to Know Each Other!	
Week / Class Number	1/1	
Goal of the Class:	Students will be able to get to know each other	
Goal of the Activity:	Students will be able to: <ol style="list-style-type: none"> <li>1. Identify sentences to introduce themselves</li> <li>2. Introduce each other</li> <li>3. Echo, react, and ask follow-up questions to partners</li> <li>4. Answer (follow-up) questions from partners</li> </ol>	
Rationale:	This lesson is the first day of the course, so a teacher begins with the ice break activity following self-introduction of a teacher and explanation of syllabus. In the ice break activity, students firstly identify expressions for their self-introduction by filling in blanks. There is a column that students can fill in their classmates' names to help students to remember their peers' names. A teacher then explains QERF (Hansford, 2012), which is an active listening strategy so that students can practice the pattern and build the habit for active listening throughout the course. Using the QERF, students share their hobbies with partners to know more deeply about classmates and to practice QERF.	
Materials:	<ol style="list-style-type: none"> <li>1. Course syllabus</li> <li>2. Handout "Getting to Know Each Other!"</li> <li>3. Handout "QERF for Active Listening"</li> <li>4. Handout "Introduce your Hometown" (Homework for the class 2)</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. White/black board</li> <li>3. Timer</li> </ol>	
Procedures:	Step 1: T introduces herself	3 mins.
	Step 2: T gives out and explains the syllabus	10 mins.
	<b>Ice break activity – Knowing About, Knowing How</b>	
	Step 1: Ss make groups of 4	5 mins.
	a. T assigns number (1~5) to each student to make groups	
	b. T gives out the handout "Getting to Know Each Other!"	
	Step 2: Ss introduce their names with group members	1 min.
	a. T writes following sentences on the board "Hello! My name is _____. Nice to meet you!"	
	Step 3: Ss complete "Let's create your self-introduction" in the handout "Getting to Know Each Other!" with group members	5 mins.
	Step 4: Ss and T check the answers together	3 mins.
	a. T elicits each answer from each group	
	Step 5: Ss complete "Let's create sentences to ask information about your partner!" in the handout with group members	5 mins.
	Step 6: Ss and T check the answers together	3 mins.
	a. T elicits each answer from each group	

- Step 7: Ss walk around and share their information with a partner 25 mins.
- a. T makes sure Ss start conversation with “Hello!” and end conversation with “Nice to meet you!”
  - b. S1 asks questions and S2 answers then they switch the role
  - c. Ss make a note of partner’s name (and other information) on the handout
  - d. Ss repeat with all Ss
  - e. T also walks around and do it with all Ss
  - f. Ss return to their original group

**Introduction of QERF – Knowing How**

Step 1: T introduces framework of QERF using the handout “QERF for Active Listening (p.1)” 4 mins.

Step 2: Ss read aloud the example conversation in the handout in pairs 2 mins.

- a. Ss change role and read again

Step 3: T introduces basic format of conversation in the handout (p.2) 3 mins.

**“Talk about your hobby” (Practice of QERF) – Knowing About, Knowing How**

Step 1: T introduces model conversation about hobby on the back side of “Getting to Know Each Other!” 2 min.

- a. T assigns S to model the conversation

Step 2: Ss brainstorm about their hobbies individually 3 mins.

- a. Ss are allowed to use dictionary to search for necessary words

Step 3: Ss practice conversation about their hobbies using QERF in pairs 15 mins.

- a. Ss repeat it with all group members

Step 4: T confirms to Ss if 1 min.

- a. Speakers could answer questions
- b. Listeners could echo, react, and ask follow-up questions

T explains the homework for the next class “Introduce Your Hometown” 5 mins.

Assessment: • Observing through walking around the classroom during pair talk: “Talk about your hobby”

Homework / Follow-up: Ss complete the handout “Introduce Your Hometown”

Comments: “QERF for Active Listening” is adapted from Hansford (2012)

**Course Syllabus****Intercultural Understanding through English****Goals and Objectives**

1. Students will nurture positive attitudes towards citizens of different nationalities and different cultures as well as own Japanese culture
2. Students will be aware of the value of different varieties of English including Japanese accent of English
3. Students will be aware of the importance of developing English communication skills

**Course Schedule**

week	class	focus: writing skills	class	focus: cultural content
1	1	<ul style="list-style-type: none"> <li>• Class orientation</li> <li>• Ice break activity</li> <li>• Introduction and practice of QERF</li> </ul>	2	<ul style="list-style-type: none"> <li>• Ice break activity (hometown)</li> <li>• Introduction of ORE</li> <li>• Introduction of journal</li> </ul>
2	3	<ul style="list-style-type: none"> <li>• Multiculturalization in Japan</li> <li>• International residents' purpose of coming to Japan and struggles in Japan</li> </ul>	4	<ul style="list-style-type: none"> <li>• Introduction of negotiation for meaning phrases</li> <li>• Stereotype</li> </ul>
3	5	<ul style="list-style-type: none"> <li>• Journal share</li> <li>• cognitive: basic English structure</li> <li>• English as an International Language</li> </ul>	6	Food <ul style="list-style-type: none"> <li>• Introduction of staple foods</li> <li>• Rice dishes in different countries</li> </ul>
4	7	Email writing <ul style="list-style-type: none"> <li>• Journal share</li> <li>• Cognitive: passive voice</li> <li>• Email writing intro</li> <li>• email structure learning</li> </ul>	8	Food <ul style="list-style-type: none"> <li>• Listening (Five-color Sticky Rice – in China)</li> <li>• Five-color Sticky Rice – Comparing Vietnam and China</li> </ul>
5	9	Email writing <ul style="list-style-type: none"> <li>• Journal share</li> <li>• cognitive: polite expressions</li> <li>• Email sentence writing practice</li> </ul>	10	Food <ul style="list-style-type: none"> <li>• QERF &amp; ORE Chat</li> <li>• Listening (Chopsticks: Chinese VS. Japanese VS. Korean)</li> <li>• Dishes around the World research share</li> </ul>
6	11	Email writing <ul style="list-style-type: none"> <li>• Journal share</li> <li>• Cognitive: suffix</li> <li>• Improving the Answer Email</li> </ul>	12	Music <ul style="list-style-type: none"> <li>• QERF ORE Chat (Intro to music)</li> <li>• Pop Songs Around the World</li> <li>• Reading (What is Pop Music?)</li> </ul>
7	13	Email writing <ul style="list-style-type: none"> <li>• Journal share</li> <li>• Cognitive: prefix</li> <li>• Individual Editing based on teacher's feedback</li> </ul>	14	Music <ul style="list-style-type: none"> <li>• Research share (various genres)</li> <li>• Introduction to ethnic music</li> <li>• Introduction to Throat Singing</li> </ul>
8	15	Presentation skills practice	16	Mid-term presentation
9	17	Compare and contrast paragraph <ul style="list-style-type: none"> <li>• Journal share</li> <li>• Compare and Contrast</li> </ul>	18	Music <ul style="list-style-type: none"> <li>• Listening (Instruments Around the World)</li> </ul>

		<ul style="list-style-type: none"> <li>○ Listening (A Life in Japan)</li> <li>● Intro to academic paragraph</li> </ul>		<ul style="list-style-type: none"> <li>● Research Share (Ethnic Music)</li> </ul>
10	19	Compare and contrast paragraph <ul style="list-style-type: none"> <li>● Journal share</li> <li>● Cognitive: comparative</li> <li>● Paragraph writing practice                             <ul style="list-style-type: none"> <li>○ Topic sentence</li> <li>○ outline of body (block, point-by-point)</li> </ul> </li> </ul>	20	Holidays and celebrations <ul style="list-style-type: none"> <li>● QERF and ORE chat (Intro to the topic)</li> <li>● Listening (10 New Year's Traditions Around the World)</li> <li>● Reflect on students' own New Year Celebration</li> </ul>
11	21	Compare and contrast paragraph <ul style="list-style-type: none"> <li>● Journal share</li> <li>● Cognitive: Prepositions 1</li> <li>● Supporting sentences of the paragraph</li> </ul>	22	Holidays and celebrations <ul style="list-style-type: none"> <li>● New Year Quotes</li> <li>● Listening (Christmas celebration around the world)</li> <li>● Christmas celebration in Japan</li> </ul>
12	23	Compare and contrast paragraph <ul style="list-style-type: none"> <li>● Journal share</li> <li>● Cognitive: prepositions 2</li> <li>● Peer review of supporting sentences</li> <li>● Organizing concluding sentence</li> </ul>	24	Religions <ul style="list-style-type: none"> <li>● Religious Events in Japan</li> <li>● Explore religions</li> <li>● Listening (Hindu anger at yoga studios)</li> </ul>
13	25	Compare and contrast paragraph <ul style="list-style-type: none"> <li>● Journal share</li> <li>● cognitive: articles</li> <li>● peer review of the entire paragraph</li> </ul>	26	Religions <ul style="list-style-type: none"> <li>● Proverbs and Idioms in Japanese and English</li> <li>● Listening (What is Ramadan?, 11 Awkward Moments That Happen During Ramadan)</li> </ul>
14	27	Compare and contrast paragraph <ul style="list-style-type: none"> <li>● Journal share</li> <li>● presentation skills practice</li> <li>● individual revision based on teacher's feedback</li> </ul>	28	Religions <ul style="list-style-type: none"> <li>● Research share (religious food practices)</li> <li>● Listening (Japan welcomes Muslims to schools to turn the tide of ignorance)</li> </ul>
15	29	final presentation	30	final presentation

### Evaluation/Assessment

Assessment	Percentage	Evaluation Criteria
Final Exam	15%	Final Presentation
Midterm	15%	Mid-term Presentation
Papers	40%	3 Written Assignments (including drafting process): <ul style="list-style-type: none"> <li>● Asking Email: 5%</li> <li>● Answer Email: 15%</li> <li>● Compare and Contrast Paragraph: 20%</li> </ul>
Continuous Assessment	30%	<ul style="list-style-type: none"> <li>● Reflective Journal: 20%</li> <li>● Participation + Homework: 10%</li> </ul>

## Getting to Know Each Other

### Let's create your self-introduction!

Fill the brackets ( ) and the underlines \_\_\_\_\_ to create sentences to introduce yourself.

Name: ( My ) ( name ) ( is ) \_\_\_\_\_.

Hometown: 1. ( My ) ( \_\_\_\_\_ ) ( \_\_\_\_\_ ) \_\_\_\_\_./

2. ( I'm ) ( \_\_\_\_\_ ) \_\_\_\_\_.

Place to live: ( \_\_\_\_\_ ) ( \_\_\_\_\_ ) ( \_\_\_\_\_ ) \_\_\_\_\_.

Birthday: ( \_\_\_\_\_ ) ( \_\_\_\_\_ ) ( \_\_\_\_\_ ) \_\_\_\_\_.

Hobby: ( \_\_\_\_\_ ) ( \_\_\_\_\_ ) ( \_\_\_\_\_ ) \_\_\_\_\_.

### Let's create sentences to ask information about your partner!

Fill the brackets to create sentences to ask information.

Name: ( What ) ( is ) ( your ) ( name ) ?

Hometown: 1. ( Where ) ( \_\_\_\_\_ ) ( your ) ( \_\_\_\_\_ ) ?

2. ( Where ) ( \_\_\_\_\_ ) ( you ) ( \_\_\_\_\_ ) ?

Place to live: ( \_\_\_\_\_ ) ( \_\_\_\_\_ ) ( \_\_\_\_\_ ) ( \_\_\_\_\_ ) ?

Birthday: ( \_\_\_\_\_ ) ( \_\_\_\_\_ ) ( \_\_\_\_\_ ) ( \_\_\_\_\_ ) ?

Hobby: ( \_\_\_\_\_ ) ( \_\_\_\_\_ ) ( \_\_\_\_\_ ) ( \_\_\_\_\_ ) ?

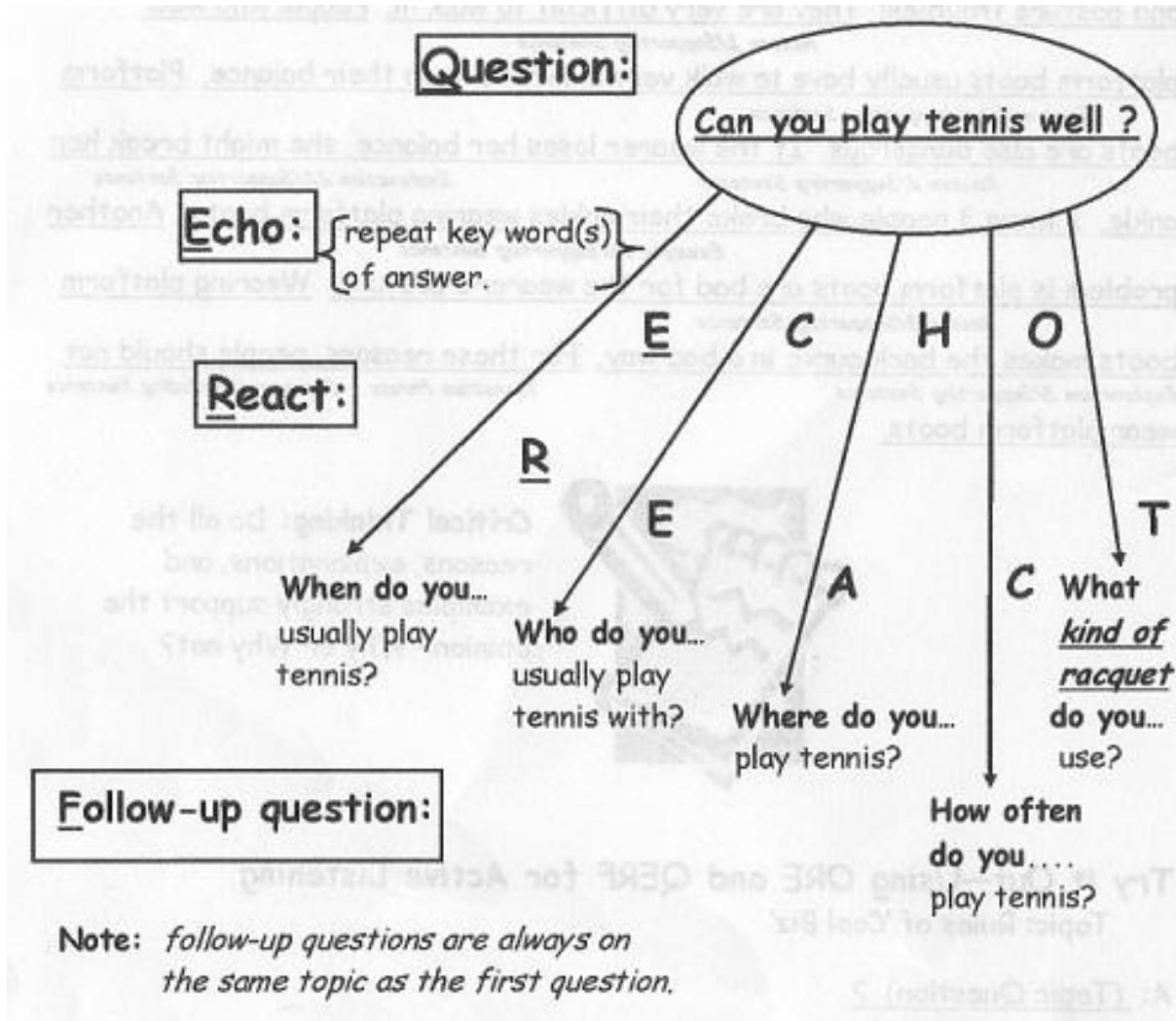


### Record your partner's names! (Add other information if possible!)

1. _____	8. _____	15. _____
2. _____	9. _____	16. _____
3. _____	10. _____	17. _____
4. _____	11. _____	18. _____
5. _____	12. _____	19. _____
6. _____	13. _____	20. _____
7. _____	14. _____	



## QERF for Active Listening



### Example Conversation between 2 People:

A: Hello *name*! How are you?

B: Hello *name*! I'm fine! How about you?

A: I'm fine too, thanks. By the way, how was the vacation?  
Question

B: It was great! I went to Okinawa with my friends.

A: Okinawa. Really! That's great! What did you do in Okinawa?  
Echo React Follow-up Question

B: We went swimming in the sea.

A: Swimming in the sea. Wow. That sounds wonderful! Was the beach beautiful?  
Echo React Follow-up Question

B: Yes, it was so beautiful! The blue ocean and white sand were so amazing!

A: Blue ocean and white sand. Oh! Did you find star fish?...  
Echo React Follow-up Question

The basic format of your conversation should be as follows:

A: Hi *name*!  
 B: Hi *name*! How are you?  
 A: (answer) How about you?  
 B: (answer) Thanks.  
 A: So... What's new?  
 B: (answer)  
 A: *echo, react, follow-up Q*  
 B: (answer)  
 A: *echo, react, follow-up Q*  
 B: (answer)  
 A: *echo, react*  
 B: So... What's new with *you*?  
 A: (answer)  
 B: *echo, react, follow-up Q*  
 A: (answer)  
 B: *echo, react, follow-up Q*  
 A: (answer)  
 B: *echo, react*  
 A: So, (Topic Question)  
 B: (answer)  
 A: *echo, react, follow-up Q*  
 B: (answer)  
 A: *echo, react, follow-up Q*  
 B: (answer)  
 A: *echo, react*  
 B: How about you? (Topic Question)  
 A: (answer)  
 B: *echo, react, follow-up Q*  
 A: (answer)  
 B: *echo, react, follow-up Q*  
 A: (answer)  
 B: *echo, react*  
 A: Well, *name*, it was nice talking with you.  
 B: Yeah, it was nice talking with you, *name*.  
 A: See you later.  
 B: See you.

**Greeting**

**Other ways of asking "How are you?"**  
 How are you doing? / How's it going?  
 How are things?  
**Other ways to answer:**  
 Fine. / Great. / Wonderful.  
 OK. / Not bad. / So-so.  
 Not so great. / Not so good. / Not good.

**Small talk**

Note: Culturally you should not immediately start your main topic.  
 Common topics include: news, weather, and compliments

**More Questions:**

Who? / What? / When? / Where? / Why? /  
 How? / What kind? /  
 How long/often/many/much?

**Main Topic**

**Other expressions to react:**

Uh-huh. / Really. / I see. / That's nice. /  
 That's true. / I know what you mean. /  
 That sounds interesting.

**Expressions to give you time to think of what you are going to say:**

Well... / Umm... / You know...

**Closing**

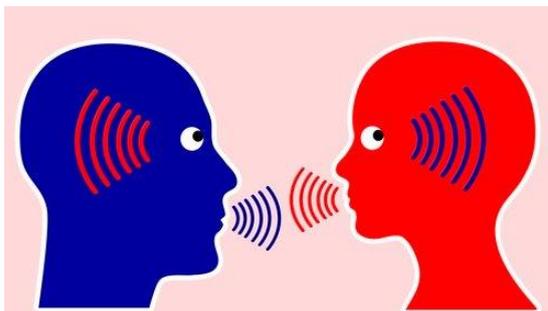
Ex. should transition to 'goodbye.'

**Expressing pleasure:**

It was nice talking with you.  
 It was nice talking with you, too.

**Saying Good-bye:**

See you again. / Have a good day. /  
 See you around. / See you later. / Take care. /  
 Talk to you later. / Good-bye. / Bye.



## Introduce Your Hometown

1. Where is your hometown?

Example: Tokyo

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2. Choose one specific thing (food, place, etc.) from your hometown that you want to introduce to your classmates

Example: Tokyo Sky Tree

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3. Why do you want to introduce the specific thing? (Reason(s))

Example: Tokyo Sky Tree is a popular tourist site. I often go there with my friends.

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4. Research information about the specific thing. Write down interesting information that you want to introduce to classmates. (Example(s), explanation(s))

Example: • the second tallest building in the world • shops, restaurants, an aquarium, a planetarium, an observation platform • Japanese souvenir shops = really popular among international tourists

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Lesson Plan 2:

Title of the Class:	Intercultural Understanding through English	
Title of the Chapter	Getting to Know Each Other!	
Week / Class Number	1/2	
Goal of the Class:	Students will be able to share information about their hometown	
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. Talk about their vacation and hobbies using QERF</li> <li>2. Practice to share their recommended things about their hometown using ORE and QERF</li> </ol>	
Rationale:	This lesson again includes activities to know about classmates. Students firstly practice small talk to practice QERF and share their hobbies to know about classmates deeper. Students talked about the same topic in the lesson 1, but this time is with different partners. A teacher then introduce ORE, which is a pattern for giving and supporting opinions. Students then do the activity to practice ORE by sharing information about students' hometowns. Students firstly share information with students who are from closer region(s) so that they can add new knowledge and find similarities and differences in closer region(s). Students then share the information with students from different regions so that they can compare popular/famous things from different regions in Japan.	
Materials:	<ul style="list-style-type: none"> <li>• Handouts                         <ol style="list-style-type: none"> <li>1. "QERF Chat"</li> <li>2. "About Reflective Journal"</li> <li>3. "ORE – Pattern for Giving and Supporting Opinions"</li> <li>4. "Introduce Your Hometown" (Homework from the class 1)</li> <li>5. "Exchange Information about Your Hometown"</li> <li>6. "Multiculturalization in Japan" (Homework for the class 3)</li> </ol> </li> <li>• Reading material "Foreigners Are Shoring Up Japan's Shrinking Population"</li> </ul>	
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. White/black board</li> <li>3. Timer</li> </ol>	
Procedures:	Step 1: Ss make groups of 4 <ol style="list-style-type: none"> <li>a. T assigns number (1~5) to each student to make groups</li> </ol>	3 mins.
	<b>QERF chat (Small talk: "How was the vacation?" Main topic: "What is your hobby?") – Knowing About, Knowing How</b>	
	Step 1: Ss brainstorm about what they did during the vacation individually <ol style="list-style-type: none"> <li>a. Ss are allowed to use dictionaries to search for necessary words</li> </ol>	5 mins.
	Step 2: Each S does the first QERF chat with a student across from him/her	5 mins.
	Step 3: Each S does the second QERF chat with a student next to him/her	5 mins.
	Step 4: T confirms if <ol style="list-style-type: none"> <li>a. Speakers could answer questions</li> </ol>	1 min.

- b. Listeners could echo, react, and ask follow-up questions

**“Exchange Information about Your Hometown” (Introduction and practice of ORE) – Knowing About, Knowing How, Knowing Why**

- Step 1: T introduces the framework of ORE using the handout “ORE – Pattern for Giving and Supporting Opinions” 10 mins.
- Step 2: Ss make new groups 5 mins.  
 a. Ss make new groups based on the same region of their hometown
- Step 3: Ss from a same region share their research from the homework using ORE and QERF 15 mins.  
 a. Ss do it with 3 partners
- Step 4: Ss find a partner from a different region and share their research from the homework using ORE and QERF 16 mins.  
 a. Ss ask “Where are you from?” to find a partner from a different region  
 b. Ss do it with 3 partners  
 c. Ss then go back to the original group
- Step 5: Ss share most interesting information they have received from different partners within groups 5 mins.

**Introduction of Reflective Journals – Knowing Oneself (Knowing About, Knowing How)**

- Step 1: 1. T provides the handout “About Reflective Journals” to Ss 15 mins.  
 2. T explains the handout

- T explains the homework for the next class 5 mins.  
 a. handout “Multiculturalization in Japan”  
 b. article “Foreigners Are Shoring Up Japan’s Shrinking Population”  
 c. Reflective journal about the classes 1 and 2

- Assessment: • Observing through walking around the classroom during pair talk:  
 Homework / 1. Doing “before reading” tasks on a handout “Multiculturalization in Japan”  
 Follow-up: 2. Reading “Foreigners Are Shoring Up Japan’s Shrinking Population”  
 retrieved from <https://www.bloomberg.com/news/articles/2017-07-09/foreigners-are-shoring-up-japan-s-shrinking-population>

3. Doing “during reading” and “after reading” tasks on the handout
- Comments: • “QERF for Active Listening” is adapted from Hansford (2012)  
 • “ORE – Pattern for Giving and Supporting Opinions” is adapted from Hansford (2012)  
 • “Foreigners Are Shoring Up Japan’s Shrinking Population” (2017, July) is adapted from: <https://www.bloomberg.com/news/articles/2017-07-09/foreigners-are-shoring-up-japan-s-shrinking-population>

## QERF Chat



Brainstorm about what you did during the vacation.

The basic format of your conversation should be as follows:

A: Hi *name*!  
 B: Hi *name*! How are you?  
 A: (answer) How about you?  
 B: (answer) Thanks.  
 A: So... How was the vacation?  
 B: (answer)  
 A: *echo, react, follow-up Q*  
 B: (answer)  
 A: *echo, react, follow-up Q*  
 B: (answer)  
 A: *echo, react*  
 B: So... How was the vacation?  
 A: (answer)  
 B: *echo, react, follow-up Q*  
 A: (answer)  
 B: *echo, react, follow-up Q*  
 A: (answer)  
 B: *echo, react*  
 A: So, what is your hobby?  
 B: (answer)  
 A: *echo, react, follow-up Q*  
 B: (answer)  
 A: *echo, react, follow-up Q*  
 B: (answer)  
 A: *echo, react*  
 B: How about you? What is your hobby?  
 A: (answer)  
 B: *echo, react, follow-up Q*  
 A: (answer)  
 B: *echo, react, follow-up Q*  
 A: (answer)  
 B: *echo, react*  
 A: Well, *name*, it was nice talking with you.  
 B: Yeah, it was nice talking with you, *name*.  
 A: See you later.  
 B: See you.

### Greeting

**Other ways of asking "How are you?"**  
 How are you doing? / How's it going?  
 How are things?  
**Other ways to answer:**  
 Fine. / Great. / Wonderful.  
 OK. / Not bad. / So-so.  
 Not so great. / Not so good. / Not good.

### Small talk

Note: Culturally you should not immediately start your main topic.  
 Common topics include: news, weather, and compliments

### More Questions:

Who? / What? / When? / Where? / Why? /  
 How? / What kind? /  
 How long/often/many/much?

### Main Topic

#### Other expressions to react:

Uh-huh. / Really. / I see. / That's nice. /  
 That's true. / I know what you mean. /  
 That sounds interesting.

#### Expressions to give you time to think of what you are going to say:

Well... / Umm... / You know...

### Closing

Ex. should transition to 'goodbye.'

### Saying Good-bye:

See you again. / Have a good day. /  
 See you around. / See you later. / Take care. /  
 Talk to you later. / Good-bye. / Bye.

## **About Reflective Journals**

The purpose of reflective journals is to look back on learning experiences, think about what you did well and didn't do well, and make a plan for how to improve next time in a similar experience. In addition, reflective journals are a chance for some writing practice in English and to let the teacher know some of your thoughts about your learning.

After every lesson, you should write down at least two points from following points:

1. What you have learned and/or understood from the class
2. What you could not understand in the class
3. Successful points in your learning experience in the class
4. Unsuccessful points in your learning experience in the class
5. How you will improve to have more successful learning in the next class
6. Requests and opinions to the teacher

In addition to the points above, the teacher sometimes provides you additional questions to write.

For every journal entry, you need to write at least

Day 1~10: one opinion, reason, and explanation (example) in memo-style

Day 11~20: one opinion, reason, and explanation (example) in sentences

Day 21~28: two opinions, reasons, and explanations (examples) in sentences

You need to use ORE (Opinion(s), Reason(s), Explanation(s)) in your journal.

You have opportunities to share a journal entry mostly in once every two classes.

### **About Journal Share**

1. You have opportunities to share your journal entries with classmates in the most of odd-number classes
2. Use ORE and QERF during your journal share
3. Use negotiation for meaning phrases (which will be introduced in the class 4) during your journal share

## **Reflective Journal Template**

**Date of writing the journal entry:** \_\_\_\_\_

**Title of the journal entry (Date of a class):** Ex. "About the class on April 15th"

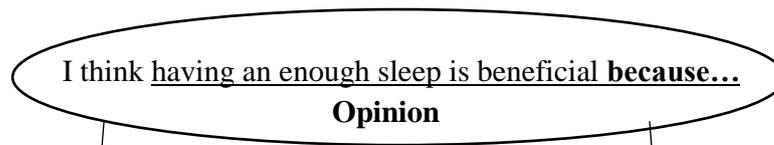
1. What you have learned and/or understood from the class (ORE):

2. What you could not understand in the class (ORE):

3. (Additional question from the teacher) (ORE):

## ORE – Pattern for Giving and Supporting Opinions

**Opinion:**



**Reason(s):**

You can refresh your body.

You can refresh your mind.

You will not be sleepy in the daytime.

**Example(s):**

**OR**

**Explanation(s)**

You cannot reduce your tiredness if you do not sleep.

You need to use your brain when you study/work.

You are busy in daytime so we should not be sleepy.

In a conversation:

A: Do you think having an enough sleep is important?

Question

B: enough sleep? I think it is really beneficial.

Echo

Opinion

A: Beneficial. Oh. Why do you think so?

Echo

React

Follow-up Question

B: mmm... because you can refresh your body.

Reason

A: Refresh body! What do you mean?

Echo

Follow-up Question

B: Well... if you don't sleep well, you cannot reduce your tiredness.

Explanation

A: Yeah, that sounds important. Do you usually have enough sleep?

React

Follow-up Question

B: Yes, I try to have enough sleep.

Opinion

A: Oh, that is good.

React

B: What about you? Do you think having enough sleep is important?

Question

**In a paragraph:**

It is important to have an enough sleep due to refreshing your body and mind, and  
Opinion + Controlling Idea/Topic Sentence  
spending daytime efficiently. First, enough sleep will result in refreshing your body. You cannot  
Reason 1/Supporting Sentence  
reduce your body tiredness if you do not sleep. Second, enough sleep brings you refreshed mind.  
Explanation 1/Supporting Sentence Reason 2/Supporting Sentence  
It is important because you need to use your brain when you study or work. Third, you will not be  
Explanation 2/Supporting Sentence Reason 3/Supporting Sentence  
sleepy in the daytime. You should be busy in daytime so we should not be sleepy. For these  
Explanation 3/Supporting Sentence  
reasons, people should have enough sleep.  
Transition Phrase + Summary /Concluding Sentence

**Critical Thinking:** Do all the reasons, explanations, and examples strongly support their opinion? Why or Why not?

**Try it Out – Using ORE and QERF for Active Listening**

A: (Topic Question)?

B: (Answer – Opinion).

A: **Echo React Follow up** – Why? / How come?

B: (Answer – Reason).

A: **Echo React Follow up** – What do you mean (by\_\_\_)? / Could you give me an example?

B: (Answer – Explanation / Example).

A: **Echo React (Follow up)**

B: So, how about you? (Topic Question)?

A: (Answer – Opinion).

B: **Echo React Follow up** – Why? / How come?

A: (Answer – Reason).

B: **Echo React Follow up** – What do you mean (by\_\_\_)? / Could you give me an example?

A: (Answer – Explanation / Example).

B: **Echo React (Follow up)**

## Exchange Information about Your Hometown

Speakers: "I think the most popular/famous \_\_\_\_\_ in my hometown is \_\_\_\_\_ because (reason(s))"

"\_\_\_\_\_ is (explanation(s) and example(s))"

Listeners: Echo, React, and Follow-up questions (Who? / What? / When? / Where? / Why? / How? / What kind? / How long/often/many/much?)

1. Write information you received from your partners from the same/similar region.

<b>Partner 1:</b>	<b>Partner 2:</b>	<b>Partner 3:</b>
Hometown:	Hometown:	Hometown:
Specific thing:	Specific thing:	Specific thing:
Reason(s):	Reason(s):	Reason(s):
Explanation(s), example(s):	Explanation(s), example(s):	Explanation(s), example(s):

2. Write new information that you received from your partners from different regions.

<b>Partner 1:</b>	<b>Partner 2:</b>	<b>Partner 3:</b>
Hometown:	Hometown:	Hometown:
Specific thing:	Specific thing:	Specific thing:
Reason(s):	Reason(s):	Reason(s):
Explanation(s), example(s):	Explanation(s), example(s):	Explanation(s), example(s):

## Multiculturalization in Japan

### Before reading

1. Do you have foreign friends and/or acquaintances in Japan? If so, briefly explain the person(s). If you have multiple friends, write information of as many friends as possible.
  - a. Relationship with you \_\_\_\_\_
  - b. Nationality \_\_\_\_\_
  - c. Age (approximate) \_\_\_\_\_
  - d. Residential area in Japan \_\_\_\_\_
  - e. Reason for coming to Japan (if known) \_\_\_\_\_
  
2. Where and when do you see foreign people in your daily life? Do you interact with them? (Memo-style)
 

Where \_\_\_\_\_

When \_\_\_\_\_

Do you interact with them? Yes / No

Why so? \_\_\_\_\_
  
3. Where and when do you see foreign people in your hometown? Do you interact with them? (Memo-style)
 

Your hometown \_\_\_\_\_

Where \_\_\_\_\_

When \_\_\_\_\_

Do you interact with them? Yes / No

Why so? \_\_\_\_\_

### During reading

Read the article "Foreigners Are Shoring Up Japan's Shrinking Population" and circle **T** for *true* or **F** for *false*.

- |  |          |          |
|--|----------|----------|
| 1. Number of Japanese population in 2017 increased compared to that in 2016. | <b>T</b> | <b>F</b> |
| 2. There are currently about 150,000 foreigners living in Japan.             | <b>T</b> | <b>F</b> |
| 3. 4 percent of Tokyo's population consists of foreigners.                   | <b>T</b> | <b>F</b> |
| 4. 3,637 foreigners were living in Akita on January 1 <sup>st</sup> , 2017.  | <b>T</b> | <b>F</b> |
| 5. About 27 percent of Japanese are over 65 years old.                       | <b>T</b> | <b>F</b> |

6. Chinese are the biggest group of resident foreigners. **T** **F**
7. Increases in foreign residents at the current level will stop or reverse the demographic decline in Japan. **T** **F**

**After reading**

Do you want to make more foreign friends and/or interact more with foreign people in Japan?

Why or why not?

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# Foreigners Are Shoring Up Japan's Shrinking Population

There are a record 2.3 million foreigners living in Japan

By James Mayger

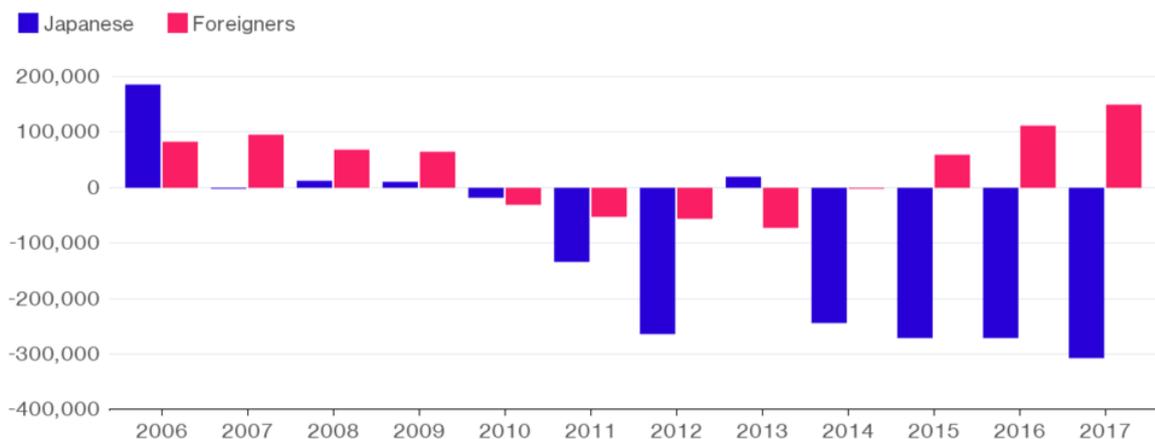
2017年7月10日 5:00 JST

While the latest data shows that the number of Japanese shrank by a record in 2016, the demographic picture isn't quite so bleak when you include the growing ranks of foreigners.

There are now 2.3 million foreigners resident in Japan. And their numbers grew by almost 150,000 last year, halving the decline in number of people living in the nation.

## Foreigners Slow Japan's Population Decline

Change in number of people resident in Japan



Source: Ministry of Internal Affairs and Communications, and Ministry of Justice.

Bloomberg

The biggest population of foreigners, known universally in Japan as “gaijin,” was in Tokyo. The 486,346 foreign residents in the capital now account for 4 percent of its population, up from 3 percent in 2013.

The smallest number of foreigners is in northern Akita, famous for rice and snow. Only 3,637 foreigners, comprising just 0.35 percent of the population, were living there as of Jan. 1.

And while Japan is one of the most aged societies in the world, that's not true of non-Japanese living in the country. Ninety-three percent of them are under 65, compared to only 73 percent of Japanese.

### Chinese Are the Biggest Group of Resident Foreigners

Country or region of origin	2017	Change from 2016
Japanese	125,583,658	-308,084 ▼
All foreign nationals	2,382,822	150,633 ▲
China	695,522	29,675 ▲
South Korea	453,096	-4,676 ▼
Philippines	243,662	14,067 ▲
Vietnam	199,990	53,034 ▲
Brazil	180,923	7,486 ▲
U.S.	53,705	1,434 ▲
Taiwan	52,768	4,045 ▲
Indonesia	42,850	6,940 ▲
North Korea	32,461	-1,478 ▼
India	28,667	2,423 ▲
Other foreign nationals	399,178	37,683 ▲

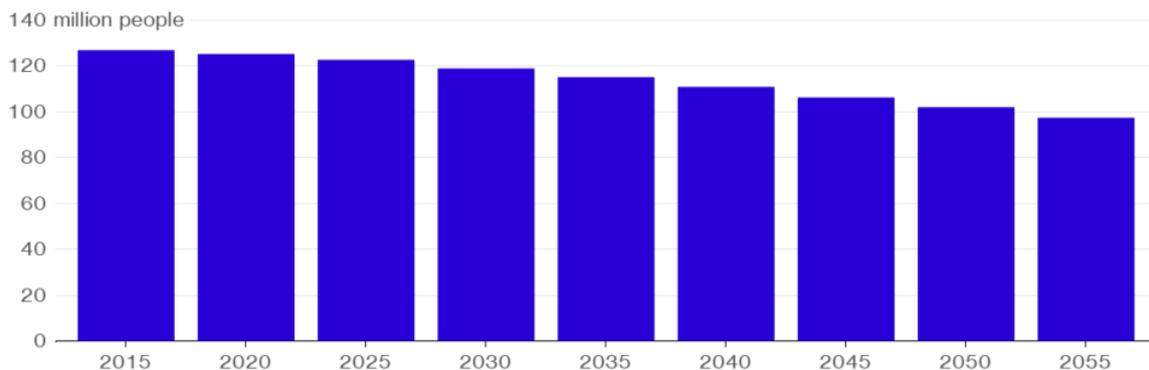
Source: Japan Ministry of Internal Affairs and Communications, as of Jan. 1, 2017.

Bloomberg

However, unless there's a massive expansion of immigration or a change in birthrates, even increases in foreign residents at the current level won't be enough to stop or reverse the demographic decline.

### Population to Keep Falling

Even when you include foreign residents



Source: National Institute of Population and Social Security Research, median birth rate estimate

Bloomberg

<https://www.bloomberg.com/news/articles/2017-07-09/foreigners-are-shoring-up-japan-s-shrinking-population>

Lesson Plan 3:

Title of the Class:	Intercultural Understanding through English																
Title of the chapter:	Multiculturalization in Japan																
Week / Class Number:	2/3																
Goal of the Class:	Students will be aware of various purposes and challenges of international residents coming to Japan																
Goal of the Activity:	Students will be able to																
	<ol style="list-style-type: none"> <li>1. Share their guess of international residents' purposes/reasons for coming to Japan</li> <li>2. Take notes of international residents' purposes/reasons for coming to Japan from the video</li> <li>3. Share their guess of international residents' challenges /difficulties for coming to Japan</li> <li>4. Take notes of international residents' challenges/difficulties facing in Japan from the video</li> <li>5. Share what they notice after watching the video using ORE and QERF</li> <li>6. Share their change in willingness to interact with foreign people in Japan before and after taking this class using ORE and QERF</li> </ol>																
Rationale:	<p>This class is to have students be aware of the facts of increasing number of international residents in Japan. Students watch a video clip in which foreign residents from various countries in Japan were interviewed about their life in Japan. Through this video, a teacher will help students realize there are various perspectives towards life in Japan by international residents. Students are also exposed to various English accents through watching this video. Students will develop listening skills and build vocabulary knowledge through watching the video as well.</p>																
Materials:	<ol style="list-style-type: none"> <li>1. "Foreigners Are Shoring Up Japan's Shrinking Population" <a href="https://www.bloomberg.com/news/articles/2017-07-09/foreigners-are-shoring-up-japan-s-shrinking-population">https://www.bloomberg.com/news/articles/2017-07-09/foreigners-are-shoring-up-japan-s-shrinking-population</a></li> <li>2. "A Life in Japan – Documentary" <a href="https://www.youtube.com/watch?v=prNYOW0_kms">https://www.youtube.com/watch?v=prNYOW0_kms</a></li> <li>3. Handout "A Life in Japan"</li> <li>4. Handout "Multiculturalization in Japan" (Homework from the class 2)</li> </ol>																
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. White/black board</li> <li>3. Timer</li> <li>4. Laptop for showing the video clip</li> <li>5. HDMI cable</li> </ol>																
Procedures:	<p><b>HW checking – Knowing About</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 15%;">Step 1:</td> <td style="width: 70%;">Ss make groups of 4</td> <td style="width: 15%; text-align: right;">3 mins.</td> </tr> <tr> <td>Step 2:</td> <td>Ss compare answers of HW within groups</td> <td style="text-align: right;">3 mins.</td> </tr> <tr> <td></td> <td style="padding-left: 20px;">a. T passes the handout "A Life in Japan"</td> <td></td> </tr> <tr> <td>Step 3:</td> <td>Ss and T check answers of HW with entire class</td> <td style="text-align: right;">3 mins.</td> </tr> <tr> <td></td> <td style="padding-left: 20px;">a. T elicits answers from Ss</td> <td></td> </tr> </table> <p><b>"A Life in Japan – Documentary" (foreign people's purposes/reasons for coming to Japan) – Knowing About, Knowing Why</b></p>		Step 1:	Ss make groups of 4	3 mins.	Step 2:	Ss compare answers of HW within groups	3 mins.		a. T passes the handout "A Life in Japan"		Step 3:	Ss and T check answers of HW with entire class	3 mins.		a. T elicits answers from Ss	
Step 1:	Ss make groups of 4	3 mins.															
Step 2:	Ss compare answers of HW within groups	3 mins.															
	a. T passes the handout "A Life in Japan"																
Step 3:	Ss and T check answers of HW with entire class	3 mins.															
	a. T elicits answers from Ss																

- |   |   |          |
|---|---|----------|
| Step 1:   | Ss brainstorm foreign people's purposes/reasons for coming to Japan individually on the handout "A Life in Japan"   | 3 mins.  |
|   | a. Ss can add information referring to what they have written on the HW handout   |          |
| Step 2:   | Ss share foreign people's purposes/reasons in coming to Japan with group members  | 3 mins.  |
|   | a. Ss add in notes by hearing the members' ideas if necessary   |          |
| Step 3:   | Ss watch a part of the video clip "A Life in Japan – Documentary" (2:10-2:50, 3:24-4:20, 4:50-5:05, 6:20-6:40) twice  | 5 mins.  |
|   | a. T tells there are various English accents in the video   |          |
|   | b. T asks Ss to take notes for each person's (9 persons) purposes/reasons on the handout  |          |
| Step 4:   | Ss compare what they hear in the video clip within groups   | 3 mins.  |
|   | a. Were Ss' brainstormed ideas included in the video?   |          |
| Step 5:   | Ss and T check content of the video together  | 10 mins. |
|   | a. T elicits answers from Ss  |          |
|   | b. T plays and pauses the video to confirm answers  |          |
|   | c. T asks Ss if there are unknown words in the video  |          |
| Step 6:   | Ss discuss following questions within groups using ORE and QERF   | 5 mins.  |
|   | a. What was your friend's purpose/reason for coming to Japan? Was it similar or different from people in the video?   |          |
|   | b. What new/interesting ideas did you hear from the video and group members?  |          |
|   | c. What did you learn from the listening?   |          |
| <b>"A Life in Japan – Documentary" (foreign people's problems/difficulties in Japan) – Knowing About, Knowing Why</b> |   |          |
| Step 1:   | Ss brainstorm foreign people's problems/difficulties in Japan individually  | 3 mins.  |
| Step 2:   | Ss share foreign people's purposes/reasons of coming to Japan with group members  | 3 mins.  |
|   | a. Ss add in notes by hearing the members' ideas if necessary   |          |
| Step 3:   | Ss watch a different part of "A Life in Japan – Documentary" (33:00-33:15, 33:25-33:40, 36:45-37:05, 39:36-39:48, 40:08-40:21, 41:42-41:50, 49:26-50:22, 54:28-55:20) twice | 7 mins.  |
|   | a. T asks Ss to take notes for each problem/difficulty on the handout   |          |
| Step 4:   | Ss compare what they hear in the video clip within groups   | 3 mins.  |
|   | a. Were Ss' brainstormed ideas included in the video?   |          |

- Step 5: Ss and T check content of the video together 10 mins.
- a. T elicits answers from Ss
  - b. T plays and pauses the video to confirm answers
  - c. T asks Ss if there are unknown words in the video
- Step 6: Ss discuss following questions within groups using ORE and QERF 5 mins.
- a. What new/interesting ideas did you hear?
  - b. What did you learn from the listening?
  - c. How do you think you can support foreign people in Japan?

**Reflection – Knowing Why, Knowing Oneself**

- Step 1: Ss watch “A Life in Japan – Documentary” (56:45-58:04) 3 mins.
- a. T asks Ss if there are unknown words in the video
- Step 2: Ss’ share their change in willingness to interact with foreign people in Japan before and after taking today’s class within groups 8 mins.
- a. Use ORE and QERF
- Step 3: T asks some Ss to share their opinion with entire class 5 mins.
- Step 4: Ss record their reflection on the handout 3 mins.
- T asks Ss to write journal (reflection of the class 3) 2 mins.

- Assessment:
- Observing through walking around the classroom during group discussions
  - Eliciting answers of reading (homework) and listening from students
  - Check the outcome of the activity and give feedback through picking up students’ ideas from discussions

Homework / Reflective journal about the class 3

Follow-up:

Comments: The parts of the video to show students are divided into many parts because some comments from interviewees (international residents) in the video are overlapped or difficult for students to understand.

## A Life in Japan



1. Reasons/purposes for coming to Japan

### **Before watching**

Imagine and brainstorm foreign people's purposes/reasons for coming to Japan. You can use ideas from your homework worksheet.

### **During watching**

What are each person's purposes/reasons for coming to Japan in the video clip?

1<sup>st</sup> person \_\_\_\_\_

2<sup>nd</sup> person \_\_\_\_\_

3<sup>rd</sup> person \_\_\_\_\_

4<sup>th</sup> person \_\_\_\_\_

5<sup>th</sup> person \_\_\_\_\_

6<sup>th</sup> person \_\_\_\_\_

7<sup>th</sup> person \_\_\_\_\_

8<sup>th</sup> person \_\_\_\_\_

9<sup>th</sup> person \_\_\_\_\_

Share your opinions!

Speaker: "I think \_\_\_\_\_ because \_\_\_\_\_."

"I learned \_\_\_\_\_ from the video."

Listener: Echo, React, and Follow-up questions.

2. Problems/difficulties in Japan

**Before watching**

Imagine and brainstorm foreign people's problems/difficulties in Japan.

**During watching**

1<sup>st</sup> person \_\_\_\_\_

2<sup>nd</sup> person \_\_\_\_\_

3<sup>rd</sup> person \_\_\_\_\_

4<sup>th</sup> person \_\_\_\_\_

5<sup>th</sup> person \_\_\_\_\_

6<sup>th</sup> person \_\_\_\_\_

7<sup>th</sup> person \_\_\_\_\_

8<sup>th</sup> person \_\_\_\_\_

9<sup>th</sup> person \_\_\_\_\_

Share your opinions!

Speaker: "I think \_\_\_\_\_ because \_\_\_\_\_."

"I learned \_\_\_\_\_ from the video."

Listener: Echo, React, and Follow-up questions.

3. Has your willingness to interact with foreign people in Japan changed? Why or why not?

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Lesson Plan 4:

Title of the Class:	Intercultural Understanding through English	
Title of the chapter:	Stereotype	
Week / Class Number	2/4	
Goal of the Class:	Students will be able to understand the concept of stereotypes	
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. Practice to use negotiation for meaning phrases in their conversation</li> <li>2. Share their views towards and examples of stereotypes using ORE</li> <li>3. Take notes of international residents' stereotypical images towards Japan before coming to Japan in the video</li> <li>4. Share their opinions towards stereotypical views about Japan using ORE</li> <li>5. ask their stereotypical views towards specific regions in Japan shows reality or not to students from the regions</li> <li>6. share the real situations of specific regions in Japan</li> </ol>	
Rationale:	Students are firstly introduced negotiation for meaning phrases so that they can practice those phrases throughout this course. Students then explore the concept of stereotype. Students firstly share their attitudes towards and examples of stereotypes with group members so that they can have shared and various images towards stereotypes. Students then watch different parts of the same video clip where interviewees talked about their stereotypes towards Japan which they had held before coming to Japan. Students then think about and share stereotypes they hold towards partners' hometowns and the partners explain the realities of their hometown to have the partners overcome their stereotypes towards unfamiliar regions in Japan.	
Materials:	<ol style="list-style-type: none"> <li>1. Handout "Negotiation for Meaning Phrases"</li> <li>2. "A Life in Japan – Documentary" <a href="https://www.youtube.com/watch?v=prNYOW0_kms">https://www.youtube.com/watch?v=prNYOW0_kms</a></li> <li>3. Handout "Stereotypes"</li> <li>4. Handout "The Most Spoken Language Worldwide" (HW for the next class) <a href="https://www.statista.com/statistics/266808/the-most-spoken-languages-worldwide/">https://www.statista.com/statistics/266808/the-most-spoken-languages-worldwide/</a></li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. White/black board</li> <li>3. Timer</li> <li>4. Laptop computer</li> <li>5. HDMI cable</li> </ol>	
Procedures:	Ss make groups of 4	3 mins.
	<b>Introduction of negotiation for meaning phrases – Knowing About, Knowing How</b>	
	Step 1: T introduces the handout "Negotiation for Meaning Phrases" and asks Ss to repeat the phrases after the T	3 min.
	Step 2: Ss share phrases they know from the handout with group members	2 mins.
	Step 3: T asks Ss	1 min.
	a. to use those phrases at least 3 times in this class	

- b. to count how many times they use those phrases in this class

**Intro to stereotypes (before listening) – Knowing About, Knowing Oneself**

- |         |   |         |
|---------|---|---------|
| Step 1: | T introduces the word “stereotype” and asks Ss if they know the word  | 1 min.  |
| Step 2: | Ss brainstorm images towards “stereotypes” individually on the handout “stereotypes”  | 3 mins. |
| Step 3: | Ss talk following things with group members using ORE <ol style="list-style-type: none"> <li>1. “Do you have a positive impression or negative impression of the word ‘stereotype’?”</li> <li>2. “If you hear the word ‘stereotype’, what kind of image do you have? Can you give some examples?”</li> <li>3. T emphasizes using negotiation for meaning phrases</li> </ol> | 5 mins. |
| Step 4: | T elicits opinions and examples about Q1 above from each group and asks to raise hands whether they have positive impression or negative impression on “stereotype” (Q2)  | 5 mins. |

**Explore stereotypes – Knowing About, Knowing Why**

- |         |  |          |
|---------|--|----------|
| Step 1: | Ss watch “A Life in Japan – Documentary” (9:20-9:37, 10:20-11:36, 11:42-12:15, 13:01-13:15, 53:05-53:42, 54:06-54:28) twice <ol style="list-style-type: none"> <li>a. T asks Ss to take notes for each stereotypical view on the handout</li> </ol>  | 8 mins.  |
| Step 2: | Ss compare what they hear in the video clip within groups <ol style="list-style-type: none"> <li>a. Were Ss’ brainstormed ideas included in the video?</li> </ol>  | 3 mins.  |
| Step 3: | Ss and T check content of the video together <ol style="list-style-type: none"> <li>a. T elicits answers from Ss</li> <li>b. T plays and pauses the video to confirm answers</li> <li>c. T asks Ss if there are unknown words in the video</li> </ol>  | 10 mins. |
| Step 4: | Ss talk within groups <ol style="list-style-type: none"> <li>a. “Do you think the information in the video shows the reality in Japan?”</li> <li>b. “What other interesting information did you get from the video?”</li> <li>c. T emphasizes using negotiation for meaning phrases</li> </ol> | 5 mins.  |

**Overcoming your stereotypes – Knowing Why, Knowing Oneself**

- |         |  |          |
|---------|--|----------|
| Step 1: | Ss stand up and find a partner who is from a different region <ol style="list-style-type: none"> <li>a. Each pair finds available seats</li> </ol> | 2 mins.  |
| Step 2: | Ss individually think and write down a stereotypical image they hold towards a partner’s hometown  | 2 mins.  |
| Step 3: | Ss state their stereotypical image   | 5 mins.  |
| Step 4: | Ss repeat step 1~3 three times   | 18 mins. |
| Step 5: | Ss go back to their original groups  | 1 min.   |

	Step 6: Some Ss share the surprising/interesting answers with entire class	9 mins.
	T asks Ss how many times they used the negotiation for meaning phrases from the handout	1 min.
	T explains the homework	3 mins.
	1. Do exercises in the handout "The Most Spoken Language Worldwide"	
	2. Reflective journal about the class 4	
Assessment:	<ul style="list-style-type: none"> <li>• Observing through walking around the classroom during group discussions</li> <li>• Eliciting answers of listening from students</li> <li>• Checking the outcome of the activity and give feedback through picking up students' ideas from discussions</li> </ul>	
Homework / Follow-up:	<ol style="list-style-type: none"> <li>1. Do exercises in the handout "The Most Spoken Language Worldwide"</li> <li>2. Reflective journal about the class 4</li> </ol>	
Comments:	"Negotiation for Meaning Phrases" is adapted from Aloiau (2015)	

The parts of the video to show students are divided into many parts because some comments from interviewees (international residents) in the video are overlapped or difficult for students to understand.

## Negotiation for Meaning Phrases

<b>Managing a Conversation</b>
<p>Could you say that again, please?</p> <ul style="list-style-type: none"> <li>- Sorry, what did you say?</li> <li>- Pardon me.</li> <li>- Excuse me.</li> <li>- I beg your pardon.</li> </ul> <p>Could you speak a little louder/slower, please?</p> <p>Could you spell that word, please?</p>
<b>Asking for Clarification</b>
<p>What do you mean?</p> <p>Could you explain that a little more, please?</p> <p>Could you give me a few more details on that, please?</p> <p>Could you give me an example, please?</p>
<b>Checking Other People's Understanding</b>
<p>Do you see what I mean?</p> <p>Do you follow me?</p> <p>Do you follow what I'm trying to say?</p> <p>Do you get what I'm saying?</p>
<b>Checking Your Own Understanding</b>
<p>Are you saying that...?</p> <p>I'm not sure I follow you. Do you mean to say that...?</p>



Adapted from "Conversation Strategies" (Aloiau, 2015)

## **Stereotypes**

1. Brainstorm images towards and examples of “stereotypes”

1<sup>st</sup> person \_\_\_\_\_

2<sup>nd</sup> person \_\_\_\_\_

3<sup>rd</sup> and 4<sup>th</sup> persons \_\_\_\_\_

5<sup>th</sup> and 6<sup>th</sup> persons \_\_\_\_\_

7<sup>th</sup> person \_\_\_\_\_

8<sup>th</sup> person \_\_\_\_\_

9<sup>th</sup> person \_\_\_\_\_

2. Overcome Your Stereotypes! - Ask realities of different regions/prefectures.

Interviewer: "I have an image of (place) that (your stereotypical image). Is it true?"

Interviewee: "In (place), we do/don't do \_\_\_\_\_..."

**1<sup>st</sup> Partner** Name: \_\_\_\_\_ Hometown: \_\_\_\_\_

Your stereotypical image towards the partner's hometown

Partner's answer

**2<sup>nd</sup> Partner** Name: \_\_\_\_\_ Hometown: \_\_\_\_\_

Your stereotypical image towards the partner's hometown

Partner's answer

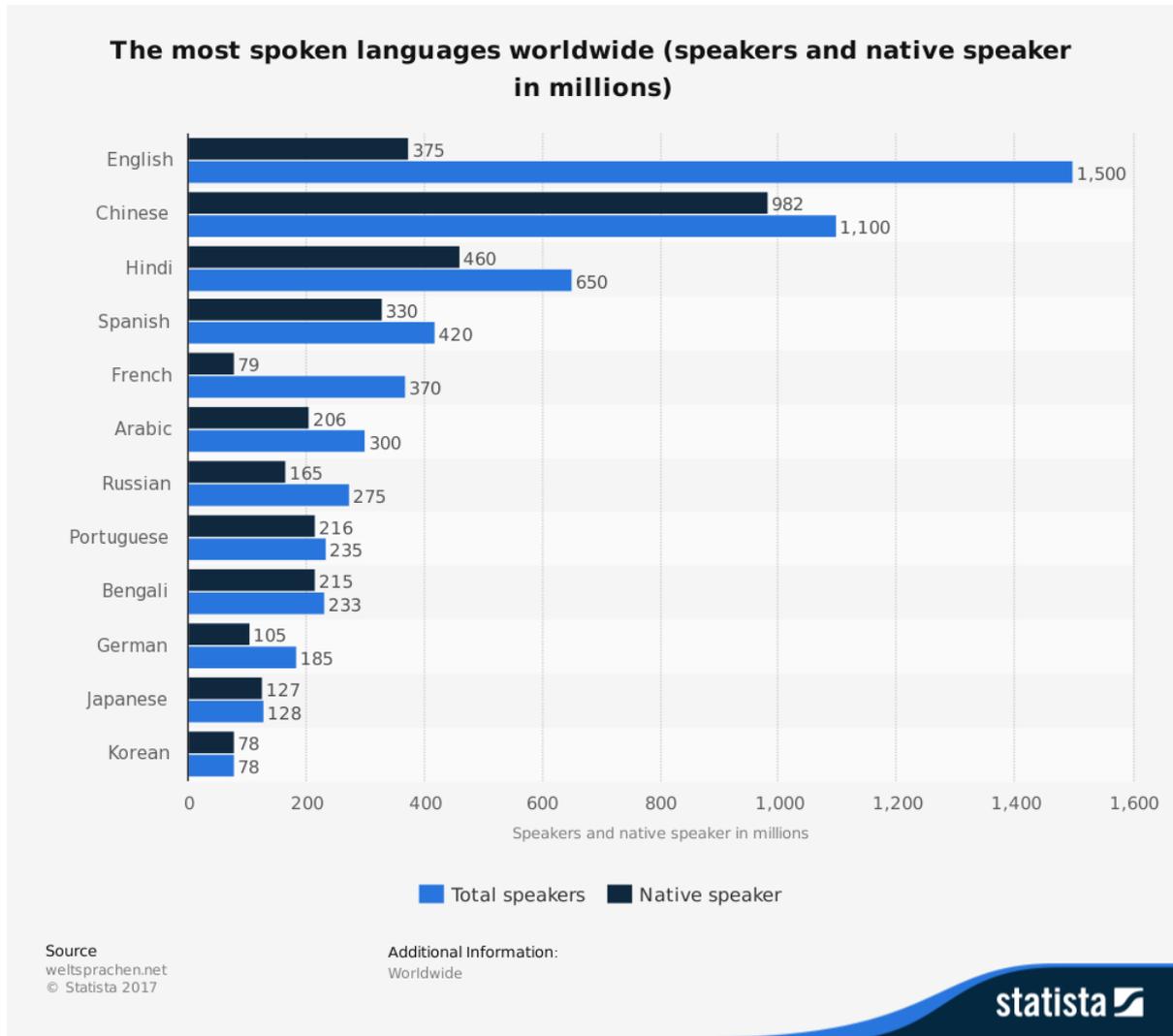
**3<sup>rd</sup> Partner** Name: \_\_\_\_\_ Hometown: \_\_\_\_\_

Your stereotypical image towards the partner's hometown

Partner's answer

-Notes-

## The Most Spoken Language Worldwide



“The most spoken languages worldwide”

<https://www.statista.com/statistics/266808/the-most-spoken-languages-worldwide/>

1. Look at the graph above and Circle **T** for *true* or **F** for *false*.

A) English has the most speakers around the world. **T**      **F**

B) The number of native English speakers is fewer than that of native Chinese speakers.

**T**      **F**

C) More than half of the total English speakers are native English speakers. **T**      **F**

D) The number of non-native French speakers is fewer than that of native French speakers. **T**      **F**

E) Most Japanese speakers are native Japanese speakers. **T**      **F**

Lesson Plan 5:

Title of the Class:	Intercultural Understanding through English	
Title of the chapter:	English as an International Language / Email Writing	
Week / Class Number	3/5	
Goal of the Class:	Students will be able to <ol style="list-style-type: none"> <li>1. Be aware that use of English among non-native English speakers is prevalent around the world</li> <li>2. Understand the differences of usage between be verbs and general verbs</li> </ol>	
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. Share their reflective journal with partners using ORE and QERF</li> <li>2. Be aware that use of English among non-native English speakers is prevalent around the world</li> <li>3. Talk about their impression of watching a video about various accents using ORE and QERF</li> <li>4. Understand word order of sentences determines the meaning of sentences in English</li> <li>5. Understand that subject tends to come to beginning of sentences in basic English sentences</li> </ol>	
Rationale:	In the activity “Basic English Structure,” students learn general guidelines (not as strict as rules) of basic English structures. Students themselves discover guidelines with the assist of guided questions on the handout. This time is the first time for them to do this kind of discovery activity, so a teacher and students do the activity step by step. Students then have an opportunity to listen to speeches by famous people from different countries so that they will be aware that English is used worldwide with various accents.	
Materials:	<ol style="list-style-type: none"> <li>1. Handout “Basic English Structure”</li> <li>2. Handout “English as an International Language”</li> <li>3. Video: “Foreign English accents” <a href="https://www.youtube.com/watch?v=vpcG-xqPgRM">https://www.youtube.com/watch?v=vpcG-xqPgRM</a></li> <li>4. Handout “Writing Assignment 1: Email Writing”</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. White/black board</li> <li>3. Timer</li> </ol>	
Procedures:	<p><b>Journal share – Knowing How, Knowing Why, Knowing Oneself</b></p> <p>Step 1:      1. Ss make groups of 4 <span style="float: right;">15 mins.</span></p> <p>                 2. T explains the procedure of the journal share</p> <p>                 3. Ss share their journal entries with a partner (2 mins./S)</p> <p>                                 a. using QERF and ORE</p> <p>                                 b. using Negotiation for Meaning Phrases</p> <p>                 4. Ss share their journal entries with a new partner (2 mins./S)</p> <p>                 5. T confirms if Ss could use</p> <p>                                 a. QERF and ORE</p> <p>                                 b. Negotiation for Meaning Phrases</p>	
	<p><b>Basic English Structure – Knowing About, Knowing How, Knowing Why</b></p>	

- Step 1: (page 1)
1. T gives out the handout “Basic English Structure” 20 mins.
  2. Ss do the exercise 1 in the p.1 of the handout “Basic English Structure” with group members and T elicits answers of the exercise 1 from each group speaker
  3. Ss and T do the Q2 in the handout together
    - a. T elicits answers from entire class
  4. Ss answer the Q3 in the handout with group members and T elicits the answer from entire class
  5. T has Ss guess what word will be suitable in the first double-lined box and check the answer
  6. Ss do the exercise 4 in the handout with group members
    - a. T models the first question
  7. T elicits answers from each group speaker
  8. Ss do the exercise 5 in the handout with group members
    - a. T models the first question
  9. T elicits answers from each group speaker and T has Ss guess what word will be suitable in the second double-lined box
- Step 2: (page 2)
1. T asks Ss to compare four sentences in the box on p.3 and has them guess the relationship between X and Y in the handout (exercise 1 on p.3) 10 mins.
  2. T elicits answer from some Ss
  3. T draws the model figure from Imai (2010) and explain the figure and have them copy the figure in the double-lined box in p.3

**English as an International Language – Knowing How, Knowing Why, Knowing Oneself**

- Step 1:
1. Ss talk about following questions with a partner 15 mins.
  2. Have you ever talked with foreign people whose native language is other than English?
    - a. If so, in which language have you spoken with them?
    - b. If not, in which language will you speak with foreign people?
    - c. Why do/will you use the language?
- Step 2:
1. T introduce the video “Foreign English accents” 20 mins.
    - a. T asks Ss to write down nationalities (countries) of people in the video
  2. Ss watch “Foreign English accents”
  3. T elicits nationalities (countries) in the video from each group speaker
    - a. China, India, USA, Indonesia, Brazil, Russia, Japan, Mexico, Germany, Italy, England, Spain, Iraq, France
  4. Ss compare answers of answers of homework “The Most Spoken Language Worldwide” with group members and T elicits answers from each group speaker
  5. Ss talk about following question with a partner

- a. "Do you think pronunciation is important for communication in English?"
  - b. "Why do you think so?"
6. T asks Ss if pronunciation is important
- a. T elicits opinions from both sides

**Deciding region for the email writing assignment – Knowing How**

Step 1: 1. T introduces 10 mins.

- a. Ss will practice to write emails for few weeks
  - b. Topic: recommended food in different countries
  - c. Ss will do mid-term presentation about chosen country and food
2. Ss decide region (region - # of Ss)
- a. Europe – 5Ss
  - b. Africa – 4Ss
  - c. Asia – 3Ss
  - d. Latin America and the Caribbean
  - e. n – 3Ss
  - f. Middle East – 2Ss
  - g. Pacific – 2Ss
  - h. North America – 1S
3. T asks Ss as homework
- a. to decide a country from the chosen region in the lists by negotiating with Ss who chose same region (All Ss need to choose different countries).
  - b. To decide a food dish that he/she want to introduce (not detailed information is necessary yet)
  - c. Reflective journal about the class 5

- Assessment:
- Observing through walking around the classroom during group discussions
  - Checking the outcome of the activity and give feedback through picking up students' ideas from discussions

Homework /

1. Ss decide countries and a dish that they want to introduce

Follow-up:

2. Reflective journal about the class 5

Comments:

Foreign English accents

<https://www.youtube.com/watch?v=vpcG-xqPgRM>

Countries & Regions – Ministry of Foreign Affairs of Japan

<http://www.mofa.go.jp/region/index.html>

## Basic English Structure

Read the sentences below and answer following questions.

English	Japanese
1) Taro loves Hanako.	4) 太郎は花子のことが好き。
2) Hanako loves Taro.	5) 花子のことが太郎は好き。
3) Loves Hanako Taro.	6) 好きなんだよね。花子を太郎は。

A) Translate the English sentences above into the Japanese and Japanese sentences above into English.

- 1) E→J \_\_\_\_\_
- 2) E→J \_\_\_\_\_
- 3) E→J \_\_\_\_\_
- 4) J→E \_\_\_\_\_
- 5) J→E \_\_\_\_\_
- 6) J→E \_\_\_\_\_

B) In each language, are the meanings of the sentences same or different? Circle 'Same' or 'Different.'

- 1) Meanings of English sentences (1~3) → Same / Different
- 2) Meanings of Japanese sentences (4~6) → Same / Different

C) What is the common difference between sentences 1~3 and between sentences 4~6 in the box above?

→ \_\_\_\_\_

**In English, \_\_\_\_\_ is important to decide meaning of sentences.  
However, sentences in Japanese are more flexible with \_\_\_\_\_.**

D) Circle the subjects of sentences 1~6 (except for 3) in the box above.

E) Where are subjects in those sentences? Circle 'beginning,' 'middle,' or 'end.'

- 1) (Beginning / middle / end) of the sentence
- 2) (Beginning / middle / end) of the sentence
- 4) (Beginning / middle / end) of the sentence
- 5) (Beginning / middle / end) of the sentence
- 6) (Beginning / middle / end) of the sentence

**In basic English sentences, subjects come to the \_\_\_\_\_ of sentences.**

Read the sentences below and answer the following questions

<b>Subject (X1)</b>	<b>be verb</b>	<b>Complement (Y1)</b>
I	am	a student.
John	is	busy.
Ms. Smith	is	in the library.
You	are	listening to music.

<b>Subject (X2)</b>	<b>general verb</b>	<b>Object (Y2)</b>
Carpenters	build	houses.
Doctors	prescribe	medicine.
Mail carriers	deliver	letters.

A) What do you think the relationship between X1 and Y1 as well as X2 and Y2 above? Express your thinking in any form below (figure, picture, sentence, etc.)

Subject + be verb + Complement (X1 & Y1)

Subject + general verb + Object (X2 & Y2)

## **English as an International Language**

### **Before Watching**

A) Talk about the following questions using ORE and QERF with a partner.

Have you ever talked with people from other countries whose native language is not English?

- If so,
  1. What is their native language?
  2. What language did you speak with them?
- If not, what language do you think you will speak with them?

### **While Watching**

B) Write down the nationalities of the people in the video and your honest impressions on English spoken by them.

### **After Watching**

C) Talk about the following questions using ORE and QERF with a partner.

1. What is your impression of watching the video?
2. Do you think pronunciation is important for communication in English?
3. Why do you think so?
4. Do you think American and British accents are the correct accents to pronounce?
5. Why do you think so?

## **Deciding Country and Food for Email Writing**

- Your region is \_\_\_\_\_
- Classmates who chose the same region are

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- Your country is \_\_\_\_\_
- Dish you want to introduce is \_\_\_\_\_

### **Country List**

<b>Asia</b>
Bangladesh, Bhutan, Brunei, Cambodia, China, India, Indonesia, Republic of Korea, Laos, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Philippines, Singapore, Sri Lanka, Thailand, Timor-Leste, Viet Nam, North Korea, Taiwan
<b>Pacific</b>
Australia, Cook, Fiji, Kiribati, Marshall, Micronesia, Nauru, New Zealand, Niue, Palau, Papua New Guinea, Samoa, Solomon, Tonga, Tuvalu, Vanuatu
<b>North America</b>
United States of America, Canada
<b>Latin America and the Caribbean</b>
Antigua and Barbuda, Argentine, Bahamas, Barbados, Belize, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominica, Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Jamaica, Mexico, Nicaragua, Panama, Paraguay, Peru, Saint Christopher and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago, Uruguay, Venezuela
<b>Europe</b>
Albania, Andorra, Armenia, Austria, Azerbaijan, Belarus, Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Kazakhstan, Kosovo, Kyrgyz Republic, Latvia, Liechtenstein, Lithuania, Luxembourg, Former Yugoslav Republic of Macedonia, Malta, Moldova, Monaco, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russia, San Marino,

Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, Turkmenistan, Ukraine, United Kingdom, Uzbekistan, Vatican

**Middle East**

Afghanistan, Bahrain, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates, Yemen, Palestine

**Africa**

Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cabo Verde, Central African Republic, Chad, Comoros, Republic of Congo, Democratic Republic of the Congo, Côte d'Ivoire, Djibouti, Egypt, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Libya, Madagascar, Malawi, Mali, Mauritania, Mauritius, Morocco, Mozambique, Namibia, Niger, Nigeria, Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, Republic of South Africa, South Sudan, Sudan, Swaziland, Tanzania, Togo, Tunisia, Uganda, Zambia, Zimbabwe

## Lesson Plan 6:

Title of the Class:	Intercultural Understanding through English															
Title of the chapter:	Food															
Week / Class Number	3/6															
Goal of the Class:	Students will be able to understand that a particular staple food is important in particular cultures at the same time dishes using the staple exist around the world															
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. Guess meaning of “staple food” and identify staple food in Japan</li> <li>2. Understand the importance of rice in particular countries from varieties of vocabularies related to rice in different languages</li> <li>3. Match pictures of rice dishes and ingredients of the dishes</li> <li>4. Guess which rice dishes are from which countries</li> <li>5. Share their preference of rice dishes within/outside of Japan</li> </ol>															
Rationale:	Class 6, 8, and 10 deal with food as the cultural topic particularly staple foods around the world. Class 6 is the introduction of the topic, which mostly deals with rice as a staple food because rice is a staple food in Japan and students are familiar with rice. Students find rice is important in Japanese culture by identifying varieties of words related to rice in Japanese comparing to English. Students are introduced words related to rice in other languages to have them realize that rice is important in other countries as well.															
Materials:	<ol style="list-style-type: none"> <li>1. World Most Important Staple Food <a href="https://www.youtube.com/watch?v=IFrJNiBIFLE">https://www.youtube.com/watch?v=IFrJNiBIFLE</a></li> <li>2. Handout “Staple Food in Different Countries”</li> <li>3. PowerPoint slides “‘Rice’ in Different Languages”</li> <li>4. Handout “Rice Dishes from All Over the World”</li> <li>5. Handout “Five-color Sticky Rice – in Vietnam” (Homework for the class 8)</li> <li>6. Reading material “Five-color Sticky Rice” (Homework for the class 8)</li> </ol>															
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. White/black board</li> <li>3. Timer</li> <li>4. Laptop computer</li> <li>5. HDMI cable</li> </ol>															
Procedures:	<p><b>Introduction to staple foods – Knowing About, Knowing How, Knowing Why</b></p> <table border="0"> <tr> <td style="vertical-align: top;">Step 1:</td> <td>Ss make groups of 4</td> <td style="text-align: right;">3 mins.</td> </tr> <tr> <td style="vertical-align: top;">Step 2:</td> <td>                     Ss watch a video clip “World Most Important Staple Food”                     <ol style="list-style-type: none"> <li>a. T asks Ss to guess meaning of “staple food” beforehand</li> </ol> </td> <td style="text-align: right;">2 mins.</td> </tr> <tr> <td style="vertical-align: top;">Step 3:</td> <td>                     Ss guess meaning of “staple food” and identify the staple food in Japan within groups                     <ol style="list-style-type: none"> <li>a. T elicits answer from students</li> </ol> </td> <td style="text-align: right;">2 mins.</td> </tr> <tr> <td style="vertical-align: top;">Step 4:</td> <td>                     Ss brainstorm words related to “rice” in Japanese                     <ol style="list-style-type: none"> <li>a. Using internet if necessary</li> </ol> </td> <td style="text-align: right;">5 mins.</td> </tr> <tr> <td style="vertical-align: top;">Step 5:</td> <td>                     Ss identify the English translation of those words                     <ol style="list-style-type: none"> <li>a. Using online dictionary if necessary</li> </ol> </td> <td style="text-align: right;">5 mins.</td> </tr> </table>	Step 1:	Ss make groups of 4	3 mins.	Step 2:	Ss watch a video clip “World Most Important Staple Food” <ol style="list-style-type: none"> <li>a. T asks Ss to guess meaning of “staple food” beforehand</li> </ol>	2 mins.	Step 3:	Ss guess meaning of “staple food” and identify the staple food in Japan within groups <ol style="list-style-type: none"> <li>a. T elicits answer from students</li> </ol>	2 mins.	Step 4:	Ss brainstorm words related to “rice” in Japanese <ol style="list-style-type: none"> <li>a. Using internet if necessary</li> </ol>	5 mins.	Step 5:	Ss identify the English translation of those words <ol style="list-style-type: none"> <li>a. Using online dictionary if necessary</li> </ol>	5 mins.
Step 1:	Ss make groups of 4	3 mins.														
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Step 5:	Ss identify the English translation of those words <ol style="list-style-type: none"> <li>a. Using online dictionary if necessary</li> </ol>	5 mins.														

Step 6:	T introduce similar examples in different languages using PowerPoint slides “‘Rice’ in Different Languages”	3 min.
Step 7:	Ss guess meaning of having different words related to rice in certain languages a. Ss write opinions on the handout	5 mins.
Step 8:	T asks some Ss to share opinions about finding the varieties of vocabulary	5 mins.
<b>Rice Dishes from All Over the World – Knowing About, Knowing Why</b>		
Step 1:	Ss match pictures of rice dishes with descriptions of dishes within groups a. T asks Ss to guess meanings of unknown words from pictures b. Ss write answers in the columns “I” (ingredients) on the handout “Rice Dishes from All Over the World”	10 mins.
Step 2:	Ss and T check answers with entire class a. T asks each group to answer b. T asks Ss guessed meanings of unknown words c. T writes those words on the board	5 mins.
Step 3:	Ss match the pictures of rice dishes with countries of origin within groups a. T asks Ss to guess where these dishes come from by referring to the pictures and descriptions of dishes b. Ss write answers in the columns “C” (countries) on the handout	10 mins.
Step 4:	Ss and T check answers with entire class a. T asks each group to answer b. T briefly explains dishes c. T asks Ss why they chose a particular country for each/commonly mistaken dish d. Ss take notes if they feel a gap between their choice and reality	10 mins.
Step 5:	Ss discuss following topics within groups a. “Which rice dishes do you want to try from those pictures? Why?” b. “What kind of rice dishes do you like? Are these Japanese dishes?” c. “Do you have any staple food in your hometown in addition to rice?”	10 mins.
Step 6:	Ss share ideas with entire class	10 mins.
	HW introduction	5 mins.
	1. Ss read “Five-color Sticky Rice” and answer questions on the handout	
	2. Reflective journal about the class 6	
Assessment:	<ul style="list-style-type: none"> <li>• Observing through walking around the classroom during group discussions</li> <li>• Checking the outcome of the activity and give feedback through picking up students’ ideas from discussions</li> </ul>	

- Homework /  
Follow-up:
- Students research dishes using different staple foods (corn, wheat, cassava, potato, rice) around the world on the handout “Dishes around the World”
    1. Research what regions have the food as a staple
    2. List common dishes made with the staple as much as possible
    3. Bring 3-4 pictures and background information of different dishes
  - Reflective journal about the class 6
- Comments:
- Korean  
“Beyond Kimchee – All About Korean Rice”  
<http://www.beyondkimchee.com/korean-rice/>  
“Rice in Korean”  
<https://i.pinimg.com/736x/04/56/d2/0456d229e0c0145e94aea4f12837bd0f--korean-rice-speak-korean.jpg>
- Philippine  
“Filipino Words for Rice”  
<http://www.philrice.net/filipino-words-for-rice/>
- Indonesia and Chinese  
“Vocabulary: ‘Rice’ in Indonesian and Asian languages”  
<https://polyglottando.wordpress.com/2016/04/02/vocabulary-rice-in-indonesian-and-asian-languages/>
- “The World's 20 Greatest Rice Dishes”  
<https://www.foodbeast.com/news/the-worlds-20-greatest-rice-dishes/>
- “15 Delicious Rice Dishes From Around The World”  
[https://www.buzzfeed.com/irinarai/15-delicious-rice-dishes-from-around-the-world-1u8sj?utm\\_term=.ym2Nkvpkp#.hig11Vrlr](https://www.buzzfeed.com/irinarai/15-delicious-rice-dishes-from-around-the-world-1u8sj?utm_term=.ym2Nkvpkp#.hig11Vrlr)
- “Around the World in 21 Traditional Rice Dishes”  
<https://spoonuniversity.com/lifestyle/around-the-world-in-21-traditional-rice-dishes>
- “Five-color Sticky Rice” – Vietnam Online  
<https://www.vietnamonline.com/entry/five-color-sticky-rice.html>

## **Staple Food in Different Countries**

1. What does “staple food” mean in Japanese? \_\_\_\_\_

2. What is the staple food in Japan? \_\_\_\_\_

3. Write as many Japanese words related to “rice” as possible

Examples: 米、ご飯、稲…

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4. What are English translations of those words?

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5. What do you think are the meanings of having different words related to rice in those languages?

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**“Rice” in Different Languages**  
 Day 6

**Korean**

- 쌀 (ssal) = Rice
- 밥 (bap) = Cooked rice
- 백미/흰쌀 (baekmi/huin-ssal) = White rice
- 현미 (hyeonmi) = Brown rice
- 흑미 (heukmi) = Black rice
- 떡 (tteog) = Rice cake

**Chinese**

- 稻田 (dàotián) = Rice field
- 大米 (dàmǐ) = Raw rice
- 米饭 (mǐfàn) = Cooked rice
- 糯米 (nuòmǐ) = sticky rice (mochigome)

**Indonesia**

- Sawah = Rice field
- Padi = Rice plant
- Beras = Raw rice
- Nasi = Cooked rice
- Ketan = Sticky rice (mochigome)
- Pesawah = Rice farmer

**Philippine (Tagalog)**

- Palay = Unmilled rice
- Bigas = milled rice
- Kanin = cooked rice
- Bahaw = left over rice
- Lugaw = rice porridge
- Tutong = burned rice
- Sinangag = fried rice

## Rice Dishes from All Over the World

Match the pictures and descriptions below.



a.

I \_\_\_\_\_ C \_\_\_\_\_



b.

I \_\_\_\_\_ C \_\_\_\_\_



c.

I \_\_\_\_\_ C \_\_\_\_\_



d.

I \_\_\_\_\_ C \_\_\_\_\_



e.

I \_\_\_\_\_ C \_\_\_\_\_



f.

I \_\_\_\_\_ C \_\_\_\_\_



g.

I \_\_\_\_\_ C \_\_\_\_\_



h.

I \_\_\_\_\_ C \_\_\_\_\_



i.

I \_\_\_\_\_ C \_\_\_\_\_



j.

I \_\_\_\_\_ C \_\_\_\_\_

### Ingredients

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. a filling composed of rice and butter</li> <li>2. chocolate rice porridge</li> <li>3. Parsley, hard-boiled eggs, cream, and sultanas</li> <li>4. rice cooked with coconut milk and the superfood turmeric</li> <li>5. The rice comes from a plant called Zizania</li> <li>6. The bright colors come from magenta plant, pandan leaf, gác fruit, and mung beans</li> </ol> | <ol style="list-style-type: none"> <li>7. a creamy baked rice pudding in a soft pie crust</li> <li>8. It's made with tomato paste and fish and rice</li> <li>9. overcook your rice and it gets all crispy on the bottom</li> <li>10. mixed with whipped cream, vanilla, almonds, and topped with cherry sauce</li> </ol> |
|---|--|

**Countries**

- |            |            |              |                |
|------------|------------|--------------|----------------|
| 1. Belgium | 4. China   | 7. Finland   | 10. Philippine |
| 2. Brazil  | 5. Denmark | 8. Indonesia | 11. Senegal    |
| 3. Canada  | 6. England | 9. Iran      | 12. Vietnam    |

Why did you choose a specific country? What did you realize from the facts? Take notes what you have discovered.





## Five-color Sticky Rice



Five-color Sticky Rice is an important dish of almost all ethnic minorities in the mountainous regions of Northern Vietnam. The name of the dish comes from the fact that it has 5 colors.

However, different regions can call this dish differently. For example, the Muong ethnic group calls it Multi-color Sticky Rice; the Tay ethnic group calls it Five-color Sticky Rice, some other ethnic groups call it Dam Den Sticky Rice, etc. On the festival days or other special occasion, women find the leaves which produce different colors to make this special and interesting cuisine.

In a nutshell, the thing that creates the color of the rice is not chemical substance but the natural leaves. The five colors of the dish represent the five elements of life in the Vietnamese's' belief: yellow is earth, green is plant, red is fire, white is metal, and black is water. People believe that the existence of these five elements create the well-being of the heaven, the earth the human. Thus, in order to make the desired color, they have to find and gather the exact leaves. These leaves are then boiled before being put in a huge bowl with rice to create different colors.

In the past, whenever they need to make Five-color Sticky Rice, the women had to go to the forests to look for them. Luckily, nowadays, five-color sticky rice has become not only a traditional cuisine but also a delicious specialty that travelers from everywhere love. As a result, people decided to grow the trees right in their garden and then sell the leaves at the market. These naturally colorful leaves will then be used to make the wonderful sticky rice that enchants everyone.

<https://www.vietnamonline.com/entry/five-color-sticky-rice.html>

Lesson Plan 7:

Title of the Class:	Intercultural Understanding through English
Title of the Chapter:	Email Writing
Week / Class Number	4/7
Goal of the Class:	Students will be able to <ol style="list-style-type: none"> <li>1. understand the general image of passive voice</li> <li>2. understand the basic structure of email</li> </ol>
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. share their journal entries using QERF and ORE</li> <li>2. understand basic English structure</li> <li>3. understand the rule of “subjects are in situations of past participles” in passive voice sentences</li> <li>4. discuss their experiences of using emails in English</li> <li>5. identify parts of email structure</li> <li>6. understand role of each part of email structure</li> </ol>
Rationale:	Students will practice writing emails in the classes 7, 9, 11, 13, and 15. Students learn passive voice. Students discovered in the class 5 the relationship of “subject = complement” in a basic be-verb sentence. Students are supposed to apply the relationship to passive voice (Exercise A). In exercise B, since the relationship of “subject=complement” exists, subjects equal past participles in passive voice. Therefore, in passive voice, subjects are in situations of past participles. In exercise C and D, students create passive voice sentences in their own words and identify if the relationship of “subjects are in situations of past participles” is applied in the sentences created by students.
Materials:	<ol style="list-style-type: none"> <li>1. Handout “Passive Voice”</li> <li>2. Handout “Email Structure”</li> <li>3. Email pieces</li> <li>4. formality pieces</li> <li>5. Handout “Writing Assignment 1: Email Writing”</li> </ol>
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. White/black board</li> <li>3. Timer</li> </ol>
Procedures:	<p><b>Journal Share – Knowing How, Knowing Why, Knowing Oneself</b></p> <p>Step 1:   1. Ss make groups of 4 <span style="float: right;">15 mins.</span></p> <p>          2. T explains the procedure of the journal share</p> <p>          3. Ss share their journal entries with a partner (2 mins./S)</p> <p>              a. using QERF and ORE</p> <p>              b. using Negotiation for Meaning Phrases</p> <p>          4. Ss share their journal entries with a new partner (2 mins./S)</p> <p>          5. T confirms if Ss could use</p> <p>              a. QERF and ORE</p> <p>              b. Negotiation for Meaning Phrases</p> <p><b>Grammar: Passive Voice – Knowing About, Knowing How, Knowing Why</b></p> <p>Step 1:   1. T asks Ss <span style="float: right;">20 mins.</span></p>

- a. meaning of passive voice
- b. if they can think of any sentence using passive voice
2. T gives out a handout "Passive Voice" to Ss
3. Ss guess relationships between Xs and Ys on the handout (Exercise A)
4. Ss write down images of past participles in the passive voices (Exercise B)
5. Ss write down as many passive voice sentences as possible and identify if the rules are applied to the written passive voice sentences (Exercise C, D)

**Email writing intro – Knowing Oneself**

- Step 1: 1. Ss speak about warm-up questions with a partner 5 mins.
- a. In what kind of situation do you use email?
  - b. "Have you ever sent/received emails in English?"
  - c. "If so, what kind of good/bad experience do you have?"
  - d. "If not, what kind of good/bad do you have in sending/receiving emails Japanese?"
2. T elicits experiences from Ss

**Email structure learning – Knowing About, Knowing How**

- Step 1: Ordering parts in complete email (Exercise A) 5 mins.
1. T introduces the activity
  2. Ss organize strips in correct order to understand structure of email with group members
  3. T elicits two answers from each group
- Step 2: Identify parts of email structure (Exercise B) 7 mins.
1. T introduces the activity
  2. Ss match parts of email and name of the parts with group members
  3. T elicits answers from Ss
- Step 3: Subject and Salutation 10 mins.
1. T briefly explain what are subjects and salutations
  2. Ss and T do exercise C together
  3. Ss do exercise D individually
  4. T elicits answers of D from Ss
- Step 4: Identify formality of closing phrases 8 mins.
1. T introduce the activity
  2. Ss organize strips in order of formal to casual with group members
  3. T elicits answers from each group

**Introduction to Email writing assignment – Knowing About, Knowing How**

- Step 1: 1. T provides the assignment handout and explain the assignment 10 mins.
2. T answers questions from Ss
- Step 2: Ss find a partner from different region 5 mins.
- Step 3: Homework announcement 5 mins.
1. Research location of a country and food
  2. Writing a draft as a sender (based on the model)
  3. Reflective journal about the class 7

- Assessment:
- Observing through walking around the classroom during group discussions
  - Checking the outcome of the activity and give feedback through picking
- Homework /  
Follow-up:
1. Research location of a country and food
  2. Writing a draft as a sender (based on the model)
  3. Reflective journal about the class 7
- Comments:
- British Council – Email writing worksheets  
<https://www.teachingenglish.org.uk/sites/teacheng/files/email-writing-worksheets.pdf>

## Passive Voice

Active voice

X1	General verb	Y1
Carpenters	build	houses.
Doctors	prescribe	medicine.
Mail carriers	deliver	letters.

Passive voice

X2	be	Y2	
Houses	are	built	by carpenters
Medicine	is	prescribed	by doctors
Letters	are	delivered	by mail carriers

A) What do think the relationships between Xs and Ys above? Remember the guideline learned last week.

Active voice (X1 and Y1)

Passive voice (X2 and Y2)

B) Read the passive voice sentences above. What image do you have for past participle?

C) Try to write as many sentences as possible using passive voice.

D) Check if passive sentences you have created follow the rule above.

## Email Structure

A) Organize parts of an email in correct order (using different strips).

Sample Email:

Date: April 8, 2008 – **a**

To: jones@xyz.com – **b**

From: Jaana Nikkinen – **c**

Subject: Information about summer courses – **d**

Dear Mr. Jones, - **e**

I'm a university student from Finland and I'm writing to get some information about your language courses this summer. I've got a few questions:

1. Do you do a course for university students, which helps them with their essay writing skills?
2. How many hours a week are the courses?
3. What sort of accommodation do you offer?
4. What after-school activities are there?
5. Do you do any trips to other towns in the UK?

I'm hoping to come over in June, so if you can get back to me as soon as possible, it would be great. Thanks for your help.

Best regards, - **g**

Jaana Nikkinen – **h**

Faculty of Law – **i**

Soka University – **j**

nikkinen@soka-u.jp

Phone: +81-90-1111-2222 **k**

---

Attachment: list of my questions. word – **l**

---

<https://www.teachingenglish.org.uk/sites/teacheng/files/email-writing-worksheets.pdf>

B) Write a letter next to the name of matching email parts below.

1. Signature \_\_\_\_\_ 2. Subject \_\_\_\_\_ 3. The Date Line \_\_\_\_\_ 4. Body \_\_\_\_\_

5. Contact Information \_\_\_\_\_ 6. The To Line \_\_\_\_\_ 7. University Name \_\_\_\_\_

8. Salutation \_\_\_\_\_ 9. Closing \_\_\_\_\_ 10. Faculty \_\_\_\_\_

11. Attachment \_\_\_\_\_ 12. The From Line \_\_\_\_\_

Culture of Email Writing

**Subject = topic or title of an email**

Subject should clearly state the topic of email.

C) Which subject do you think is more appropriate? Circle the appropriate alphabet.

1. a. "I am Mikako."    b. "Questions about \_\_\_\_\_"
2. a. "Request for Information"    b. "Nice to meet you."

**Salutation = a word or phrase that is used to begin a letter/email**

- For those who are not familiar:
  - **Dear Mr. [Ms.] + Last name,** (Ex. Dear Mr. Jones,)
  - University Professor: **Dear Professor + Last name,** (Ex. Dear Professor Jones,)
- For those who are familiar:
  - **Dear First name,** (Ex. Dear Pat,)
  - Do not use Mr. or Ms. with their first name.
- If you do not know gender of a receiver:
  - **Dear Mr./s. Last name,** (Ex. Dear Mr./s. Jones,)
  - **Dear Full Name,** (Ex. Dear Pat Jones,)
- If you do not know the name of a receiver but know the position of a receiver:
  - Dear Marketing Director,
  - Dear Sales Manager,
  - Dear Personnel with Advertising and Information,
  - Dear person in charge of employment,
  - Dear Vancouver Office,
  - etc. (depending on the position of a receiver)
- If you do not know neither the name nor the position of a receiver:
  - **Dear Sir or Madam,**
  - **Dear Sir/Madam,**

D) Imagine you will send an email to people below. Write down salutations based on the information.

1. A familiar colleague whose name is Hanako Yamada (female)

---

2. A business partner whose name is Makoto Tanaka (gender: unknown)

---

**Closing = the last part of a letter/email or speech**

	<b>Phrase</b>	<b>Meaning</b>	<b>Usage</b>
<b>Formal</b>  <b>Casual</b>	• <b>Sincerely,</b>	in a sincere or truthful way	to client, higher ranking person
	• <b>Best regards,</b>	(best) a feeling of respect for someone	to relatively close business partners
	• <b>Regards,</b>	a feeling of respect for someone	to relatively familiar business partners
	• <b>Best wishes,</b>	an expression of hope for someone's future happiness and success	to friends, colleague
	• <b>All the best,</b>	to wish someone good luck	to friends, colleague
	• <b>Bye for now, / Talk to you later, / Take care,</b>		to close friends

Worksheet 2a

Semi-formal email. To be cut up into strips.



.....

Subject: Information about summer courses



.....

Dear Mr Jones,



.....

I'm a university student from Finland and I'm writing to get some information about your language courses this summer. I've got a few questions:



.....

1. Do you do a course for university students, which helps them with their essay writing skills?



.....

2. How many hours a week are the courses?



.....

3. What sort of accommodation do you offer?



.....

4. What after-school activities are there?



.....

5. Do you do any trips to other towns in the UK?



.....

I'm hoping to come over in June, so if you can get back to me as soon as possible, it would be great. Thanks for your help.



.....

Best regards,  
Jaana Nikkinen



.....

Identify formality of closing phrases (Cut into strips)

• <b>Sincerely,</b>	in a sincere or truthful way
---------------------	------------------------------

• <b>Best regards,</b>	(best) a feeling of respect for someone
------------------------	---

• <b>Regards,</b>	a feeling of respect for someone
-------------------	----------------------------------

• <b>Best wishes,</b>	an expression of hope for someone's future happiness and success
-----------------------	--

• <b>All the best,</b>	to wish someone good luck
------------------------	---------------------------

• <b>Bye for now, / Talk to you later, / Take care,</b>	
---	--

## Writing Assignment 1: Email Writing

Theme: Asking and sharing information about a recommended food in a chosen country

You will work with one of your classmates.

You will decide a particular country that

You need to write two types of email.

- Asking Email: Asking information about a country and a recommended dish there,
- Asking Email: Sharing information about a country and a recommended dish there.

**Asking Email:** Imagine you will go to a partner's chosen country as a school trip. You need to research the country and recommend dish from the country.

- You need to **ask questions about** the following information:
  - Name and photo(s) of a recommended dish
  - Ingredients of a dish
  - Importance of a dish in partner's chosen country

**Answer Email:** Imagine you are a staff member of the Tourist Information Center of your chosen country (expert of your chosen country).

- You need to **write about** following information:
  - Name and photo(s) of a recommended dish
  - Ingredients of a dish
  - Importance of a dish in partner's chosen country
- Use ORE to support your information
  - Opinion, Reason, Explanation

You need to include the following elements:

Asking Email (As a university student)	Answer Email (As staff of tourist info center)
<ul style="list-style-type: none"> <li>• Subject</li> <li>• Salutation</li> <li>• Body</li> <li>• Closing</li> <li>• Signature</li> <li>• Faculty</li> <li>• University Name</li> <li>• Contact Information (only your email address)</li> </ul>	<ul style="list-style-type: none"> <li>• Subject (Re: Subject of Type 1)</li> <li>• Salutation</li> <li>• Body</li> <li>• Closing</li> <li>• Signature</li> <li>• “(Country) Tourist Information Center”</li> <li>• Contact Information (only your email address)</li> <li>• Attachment of picture(s) of a dish</li> </ul>

\*Notes\*

Do not use contraction (Ex. “I’m”, “I’ve”) in emails.

Formality: between model email A and B

Formatting

- Write all of your drafts on Gmail website (University account)
- Font: Sans Serif
- Font size: medium
- Put one extra line after each paragraph
- Bring printed-out drafts to class when the teacher asks
- Send the final version of two types of emails to the teacher and to a partner on a designated date

Lesson Plan 8:

Title of the Class:	Intercultural Understanding through English	
Title of the Chapter:	Food	
Week / Class Number	4/8	
Goal of the Class:	Students will be able to compare and contrasts Five-color Sticky Rice between in Vietnam and in China	
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. compare their answers from activities with group members using negotiation for meaning phrases and ORE and QERF</li> <li>2. take notes for what they listened to from a video clip</li> <li>3. Elicit similarities and differences of Five-color Sticky Rice between in Vietnam and in China from different sources</li> <li>4. write down similarities and differences of Five-color Sticky Rice between in Vietnam and in China using compare and contrast signal words</li> <li>5. practice using compare and contrast signal words and passive voice in spoken communication</li> </ol>	
Rationale:	Class 6, 8, and 10 deal with food as the cultural topic particularly staple foods around the world. In this class, students have an opportunity to compare and contrast a dish using rice: Five-color Sticky Rice. Students will synthesize information from reading about the dish in Vietnam and a video about the dish in China to find similarities and differences. Students are introduced compare and contrast signal words to practice using them in spoken and written communication throughout the course.	
Materials:	<ol style="list-style-type: none"> <li>1. Handout “Five-color Sticky Rice – in Vietnam” (Homework from the class 6)</li> <li>2. Reading material “Five-color Sticky Rice” (Homework from the class 6) <a href="https://www.vietnamonline.com/entry/five-color-sticky-rice.html">https://www.vietnamonline.com/entry/five-color-sticky-rice.html</a></li> <li>3. Handout “Five-color Sticky Rice – in China”</li> <li>4. Handout “Five-color Sticky Rice – Comparing Vietnam and China”</li> <li>5. Handout “Dishes around the World” (homework for the class 10)</li> <li>6. Reading material “Food Staple” (supplementary reading material for the class 10) <a href="https://www.nationalgeographic.org/encyclopedia/food-staple/">https://www.nationalgeographic.org/encyclopedia/food-staple/</a></li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. White/black board</li> <li>3. Timer</li> <li>4. Laptop computer</li> <li>5. HDMI cable</li> </ol>	
Procedures:	<p><b>HW answer check – Knowing About</b></p> <p>Step 1: <ol style="list-style-type: none"> <li>1. Ss make groups of 4</li> <li>2. T asks Ss to check answers of exercises A~C of the HW handout with group members</li> <li>3. T elicits Ss’ initial opinions of exercise A from some Ss</li> <li>4. T confirms answers of exercise B with entire class</li> <li>5. T and Ss check new words</li> </ol></p> <p style="text-align: right;">15 mins.</p> <p><b>Five-color Sticky Rice – in China – Knowing About, Knowing How</b></p>	

- Step 1: 1. T provides the handout “Five-color Sticky Rice – in China” and introduces the video 5 mins.  
 2. Ss watch video “Yummy! How to cook 'five-color' sticky rice in SW China?”  
 a. Ss take notes of whatever they heard  
 3. Ss compare what they heard from the video with group members
- Step 2: 1. T introduces the exercise B and asks Ss to focus on the questions while watching the video 10 mins.  
 2. Ss watch the video again (2<sup>nd</sup> watch)  
 3. T asks Ss if there are unknown words  
 4. Ss watch the video again (3<sup>rd</sup> watch)  
 a. T pauses the video if necessary
- Step 3: 1. Ss compare the answers of the exercise B with group members 15 mins.  
 2. T and Ss check the answers with playing the video  
 3. T elicits new vocabulary from the video

**Five-color Sticky Rice – Comparing Vietnam and China – Knowing How, Knowing Why**

- Step 1: 1. T provides the handout “Five-color Sticky Rice – Comparing Vietnam and China” to Ss 5 mins.  
 2. T asks Ss to find China and Vietnam on the map  
 3. T explains the location of Guizhou in China by showing the map and tells Ss that Guizhou and Northern Vietnam is close
- Step 2: 1. T introduces and models the exercise B on the handout 15 mins.  
 2. Ss find and write down similarities and differences of Five-color Sticky Rice between in Vietnam and in China using compare and contrast signal words with group members
- Step 3: 1. T introduces and models the exercise C on the handout 10 mins.  
 2. Ss create sentences and practice with group members
- Step 4: 1. Ss discuss what they noticed from the activities in pairs 10 mins.  
 2. T elicits some opinions from Ss

**Introduce HW for next week**

1. T introduces other staple foods: corn, wheat, cassava (yuka), potato, including rice 5 mins.  
 2. T asks for their preference  
 3. T asks Ss to  
 a. research what regions have the food as a staple  
 b. list common dishes made with the chosen staple as much as possible  
 c. bring 3-4 pictures and background information of different dishes  
 d. read the article “Food Staple” as a reference  
 e. reflective journal about the class 8

- Assessment :  
 • Observing through walking around the classroom during group discussions  
 • Eliciting answers from reading (HW checking) and listening activities  
 • Checking the outcome of the activity and give feedback through picking up students' ideas from discussions

- Homework / Follow-up:
1. T introduces other staple foods: corn, wheat, cassava (yuka), potato, including rice
  2. T asks for their preference
  3. T asks Ss to
    - a. research what regions have the food as a staple
    - b. list common dishes made with the chosen staple as much as possible
    - c. bring 3-4 pictures and background information of different dishes
    - d. read the article “Food Staple” as a reference
  4. reflective journal about the class 8

Comments: Yummy! How to cook 'five-color' sticky rice in SW China?  
<https://www.youtube.com/watch?v=T83RJ6KMTok>

Map of Southern Asia is adapted from  
[http://www.lib.utexas.edu/maps/middle\\_east\\_and\\_asia/asia\\_southern\\_pol\\_2004.jpg](http://www.lib.utexas.edu/maps/middle_east_and_asia/asia_southern_pol_2004.jpg)

“Guizhou in China” (Map which highlights Guizhou in China)  
[https://en.wikipedia.org/wiki/File:Guizhou\\_in\\_China\\_\(%2Ball\\_claims\\_hatched\).svg](https://en.wikipedia.org/wiki/File:Guizhou_in_China_(%2Ball_claims_hatched).svg)



Compare/Contrast Signal Words is adapted from *Writing for Life: Paragraphs and Essays* (2016)

“Food Staple” – National Geographic  
<https://www.nationalgeographic.org/encyclopedia/food-staple/>

## Five-color Sticky Rice – in China

### 1<sup>st</sup> listening

A) Write down anything you hear in the video.

### 2<sup>nd</sup> and 3<sup>rd</sup> listening

B) Watch the video again and answer the following questions.

1. People of the Bouyei ethnic group cook five color sticky rice to celebrate Chinese Lunar New Year.    **T**     **F**
2. Colors of five-color sticky rice in China are black, red, pink, yellow, and white.    **T**     **F**
3. Five-color sticky rice is good for health.    **T**     **F**
4. A woman often goes to mountains to collect leaves and herbs.    **T**     **F**
5. Five-color sticky rice is dyed with chemical substances.    **T**     **F**
6. Each color of five-color-sticky rice represents...
  - a. Black – earth    **T**     **F**
  - b. Yellow and red – sun    **T**     **F**
  - c. Purple – nature    **T**     **F**
  - d. White – snow    **T**     **F**
7. People prepare colorful sticky rice for relatives and friends during spring festivals.    **T**     **F**
8. Five-color sticky rice is not popular in the market in recent years.    **T**     **F**

New vocabulary

## Five-color Sticky Rice – Comparing Vietnam and China

A) Find China and Vietnam and circle the name of those two countries.



[http://www.lib.utexas.edu/maps/middle\\_east\\_and\\_asia/asia\\_southern\\_pol\\_2004.jpg](http://www.lib.utexas.edu/maps/middle_east_and_asia/asia_southern_pol_2004.jpg)

B) Write down similar and different information you got about five-color sticky rice in Vietnam and in China. Use V for Vietnam and C for China.

Similarities	Differences

C) Try to explain similarities and differences in English using comparing and contrasting words.

Examples: Five-color sticky rice in Vietnam is \_\_\_\_\_. **Similarly, / In contrast,** five-color sticky rice in China is \_\_\_\_\_.

<b>Words That Signal Comparison</b>				
alike	equally	in the same way	likewise	similarity
as	in a similar fashion	just as	resemble	similarly
as well as	in a similar way	just like	same	
equal	in like manner	like	similar	

<b>Words That Signal Contrast</b>				
although	conversely	differently	more	on the other hand
as opposed to	despite	even though	most	still
at the same time	difference	in contrast	nevertheless	to the contrary
but	different	in spite of	on the contrary	unlike
by contrast	different form	instead	on the one hand	yet

Adapted from *Writing for Life: Paragraphs and Essays* (2016)

## Dishes around the World

1. My chosen staple food is \_\_\_\_\_

2. \_\_\_\_\_ is a staple food in \_\_\_\_\_  
(chosen staple food) (name of countries)

---

3. List common dishes made with the staple and countries of origin as much as possible

•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•

4. 3-4 pictures and background information of different dishes

Paste a picture here.

Name: \_\_\_\_\_ Country: \_\_\_\_\_

Major ingredients: \_\_\_\_\_

---

Other information: \_\_\_\_\_

---

---

Paste a picture here.

Name: \_\_\_\_\_ Country: \_\_\_\_\_

Major ingredients: \_\_\_\_\_

---

Other information: \_\_\_\_\_

---

---

Paste a picture here.

Name: \_\_\_\_\_ Country: \_\_\_\_\_

Major ingredients: \_\_\_\_\_

\_\_\_\_\_

Other information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Paste a picture here.

Name: \_\_\_\_\_ Country: \_\_\_\_\_

Major ingredients: \_\_\_\_\_

\_\_\_\_\_

Other information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Food Staple**

### **Rice**

Rice is a food staple for more than 1.6 billion people around the world, particularly in Asia, Latin America, and parts of Africa. Rice has been cultivated in Asia for thousands of years. Scientists believe people first domesticated rice in India or Southeast Asia. Rice arrived in Japan in about 100 BCE. The Portuguese most likely introduced it into South America in the 16th century.

Today, the world's largest rice producers are China, India, and Indonesia. Outside of Asia, Brazil is the largest rice producer. Rice grows in warm, wet climates. It thrives in waterlogged soil, such as in the flood plains of Asian rivers such as the Ganges and the Mekong. "Floating rice" is a variety of rice that is adapted to deep flooding, and is grown in eastern Pakistan, Vietnam, and Burma.

### **Corn (Maize)**

Corn, known outside the United States as maize, is native to Central America, where it was domesticated by the Aztecs and Mayans. Corn remains the most widely grown crop in the Americas today. The United States is the world's largest corn grower, producing more than 40 percent of the world's corn. China, Brazil, Mexico, and Argentina also produce large amounts of corn.

Corn is used in a variety of ways, and can be stored relatively easily. This is why it is such a popular food staple.

Dried, ground corn is called cornmeal. Many cultures make porridge out of cornmeal, including polenta in Italy and sadza in Zimbabwe. Cornmeal is also used to make cornbread, or treated with limewater to make masa, the main ingredient in tortillas.

Corn kernels can be soaked in lye to produce hominy. Coarsely ground hominy is used to make grits, a popular food in the southeastern United States. Grits are a popular breakfast food, as are corn flakes and other cereals made from corn. Brazilians make a dessert called *canjica* by boiling corn kernels in sweetened milk.

In the Americas and the United Kingdom, many people like to boil, grill, or roast whole ears of corn and simply eat the kernels off the cob. Cooked kernels may also be removed from the cob and served as a vegetable. Certain varieties of corn kernels, when dried, will explode when heated, producing popcorn.

Corn is also used to produce corn oil, sweeteners such as corn syrup, and cornstarch, which is used as a sweetener and thickening agent in home cooking and processed food products. Alcohol from fermented corn is the source of bourbon whiskey.

### **Wheat**

Wheat was first domesticated in the Middle East, in the area known as the Cradle of Civilization near what is now Iraq. Domesticating this reliable, versatile staple food was key

to the development of agriculture.

Wheat grows well in temperate climates, even those with a short growing season. Today, the largest wheat producers are China, India, the United States, Russia, and France.

The majority of breads are made with wheat flour. Wheat flour is also used in pasta, pastries, crackers, breakfast cereals, and noodles. Starting in the 19th century, wheat joined corn as a popular ingredient for making tortillas. Wheat can be crushed into bulgur, which has a high nutritional value and is often used in soups and pastries in the Middle East.

### **Roots and Tubers**

In addition to cereal grains, roots and tubers are common food staples, particularly in tropical regions. Yams are an important food in the rain forests of West Africa. They are most commonly peeled, boiled, and pounded into a pulp to make a dough called *fufu*.

Cassava, also known as manioc, is a food staple for more than 500 million people. This tuber originated in the Amazon rain forest of South America, and was introduced into West Africa in the 16th century. Now, cassava is important to the diets of many people in Latin America and Africa.

Taro is a staple food on some of the Pacific islands, such as Hawaii, Fiji, and New Caledonia, and also in West Africa. The Hawaiian national dish, poi, is a thick paste made from taro that has been boiled, mashed, and fermented.

Potatoes are native to the cold climate of the Andes Mountains. They were the food staple of the Inca Empire in the 15th and 16th centuries. Introduced to Europe by explorers of the 16th century, potatoes are now a food staple in Europe and parts of the Americas. The leading potato producers are China, Russia, India, the United States, and Ukraine.

### **Other Food Staples**

Although cereal grains and tubers make up the majority of the world's food staples, they are not the only dominant foods in the world. The Maasai of Kenya and Tanzania have traditionally relied on food provided by cattle for the majority of their diet. Milk, meat, and blood are traditional ingredients in Maasai diets. Today, grain has become a staple food of the Maasai, but they still drink large quantities of milk—about 1 liter per person per day.

Cultures indigenous to polar climates, where fresh fruits and vegetables are scarce, rely on meat and fish as food staples. Often, seafood provides the majority of their energy and nutrient needs. For example, Eskimo tribes of Alaska and northern Canada have traditionally eaten seal, walrus, and whale meat in addition to many kinds of fish.

In tropical climates, people often rely on starchy fruits such as plantains and breadfruit. In parts of Africa and Asia, especially India, legumes such as beans, lentils, and chickpeas are staple foods.

<https://www.nationalgeographic.org/encyclopedia/food-staple/>

Lesson Plan 9:

Title of the Class:	Intercultural Understanding through English
Title of the Chapter:	Email Writing
Week / Class Number	5/9
Goal of the Class:	Students will be able to <ol style="list-style-type: none"> <li>1. Understand the features of polite expressions</li> <li>2. Create sentences of polite expressions for an email</li> </ol>
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. share their journal entries using QERF and ORE</li> <li>2. identify similarities and differences of features among formal, semi-formal, and informal emails</li> <li>3. understand features of polite expressions</li> <li>4. rewrite sentences into politer language</li> <li>5. create descriptive sentences of a food dish using polite expressions and passive voice</li> </ol>
Rationale:	Students will practice writing emails in the classes 7, 9, 11, 13, and 15. Students learn polite expressions. Students firstly identify similarities and differences in different types (different politeness) of emails. Students then identify differences in forms between two groups of sentences (Exercise D). Students then guess what meaning do differences of forms represent in sentence group A and B (Exercise E). Students then organize questioning sentences in the order of politeness by guessing (Exercise F) to identify tendency of polite expression (Exercise G) such as polite expressions tend to be longer and complicated, and tend to use past tense of modals.
Materials:	<ol style="list-style-type: none"> <li>1. Model Email A~C</li> <li>2. Handout "Polite Expressions"</li> <li>3. Handout "Email Sentence Writing Practice"</li> <li>4. Handout "Answer Email Memo" (Homework for the lesson 11)</li> </ol>
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. White/black board</li> <li>3. Timer</li> </ol>
Procedures:	<p><b>Journal Share – Knowing How, Knowing Why, Knowing Oneself</b></p> <p>Step 1: 1. Ss make groups of 4 <span style="float: right;">15 mins.</span></p> <p style="margin-left: 20px;">2. T explains the procedure of the journal share</p> <p style="margin-left: 20px;">3. Ss share their journal entries with a partner (2 mins./S)</p> <p style="margin-left: 40px;">a. using QERF and ORE</p> <p style="margin-left: 40px;">b. using Negotiation for Meaning Phrases</p> <p style="margin-left: 20px;">4. Ss share their journal entries with a new partner (2 mins./S)</p> <p style="margin-left: 20px;">5. T confirms if Ss could use</p> <p style="margin-left: 40px;">a. QERF and ORE</p> <p style="margin-left: 40px;">b. Negotiation for Meaning Phrases</p> <p><b>Polite Expressions – Knowing About, Knowing How, Knowing Why</b></p> <p>Step 1: 1. T provides a handout "Polite Expressions" <span style="float: right;">20 mins.</span></p> <p style="margin-left: 20px;">and copies of three types of emails to each group: formal, semi-formal, and informal</p>

2. T asks meaning of “formal expressions” to Ss
  3. Ss identify the most formal and the least formal emails
  4. Ss write down features of each email with group members
    - a. T picks up one feature from each email as modeling
  5. Ss write down similarities and differences among three emails with group members
    - a. T picks up one similarity and one difference as modeling
  6. T elicits findings from each group speaker
- Step 2: 1. Ss identify differences in forms between two groups of sentences (Exercise D). 20 mins.
2. Ss guess what meaning do differences of forms represent in sentence group A and B (Exercise E).
  3. Ss then organize questioning sentences in the order of politeness by guessing (Exercise F)
  4. Ss identify tendency of polite expression (Exercise G)

**Email sentence writing practice – Knowing How**

- Step 1: Ss underline the sentences on the draft where they think they can make sentences politer (exercise A) 5 mins.
- Step 2: Ss rewrite underlined sentences into politer expressions (Exercise B) 15 mins.
- Step 3: Ss write description of a food dish using polite expressions and passive voice as a practice of writing another type of email (Exercise C) 10 mins.
- Homework announcement
- Step 1: T asks Ss to 5 mins.
1. Fill in “Answer Email Memo”
  2. Write draft 1 of the answer email
  3. Reflective journal about the class 9

- Assessment:
- Observing through walking around the classroom during group discussions
  - Checking the outcome of the activity and give feedback through picking
- Homework / Follow-up:
- Fill in “Answer Email Memo”
  - Write draft 1 of the answer email
  - Reflective journal about the class 9
- Comments: -

## Model Email A

Dear Mr. Jones,

I am writing to enquire about your language courses in the summer. I am a university student studying to become a translator.

I would like to know whether your school offers courses specifically for university level students as I would like to study techniques for essay writing in English. Could you also tell me how many hours of lessons there are per week?

With regards to accommodation, do you only provide homestay-style lodgings or are there any other possible alternatives? I feel I would prefer to stay in shared accommodation with self-catering facilities.

Finally, I was wondering if any extra-curricular activities such as lectures or excursions are offered at your school. If so, are these included in the price, or at an additional cost?

I would be grateful for any information you can give me and I look forward to hearing from you soon.

Yours sincerely,

Jaana Nikkinen

## Model Email B

Subject: Information about summer courses

Dear Mr. Jones,

I'm a university student from Finland and I'm writing to get some information about your language courses this summer. I've got a few questions:

1. Do you do a course for university students, which helps them with their essay writing skills?
2. How many hours a week are the courses?
3. What sort of accommodation do you offer?
4. What after-school activities are there?
5. Do you do any trips to other towns in the UK?

I'm hoping to come over in June, so if you can get back to me as soon as possible, it would be great. Thanks for your help.

Best regards,

Jaana Nikkinen

## Model Email C

Subject: Dani is back in Bournemouth

Hi Jack,

Remember me, Dani from last summer? How could u forget, we had such a good laugh every weekend, didn't we? How's it going?

Anyway, just writing to let u know that I'm coming back! I'm gonna be working in a hotel in Bournemouth from June till September. Brilliant, eh?

Actually, there was something else\* Do u reckon it would be possible to have my old homestay family? We got on so well, and the mum was a fantastic cook! Dunno if it's possible, but just thought I'd ask.

Would be great to catch up sometime, so gimme a bell\*I've still got the same SIM, so my number's the same: 0786 8757652.

Cheers, mate!

Dani

## **Polite Expressions**

A) Look at the different types of emails. Which email is the most formal and which is the least formal?

Most formal \_\_\_\_\_ Least formal \_\_\_\_\_

B) What are the features of those three emails? Write down as many features as possible.

<u>A</u>	<u>B</u>	<u>C</u>

C) What are similarities and differences between those three emails?

<u>Similarities</u>	<u>Differences</u>

**Polite expressions**

	<b>A</b>	<b>B</b>
1	Would you be the group leader?	Will you be the group leader?
2	Could you give me some information about the author of this article?	Can you give me some information about the author of this article?
3	Could I ask you a question?	Can I ask you a question?
4	I would like to know about your language courses.	I want to know about your language courses.

D) What is one difference in each pair (same number) of sentences?

	<b>A</b>	<b>B</b>
1		
2		
3		
4		

E) What meaning do you think the different forms in group A and B represent?

<b>A</b>	<b>B</b>

F) Organize sentences in order of politeness (Use different pieces of paper).

G) Identify tendency of politeness expressions in your own words

Polite expressions tend to be...
----------------------------------

Exercise F: Organize sentences in order of politeness (Cut in strips and pass out to each group)

Give me your contact information.

Please give me your contact information.

Will/Can you give me your contact information?

Do you mind giving me your contact information?

Would/Could you give me your contact information?

Would you mind giving me your contact information?

I was wondering if you could give me your contact information.

## Email Sentence Writing Practice

### Asking Email

- A) Look at your draft. How do you think you can make your draft politer?  
B) Rewrite casual sentences in your draft into formal sentences using “Would you...?”, “Could you...?”, “Could I...?” and “I would like to...”

Original sentences

New sentences

1. _____ _____	→	1. _____ _____
2. _____ _____	→	2. _____ _____
3. _____ _____	→	3. _____ _____
4. _____ _____	→	4. _____ _____
5. _____ _____	→	5. _____ _____
6. _____ _____	→	6. _____ _____

### Answer Email

- C) Write description of a food dish using polite expressions and passive voice.

Suggesting a recommended dish from the country:

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## Answer Email Memo

### What to include in the body part of the Answer Email?

- Paragraph 1:
  - Greeting (showing thanks for the contact)
  - Self-introduction (name, your position and office)
  - Introduction to email body
- Paragraph 2:
  - Reason(s) of recommending a dish
  - Description of the food dish (ingredients, taste, when and where it is eaten)
- Paragraph 3: Closing words

### Use following grammar patterns.

- Passive voice
- Polite expressions

### Memo

Paragraph 1	Greeting (showing thanks for the contact)
	Self-introduction (name, your position and office)
	Introduction to email body
Paragraph 2	Reason(s) of recommending a dish

	Description of the food dish (ingredients)
	Description of the food dish (taste)
	Description of the food dish (when and where it is eaten)
Paragraph 3	Closing words



4. Ss watch the video “Chopsticks: Chinese VS. Japanese VS. Korean” (~3:00) without stopping
  5. T asks Ss if there are unknown words
  6. Ss watch the video again
    - a. T pauses the video if necessary
- Step 2:
1. Ss compare answers with a partner 15 mins.
  2. Ss and T confirms answers with watching video again
    - a. Identify new vocabulary words with entire class

**Dishes around the World (HW) research share – Knowing About, Knowing How, Knowing Why**

- Step 1: group share (same staple) 10 mins.
1. T introduces/models how to share HW research
    - a. Emphasize to use passive voice and polite questioning expressions
  2. Ss share their research within groups (same staple)
    - a. Ss take notes if they received new information
- Step 2: group share (different staple) 15 mins.
1. T asks Ss to number themselves (1~4) to make new groups and move to different group
  2. Ss share their research within groups (different staple)
    - a. Emphasize to use passive voice and polite questioning expressions
    - b. Ss take notes if they received new information
- Step 3: discussion and class share 20 mins.
1. Ss discuss following topics within groups
    - a. Are there any similar dishes from different countries?
    - b. Are there any similar dishes made with different staple?
  2. T elicits opinions from some students

- Assessment:
- Observing through walking around the classroom during sharing
  - Eliciting answers from listening activities
  - Checking the outcome of the activity and give feedback through picking up students' ideas from discussions

Homework / reflective journal about the class 10

Follow-up:

Comments:

“Chopsticks: Chinese VS. Japanese VS. Korean”  
<https://www.youtube.com/watch?v=JyevVQ1Dubc>

## **Chopsticks: Chinese vs. Japanese vs. Korean**

A) Watch the video again and fill in the blanks below.

1. People use chopsticks to \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
2. Chinese have used chopsticks since \_\_\_\_\_ but they were mainly used for \_\_\_\_\_.
3. Chinese people started to eat with chopsticks around \_\_\_\_\_.
4. Chopsticks were spread across Asia like \_\_\_\_\_ and \_\_\_\_\_ by 500 A.D.
5. Chinese chopsticks are typically made with \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_.
6. Chinese chopsticks are much \_\_\_\_\_ and \_\_\_\_\_ than Korean and Japanese chopsticks.
7. Chinese foods are often served on large rotating tray tables, so they need \_\_\_\_\_ to reach for dishes.
8. Chinese chopsticks are bigger and allows them to \_\_\_\_\_.
9. Japanese people developed chopsticks for different type of use: for \_\_\_\_\_, for \_\_\_\_\_, and for \_\_\_\_\_.
10. Japanese chopsticks are \_\_\_\_\_ and much pointier at the ends.
11. The pointed ends make it easier to \_\_\_\_\_.
12. Korean chopsticks are much \_\_\_\_\_ than Chinese and Japanese ones because they are often made with \_\_\_\_\_.
13. Korean people believed that silver chopsticks could identify \_\_\_\_\_.
14. Korean chopsticks are always paired with \_\_\_\_\_.
15. Korean chopsticks may be \_\_\_\_\_ but more \_\_\_\_\_.
16. Japanese chopsticks make easier to pick up \_\_\_\_\_.

New vocabulary

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Lesson Plan 11:

Title of the Class:	Intercultural Understanding through English
Title of the Chapter:	Email Writing
Week / Class Number	6/11
Goal of the Class:	Students will be able to <ol style="list-style-type: none"> <li>1. Understand the role of suffix in vocabulary words</li> <li>2. Give and receive pieces of advice to improve their emails</li> </ol>
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. share their journal entries using QERF and ORE</li> <li>2. Be aware of various parts of speech</li> <li>3. Understand the role of suffix in vocabulary words</li> <li>4. Evaluate a partner's writing based on given criteria</li> <li>5. Give constructive feedback to a partner's writing</li> </ol>
Rationale:	Students learn suffix in this class. Suffixes are useful to identify part of speech of words. Students identify suffix and part of speech from Vocabulary Lists (Exercise 1 and 2 on the handout "Suffixes") and write down other words which end with the suffix using their past learning knowledge (Exercise 3) to have them aware that many words with suffixes exist. In exercise 4, students then write down other parts of speech of words used in the Vocabulary List and words generated from students in Exercise 3 to have them aware of the importance of differentiating parts of speech in spoken and written communication. In Exercise B, students are supposed to find other suffixes such as "-ly" for adverbs, "-ize" for verbs, and so on from words generated by themselves.
Materials:	<ol style="list-style-type: none"> <li>1. Handout "Suffixes"</li> <li>2. Handout "Improving the Answer Email"</li> </ol>
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. White/black board</li> <li>3. Timer</li> </ol>
Procedures:	<p><b>Journal Share – Knowing How, Knowing Why, Knowing Oneself</b></p> <p>Step 1:   1. Ss make groups of 4 <span style="float: right;">15 mins.</span></p> <p>          2. T explains the procedure of the journal share</p> <p>          3. Ss share their journal entries with a partner (2.5 mins./S)</p> <p>              a. using QERF and ORE</p> <p>              b. using Negotiation for Meaning Phrases</p> <p>          4. Ss share their journal entries with a new partner (2.5 mins./S)</p> <p>          5. T confirms if Ss could use</p> <p>              a. QERF and ORE</p> <p>              b. Negotiation for Meaning Phrases</p> <p><b>Grammar: Suffix – Knowing About, Knowing How, Knowing Why</b></p> <p>Step 1:   1. T provides the handout "Prefix and Suffix" to Ss <span style="float: right;">15 mins.</span></p> <p>          2. T asks Ss if there are any new words from the vocabulary lists</p> <p>          3. Ss and T do the exercises of vocabulary list 1 together as a model. If Ss understand T's explanation, T let Ss do with group members</p>

- a. Q1: “-ion” is the common suffix
  - b. Q2: noun
  - c. Q3: 1. write “end with -ion” on the underline, 2. write down other words which end with -ion
  - d. Q4: 1. write down other parts of speech of words in the list. 2. write down other parts of speech of words Ss wrote in Q3 if possible
- Step 2: 1. T assigns Vocabulary List to each group 15 mins.
- a. Group 1, 2 → Vocabulary List 2
  - b. Group 3, 4 → Vocabulary List 3
  - c. Group 5 → Vocabulary List 4
2. Ss do the assigned list and exercises with group members
- Step 3: 1. T elicits words written in Q4 for each Vocabulary List from each group 20 mins.
- a. T writes words from Ss on the board
  - b. If there are not enough words, T gives other words
2. Ss find suffixes of other parts of speech with group members (Exercise B)
3. T elicits Ss' findings from each group
4. T emphasize there are other suffixes and suggests Ss to find other suffixes as they continue studying English

**Improving the Answer Email – Knowing How**

- Step 1: 1. T asks Ss to sit with an email partner 5 mins.
2. T provides the handout “Improving the Answer Email” to Ss
  3. T explains the peer review (about Step 2 below)
- Step 2: 1. Ss exchange their Answer Email draft with a partner 15 mins.
2. Ss read partner's draft and check the checklist
  3. Ss give specific comments about paragraph 2 in the boxes
- HW announcement
- Step 1: T asks Ss to 5 mins.
1. revise Answer Email
  2. send both types (asking & answer) of drafts to T by the night of lesson 12
  3. bring their computers (if they have) on Day 13
  4. reflective journal about the class 11

- Assessment:
  - Observing through walking around the classroom during group discussions
  - Checking the outcome of the activity and give feedback through picking
- Homework / Follow-up:
  - revise Answer Email
  - send both types (asking & answer) of drafts to T by the night of lesson 12
  - bring their computers (if they have) on Day 13
  - reflective journal about the class 11
- Comments: -

## Suffixes

A) Do the exercises below.

### Vocabulary List 1

addition	profession	separation	communication	continuation	pronunciation
confusion	attraction	organization	tradition	information	

1. Write down a commonality within words in the list 1.

--

2. What is the part of the speech of words in the list 1? → \_\_\_\_\_

3. Write down other words which \_\_\_\_\_.

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4. Write down other parts of speech (adjective, verb, adverb, etc.) of words in the list 1.

Example: add (verb)

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**Vocabulary List 2**

enjoyment   assignment   disagreement   improvement

1. Write down a commonality within words in the list 2.

2. What is the part of the speech of words in the list 2? → \_\_\_\_\_

3. Write down other words which \_\_\_\_\_.

4. Write down other parts of speech (adjective, verb, adverb, etc.) of words in the list 2.

**Vocabulary List 3**

attendance    patience    preference    excellence    difference

1. Write down a commonality within words in the list 3.

2. What is the part of the speech of words in the list 3? → \_\_\_\_\_

3. Write down other words which \_\_\_\_\_.

4. Write down other parts of speech (adjective, verb, adverb, etc.) of words in the list 3.

**Vocabulary List 4**

happiness nervousness uniqueness

1. Write down a commonality within words in the list 4.

2. What is the part of the speech of words in the list 4? → \_\_\_\_\_

3. Write down other words which \_\_\_\_\_.

4. Write down other parts of speech (adjective, verb, adverb, etc.) of words in the list 4.

- B) Look at the words you wrote in exercise 4 of Vocabulary List 1~4. Do you find any commonality within those words? Or do you find any other points?

## Improving the Answer Email

Email Writer: \_\_\_\_\_ Peer Reviewer: \_\_\_\_\_

Checklist:

### Formatting and Content

- Are there extra lines after each paragraph?
- Is the content easy to understand?
- Is/Are there photo(s) as attachment?

### Grammar and Vocabulary

- Is passive voice used? Used correctly?
- Are polite expressions used? Used correctly?
- Are appropriate adjectives used?
- Are appropriate nouns used?

Comments: (Please write advice, comments, or questions for the writer in the boxes below.)

Paragraph 3: Description of a dish of food

Reason(s) of recommending a dish
Description of a dish (ingredients)
Description of a dish (taste)
Description of a dish (when and where it is eaten)

Lesson Plan 12:

Title of the Class:	Intercultural Understanding through English	
Title of the Chapter:	Music	
Week / Class Number	6/12	
Goal of the Class:	Students will be able to <ol style="list-style-type: none"> <li>1. realize that pop music is one of the common music genre around the world</li> <li>2. discover roles of English in pop music</li> </ol>	
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. Share their knowledge of music and experience of listening to music using ORE and QERF</li> <li>2. Guess which songs are from which countries by watching the music videos</li> <li>3. Explain reasons of their guess in the goal 2 above using ORE and QERF</li> <li>4. Identify English words and phrases used in lyrics of songs from various countries</li> <li>5. Explain their guess and opinions towards the reasons of using English in non-English songs</li> <li>6. Identify relevant information from reading materials</li> <li>7. Write down summary of information from different sources</li> </ol>	
Rationale:	Class 12, 14, and 18 deal with music around the world as the cultural topic. In this class, students firstly brainstorm and talk about their familiar music genres as warm-up. This class specifically focus on pop music around the world because of the familiarity to majority of students. Through watching part of music videos from different countries, students may realize that pop music is prevalent and one of the common music genre around the world. Students also are expected to identify reasons of using English even in non-English songs from different sources.	
Materials:	<ol style="list-style-type: none"> <li>1. Handout "Pop Songs Around the World"</li> <li>2. Handout "Songs Around the World – Research" (homework for the class 14)</li> <li>3. Music videos (see "Comments" below)</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. White/black board</li> <li>3. Timer</li> <li>4. Laptop computer</li> <li>5. HDMI cable</li> </ol>	
Procedures:	<b>QERF ORE Chat – Knowing How, Knowing Oneself</b>	
	Step 1: <ol style="list-style-type: none"> <li>1. Ss make groups of 4</li> <li>2. Ss speak following questions with group members:                         <ol style="list-style-type: none"> <li>a. What music genres do you know?                                 <ol style="list-style-type: none"> <li>i. What music genre do you like the best?</li> </ol> </li> <li>b. Have you ever listened to non-Japanese songs?                                 <ol style="list-style-type: none"> <li>i. If so, what is/are the language(s) of the song(s)?</li> <li>ii. If not, do you have reasons why you do not listen to foreign songs?</li> </ol> </li> </ol> </li> </ol>	10 mins.

**Pop Songs Around the World – Knowing About, Knowing How, Knowing Why**

- Step 1: 1. T provides the handout “Pop Songs Around the World” 20 mins.
2. T briefly introduces videos
3. T shows pop music videos of 8 countries
- a. India (-1:00)
  - b. Bangladesh (-1:30)
  - c. Papua New Guinea (-1:00)
  - d. Cuba (-1:00)
  - e. Azerbaijan (-1:30)
  - f. Afghanistan (-1:00)
  - g. South Africa (-1:00)
  - h. Sierra Leone (-1:00)
4. Ss match a song and a country for all songs while watching the videos
5. Ss discuss why they choose the country with group members
- a. Use ORE and QERF
6. Ss and T check the answer while
- a. T plays part of each video again to confirm answers
- Step 2: 1. Ss compare lyrics of pop songs from different countries – Ss identify if English is included 15 mins.
- a. Ss underline English in lyrics
    - i. India
    - ii. Cuba
    - iii. Azerbaijan
    - iv. South Africa
2. T tells Ss that the title of the song from Sierra Leone is English even though the lyrics do not include English
3. Ss discuss following questions with group members
- a. Is English also used in Japanese songs?
  - b. Why do you think English is used in non-English songs?

**What is Pop Music? - Reading Comprehension – Knowing About, Knowing How, Knowing Why**

- Step 1: 1. Ss firstly read Passage A with group members 10 mins.
- a. Ss are allowed to use dictionary to search new words
2. Ss discuss and write down their opinions for Exercise C on the handout
- a. Use ORE and QERF
- Step 2: Ss repeat Step 1 for Passage B 10 mins.
- Step 3: 1. Ss discuss to synthesize reasons of using English in pop music including non-English pop music based on their guess from analysis of lyrics and reading passages 10 mins.
- a. Use QERF and ORE
2. Ss write down the summary on the handout (Exercise D)
- Step 4: Each group speaker shares the summary with entire class 10 mins.

HW Announcement

Step 1:	<ol style="list-style-type: none"> <li>1. research music genre in different countries <span style="float: right;">5 mins.</span> <ol style="list-style-type: none"> <li>a. any genre is possible such as: classic, rap, rock, etc.</li> </ol> </li> <li>2. reflective journal about the class 12</li> </ol>
Assessment:	<ul style="list-style-type: none"> <li>• Observing through walking around the classroom during sharing</li> <li>• Checking the outcome of the activity and give feedback through picking up students' ideas from discussions</li> </ul>
Homework / Follow-up:	<ul style="list-style-type: none"> <li>• research music genre in different countries on the handout "Songs Around the World – Research"</li> <li>• reflective journal about the class 12</li> </ul>
Comments:	<p>Music videos</p> <p>India            "Suit Full Video Song   Guru Randhawa Feat. Arjun   T-Series"  <a href="https://www.youtube.com/watch?v=uQ763VvqiEM">https://www.youtube.com/watch?v=uQ763VvqiEM</a></p> <p>Bangladesh            "MINAR   JHOOM   Official Music Video   Angshu   Bangla New Song   2016"  <a href="https://www.youtube.com/watch?v=RWnFowWtT78">https://www.youtube.com/watch?v=RWnFowWtT78</a></p> <p>Papua New Guinea            "AKay47 ft. Damo &amp; Native - "FEEL ALIVE" (Official Video)"  <a href="https://www.youtube.com/watch?v=XPke2c40aCU">https://www.youtube.com/watch?v=XPke2c40aCU</a></p> <p>Cuba            "CUBA HITS 2016 ► 1:24 Hour COMPILATION ► SALSA - TIMBA - REGGAETON - URBANO – POP"  <a href="https://www.youtube.com/watch?v=xPIOrYiCf6g">https://www.youtube.com/watch?v=xPIOrYiCf6g</a></p> <p>Azerbaijan            "Miri Yusif - Ağ Təyyarə"  <a href="https://www.youtube.com/watch?v=8_fjW7B-AfQ">https://www.youtube.com/watch?v=8_fjW7B-AfQ</a></p> <p>Afghanistan            "Saiid Sayad - Dilem dar megira - New Afghan song 2017 - Official video HD"  <a href="https://www.youtube.com/watch?v=yVw4H_7L0zs">https://www.youtube.com/watch?v=yVw4H_7L0zs</a></p> <p>South Africa            "LaSauce - I Do Ft Amanda Black"  <a href="https://www.youtube.com/watch?v=ISNm4knGl-k">https://www.youtube.com/watch?v=ISNm4knGl-k</a></p> <p>Sierra Leone            "Arkman - Vanity [Official Video]"  <a href="https://www.youtube.com/watch?v=yGAtkL0BhfE">https://www.youtube.com/watch?v=yGAtkL0BhfE</a></p>

Lyrics of:

"Suit" is adapted from <https://www.musixmatch.com/lyrics/Guru-Randhawa-feat-Arjun/Suit>

"Arriba de Lo Mal Hecho" is adapted from <https://www.musixmatch.com/ja/lyrics/David-Calzado-feat-Charanga-Habanera/Arriba-De-Lo-Mal-Hecho-2>

"Ağ Teyyare" is adapted from <https://www.musixmatch.com/lyrics/Miri-Yusif/Ag-teyyare>

"I Do" is adapted from <https://www.musixmatch.com/lyrics/LaSauce-feat-Amanda-Black/I-Do>

Passage A: "What is Pop Music?"

<https://www.englishclub.com/vocabulary/music-pop.htm>

Passage B: "The Evolution of Popular Music"

<http://open.lib.umn.edu/mediaandculture/chapter/6-2-the-evolution-of-popular-music/>

## Pop Songs Around the World

A) Watch the video clips and guess from which countries these songs come from.

Song 1: \_\_\_\_\_ Song 2: \_\_\_\_\_ Song 3: \_\_\_\_\_

Song 4: \_\_\_\_\_ Song 5: \_\_\_\_\_ Song 6: \_\_\_\_\_

Song 7: \_\_\_\_\_ Song 8: \_\_\_\_\_

South Africa    Azerbaijan    Papua New Guinea    India    Bangladesh    Cuba  
 Afghanistan    Sierra Leone

B) Underline English in lyrics of following following songs

### Suit - Guru Randhawa Feat. Arjun

No matter what you wear bae  
 You can make the whole room stare  
 But you know that my favourite  
 Is when you rocking that desi swag

O tenu suit suit karda  
 O tenu suit suit karda  
 Suit karda  
 Tenu suit suit karda

O ni tu lagdi Punjaban, lagdi patola  
 Lagge ni tu sareyan ton wakh ni  
 Tenu suite suite karda

O ni tu lagdi Punjaban, lagdi patola  
 Lagge ni tu sareyan ton wakh ni  
 Tenu suit suit karda  
 O tenu suit suit karda

Jhanjaraan de shor ne tabayi jehi payi aa  
 Puchde ne munde dasso kudi kitho aayi aa

Haye ni bacha phirre  
 Phirre bacha tere utte marda  
 Tenu suit suit karda

No matter what you wear bae  
 You can make the whole room stare

But you know that my favorite  
 Is when you rocking that desi swag

Ooh you little black dress  
 You don't do it for me  
 You know how to impress  
 Just give it to me

No jeans no dresses no tee's no  
 My queen she's in a saree yeah  
 Now keep it desi  
 Like you're in Delhi

You gotta rap the team hottie  
 I know the flexing mad as me  
 You should be checking  
 Cause I want to make you my rani  
 Rock with me

Hey, keep it desi. Rani oh o

Black yellow red jaddon paake ni tu nikle  
 Mundeyan de sinneyan cho dil odon fisle  
 ...

Adapted from  
<https://www.musixmatch.com/lyrics/Guru-Randhawa-feat-Arjun/Suit>

## Arriba de Lo Mal Hecho - David Calzado y su Charanga Habanera

Te gusta vivir, en la cuerda floja, no te da ningún miedo a caer.

Te gusta vivir, haces lo que se te antoja, lo que pasa es que me atrapas con tu piel.

Y es que tu eres como un ciclón, como una amenaza, que arrasa por donde pasa.

Eres como una maldición que me tiene preso, preso en cuerpo y lo peor no es eso...  
Que va!!

Es que te gusta el peligro y me arrastras a eso... (Te gusta arriba de lo mal hecho)

Ay!!! Jugar con fuego, andar sin freno y con el corazón travieso... (Te gusta estar arribade lo mal hecho)

Ay!!! andar sin cabeza, no pagar impuesto... (Te gusta estar arriba de lo mal hecho)

Ay arriba de lo mal hechoooooooo... Vamo!!

Te gusta vivir, ay vivir al filoooo...

con el corazón pendiendo de un hilo.

Te gusta salir y provocar la locura

Te gusta enfermar, porque sabes que tienes la cura

Y es que tu eres un ciclón, un ciclón como una amenaza, y una amenaza que arrasa por donde pasa.

Eres como una maldición que me tiene preso, ay!!! preso en cuerpo y lo peor no es eso...

Que va!!!

Es que te gusta el peligro y me arrastras a eso... (Te gusta arriba de lo mal hecho)

Ay!!! Jugar con fuego, andar sin freno y con el corazón travieso... (Te gusta estar arribade lo mal hecho)

Ay!!! andar sin cabeza, no pagar impuesto... (Te gusta estar arriba de lo mal hecho)

Ay arriba de lo mal hechoooooooo... Vamo!!!

Adapted from

<https://www.musixmatch.com/ja/lyrics/David-Calzado-feat-Charanga-Habanera/Arriba-De-Lo-Mal-Hecho-2>

## Ağ Teyyare - Miri Yusif

Keçmişim ayağıma dolaşib,

Mən uçuram bu yüklə birgə səmaya

İçmişəm həyatla dolu bir qədəh ki,

Dünya bənzəsin bir saraya

Buludlar yatağım, ulduzlar qonağım

Gedirəm kainatla yuxuya

Ancaq ruhumun əkizləri duyar,

Nəqarəti mənə birgə oxuyar .

Ağ təyyarə, mən uçmuşam

Enə bilmirəm, enə bilmirəm.

Mən xəyyallarla köçmüşəm

Dönə bilmirəm, dönə bilmirəm x2

Mən durnalarla köçmüşəm

Dönə bilmirəm, dönə bilmirəm

Özümü tərək edib, özümü dərk edirəm!

(2defe)

Vərdeşim inadla dalaşır,

Mən qaçırım suallarımın uzağa.

Gəlmişəm savabla dolu bir sabah,

Günahım bir gecəylə yüz ola .

Günəşim yaradar kölgəmi,

Buludlar ona can verər və qoruyar .

Ancaq ruhumun əkizləri duyar,

Nəqarəti mənə birgə oxuyar . .

...

Sən sağ qanad, mən sol qanad .

Hava limanımız uçuş yarat .

Kolay, kolay, kolay səyahət .

Adapted from

<https://www.musixmatch.com/lyrics/Miri-Yusif/Ag-teyyare>

## I Do – LaSauce ft Amanda Black

Are We Good?

※ K'dala Ndilindile, to say How much i Love  
you, I got this message for you ndithi "I Do  
Ng'yavuma I"  
K'dala Ndilindile, Nhliziyo yami yonkhe  
i got this message for you ndithi " I Do  
Ng'yavuma i"  
I Do Ng'yavuma I Do, I Do Ng'yavuma I

Ehh My Baby ng'yavuma I do  
That i only wanna live for you  
i mina nawe, just us too  
Ngithandazela kuthi we just stay true  
And Kudala i've been waiting for this  
moment  
For you to look at me and just own me  
remember back when you used to call me  
usunami angek usaba lonely  
So together we moving on  
And Forever we standing Strong  
And i'll never forget this song  
Then make me say i do  
Then together we moving on  
And Forever We standing strong  
And i'll never forget this song

Then Make me Say I Doooooh

※ Repeat

From the Bottom of my Heart (baby)  
For the pain and the stress (baby)  
it made me Who I Am (baby)  
Now im Standing on an Saying Baby i Do  
From the Bottom of my Heart (baby)  
For the pain and the stress (baby)  
it made me Who I Am (baby)  
Now im Standing on an Saying Baby i Do

※ Repeat

(From the Bottom of my Heart (baby)  
For the pain and the stress (baby)  
it made me Who I Am (baby)  
Now im Standing on an Saying Baby i Do  
From the Bottom of my Heart (baby)  
For the pain and the stress (baby)  
it made me Who I Am (baby)  
Now im Standing on an Saying Baby i Do)

Adapted from

<https://www.musixmatch.com/lyrics/LaSauce-feat-Amanda-Black/I-Do>

C) Read the following passages and answer following questions

## What is Pop Music?

Passage A:

Technological developments played a vital role in bringing popular music to people's homes. The invention of the phonograph and gramophone in the late 19th century enabled the reproduction and mass distribution of sound recordings for the first time. The invention of the reel-to-reel tape recorder and the development of vinyl records in the 1940s drastically improved this process. The postwar prevalence of radio hugely impacted popular music, with radio airplay of popular songs promoting record sales.

Adapted from <http://open.lib.umn.edu/mediaandculture/chapter/6-2-the-evolution-of-popular-music/>

1. How do you think is the content of passage related to use of English in pop music?

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Passage B:

Not all hit singles are produced by pop artists. They're also produced by artists from many other genres like country music singers Carrie Underwood and Taylor Swift, rock groups Radiohead and Foo Fighters, folk singers Bob Dylan and Mumford & Sons, singer-songwriters Elton John and Ed Sheeran, contemporary R&B and soul music artists Beyonce and Adele, dance-music artists Daft Punk and Skrillex, and hip hop artists and rappers Kanye West and Eminem. Artists like these produce hit singles by writing songs that follow the pop-music formula but include elements of their own genre, and by doing this they can create their own unique style of pop music.

Adapted from <https://www.englishclub.com/vocabulary/music-pop.htm>

2. How do you think is the content of passage related to use of English in pop music?

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D) Synthesize reasons of using English in pop music based on your guess and on readings

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## Songs Around the World – Research

A) What music genre do you research? \_\_\_\_\_

B) Background information of the genre

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C) Songs

1. Country: \_\_\_\_\_

Name of the song: \_\_\_\_\_

Name of the artist: \_\_\_\_\_

2. Country: \_\_\_\_\_

Name of the song: \_\_\_\_\_

Name of the artist: \_\_\_\_\_

3. Country: \_\_\_\_\_

Name of the song: \_\_\_\_\_

Name of the artist: \_\_\_\_\_

4. Country: \_\_\_\_\_

Name of the song: \_\_\_\_\_

Name of the artist: \_\_\_\_\_

5. Country: \_\_\_\_\_

Name of the song: \_\_\_\_\_

Name of the artist: \_\_\_\_\_

6. Country: \_\_\_\_\_

Name of the song: \_\_\_\_\_

Name of the artist: \_\_\_\_\_

Lesson Plan 13:

Title of the Class:	Intercultural Understanding through English
Title of the Chapter:	Email Writing
Week / Class Number	7/13
Goal of the Class:	Students will be able to <ol style="list-style-type: none"> <li>1. Understand the role of prefix in certain vocabulary words</li> <li>2. Improve their writing based on the feedback from the teacher</li> </ol>
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. share their journal entries using QERF and ORE</li> <li>2. identify several prefixes in words and these meanings</li> <li>3. improve their email writing based on the feedback from the teacher</li> </ol>
Rationale:	Students learn prefixes in this lesson. Prefix is useful to identify general meanings of words. Students are provided with 15 word cards and categorize them into five groups with same prefix (Exercise A and B on the handout "prefixes"). Students then write down the commonality in their own words such as "All words start with 'dis-'" (Exercise C). Ss guess and write down meanings of each prefix in their own words (Exercise D). Students then write down other words with same prefix using their past learning knowledge and to increase new vocabulary knowledge.
Materials:	<ol style="list-style-type: none"> <li>1. Handout "Prefixes"</li> <li>2. Handout "About Mid-term Presentation"</li> <li>3. Handout "Mid-term Presentation Memo"</li> </ol>
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. White/black board</li> <li>3. Timer</li> </ol>
Procedures:	<p><b>Journal Share – Knowing How, Knowing Why, Knowing Oneself</b></p> <p>Step 1:   1. Ss make groups of 4 <span style="float: right;">15 mins.</span></p> <p>          2. T explains the procedure of the journal share</p> <p>          3. Ss share their journal entries with a partner (2.5 mins./S)</p> <p>              a. using QERF and ORE</p> <p>              b. using Negotiation for Meaning Phrases</p> <p>          4. Ss share their journal entries with a new partner (2.5 mins./S)</p> <p>          5. T confirms if Ss could use</p> <p>              a. QERF and ORE</p> <p>              b. Negotiation for Meaning Phrases</p> <p><b>Grammar: Prefix – Knowing About, Knowing How, Knowing Why</b></p> <p>Step 1:   1. T provides the word cards (15 cards) to each group <span style="float: right;">20 mins.</span></p> <p>          2. T explains the activity</p> <p>              a. The cards will be categorized into five categories (3 cards × 5 categories)</p> <p>          3. Ss categorize cards into five categories with group members (Exercise A)</p> <p>              a. T and Ss check the categories together</p> <p>          4. Ss write down words based on the categories (Exercise B)</p>

5. Ss write down common point of words in a same category (same prefix) (Exercise C)
  6. Ss guess and write down meanings of each prefix in their own words (Exercise D)
  7. Ss write down other words with same prefix (Exercise E)
    - a. T gives hints if necessary
  8. T elicits answers from Ss
- Step 2:
1. T provides the handout "prefix" to Ss 25 mins.
  2. Ss and T do category 1 in each exercise together as modeling and explanation
  3. Ss write down words based on categories they found in the previous activity (Exercise B on the handout)
  4. Ss write down the explanations of the commonality found in each category in their own words (Exercise C)
  5. Ss write down meaning of commonality (prefix) in each category (Exercise D)
  6. Ss write down other words using the prefixes (Exercise E)
  7. T elicits answers from Ss
  8. T emphasize there are other prefixes and suggests Ss to find other prefixes as they continue studying English

**Individual Editing – Knowing How**

- Step 1:
1. T returns Ss' drafts with T's feedback 15 mins.
  2. T tells Ss that they can use their computers to revise drafts
  3. Ss revise the emails individually based on feedback from T
  4. T walks around and assists Ss

**Introduction to Mid-term Presentation – Knowing About, Knowing How**

- Step 1:
1. T provides the handout of details about the presentation to Ss 10 mins.
  2. T explains details of presentation to Ss

HW announcement

- Step 1:
- T asks Ss to fill in presentation memos 5 mins.
  - Send the final draft of emails to the teacher and to a partner by the night of the lesson 16
  - Reflective journal about the class 13

- Assessment:
- Observing through walking around the classroom during group discussions
  - Checking the outcome of the activity and give feedback through picking
- Homework / Follow-up:
1. filling in presentation memos
  2. reflective journal about the class 13
- Comments: -

## Prefixes

A) Categorize given cards into five categories (3 cards × 5 categories)

B) Write down the words on the cards based on categories

- Category 1: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- Category 2: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- Category 3: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- Category 4: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- Category 5: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

C) What commonality did you find in each category?

- Category 1: \_\_\_\_\_
- Category 2: \_\_\_\_\_
- Category 3: \_\_\_\_\_
- Category 4: \_\_\_\_\_
- Category 5: \_\_\_\_\_

D) What meaning does the commonality have in each category?

- Category 1: \_\_\_\_\_
- Category 2: \_\_\_\_\_
- Category 3: \_\_\_\_\_
- Category 4: \_\_\_\_\_
- Category 5: \_\_\_\_\_

E) Write down other words using the commonality above.

- Category 1: \_\_\_\_\_
- Category 2: \_\_\_\_\_
- Category 3: \_\_\_\_\_
- Category 4: \_\_\_\_\_
- Category 5: \_\_\_\_\_

Word Cards

disable

disadvantage

disappoint

insecure

indirect

informal

nonsense

nonprofit

nonverbal

rewrite

reschedule

reborn

undo

unpack

unavailable

## About Mid-term Presentation

Dates: Day 16

Time: 3-4 minutes for each student

Theme: Describing and explaining a dish of food from your chosen country

In your presentation, you should do three things:

1. Describe location of a chosen country (prepare a photo of a map)
2. Explain why you have chosen the specific country and/or region
3. Explain why you have chosen a specific dish of food as the recommended dish from your chosen country
4. Describe a dish of food based on what you have written in the Answer Email.
  - a. Ingredients, tastes, and when and where it is eaten
  - b. Use at least one photo to describe details of a dish
  - c. Use passive voice, polite expressions, and appropriate adjectives/nouns to describe a dish

You will be graded on:

Presentation Skills	English	Content
<ul style="list-style-type: none"> <li>• Making eye contact with audience</li> <li>• Speaking loudly and confidently</li> <li>• Explaining/Using visuals</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Speaking fluency</li> <li>• Clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Clarity of content</li> <li>• Description</li> <li>• Reasons</li> <li>• Explanation/Examples</li> </ul>

## Mid-term Presentation Memo

Introduction:

Greeting	Hi, my name is _____.
Topic	Today, I _____ to talk about a recommended dish that I researched from my chosen country. Specifically, I _____ to talk about _____ (name of a dish) from _____ (country).
Overview	First, I will explain the location of and a reason of choosing the country, and then I will describe detailed information of and a reason of choosing the specific dish.

Body 1: (memo-style)

I will explain the location of _____ (country) and a reason of choosing the country.	
Content	Reason/Explanation
Location of a country	
Reason of choosing a country	

Body 2: (memo-style)

Next, I will describe detailed information of _____ (name of a dish) and a reason of recommending _____ (name of a dish) from _____ (country).	
Content	Reason/Explanation/Example
Ingredients	
Taste	
When and where the dish is eaten	
Reason of the choice	

Conclusion:

Restatement of the topic	In conclusion, I talked about the recommended dish that I researched from my chosen country: _____ (dish) in _____ (country)
Summary of body 1	_____ (country) is _____ _____ (reason) and that is why I chose the country.
Summary of body 2	I would recommend _____ (dish) from there because _____ (reason).
Final Words	_____ (Your message – recommendation or prediction). Thank you for listening.

Lesson Plan 14:

Title of the Class:	Intercultural Understanding through English	
Title of the Chapter:	Music	
Week / Class Number	7/14	
Goal of the Class:	Students will be able to	
	1.	share their research about music of various genres around the world
	2.	talk about differences between throat singing in Central Asian countries and other regions
Goal of the Activity:	Students will be able to	
	1.	explain songs and their impression on watching and comparing videos using ORE and QERF
	2.	understand contents of a reading material by answering comprehension questions
	3.	talk about differences between throat singing in Central Asian countries and other regions
Rationale:	Class 12, 14, and 18 deal with music around the world as the cultural topic. In this class, students firstly share their research from the previous week to be aware of various music genres in different countries. Then this class shift to ethnic music. The class chose throat singing as the focus because the first impression of listening to the music is impactful to students. Students listen to throat singing in different countries and identify differences in different regions.	
Materials:	1.	Handout "Songs Around the World – Research" (homework from the class 12)
	2.	Handout "Throat Singing in Different Regions"
	3.	Handout "Ethnic Music Around the World" (homework for the class 18)
Equipment:	1.	Movable desks and chairs
	2.	White/black board
	3.	Timer
	4.	Laptop computer
	5.	HDMI cable
Procedures:	<b>HW Research Share – Knowing About, Knowing How, Knowing Why</b>	
Step 1:	1.	Ss make groups of 4 <span style="float: right;">25</span>
	2.	T explains how to share their research <span style="float: right;">mins.</span>
	3.	Ss in front of each other are pairs
	4.	Ss explain chosen genre and background information of the genre using ORE and QERF
	5.	Ss explain songs and Ss shows some chosen video clips to a partner
	6.	Ss explain the impression of watching and comparing videos each other
	7.	Ss repeat the same procedure (4-6) with a person sitting next to each other
Step 2:	T elicits some comments from Ss <span style="float: right;">5 mins.</span>	
	<b>Introduction to ethnic music – Knowing About, Knowing How</b>	
Step 1:	T shows the video "World Music Styles" to Ss as an introduction of the topic <span style="float: right;">5 mins.</span>	

- Step 2: Ss talk following topics with group members 5 mins.
1. Did you know any music style in the video?
  2. Do you know any other ethnic music style?
- Introduction to Throat Singing – Knowing About, Knowing How, Knowing Why**
- Step 1: 1. T shows a video of Khoomii from Mongolia 10 mins.  
<https://www.youtube.com/watch?v=b3n3BdOQDIY>  
 2. Ss guess and discuss following items using ORE and QERF
- a. Country of this video
  - b. Purposes of singing like this
  - c. Impression of listening to this video
- Step 2: 1. T provides the handout “Throat Singing in Different Regions” 15 mins.  
 2. Ss read the passage of “Throat Singing in Tuva” with group members  
  - a. Ss are allowed to use dictionary to search new words
 3. Ss answer questions of exercise B on the handout with group members  
 4. T elicits answers from Ss
- Step 2: 1. T shows other khoomii videos from Mongolia 10 mins.
- a. [https://www.youtube.com/watch?v=S\\_X\\_Viqc720](https://www.youtube.com/watch?v=S_X_Viqc720) (1:05-1:55)
  - b. <https://www.youtube.com/watch?v=37LJrjQRw3Q> (2:00-3:00)
  - c. Tuva:  
<https://www.youtube.com/watch?v=V76psBrEypg> (12:10-13:20)
  - d. Altai:  
[https://www.youtube.com/watch?v=2lnxs\\_DMUDk](https://www.youtube.com/watch?v=2lnxs_DMUDk) (1:20-2:40)
  - e. Khakas:  
<https://www.youtube.com/watch?v=5TfqCNYrZCs> (6:05-7:05)
2. Ss talk about their reaction to the video in pairs
- Step 3: 1. S shows the video of throat singing in different countries 10 mins.
- a. Inuit:  
<https://www.youtube.com/watch?v=qnGM0BIA95I> (1:00-1:50)
  - b. Xhosa: <https://www.youtube.com/watch?v=MYj-55T6Uzs> (16:40-17:40)
2. Ss and T identify locations of places of Inuit and Xhosa  
 3. Ss talk about differences between throat singing in Central Asian countries and other regions
- HW announcement  
 T asks Ss to 5 mins.
1. Do exercise C of the handout “Throat Singing in Different Regions”
  2. Research different ethnic music (from a region other than their research for email writing)

3. Reflective journal about the class 14
- Assessment:
- Observing through walking around the classroom during sharing
  - Checking the outcome of the activity and give feedback through picking up students' ideas from discussions
- Homework / Follow-up:
- Do exercise C of the handout "Throat Singing in Different Regions"
  - Research different ethnic music
  - Reflective journal about the class 14
- Comments: "World Music Styles"
- <https://www.youtube.com/watch?v=ReKLLd5kG3g>

"Throat Singing in Tuva" is adapted from

[http://www.alashensemble.com/about\\_tts.htm](http://www.alashensemble.com/about_tts.htm)

"Throat Singing by Xhosa" is adapted from

<https://blogs.longwood.edu/musicintheworld/2013/04/27/the-phenomenon-of-throat-singing/>

"Throat Singing by Inuit" is adapted from

<http://icor.ottawainuitchildrens.com/node/30>

## Throat Singing in Different Regions

A) Take notes of the impression on the video

B) Read the following passage and answer the following questions

### Throat Singing in Tuva

The ancient tradition of throat singing (xöömei in Tuvan) developed among the nomadic herdsmen of Central Asia, people who lived in yurts, rode horses, raised yaks, sheep and camels, and had a close spiritual relationship with nature. Throat singing traditionally was done outdoors, and only recently was brought into the concert hall. Singers use their voices to mimic and interact with the sounds of the natural world — whistling birds, bubbling streams, blowing wind, or the deep growl of a camel. Throat singing is most commonly done by men. Although custom and superstition have discouraged women from throat singing, recently this taboo is breaking down, and there are now excellent female throat singers too.

[http://www.alashensemble.com/about\\_tts.htm](http://www.alashensemble.com/about_tts.htm)

1. Throat singing developed among people in \_\_\_\_\_, who had a close \_\_\_\_\_ with \_\_\_\_\_.
2. Throat singing traditionally was done \_\_\_\_\_, and recently was brought into \_\_\_\_\_.
3. Throat singers use their voices to interact with \_\_\_\_\_.
4. Throat singing is most commonly done by \_\_\_\_\_, but there are now excellent \_\_\_\_\_ too.

C) Read passages below and answer following questions

Throat Singing by Xhosa

The Xhosa people of Bantu origins live and thrive in southeastern South Africa. Nelson Mandela and Desmond Tutu are famous Xhosas. Their style of deep throat-singing, called eefing, is composed of singing two notes that are only a step apart accompanying much higher notes simultaneously. The singing accompanies traditional call-and-response (antiphony) or group songs. The Xhosa often use these songs for joyful occasions such as parties and dances.

<https://blogs.longwood.edu/musicintheworld/2013/04/27/the-phenomenon-of-throat-singing/>

1. The Xhosa people live in \_\_\_\_\_.
2. The singing accompanies traditional \_\_\_\_\_ or \_\_\_\_\_.
3. Xhosa people sing those songs for \_\_\_\_\_ such as \_\_\_\_\_ and \_\_\_\_\_.

Throat Singing by Inuit

Throat singing was traditionally performed between two women. The songs are sung as a friendly competition; played as a game. One person sets the rhythm, the pace the sound and the other follow. The first person to outlast or not laugh is the winner, as each song tends to end in laughter.

Many throat songs were created to mimic the sounds of daily life or surrounding natural elements and wildlife. As an example, a song called "The Cleaning" mimics the sounds you would hear as the rails of the Qamutik was being cleaned; while another mimics the sound of a saw. These games helped to entertain children and women while the men were out hunting. Throat singing was banned by the Christian clergy for decades but in modern day has been accepted. Since then throat singing has seen resurgence in modern Inuit culture and is being restored to its former place of importance in Inuit culture. Many celebrations within Inuit communities be they northern or southern community events are accompanied by the sounds of throat songs.

<http://icor.ottawainuitchildrens.com/node/30>

1. Traditionally, throat singing was performed between two men.    T        F
2. The songs are sung and played as a game.    T        F
3. The first person who laugh is the winner of the game.    T        F
4. Many throat songs were created to imitate the sounds of daily life or nature.    T        F
5. Throat singing was not allowed for many years and it still has not been accepted.    T        F

## **Ethnic Music Around the World**

Choose and research one ethnic music that you are interested in (from a region other than your research for email writing).

A) Region/country: \_\_\_\_\_

B) Name of the ethnic music: \_\_\_\_\_

C) Background information of the ethnic music

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D) Name of the videos

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



Step 4:	<ol style="list-style-type: none"> <li>1. Ss read the passage “Eye-contact Asian Cultures” and answer questions in the exercise D</li> <li>2. Ss discuss their opinions towards the reading passage with a partner using ORE and QERF</li> <li>3. T elicits some opinions from Ss</li> </ol>	15 mins.
Step 5:	<p>Eye Contact Practice</p> <ol style="list-style-type: none"> <li>1. Ss find a pair to make groups of 4</li> <li>2. T models the activity and give instructions</li> <li>3. Practice by Ss                             <ol style="list-style-type: none"> <li>a. 1 S in a group stands up</li> <li>b. Practice presentation using the memo while making eye contact with all group members for 2 mins.</li> <li>c. Audience members raise a hand when the speaker makes eye contact. Keep the hand raised while the speaker keeps eye contact.</li> <li>d. repeat 3 times with different speakers</li> </ol> </li> </ol>	15 mins.
Step 6:	<p>Visual Explanation Practice</p> <ol style="list-style-type: none"> <li>1. T models the activity</li> <li>2. Ss practice explaining their visual for the presentation with pointing out important parts of visual with a partner</li> </ol>	15 mins.
HW announcement		
Step 1:	<ul style="list-style-type: none"> <li>• practice for the mid-term presentation</li> <li>• bring peer review handouts and drafts for the emails to the class 16</li> <li>• reflective journal about the class 15</li> </ul>	5 mins.
Assessment:	<ul style="list-style-type: none"> <li>• Observing through walking around the classroom during group discussions</li> <li>• Checking the outcome of the activity and give feedback through picking</li> </ul>	
Homework / Follow-up:	<ul style="list-style-type: none"> <li>• practice for the mid-term presentation</li> <li>• bring peer review handouts and drafts for the emails to the class 16</li> <li>• reflective journal about the class 15</li> </ul>	
Comments:	<p>“Eye Contact - Asian Cultures” is adapted from “The Role of Eye Contact in Different Cultures” <a href="https://blog.joytours.com/2012/12/20/the-role-of-eye-contact-in-different-cultures/">https://blog.joytours.com/2012/12/20/the-role-of-eye-contact-in-different-cultures/</a></p>	

## Presentation Skills Practice

A) Compose sentences of the body part of your presentation.

Body 1

- Location of a country
  - \_\_\_\_\_
- Reason of choosing a country
  - \_\_\_\_\_
  - \_\_\_\_\_

Body 2

- Ingredients
  - \_\_\_\_\_
- Taste
  - \_\_\_\_\_
- When and where the dish is eaten
  - \_\_\_\_\_
  - \_\_\_\_\_
- Reason of choosing the dish
  - \_\_\_\_\_
  - \_\_\_\_\_

B) Take notes of first impression of your partner's presentation

Good points 😊	Points need to be improved 🌟

C) Take notes of your partner's impression on your presentation

Good points 😊	Points need to be improved 🌟

**Eye Contact - Asian Cultures**

Asian cultures place great importance on respect. Hierarchies are much more visible in their society than in Western cultures, and their social behaviors mirror this.

In countries such as China and Japan, eye contact is not considered an essential to social interaction, instead it is often considered inappropriate. In such an authoritarian culture, it is believed that subordinates shouldn't make steady eye contact with their superiors.

For example, students are discouraged from making eye contact with their professors, as it can be interpreted as a sign of disrespect. Similarly, a daughter will point her eyes downwards when her father is speaking to her, as a sign of politeness and respect.

Adapted from The Role of Eye Contact in Different Cultures  
<https://blog.joytours.com/2012/12/20/the-role-of-eye-contact-in-different-cultures/>

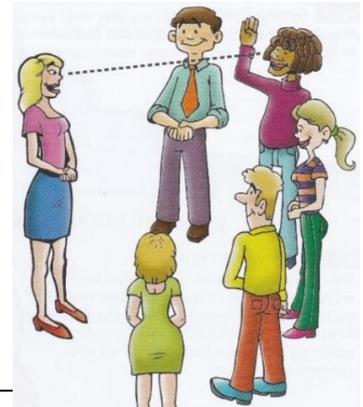
D) Read the passage above and circle T for true and F for false.

1. In Japan, it is believed that eye contact is often considered inappropriate.    T        F
2. In Japan, it is believed that eye contact is interpreted as a sign of respect.    T        F
3. In Japan, a daughter will not look at her father's eyes when he is speaking to her.    T        F

E) Do you think statements in the passage are true? Discuss your opinions with your partner.

F) Eye Contact Practice

- Do not stare at your memos!
- Not only look up from memos, but also make eye contact with as many students as possible!



G) Visual Explanation Practice

Step 1: Describe basic information of the photograph

This photograph shows \_\_\_\_\_.

Step 2: Explain the specific points while pointing at specific part of the photograph

- Ingredients of this dish are \_\_\_\_\_.
- People in this picture \_\_\_\_\_.
- Etc.

Lesson Plan 16:

Title of the Class:	Intercultural Understanding through English	
Title of the Chapter:	Mid-term Presentation	
Week / Class Number	8/16	
Goal of the Class:	Students will be able to present a recommended food dish	
Goal of the Activity:	Students will be able to	
	<ol style="list-style-type: none"> <li>1. Explain reason(s) of choosing specific country</li> <li>2. Describe detailed information of a chosen food dish</li> <li>3. Explain a chosen dish using pictures</li> </ol>	
Rationale:	The presentation topic is food dishes because students have learned the topic in the beginning of the course and they feel familiarity with this topic.	
Materials:	<ol style="list-style-type: none"> <li>1. Presentation memos</li> <li>2. Evaluation form</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. Big pad</li> <li>2. Photos in students' iPhones</li> <li>3. iPhone adapter</li> </ol>	
Procedures:	Explanation of Mid-term Presentation	3 mins.
	<b>Mid-term Presentations – Knowing About, Knowing How, Knowing Why, Knowing Oneself</b>	
	Step 1: Each S do a presentation (3~4mins. × 20 Ss) including time for setting equipment	80 mins.
	Collecting peer review handouts and drafts for the emails	5 mins.
	Reminder	
	Step 1: <ul style="list-style-type: none"> <li>• Send the final draft of emails to the teacher and to a partner by the night of the lesson 16</li> <li>• Reflective journal about the class 16</li> </ul>	2 mins.
Assessment:	<ul style="list-style-type: none"> <li>• Evaluation of presentations based on the evaluation form</li> </ul>	
Homework / Follow-up:	<ul style="list-style-type: none"> <li>• Send the final draft of emails to the teacher and to a partner by the night of the lesson 16</li> <li>• Reflective journal about the class 16</li> </ul>	
Comments:	-	

## Mid-term Presentation Evaluation Form

Presenter: \_\_\_\_\_

Date: \_\_\_\_\_

	Category / Point	poor	average	good		
<b>Presentation Skills</b>						
1	Making eye contact with audience	1	2	3	4	5
2	Speaking loudly and confidently	1	2	3	4	5
3	Explaining/Using visuals	1	2	3	4	5
<b>English</b>						
4	Vocabulary (Use of nouns and adjectives to describe a dish)	1	2	3	4	5
5	Grammar (Use of passive voice and polite expressions)	1	2	3	4	5
6	Speaking fluently and clearly	1	2	3	4	5
<b>Content</b>						
7	Clarity of describing location of chosen country	1	2	3	4	5
8	Clarity of explaining reasons for choosing specific country/region	1	2	3	4	5
9	Clarity of describing a dish	1	2	3	4	5
10	Clarity of explaining reasons for choosing a specific dish	1	2	3	4	5

Total: \_\_\_\_\_ / 50

(            %)

Comments:

Lesson Plan 17:

Title of the Class:	Intercultural Understanding through English
Title of the Chapter:	Compare and Contrast Paragraph
Week / Class Number	9/17
Goal of the Class:	Students will be able to <ol style="list-style-type: none"> <li>1. Acquire a clearer idea of comparing and contrasting two items</li> <li>2. Comprehend basic rules and structures of academic writing in English</li> </ol>
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. Share their journal entries using QERF and ORE</li> <li>2. Comprehend and categorize the contents of a video clip with various English accents</li> <li>3. Discuss situations of using the compare and contrast idea in daily life and/or in future career</li> <li>4. Understand formatting rules of academic writing in English</li> <li>5. Understand basic structures (topic, supporting, and concluding sentences) of academic writing in English</li> </ol>
Rationale:	From this lesson and in lessons 19, 21, 23, 25, 27, students will be completing writing a compare and contrast paragraph. Students have already experienced comparing and contrasting two different things in this course so far. In this lesson, students will watch a video, in which international residents in Japan (various English accents) comparing and contrasting some incidents in Japan and in other countries. Students actually watch someone else comparing and contrasting two things and consciously understand the idea of compare and contrast. Students guess possible rules of academic writing in English based on the knowledge of Japanese rules so that students could find connection between academic writing in Japanese and in English.
Materials:	<ol style="list-style-type: none"> <li>1. Handout "Compare and Contrast"</li> <li>2. Handout "Introduction to Academic Paragraph"</li> <li>3. Sample Compare and Contrast Paragraph "Throat Singing in Mongolia and by Inuit"</li> <li>4. Handout "Writing Assignment 2: Compare and Contrast Paragraph"</li> <li>5. Handout "Brainstorm Your Topic" (HW for class 19)</li> </ol>
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. White/black board</li> <li>3. Timer</li> <li>4. Laptop computer</li> <li>5. HDMI cable</li> </ol>
Procedures:	<p><b>Journal Share – Knowing How, Knowing Why, Knowing Oneself</b></p> <p>Step 1:      1. Ss make groups of 4 <span style="float: right;">15 mins.</span></p> <p>                 2. T explains the procedure of the journal share</p> <p>                 3. Ss share their journal entries with a partner (2.5 mins./S)</p> <p>                                 a. using QERF and ORE</p> <p>                                 b. using Negotiation for Meaning Phrases</p> <p>                 4. Ss share their journal entries with a new partner (2.5 mins./S)</p> <p>                 5. T confirms if Ss could use</p>

- a. QERF and ORE
- b. Negotiation for Meaning Phrases

**Compare and Contrast – Knowing About, Knowing Why, Knowing Oneself**

- |         |  |          |
|---------|--|----------|
| Step 1: | <ol style="list-style-type: none"> <li>1. T provides the handout “Compare and Contrast”</li> <li>2. Ss watch a part of the video “A Life in Japan” (21:17-23:35) once and take notes of what they heard from the video by categorizing about Japan and about other countries (Exercise A)</li> <li>3. Ss watch the video again and add to the notes</li> <li>4. Ss summarize the comparisons from the video into four statements (Exercise B)</li> <li>5. T elicits answers from Ss</li> </ol>   | 15 mins. |
| Step 2: | <ol style="list-style-type: none"> <li>1. Ss look back on past lessons and materials of this course</li> <li>2. Ss write down what they have compared and contrasted in this course so far (Exercise C)</li> <li>3. Ss categorize the comparisons into three different types                             <ol style="list-style-type: none"> <li>a. Different items of a same group in different countries/regions/areas</li> <li>b. Same item in different countries/regions/areas</li> <li>c. Same item in different areas of a same country</li> </ol> </li> <li>4. T confirm answers with Ss</li> </ol> | 15 mins. |
| Step 3: | <p>Ss discuss following idea</p> <ol style="list-style-type: none"> <li>1. In what situation do you use compare and contrast idea in your daily life or in the future career?</li> </ol>   | 5 mins.  |

**Introduction to Academic Paragraph – Knowing About, Knowing How, Knowing Why, Knowing Oneself**

- |                                |   |          |
|--------------------------------|---|----------|
| Step 1:                        | <ol style="list-style-type: none"> <li>1. T provides the handout “Introduction to Academic Paragraph”</li> <li>2. Ss write down as many rules of academic writing in Japanese as possible with group members</li> <li>3. Based on the rules of academic writing in Japanese, Ss guess and write down what rules in academic writing in English exists with group members</li> </ol> | 10 mins. |
| Step 2:                        | <ol style="list-style-type: none"> <li>1. T provides the Sample Compare and Contrast Paragraph</li> <li>2. Ss find and write down rules of academic writing in English from the Sample Compare and Contrast Paragraph with group members</li> <li>3. T elicits answers from each group speaker</li> </ol>   | 10 mins. |
| Step 3:                        | <ol style="list-style-type: none"> <li>1. Ss identify and underline topic sentence and concluding sentence on the Sample Compare and Contrast Paragraph</li> <li>2. Ss and T check the answer together</li> </ol>   | 5 mins.  |
| Assignment and HW announcement |   |          |
| Step 1:                        | <p>Explanation of Assignment</p> <ol style="list-style-type: none"> <li>1. T provides the handout “Writing Assignment 2: Compare and Contrast Paragraph”</li> <li>2. T explain the assignment</li> <li>3. T answers Ss' questions</li> </ol>  | 10 mins. |

- Step 2: Explanation of the homework for the class 19 5 mins.
1. Ss read the sample Compare and the Contrast Paragraph
  2. Ss choose three possible pairs to compare and contrast
  3. Ss research as many similarities and differences for each pair as possible
  4. Ss decide one pair and write down the reason of choosing the pair
  5. Reflective journal about the class 17

- Assessment:
- Observing through walking around the classroom during group discussions
  - Checking the outcome of the activity and give feedback through picking
- Homework /
- Research as many similarities and differences as possible
- Follow-up:
- Reflective journal about the class 17
- Comments:
- “A Life in Japan” 21:17-23:35  
[https://www.youtube.com/watch?v=prNYOW0\\_kms](https://www.youtube.com/watch?v=prNYOW0_kms)

## Compare and Contrast

Watch the video and answer following questions.

A) Take notes for anything you heard from the video

Japan	Their home town/Foreign countries

B) Summarize the comparisons into four statements for each of the country

Japan		Their home town/Foreign countries
1. _____	↔	1. _____
_____		_____
2. _____	↔	2. _____
_____		_____
3. _____	↔	3. _____
_____		_____
4. _____	↔	4. _____
_____		_____

C) There are \_\_\_\_\_ times that you have compared and contrasted two different things in this course so far. What have you compared and contrasted in this course so far?

D) Categorize them into three different types

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

E) In what situation do you imagine or actually compare and contrast two (or more) different things?

## **Introduction to Academic Paragraph**

A) Write down as many rules of academic writing in Japanese as possible

B) Guess what kind of rules exist in academic writing in English.

C) Look at the sample paragraph provided by the teacher. What rules do you find in the sample paragraph?

D) Underline and put the number of the following items on the sample paragraph.

1. Topic sentence
2. Concluding sentence



25.4 mm (1 inch)

## **Throat Singing in Mongolia and by Inuit**

5-7 spaces (1 tab stop)

←→ Throat singing in Mongolia and that by Inuit have both similarities and differences.

Double-spaced ↓

Sound of throat singing imitates the sound of nature in both regions. For example, throat singing in Mongolia imitates sounds of whistling birds, blowing wind, and many other natural surroundings. Throat singers try to interact with those natural worlds. Similarly, Inuit people also imitate sounds of surrounding natural elements and wildlife through throat singing. In addition to sound of nature, Inuit people also imitate the sound of daily life such as the sound of a saw. However, there is a difference in purpose of doing throat singing between by Mongolian and by Inuit. Throat singing in Mongolia is one of the ethnic music genre, and there are many professional throat singers in Mongolia. In contrast, throat singing by Inuit is mostly done between two people as a friendly competition. The person who does not laugh between the two is the winner. Another difference is that there is traditionally a gender difference of throat singers between Mongolian and Inuit. Majority of throat singers in Mongolia are men. Women were discouraged to do throat singing because of the Mongolian tradition, but recently woman have gradually started to practice throat singing as well. On the contrary, Throat singing by Inuit are traditionally done by women and children. Throat singing by Inuit is done in a game as mentioned above. Women and children enjoy playing this game while the men are out hunting. Throat singing in Mongolia and by Inuit have a commonality such as imitating the sound of nature, as well as significant differences such as purposes and performers of throat singing.

Left-aligned | ≡

## **Writing Assignment 2: Compare and Contrast Paragraph**

You need to write a compare and contrast paragraph about two chosen cultural items.

You can choose two cultural items to compare and contrast based on your interest.

### **Possible Items to Compare:**

- Different items of a same group in different countries/regions/areas (Ex. Rice dishes in China and Korea)
- Same item in different countries/regions/areas (Ex. Five-color sticky rice in China and Vietnam)
- Same item in different areas of a same country (Ex. *Zouni* in two different areas of Japan)
- Etc.

### **Paragraph Requirements:**

You need to:

- Write down three similarities and/or differences of your chosen items.
- Explain or give examples for similarities and/or differences of each item.
- Use appropriate compare/contrast signal words and transitions.
- Include
  - Topic sentence with controlling idea
  - Supporting sentences
  - Concluding sentence
- Write 200-300 words in the paragraph.
- Write down sources (URLs, book names) of information you used in the paragraph.

### **Formatting Rules:**

- Use Microsoft Office Word to make your paragraph.
- The paper size: A4
- Margins on all four sides of the page are 25.4 mm (or 1 inch).
- The font is Times New Roman, 12-point.
- The lines are left-aligned, and double spaced.
- The first line of a paragraph is indented 5-7 spaces (or one tab stop = 1.27 cm) to the right of the left margin.

## Brainstorm Your Topic

A) Write down three possible pairs (six items) that you want to compare and contrast in your paragraph.

Example: Throat singing in Mongolia and Throat singing of Inuit

1. \_\_\_\_\_ and \_\_\_\_\_
2. \_\_\_\_\_ and \_\_\_\_\_
3. \_\_\_\_\_ and \_\_\_\_\_

B) Research and brainstorm differences and similarities between those two items for each pair.

1. \_\_\_\_\_ and \_\_\_\_\_

Similarities		
Differences		

2. \_\_\_\_\_ and \_\_\_\_\_

Similarities		
Differences		

3. \_\_\_\_\_ and \_\_\_\_\_

Similarities		
Differences		

C) Underline similarities and differences in the tables above that you think you can use in your paragraph.

D) Choose one pair that you feel comfortable to write on your compare and contrast paragraph and write down reason(s) of choosing the pair.

Your topic: \_\_\_\_\_ and \_\_\_\_\_

Reason: \_\_\_\_\_

\_\_\_\_\_

Lesson Plan 18:

Title of the Class:	Intercultural Understanding through English	
Title of the Chapter:	Music	
Week / Class Number	9/18	
Goal of the Class:	Students will be able to discuss about similarities and differences of different ethnic music from different regions	
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. take notes for what they listen to from a video clip</li> <li>2. compare their answers from the listening activity with group members using negotiation for meaning phrases and ORE and QERF</li> <li>3. write down differences and similarities of throat singing among three regions with group members</li> <li>4. explain background information of chosen ethnic music using ORE and QERF</li> <li>5. share similarities/differences they found among various kinds of music from same region</li> </ol>	
Rationale:	Class 12, 14, and 18 deal with music around the world as the cultural topic. In this class, students firstly do listening comprehension activity with a video spoken in English with American accents. Students then identify similarities in addition to differences of throat music in different regions. In the class 14, students found some differences of those, but this class focus both similarities and differences. Students then share various ethnic music from their research and identify similarities and differences of ethnic music in same regions.	
Materials:	<ol style="list-style-type: none"> <li>1. Handout "Ethnic Music Around the World" (homework from the class 14)</li> <li>2. Handout "Instruments Around the World"</li> <li>3. Handout "Throat Singing in Different Regions"</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. White/black board</li> <li>3. Timer</li> <li>4. Laptop computer</li> <li>5. HDMI cable</li> </ol>	
Procedures:	<b>Video "Instruments Around the World" – Knowing About, Knowing How</b>	
	Step 1: <ol style="list-style-type: none"> <li>1. Ss make groups of 4 (sit with Ss who choose same region for the HW research)</li> <li>2. T provides the handout "Instruments Around the World" to Ss</li> <li>3. T introduces the video and asks Ss to take notes whatever they hear from the video for the first watch</li> <li>4. Ss watch the video "Instruments Around the World" once and take notes</li> <li>5. Ss talk with group members what did they hear from the video</li> <li>6. T asks Ss to fill in the blanks for the second watch</li> <li>7. Ss watch the video again (Watch third time if necessary)</li> <li>8. Ss check answers with group members</li> <li>9. Ss and T check answers together</li> </ol>	25 mins.
	Step 2: <ol style="list-style-type: none"> <li>1. Ss talk about following things with group members                         <ol style="list-style-type: none"> <li>a. Do you know any other ethnic instruments in Japan or in other countries?</li> </ol> </li> </ol>	10 mins.

- b. Have you ever experienced listening/playing the instruments?

2. T elicits some comments from Ss

**Answer check of HW – Knowing About, Knowing Why**

- Step 1: 1. T shows videos again as a reminder 10 mins.  
 a. Inuit: <https://www.youtube.com/watch?v=qnGM0BlA95I> (1:00-1:50)  
 b. Xhosa: <https://www.youtube.com/watch?v=MYj-55T6Uzs> (16:40-17:40)

2. Ss compare answers of the HW with group members  
 3. Ss and T check answers together

- Step 2: 1. Ss write down differences and similarities of throat singing among three regions with group members 10 mins.  
 2. T elicits differences and similarities from each group speakers

**Share of HW – Knowing About, Knowing How, Knowing Why, Knowing Oneself**

- Step 1: S shares their research with group members 5 mins.  
 1. Region/country  
 2. Name of the ethnic music  
 3. Explanation of background information / Showing the music

- Step 2: Repeat Step 1 for all group members 15 mins.

- Step 3: Ss discuss following question with group members using QERF and ORE 10 mins.  
 1. What similarities/differences did you find among various kinds of music from same region?  
 2. Do you find similarities/differences between music in foreign country and music in Japan?

- Step 4: T elicits ideas from each group 5 mins.

- Assessment:
  - Observing through walking around the classroom during sharing
  - Eliciting answers from listening activities
  - Checking the outcome of the activity and give feedback through picking up students' ideas from discussions

Homework / reflective journal about the class 18

Follow-up:

Comments: “Music Around the World”

<https://www.youtube.com/watch?v=wnJoDa3OG-Y>

## Instruments Around the World

A) Take notes for whatever you heard from the video

B) New vocabulary

C) Listen again and fill in the blanks below

1. First country: \_\_\_\_\_
  - a. Instrument: \_\_\_\_\_
  - b. Players put both \_\_\_\_\_ and \_\_\_\_\_ at the same time.
  - c. There was no \_\_\_\_\_ in ancient Egypt.
  - d. All players had to learn music by \_\_\_\_\_ and \_\_\_\_\_ the music.
  
2. Second country: \_\_\_\_\_
  - a. Instrument: \_\_\_\_\_
  - b. Players can play different melodies without \_\_\_\_\_.
  
3. Third country: \_\_\_\_\_ (Probably originated from \_\_\_\_\_)
  - a. Instrument: \_\_\_\_\_
  - b. It is a \_\_\_\_\_ percussion instrument.
  - c. It can produce \_\_\_\_\_ different types of sound: the \_\_\_\_\_ sound, the \_\_\_\_\_ sound, and the \_\_\_\_\_ sound.
  
4. Fourth country: \_\_\_\_\_
  - a. Instrument: \_\_\_\_\_
  - b. This instrument was invented in ancient times over \_\_\_\_\_ years ago.
  - c. Many \_\_\_\_\_ people liked this instrument.
  - d. It is a very \_\_\_\_\_ instrument that has \_\_\_\_\_ strings.

## **Throat Singing in Different Regions**

A) Write down differences and similarities of throat singing among three regions based on readings

Similarities:

Differences:

Lesson Plan 19:

Title of the Class:	Intercultural Understanding through English
Title of the Chapter:	Compare and Contrast Paragraph
Week / Class Number	10/19
Goal of the Class:	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. Understand the basic rules of comparatives</li> <li>2. Organize a topic sentence for the compare and contrast paragraph</li> <li>3. Understand the organization of body of a compare and contrast paragraph</li> </ol>
Goal of the Activity:	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. Share their journal entries using QERF and ORE</li> <li>2. Understand the parallel is important in comparatives</li> <li>3. Understand the meaning of comparatives through identifying the relationship of each parts in comparatives</li> <li>4. Understand rules of other comparative sentences</li> <li>5. Create a topic sentence for the compare and contrast paragraph</li> <li>6. Understand organization of body of compare and contrast paragraph</li> <li>7. Create supporting sentences for the compare and contrast paragraph</li> </ol>
Rationale:	<p>Ss are not necessarily required to use comparatives in the paragraph, but it might be useful grammar pattern and therefore it is dealt with in the lesson. Ss share the reasons of choosing a topic of the compare and contrast paragraph with a classmate to confirm their decisions before start writing, and to practice stating the reason for the final presentation. Ss practice filling in the both types of the outline (point-by-point method and block method) to envision and clarify the structure of their compare and contrast paragraph, and make their own decision of the method to follow.</p>
Materials:	<ol style="list-style-type: none"> <li>1. Handout "Comparatives"</li> <li>2. Handout "Compare and Contrast Paragraph"</li> <li>3. Sample Compare and Contrast Paragraph "Throat Singing in Mongolia and by Inuit"</li> </ol>
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. White/black board</li> <li>3. Timer</li> </ol>
Procedures:	<p><b>Journal Share – Knowing How, Knowing Why, Knowing Oneself</b></p> <p>Step 1:   1. Ss make groups of 4 <span style="float: right;">15 mins.</span></p> <p>          2. T explains the procedure of the journal share</p> <p>          3. Ss share their journal entries with a partner (2.5 mins./S)</p> <p>              a. using QERF and ORE</p> <p>              b. using Negotiation for Meaning Phrases</p> <p>          4. Ss share their journal entries with a new partner (2.5 mins./S)</p> <p>          5. T confirms if Ss could use</p> <p>              a. QERF and ORE</p> <p>              b. Negotiation for Meaning Phrases</p> <p><b>Grammar: Comparatives – Knowing About, Knowing How, Knowing Why</b></p> <p>Step 1:   1. T provides the handout "Comparatives" <span style="float: right;">5 mins.</span></p> <p>          2. Ss identify the correct sentence and write down the reason with the group members (Exercise A) to understand parallel is important rule in comparative</p>

3. Ss identify the meaning of “that” in a sentence with group members (Exercise B) to understand parallel is important rule in comparative
  4. Ss and T check the answers together
- Step 2:
1. Ss fill the sentences in Exercise A and B in the boxes to figure out the part of the sentences (Exercise C) 5 mins.
  2. Ss guess the relationship of X, Y, and additional info on the handout to identify the rule of comparative (Exercise D)
    - a. Ss remember the rule of “X = Y” relationship found in the lesson 5 and 7, and apply the rule to the comparatives like “X - Y + additional info”
    - b. T gives hints if necessary
  3. T and Ss confirm the relationship together
- Step 3:
1. Ss write down translation of provided sentences to identify meaning of “S is as ... as ~” (Exercise E) 10 mins.
  2. Ss identify vocabulary which ends with “-or” and remember the rule of comparatives that use “to” instead of “than” with words end with “-or” (Exercise F)

**Introduction to the Compare and Contrast Paragraph – Knowing Why, Knowing Oneself**

- Step 1: Ss share the reason(s) of choosing the pair to compare and contrast with a partner using QERF and ORE 5 mins.

**Topic Sentence of the Compare and Contrast Paragraph – Knowing About, Knowing How**

- Step 1:
1. T provides the handout “Compare and Contrast Paragraph” 5 mins.
  2. Ss practice writing a topic sentence for the sample compare and contrast paragraph based on the hints on the handout (Exercise A)
- Step 2:
1. Ss practice creating their own topic sentence for their compare and contrast paragraphs (Exercise B) 10 mins.
  2. Ss check their topic sentences with a partner

**Organizing Body of the Compare and Contrast Paragraph – Knowing About, Knowing How**

- Step 1:
1. Ss take out the handout of the sample paragraph from the lesson 17 materials 15 mins.
  2. Ss identify which method (point-by-point method or block method) does the sample paragraph follow with group members (Exercise C)
  3. Ss practice fill in either of the table based on the information in the sample paragraph (Exercise D)
- Step 2:
1. Ss practice filling in the tables of both methods with their chosen comparisons and contrasts (Exercise E) 15 mins.
  2. Ss make decisions which method to follow after filling in the tables (Exercise F)
  3. Ss will stop working in the middle and rest of it will be the homework

**HW announcement**

- Step 1:
1. Continue filling in the outline 5 mins.
  2. Reflective journal about the class 19

- Assessment:
- Observing through walking around the classroom during group discussions
  - Checking the outcome of the activity and give feedback through picking
- Homework /  
Follow-up:
- Complete filling in the body outline (both methods) and decide which method is suitable to your organization
  - Reflective journal about the class 19
- Comments: Compare and Contrast Signal Words are adapted from *Writing for Life: Paragraphs and Essays* (2016)

## Comparatives

A) a. The girl is taller than I.    b. The girl is taller than me.

1. Which sentence do you think is correct? → \_\_\_\_\_

2. Why do you think so? → \_\_\_\_\_

B) The population of China is larger than that of Japan.

1. What is the meaning of “that” in the sentence above? → \_\_\_\_\_

C) Fill the sentences A and B in the boxes below.

Sentence A

X	be	Y	additional info
	is		than

Sentence B

X	be	Y	additional info
	is		than

D) What relationship do you find among X, Y, and additional info above?

E) A. My sister is as tall as my mother.    B. He has as many books as she.

1. Write down the translation of the sentence A in Japanese.

---

2. Are the mother and the sister in the sentence A both tall? Circle either of the statement below.

Tall / Not sure

3. Write down the translation of the sentence B in Japanese.

---

4. Do the man and the woman in the sentence B both have many books? Circle either of the statement below.

Many books / Not sure

F) senior / junior / superior / inferior / major / minor / prior

1. What is the commonality among words above? → \_\_\_\_\_

2. Which sentence below do you think is correct? Circle the letter.

- a. Donald Trump is senior to Hillary Clinton.
- b. Donald Trump is senior than Hillary Clinton.

## Compare and Contrast Paragraph

### Topic Sentence

A) Practice creating topic sentences. Combine the ideas below to create a topic sentence.

Topic: Throat singing in Mongolia and by Inuit

Opinion: significant

Comparison or/and Contrast Signal Words: both have similarities and differences

Topic Sentence: \_\_\_\_\_

Words That Signal Comparison				
alike	equally	in the same way	likewise	similarity
as	in a similar fashion	just as	resemble	similarly
as well as	in a similar way	just like	same	
equal	in like manner	like	similar	

Words That Signal Contrast				
although	conversely	differently	more	on the other hand
as opposed to	despite	even though	most	still
at the same time	difference	in contrast	nevertheless	to the contrary
but	different	in spite of	on the contrary	unlike
by contrast	different form	instead	on the one hand	yet

Adapted from *Writing for Life: Paragraphs and Essays* (2016)

B) Create your own topic sentence.

Topic: \_\_\_\_\_

Opinion: \_\_\_\_\_

Comparison or/and Contrast Signal Words: \_\_\_\_\_

Topic Sentence: \_\_\_\_\_

\_\_\_\_\_

**Organizing Body of the Paragraph**

- C) Look at the two tables (Point-by-Point Method and Block Method) below. Which method do you think the sample paragraph is based on?
- D) Fill in a table for the sample paragraph (Memo-style).

Point-by-Point Method

Compare/Contrast Point 1:
1 <sup>st</sup> Cultural Item:
Explanation/Example:
2 <sup>nd</sup> Cultural Item:
Explanation/Example:
Compare/Contrast Point 2:
1 <sup>st</sup> Cultural Item:
Explanation/Example:
2 <sup>nd</sup> Cultural Item:
Explanation/Example:
Compare/Contrast Point 3:
1 <sup>st</sup> Cultural Item:
Explanation/Example:
2 <sup>nd</sup> Cultural Item:
Explanation/Example:

Block Method

1 <sup>st</sup> Cultural Item:
Compare/Contrast Point 1:
Explanation/Example:
Compare/Contrast Point 2:
Explanation/Example:
Compare/Contrast Point 3:
Explanation/Example:
2 <sup>nd</sup> Cultural Item:
Compare/Contrast Point 1:
Explanation/Example:
Compare/Contrast Point 2:
Explanation/Example:
Compare/Contrast Point 3:
Explanation/Example:

E) Practice organizing your ideas using both Point-by-Point Method and Block Method.

Point-by-Point Method (Memo-style)

Compare/Contrast Point 1:
1 <sup>st</sup> Cultural Item:
Explanation/Example:
2 <sup>nd</sup> Cultural Item:
Explanation/Example:
Compare/Contrast Point 2:
1 <sup>st</sup> Cultural Item:
Explanation/Example:
2 <sup>nd</sup> Cultural Item:
Explanation/Example:
Compare/Contrast Point 3:
1 <sup>st</sup> Cultural Item:
Explanation/Example:
2 <sup>nd</sup> Cultural Item:
Explanation/Example:

Block Method (Memo-style)

1 <sup>st</sup> Cultural Item:
Compare/Contrast Point 1
Explanation/Example:
Compare/Contrast Point 2
Explanation/Example:
Compare/Contrast Point 3
Explanation/Example:
2 <sup>nd</sup> Cultural Item:
Compare/Contrast Point 1
Explanation/Example:
Compare/Contrast Point 2
Explanation/Example:
Compare/Contrast Point 3
Explanation/Example:

F) Decide which method you think you are more comfortable to organize your idea for the paragraph.

My method is: \_\_\_\_\_

Lesson Plan 20:

Title of the Class:	Intercultural Understanding through English	
Title of the Chapter:	Holidays and Celebrations	
Week / Class Number	10/20	
Goal of the Class:	Students will be able to find connection between New Year Tradition in different countries and that in their own culture	
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. Guess meaning of an English quote using ORE and QERF</li> <li>2. take notes for what they listen to from a video clip</li> <li>3. compare their answers from the listening activity with group members using negotiation for meaning phrases and ORE and QERF</li> <li>4. Identify relevant information from reading materials</li> <li>5. share their New Year celebration with group members</li> </ol>	
Rationale:	Class 20 and 22 deal with holidays and celebrations around the world as the cultural topic. In this class, students explore specifically about New Year Traditions around the world because it is one of the common celebration around the world. Students will explore some unique traditions around the world through watching the video. Students then find something unique tradition in their own culture so that students will realize that unique tradition exists not only in foreign countries but also in Japan as well.	
Materials:	<ol style="list-style-type: none"> <li>1. Handout "Guess the meaning of following quote!"</li> <li>2. Handout "New Year's Tradition Around the World"</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. White/black board</li> <li>3. Timer</li> <li>4. Laptop computer</li> <li>5. HDMI cable</li> </ol>	
Procedures:	<p><b>Introduction to the topic – Knowing Why</b></p> <p>Step 1:   1. Ss make groups of 4 <span style="float: right;">10 mins.</span></p> <p style="padding-left: 20px;">2. T provides the handout with a quote</p> <p style="padding-left: 20px;">3. Ss guess meaning of the quote with group members</p> <p style="padding-left: 40px;">a. Use ORE and QERF</p> <p style="padding-left: 40px;">b. T gives hints if necessary</p> <p style="padding-left: 20px;">4. T elicits the theme (New Year) from Ss</p> <p><b>Video "10 New Year's Traditions Around the World" – Knowing About, Knowing How, Knowing Why</b></p> <p>Step 1:   1. T provides the handout "New Year's Tradition Around the World" <span style="float: right;">15 mins.</span></p> <p style="padding-left: 20px;">2. Ss watch the video "10 New Year's Traditions Around The World" once and take notes (Exercise A)</p> <p style="padding-left: 20px;">3. Ss watch the video again and fill in the blanks (Exercise B) (T shows the video again and pause if necessary)</p> <p>Step 2:   1. Ss check answers and guess new vocabulary with group members <span style="float: right;">15 mins.</span></p> <p style="padding-left: 20px;">2. Ss and T check the answer together and confirm meanings of new vocabulary</p> <p>Step 3:   1. Ss watch the video again to deepen understanding of the content <span style="float: right;">10 mins.</span></p> <p style="padding-left: 20px;">2. Ss discuss following ideas using ORE and QERF</p>	

- a. Which tradition do you want to experience the most? Why?
- b. Which tradition you think is weird? Why do you think so?

Step 4: T elicits some opinions from each group 5 mins.

**Reflect on your own New Year Celebration – Knowing About, Knowing Why, Knowing Oneself**

Step 1: Ss read and understand the content of passage with group members 5 mins.

1. Allowed to use dictionary to search unknown words

Step 2: Ss individually brainstorm their own tradition of New Year celebration on the handout 5 mins.

1. T asks Ss to include the episode of having “toso” (topic in the reading passage) if they have the custom in their region
2. Ss are allowed to use dictionary to search words

Step 3: 1. Ss share their New Year celebration with group members 10 mins.

- a. using ORE and QERF
2. Ss talk about similarities/differences between Ss

Step 4: T elicits unique and interesting ideas from Ss 15 mins.

- Assessment:
- Observing through walking around the classroom during sharing
  - Eliciting answers from listening activities
  - Checking the outcome of the activity and give feedback through picking up students' ideas from discussions

Homework / Reflective journal about the class 20

Follow-up:

Comments: 10 New Year's Traditions Around The World  
<https://www.youtube.com/watch?v=-GqzN2TtZ84>

“Make a toast to the new year with medicinal sake” is adapted from  
<https://travel.rakuten.com/campaign/ranking/new-year/>

**Guess the meaning of following quote!**

“Tomorrow, is the first blank page of a 365 page book. Write a good one.”

- Brad Paisley

What do you think is the meaning of this quote?

## New Year's Tradition Around the World

A) Write down anything you heard from the video

B) Watch the video and answer following questions

- Name of the tradition 1: \_\_\_\_\_
  - Country: Denmark
  - Description: Throwing old plates and glasses at your \_\_\_\_\_.
  - The greater amount of \_\_\_\_\_ at your door is considered lucky.
  
- Name of the tradition 2: Scarecrow Burning
  - Country: \_\_\_\_\_
  - Description: People \_\_\_\_\_ and \_\_\_\_\_ scarecrows and dummies for the new year.
  - They believe this drives away any \_\_\_\_\_ that happened in the past year.
  - They also burn \_\_\_\_\_ that represent the old year for a fresh start for the new year.
  
- Name of the tradition 3: \_\_\_\_\_
  - Country: Siberia
  - Description: taking a dive into a \_\_\_\_\_ with a tree trunk in hand.
  - The reason for this tradition is a blur but was probably inspired by \_\_\_\_\_.
  
- Name of the tradition 4: Cemetery Sleepover
  - Country: \_\_\_\_\_
  - Description: For the past \_\_\_\_\_ years, it has become a custom to spend New Year's Eve in the cemetery.
  - Often the cemeteries are lit up with candles and have \_\_\_\_\_ playing softly.

- Name of the tradition 5: Metal Casters
  - Country: \_\_\_\_\_
  - Description: dipping molten tin into \_\_\_\_\_ is a common tradition.
  - The shape is interpreted to what will happen in the \_\_\_\_\_.
  
- Name of the tradition 6: \_\_\_\_\_
  - Country: Romania
  - Description: It is considered good luck to communicate with your animal friends on \_\_\_\_\_.
  - Some people believe that animals have the ability to \_\_\_\_\_.
  - However, if an animal speaks back to you, it is a sign of \_\_\_\_\_ for the next year.
  
- Name of the tradition 7: Underwear Color
  - Country: \_\_\_\_\_
  - Description: The color of \_\_\_\_\_ worn determines one's fate for the new year.
  - Red underwear means you'll find \_\_\_\_\_
  - \_\_\_\_\_ means wealth
  - White stands for \_\_\_\_\_
  - \_\_\_\_\_ signifies positive energy
  
- Name of the tradition 8: Takanakuy Festival
  - Country: \_\_\_\_\_
  - Description: This festival takes place at the end of \_\_\_\_\_.
  - They fight each other to end any \_\_\_\_\_ confrontations anyone may have.
  - After fighting they \_\_\_\_\_ the new year with a clean slate.
  
- Name of the tradition 9: \_\_\_\_\_
  - Country: Ireland
  - Description: Banging bread against a \_\_\_\_\_
  - To make as much noise as possible to scare off \_\_\_\_\_.
  
- Name of the tradition 10: Water Battles and Chalk Smearing
  - Country: \_\_\_\_\_
  - Description: Friendly \_\_\_\_\_ as a metaphor of cleansing
  - Smearing chalk is originated from the chalk used by \_\_\_\_\_ to mark blessings.

C) Read the following passage. Do you have a custom to have “toso”?

**Make a toast to the new year with medicinal sake**



A custom primarily practiced in the western regions of Japan, medicinal sake, or "toso" is drunk on the morning of the new year by all family members with a traditional serving set of 3 shallow dishes stacked on top of each other. The sake contains a variety of herbs and by drinking it, it is believed that any ill fortune remaining from the previous year will be washed away with promises of longevity and good health. The ritual is more for ceremony than for thirst, just a few small sips is sufficient.

<https://travel.rakuten.com/campaign/ranking/new-year/>

**New Vocabulary**

D) Reflect on your own New Year Celebration. What do you do during New Year's holiday? Do you have anything special or unique event in your region/family?

Lesson Plan 21:

Title of the Class:	Intercultural Understanding through English
Title of the Chapter:	Compare and Contrast Paragraph
Week / Class Number	11/21
Goal of the Class:	Students will be able to <ol style="list-style-type: none"> <li>1. Understand usage of prepositions: in, on, and at</li> <li>2. Compose supporting sentences for the compare and contrast paragraph</li> </ol>
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. Share their journal entries using QERF and ORE</li> <li>2. Understand the usage of prepositions in, on, and at through drawing images of phrases with those prepositions</li> <li>3. Understand the differences of in, on, and at</li> <li>4. Explain the images drawn by the students using prepositions</li> <li>5. Identify the compare and contrast signal words and transitions in the sample paragraph</li> <li>6. Compose supporting sentences for the compare and contrast paragraph using appropriate signal words and transitions</li> </ol>
Rationale:	Ss write down or draw the images of phrases using prepositions to understand usage of the three prepositions. Usually, a teacher explains the meanings of prepositions with images, but the teacher has students draw images of the prepositions in this lesson to help them remember the rules in long-term memory. In the practice of writing supporting sentences for a compare and contrast paragraph, students write down sentences from memos in the class instead of as a homework in order to have them avoid using online translation applications. Students also can ask questions to the teacher and to other students to receive advice of how to compose sentences. Students may not be able to finish it during the class, but students at least have ideas to how to write sentences because of the in-class activity so that they can relatively easily do it outside of the class.
Materials:	<ol style="list-style-type: none"> <li>1. Handout "Preposition 1"</li> <li>2. Handout "Supporting Sentences"</li> <li>3. Handout "Supporting Sentences Composition Sheet: Point-by-Point Method"</li> <li>4. Handout "Supporting Sentences Composition Sheet: Block Method"</li> </ol>
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. White/black board</li> <li>3. Timer</li> </ol>
Procedures:	<p><b>Journal Share – Knowing How, Knowing Why, Knowing Oneself</b></p> <p>Step 1:     <ol style="list-style-type: none"> <li>1. Ss make groups of 4 <span style="float: right;">15 mins.</span></li> <li>2. T explains the procedure of the journal share</li> <li>3. Ss share their journal entries with a partner (3 mins./S)                     <ol style="list-style-type: none"> <li>a. using QERF and ORE</li> <li>b. using Negotiation for Meaning Phrases</li> </ol> </li> <li>4. Ss share their journal entries with a new partner (3 mins./S)</li> <li>5. T confirms if Ss could use                     <ol style="list-style-type: none"> <li>a. QERF and ORE</li> </ol> </li> </ol> </p>

b. Negotiation for Meaning Phrases

**Grammar: Prepositions 1 – Knowing About, Knowing How, Knowing Why**

- |         |   |          |
|---------|---|----------|
| Step 1: | <ol style="list-style-type: none"> <li>1. T provides the handout “Prepositions 1” to Ss</li> <li>2. Ss and T do the Exercise 1 together as the modeling               <ol style="list-style-type: none"> <li>a. T asks Ss to write down or draw the images of underlined sentences for each preposition</li> <li>b. T emphasize the images will be the base images of each preposition</li> </ol> </li> </ol> | 8 mins.  |
| Step 2: | Exercise 2 (in) <ol style="list-style-type: none"> <li>1. Ss write down or draw images of phrases with “in” with negotiating with group members</li> <li>2. 2 mins. to draw images for each phrase</li> </ol>   | 7 mins.  |
| Step 3: | Exercise 3 (on) <ol style="list-style-type: none"> <li>1. Ss make two pairs within a group</li> <li>2. Ss write down or draw images of phrases with “on” with negotiating with a partner</li> <li>3. 2 mins. to draw images for each phrase</li> </ol>  | 5 mins.  |
| Step 4: | Exercise 4 (at) <ol style="list-style-type: none"> <li>1. Ss write down or draw images of phrases with “in” with negotiating with group members</li> <li>2. 2 mins. to draw images for each phrase</li> </ol>   | 5 mins.  |
| Step 5: | <ol style="list-style-type: none"> <li>1. T picks up some interesting images for each phrase from some groups</li> <li>2. The group speakers briefly explain the images using the preposition</li> <li>3. T asks Ss if the images of a same preposition have commonalities</li> </ol>   | 10 mins. |

**Supporting Sentences of Compare and Contrast Paragraph – Knowing About, Knowing How**

- |         |   |          |
|---------|---|----------|
| Step 1: | <ol style="list-style-type: none"> <li>1. T provides the handout “Supporting Sentences” to Ss</li> <li>2. Ss take out the Sample Compare and Contrast Paragraph which was provided in the lesson 17</li> <li>3. Ss circle the compare and contrast signal words and other transitions on the sample paragraph with group members</li> <li>4. Ss write down those signal words and transitions based on the categorizations on the handout (Exercise A)</li> </ol>   | 15 mins. |
| Step 2: | <ol style="list-style-type: none"> <li>1. Ss stand up and pick up either of the handout “Supporting Sentences Composition Sheet: Point-by-Point Method” or “Supporting Sentences Composition Sheet: Block Method” based on their chosen method</li> <li>2. Ss practice writing supporting sentences based on the memos on the outline they have completed as a HW           <ol style="list-style-type: none"> <li>a. T emphasizes following points to Ss               <ol style="list-style-type: none"> <li>i. Ss specifically focus on the compare/contrast signal words and transitions</li> </ol> </li> </ol> </li> </ol> | 20 mins. |

- ii. Ss use comparatives if necessary
- iii. Ss should be careful with use of prepositions in their paragraphs
3. T walks around and help Ss
  - b. If T receives similar questions from different Ss, T explains about it with entire class
4. If time is short, rest of the activity will be their homework

HW announcement

- Step 1:
1. Complete filling in the handout "Supporting Sentences" to compose supporting sentences for the body paragraph 5 mins.
  2. Create a draft of the compare and contrast paragraph (except for a concluding sentence) and print it out
  3. Reflective journal about the class 21

- Assessment:
- Observing through walking around the classroom during group discussions
  - Checking the outcome of the activity and give feedback through picking
- Homework / Follow-up:
- Complete filling in the handout "Supporting Sentences" to compose supporting sentences for the body paragraph
  - Create a draft of the compare and contrast paragraph (except for a concluding sentence) and print it out
  - Reflective journal about the class 21

Comments: Compare and Contrast Signal Words are adapted from *Writing for Life: Paragraphs and Essays* (2016)

## Prepositions 1

### in, on, at

- A) There is a cat **in** my house.  
B) My pencil is **on** the desk.  
C) My mother is **at** the department store.

1. Write down images of the underlined part of the sentences above.

A)	B)	C)

### in

- A) There are butterflies in the garden.  
B) Can you see a chair in the corner?  
C) I found a crack in the glass.

2. Write down images of the underlined part of the sentences above.

A)	B)	C)

on

- A) Please write your name on the form.
- B) I have a poster of my favorite artist on the wall.
- C) Wrinkles appear on your face when you laugh.
- D) There is a moth on the ceiling.

3. Write down images of the underlined part of the sentences above.

A)	B)
C)	D)

at

- A) The restaurant is at the highway.
- B) The man who is at the door is my brother.

4. Write down images of the underlined part of the sentences above.

A)	B)
----	----



**Supporting Sentences Composition Sheet: Point-by-Point Method**

Compare/Contrast Point 1: \_\_\_\_\_

\_\_\_\_\_

1<sup>st</sup> Cultural Item: \_\_\_\_\_

\_\_\_\_\_

Explanation/Example: \_\_\_\_\_

\_\_\_\_\_

**Compare/Contrast Signal Word:** \_\_\_\_\_

2<sup>nd</sup> Cultural Item: \_\_\_\_\_

\_\_\_\_\_

Explanation/Example: \_\_\_\_\_

\_\_\_\_\_

**Transition Word from Point 1 to Point 2:** \_\_\_\_\_

Compare/Contrast Point 2: \_\_\_\_\_

\_\_\_\_\_

1<sup>st</sup> Cultural Item: \_\_\_\_\_

\_\_\_\_\_

Explanation/Example: \_\_\_\_\_

\_\_\_\_\_

**Compare/Contrast Signal Word:** \_\_\_\_\_

2<sup>nd</sup> Cultural Item: \_\_\_\_\_

\_\_\_\_\_

Explanation/Example: \_\_\_\_\_

\_\_\_\_\_

**Transition Word from Point 2 to Point 3:** \_\_\_\_\_

Compare/Contrast Point 3: \_\_\_\_\_

\_\_\_\_\_

1<sup>st</sup> Cultural Item: \_\_\_\_\_

\_\_\_\_\_

Explanation/Example: \_\_\_\_\_

\_\_\_\_\_

**Compare/Contrast Signal Word:** \_\_\_\_\_

2<sup>nd</sup> Cultural Item: \_\_\_\_\_

\_\_\_\_\_

Explanation/Example: \_\_\_\_\_

\_\_\_\_\_

**Supporting Sentences Composition Sheet: Block Method**

1<sup>st</sup> Cultural Item: \_\_\_\_\_

\_\_\_\_\_

Compare/Contrast Point 1: \_\_\_\_\_

\_\_\_\_\_

Explanation/Example: \_\_\_\_\_

\_\_\_\_\_

**Transition Word from Point 1 to Point 2:** \_\_\_\_\_

Compare/Contrast Point 2: \_\_\_\_\_

\_\_\_\_\_

Explanation/Example: \_\_\_\_\_

\_\_\_\_\_

**Transition Word from Point 2 to Point 3:** \_\_\_\_\_

Compare/Contrast Point 3: \_\_\_\_\_

\_\_\_\_\_

Explanation/Example: \_\_\_\_\_

\_\_\_\_\_

2<sup>nd</sup> Cultural Item: \_\_\_\_\_

\_\_\_\_\_

**Compare/Contrast Signal Word:** \_\_\_\_\_

Compare/Contrast Point 1: \_\_\_\_\_

\_\_\_\_\_

Explanation/Example: \_\_\_\_\_

\_\_\_\_\_

**Compare/Contrast Signal Word:** \_\_\_\_\_

Compare/Contrast Point 2: \_\_\_\_\_

\_\_\_\_\_

Explanation/Example: \_\_\_\_\_

\_\_\_\_\_

**Compare/Contrast Signal Word:** \_\_\_\_\_

Compare/Contrast Point 3: \_\_\_\_\_

\_\_\_\_\_

Explanation/Example: \_\_\_\_\_

\_\_\_\_\_

Lesson Plan 22:

Title of the Class:	Intercultural Understanding through English	
Title of the Chapter:	Holidays and Celebrations	
Week / Class Number	11/22	
Goal of the Class:	Students will be able to compare and contrast Christmas celebration around the world and in Japan	
Goal of the Activity:	Students will be able to	
	<ol style="list-style-type: none"> <li>1. Identify metaphors in and meanings of English proverbs related to New Year</li> <li>2. take notes for what they listen to from a video clip</li> <li>3. compare their answers from the listening activity with group members using negotiation for meaning phrases and ORE and QERF</li> <li>4. share their opinions and experiences regarding Christmas celebration using ORE and QERF</li> </ol>	
Rationale:	Class 20 and 22 deal with holidays and celebrations around the world as the cultural topic. In this class, students firstly analyze meanings and metaphors of proverbs in English since metaphor includes some cultural elements. The class then shift to Christmas celebration to compare and contrast the tradition in foreign countries and in Japan. Students also have an opportunity to react to foreign media's stereotype towards Japanese Christmas celebration.	
Materials:	<ol style="list-style-type: none"> <li>1. Handout "New Year Quotes"</li> <li>2. Handout "Christmas Celebration Around the World"</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. White/black board</li> <li>3. Timer</li> <li>4. Laptop computer</li> <li>5. HDMI cable</li> </ol>	
Procedures:	<p><b>New Year Quotes – Knowing How, Knowing Oneself</b></p> <p>Step 1:   <ol style="list-style-type: none"> <li>1. T explains the activity and idea of metaphor with an example   20 mins.</li> <li>2. Ss do the exercise with group members</li> <li>3. T and Ss check the answers together</li> <li>4. Ss discuss "Do we use that in Japanese as well?"</li> </ol></p> <p><b>Christmas celebration around the world – Knowing About, Knowing How, Knowing Why, Knowing Oneself</b></p> <p>Step 1:   <ol style="list-style-type: none"> <li>1. T provides the handout "Christmas celebration around the world"   20 mins.</li> <li>2. Ss watch the video "Christmas Celebration Around The World" (1:00-1:41, 2:31-3:16, 4:09-4:38, 5:06-5:32, 5:59-6:21) and fill in the blanks</li> <li>3. T shows the video again and pause if necessary to help Ss filling the blanks</li> </ol></p> <p>Step 2:   <ol style="list-style-type: none"> <li>1. Ss check answers and guess new vocabulary with group members   20 mins.</li> <li>2. Ss and T check the answer together and confirm meanings of new vocabulary</li> </ol></p> <p>Step 3:   Ss talk about following questions with group members using ORE and QERF   5 mins.</p>	

1. Have you ever seen something similar to video in Christmas celebration in Japan?
2. Around the world, is Christmas a holiday for families or for couples? How about in Japan?

Step 4: T elicits some opinions from each group 5 mins.

**Christmas celebration in Japan – Knowing About, Knowing Why, Knowing Oneself**

Step 1: 1. Ss watch the Japanese part of the video “20 Bizarre Christmas Traditions From Around The World” (0:24-0:55) 10 mins.

2. Ss talk about following questions with group members using ORE and QERF
  - a. Many websites and videos about introducing Christmas celebration inform eating KFC chicken is prevalent in Japan. Is it really true? Do you have KFC chicken during Christmas period?
  - b. Do you have any changes in Christmas celebration in your childhood and now?

Step 2: T elicits some opinions from each group 5 mins.  
HW announcement

Step 1: reflective journal about the class 22 5 mins.

- Assessment:
- Observing through walking around the classroom during sharing
  - Eliciting answers from listening activities
  - Checking the outcome of the activity and give feedback through picking up students' ideas from discussions

Homework / Reflective journal about the class 22

Follow-up:

Comments:

New Year Quotes are adapted from:

The New Year Sayings and Quotes

<http://www.wiseoldsayings.com/the-new-year-quotes/>

Quotes About New Year

<https://www.goodreads.com/quotes/tag/new-year?page=1>

20 Bizarre Christmas Traditions From Around The World

<https://www.youtube.com/watch?v=wFXkazFvFI8>

Christmas Celebration Around The World || How people Celebrate Christmas

<https://www.youtube.com/watch?v=GP4TrnQvkIQ>

## New Year Quotes

Identify metaphors used in the quotes.

Example) "Tomorrow, is the first blank page of a 365 page book. Write a good one."

- Brad Paisley

Metaphor:

Tomorrow → the first blank page of a 365 page book

A) "Dear world, I am excited to be alive in you, and I am thankful for another year."

- Charlotte Eriksson

Metaphor:

\_\_\_\_\_ → human

B) "Every man should be born again on the first day of January. Start with a fresh page."

- Henry Ward Beecher

Metaphor:

The first day of January → \_\_\_\_\_

C) "Departure of a year welcomes so many new memories"

- Munia Khan

Metaphor:

Departure of a year → \_\_\_\_\_

D) "What the New Year brings to you will depend a great deal on what you bring to the New Year."

- Vern McLellan

Metaphor:

The New Year → \_\_\_\_\_

E) "Write it on your heart that every day is the best day in the year."

- Ralph Waldo Emerson

Metaphor:

\_\_\_\_\_ → \_\_\_\_\_

F) "New year is the other name of a dreamful future"

- Munia Khan

Metaphor:

\_\_\_\_\_ → \_\_\_\_\_

G) "Let all the failures of your past year be your best guide in the New Year!"

- Mehmet Murat ildan

Metaphor:

\_\_\_\_\_ → \_\_\_\_\_

## Christmas Celebration Around the World

- 1<sup>st</sup> country: \_\_\_\_\_
  - It is \_\_\_\_\_ in December.
  - Many people head to the \_\_\_\_\_ to celebrate the holidays
- 2<sup>nd</sup> country: \_\_\_\_\_
  - Christmas celebration starts near \_\_\_\_\_.
  - It is usually with big \_\_\_\_\_ and gift opening.
  - There is the celebration in \_\_\_\_\_.
- 3<sup>rd</sup> country: \_\_\_\_\_
  - In nearly every town, Christmas celebration \_\_\_\_\_ open in town squares.
  - People gather to hear \_\_\_\_\_.
  - They eat gingerbread \_\_\_\_\_, sugar-roasted \_\_\_\_\_.
- 4<sup>th</sup> country: \_\_\_\_\_
  - Christmas celebration includes the \_\_\_\_\_.
  - Adults dress up in \_\_\_\_\_ and hand out candy and sweets around the \_\_\_\_\_.
  - Children decorate their homes with paper \_\_\_\_\_ and drawings.
- 5<sup>th</sup> country: \_\_\_\_\_
  - Family give gifts of \_\_\_\_\_ to their household.
  - According to legend, there is a frightening \_\_\_\_\_.
  - Families work together to ensure nobody will go to the \_\_\_\_\_.
- 6<sup>th</sup> country: \_\_\_\_\_
  - Adults and children have fun by wearing a \_\_\_\_\_, spinning around, and swinging a stick to break open the star-shaped \_\_\_\_\_.
  - When it is smashed open, nuts, fruits, and \_\_\_\_\_ spill out for everyone to enjoy.
- 7<sup>th</sup> country: \_\_\_\_\_
  - This country is known for having the world's \_\_\_\_\_ Christmas celebration season.
  - \_\_\_\_\_ months are considered Christmas months.
  - Christmas carols can be heard as early as the beginning of September.

Lesson Plan 23:

Title of the Class:	Intercultural Understanding through English
Title of the Chapter:	Compare and Contrast Paragraph
Week / Class Number	12/23
Goal of the Class:	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. Understand usage of prepositions: over, of, to, and for</li> <li>2. Exchange constructive feedback of a partner's supporting sentences</li> <li>3. Compose concluding sentence for the compare and contrast paragraph</li> </ol>
Goal of the Activity:	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. Share their journal entries using QERF and ORE</li> <li>2. Understand the usage of prepositions "over" through drawing images of phrases with "over"</li> <li>3. Understand the usage of prepositions "of," "to," and "for" through discussions with group members</li> <li>4. Explain the images drawn by the students using prepositions</li> <li>5. Evaluate a partner's supporting sentences based on the given criteria</li> <li>6. Exchange constructive feedback of a partner's supporting sentences</li> <li>7. Compose concluding sentence for the compare and contrast paragraph by restating the topic sentence using different words</li> </ol>
Rationale:	<p>Students learned prepositions through drawing images in the lesson 21, and the beginning part of the prepositions 2 in this class focuses on the similar activity. In this lesson, students individually draw an image of a phrase with a preposition "over" so that each student will have opportunity of explaining the image to group members. Peer review of supporting sentences will be done twice (this lesson and lesson 25) because the supporting sentence is the majority part of the paragraph. Both paragraph writers and peer reviewers will receive ideas for how to improve their own paragraph through peer reviewing.</p>
Materials:	<ol style="list-style-type: none"> <li>1. Handout "Preposition 2"</li> <li>2. Handout "Peer Review of Supporting Sentences (Point-by-Point Method)"</li> <li>3. Handout "Peer Review of Supporting Sentences (Block Method)"</li> <li>4. Handout "Organize Your Concluding Sentence"</li> </ol>
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. White/black board</li> <li>3. Timer</li> </ol>
Procedures:	<p><b>Journal Share – Knowing How, Knowing Why, Knowing Oneself</b></p> <p>Step 1:   1. Ss make groups of 4 <span style="float: right;">15 mins.</span></p> <p style="padding-left: 20px;">2. T explains the procedure of the journal share</p> <p style="padding-left: 20px;">3. Ss share their journal entries with a partner (3 mins./S)</p> <p style="padding-left: 40px;">a. using QERF and ORE</p> <p style="padding-left: 40px;">b. using Negotiation for Meaning Phrases</p> <p style="padding-left: 20px;">4. Ss share their journal entries with a new partner (3 mins./S)</p> <p style="padding-left: 20px;">5. T confirms if Ss could use</p> <p style="padding-left: 40px;">a. QERF and ORE</p> <p style="padding-left: 40px;">b. Negotiation for Meaning Phrases</p> <p><b>Grammar: Preposition 2 – Knowing About, Knowing How, Knowing Why</b></p> <p>Step 1:   1. T provides the handout "Prepositions 2" to Ss <span style="float: right;">10 mins.</span></p>

over

2. Each S in a group decides which phrase to draw an image (one S needs to choose two phrases and draw two images) (Exercise 1: over)
3. Each S draw an image of phrases with "over" in 2 mins.
4. Ss explain the images to group members using the preposition

Step 2: of 5 mins.

1. Ss discuss and write down the images of sentences with "of" with group members
2. T elicits opinions from some groups

Step 3: to, for 10 mins.

1. Ss discuss and write down the difference of verbs in "to" sentences and "for" sentences (question 1)
  - a. Verbs in "to" sentences: need target person(s) to do the action
  - b. Verbs in "for" sentences: do not need target person(s) to do the action
2. Ss discuss and write down rules of using "to" and "for" (question 2)
  - a. "to" is used with verbs which need target person(s) of the action
  - b. "for" is used with verbs which do not need target person(s) of the action
3. Ss and T confirm answers together

**Peer Review of the Supporting Sentences – Knowing How, Knowing Why**

- Step 1: 1. Each S picks up a handout either "Peer Review of Supporting Sentences (Point-by-Point Method)" or "Peer Review of Supporting Sentences (Block Method)" depending on their chosen method 30 mins.
2. Ss make pairs within a group
  3. Ss exchange their drafts and peer review handouts with a partner
  4. T explains the procedures on the handout
  5. Ss start doing the peer review

Step 2: Ss exchange their feedbacks with a partner 5 mins.

**Organizing Concluding Sentence - Knowing About, Knowing How**

- Step 1: 1. T provides the handout "Organizing Your Concluding Sentence" 10 mins.
2. Ss write down the topic sentence on the handout
  3. Ss write down restatement of the topic sentence = concluding sentence

HW announcement

- Step 1: 1. Create a draft of the compare and contrast paragraph and print it out 5 mins.
2. Reflective journal about the class 23

- Assessment:
- Observing through walking around the classroom during group discussions
  - Checking the outcome of the activity and give feedback through picking
- Homework / Follow-up:
- Create a draft of the compare and contrast paragraph and print it out
  - Reflective journal about the class 23
- Comments: -

## Prepositions 2

### over

- A) The horse jumped over the hurdle.
- B) There is a rainbow over the mountains.
- C) My friend's house is over the hill.
- D) The baseball team has won the national championship over the years.
- E) The festival is over.

1. Read the sentences above and draw images of "over" for each sentence below.

A)	B)	C)
D)	E)	

### of

- Today is the best day of my life.
- The student is a member of the soccer team.

What is (an) image(s) of "of" in the sentences above?

**to, for**

To	For
Asako <b>gave</b> a watch to Miyuki.	My mother <b>bought</b> a cell phone for my sister.
My teacher <b>taught</b> math to me two years ago.	My friend <b>made</b> cookies for my family.
He <b>showed</b> photos of his sister to me.	My neighbor <b>found</b> my wallet for me.

1. Focusing on the verbs used in sentences above. What difference do you find between verbs in “to” sentences and verbs in “for” sentences?

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2. What do you think is the rule of “to” and “for”?

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## Peer Review of Supporting Sentences

Paragraph Writer: \_\_\_\_\_ Peer Reviewer: \_\_\_\_\_

1. Based on contents of your partner's supporting sentences, fill in the table below. Do not copy from the partner's paragraph. Pick up key points!
2. Write down comments if some improvements are necessary. Focus on giving constructive feedback to your partner!
3. Put check marks (☑) in the boxes below if you think the contents meet the requirements.

Point-by-Point Method (Memo-style)

Comments

Compare/Contrast Point 1:	<input type="checkbox"/> Clearly stated?
1 <sup>st</sup> Cultural Item:  Explanation/Example:	<input type="checkbox"/> Explanations: Easy to understand?
(Compare/Contrast Signal Word) →	<input type="checkbox"/> Appropriate?
2 <sup>nd</sup> Cultural Item:  Explanation/Example:	<input type="checkbox"/> Explanations: Easy to understand?
(Transition Word from Point 1 to Point 2) →	<input type="checkbox"/> Appropriate?
Compare/Contrast Point 2:	<input type="checkbox"/> Clearly stated?
1 <sup>st</sup> Cultural Item:  Explanation/Example:	<input type="checkbox"/> Explanations: Easy to understand?

(Compare/Contrast Signal Word) →	<input type="checkbox"/> Appropriate?
2 <sup>nd</sup> Cultural Item:  Explanation/Example:	<input type="checkbox"/> Explanations: Easy to understand?
(Transition Word from Point 2 to Point 3) →	<input type="checkbox"/> Appropriate?
Compare/Contrast Point 3:	<input type="checkbox"/> Clearly stated?
1 <sup>st</sup> Cultural Item:  Explanation/Example:	<input type="checkbox"/> Explanations: Easy to understand?
(Compare/Contrast Signal Word) →	<input type="checkbox"/> Appropriate?
2 <sup>nd</sup> Cultural Item:  Explanation/Example:	<input type="checkbox"/> Explanations: Easy to understand?

## Peer Review of Supporting Sentences

Paragraph Writer: \_\_\_\_\_ Peer Reviewer: \_\_\_\_\_

1. Based on contents of your partner's supporting sentences, fill in the table below. Do not copy from the partner's paragraph. Pick up key points!
2. Write down comments if some improvements are necessary. Focus on giving constructive feedback to your partner!
3. Put check marks (☑) in the boxes below if you think the contents meet the requirements.

Block Method (Memo-style)

Comments

1 <sup>st</sup> Cultural Item:	
Compare/Contrast Point 1	<input type="checkbox"/> Clearly stated?
Explanation/Example:	<input type="checkbox"/> Easy to understand?
(Transition Word from Point 1 to Point 2) →	<input type="checkbox"/> Appropriate?
Compare/Contrast Point 2	<input type="checkbox"/> Clearly stated?
Explanation/Example:	<input type="checkbox"/> Easy to understand?
(Transition Word from Point 2 to Point 3) →	<input type="checkbox"/> Appropriate?
Compare/Contrast Point 3	<input type="checkbox"/> Clearly stated?
Explanation/Example:	<input type="checkbox"/> East to understand?
2 <sup>nd</sup> Cultural Item:	

(Compare/Contrast Signal Word) →	<input type="checkbox"/> Appropriate?
Compare/Contrast Point 1  Explanation/Example:	<input type="checkbox"/> Clearly stated?  <input type="checkbox"/> Easy to understand?
(Compare/Contrast Signal Word) →	<input type="checkbox"/> Appropriate?
Compare/Contrast Point 2  Explanation/Example:	<input type="checkbox"/> Clearly stated?  <input type="checkbox"/> Easy to understand?
(Compare/Contrast Signal Word) →	<input type="checkbox"/> Appropriate?
Compare/Contrast Point 3  Explanation/Example:	<input type="checkbox"/> Clearly stated?  <input type="checkbox"/> Easy to understand?

## **Organize Your Concluding Sentence**

**Concluding sentence = Restatement of the topic sentence using different words**

A) Create your own concluding sentence individually.

Your topic sentence:

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Concluding sentence = Restatement of the topic sentence using different words:

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Lesson Plan 24:

Title of the Class:	Intercultural Understanding through English	
Title of the Chapter:	Religions	
Week / Class Number	12/24	
Goal of the Class:	Students will be able to be aware that some religious events are popular around the world without background information of the religion	
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. Discuss their guess of which events in Japan are from which religion</li> <li>2. take notes for what they listen to from a video clip</li> <li>3. compare their answers from the listening activity with group members using negotiation for meaning phrases and ORE and QERF</li> <li>4. discuss their reaction towards popularity of religious events in different countries with little connection to the religion</li> </ol>	
Rationale:	Class 24, 26, and 28 deal with religions around the world as the cultural topic. The beginning part of this class has connection with the previous topic, holidays and celebrations so that there will be clear transition to this new topic. The countries of the Exercise C on the handout "Explore Religions" are all Asian countries and the purpose of doing this activity is that to overcome students' stereotype that people in Asian countries predominantly believe Buddhism. Students then explore an issue of yoga in the United States to have them realize that one familiar event may have significant meaning in specific religion.	
Materials:	<ol style="list-style-type: none"> <li>1. Handout "Explore Religions"</li> <li>2. Handout "Religions and Events"</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. White/black board</li> <li>3. Timer</li> <li>4. Laptop computer</li> <li>5. HDMI cable</li> </ol>	
Procedures:	<p><b>Religious Events in Japan – Knowing About, Knowing How</b></p> <p>Step 1:   <ol style="list-style-type: none"> <li>1. Ss make groups of 4</li> <li>2. T provides the handout "Explore Religions" to Ss</li> <li>3. Ss brainstorm what religions exists around the world</li> </ol> <span style="float: right;">5 mins.</span></p> <p>Step 2:   <ol style="list-style-type: none"> <li>1. T explains the activity (Exercise A on the handout)                             <ol style="list-style-type: none"> <li>a. Ss guess which events in Japan are from which religion</li> <li>b. Ss put the first letter of each religion next to the name of events</li> </ol> </li> <li>2. Ss do the activity with group members                             <ol style="list-style-type: none"> <li>a. Use QERF and ORE</li> </ol> </li> <li>3. T elicits answer from each group</li> </ol> <span style="float: right;">10 mins.</span></p> <p>Step 3:   <ol style="list-style-type: none"> <li>1. Ss talk about following things with group members                             <ol style="list-style-type: none"> <li>a. Do you think of any other events or items around you that seems to be related to religions (including Islam, Hinduism, Judaism, etc.)?</li> </ol> </li> <li>2. T elicits ideas from each group</li> </ol> <span style="float: right;">10 mins.</span></p> <p><b>Explore Religions – Knowing About</b></p>	

- Step 1: 1. T explains the video 10 mins.  
         a. T asks Ss to take notes information from the video (Box B on the handout)  
         2. Ss watch the video “Animated map shows how religion spread around the world”  
         3. Ss share information from the video with group members

- Step 2: 1. T explains the activity (Exercise C) 10 mins.  
         2. Ss guess the most major religion (except for “unspecified”) in chosen countries with group members  
         3. T elicits answers from Ss  
         4. Ss talk about the reaction towards the fact

**Religions and Events – Knowing About, Knowing Why, Knowing Oneself**

- Step 1: 1. T provides the handout “Religions and Events” 30 mins.  
         2. Ss watch “Hindu anger at yoga studios” (1<sup>st</sup> time)  
             a. Ss take notes whatever they heard from the video  
         3. Ss briefly share what they heard from the video with group members  
         4. Ss and T confirms meanings of questions in Exercise B on the handout  
         5. Ss watch the video again and fill in the blanks (2<sup>nd</sup> time)  
         6. T shows the video again and pauses if necessary (3<sup>rd</sup> time)  
         7. Ss compare answers and guess unknown words with group members  
         8. T elicits answers from Ss and confirm meanings of unknown words

- Step 2: Ss talk about following questions with group members 5 mins.  
         1. Do you think same situations happen in Japan as well?  
         2. Do you think of any experiences or examples related to this idea?  
         3. What do you think about the situation?

- Step 3: T elicits opinions from each group 10 mins.

- Assessment:
  - Observing through walking around the classroom during sharing
  - Eliciting answers from listening activities
  - Checking the outcome of the activity and give feedback through picking up students' ideas from discussions

Homework / reflective journal about the class 24

Follow-up:

Comments:

The World Fact Book – Religions  
<https://www.cia.gov/library/publications/the-world-factbook/fields/2122.html>

Animated map shows how religion spread around the world  
<https://www.youtube.com/watch?v=AvFl6UBZLv4>

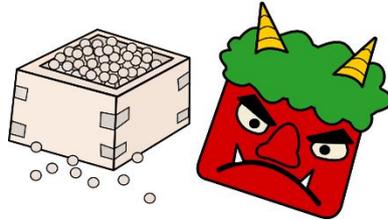
Hindu anger at yoga studios  
<https://www.youtube.com/watch?v=UobbY9R2uJo>

## Explore Religions

A) Guess original religions of each event in Japan



1. Hatsumode → \_\_\_\_\_



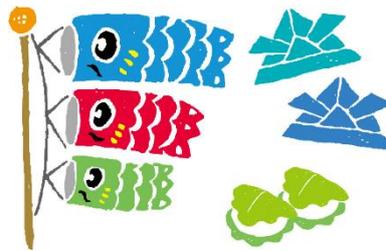
2. Setsubun → \_\_\_\_\_



3. Valentine's Day → \_\_\_\_\_



4. Girl's Festival → \_\_\_\_\_



5. Children's Day → \_\_\_\_\_



6. Mother's Day → \_\_\_\_\_



7. Coming-of-age ceremony  
→ \_\_\_\_\_



8. Ohigan → \_\_\_\_\_



9. Halloween → \_\_\_\_\_



10. Christmas → \_\_\_\_\_

Buddhism → B	Shinto → S	Christianity → C	Islam → I	Mix/Unknown → ?
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B) Take notes information you received from the video.

C) Guess the most major religion in following countries (Except for the proportion of “unspecified”)



1. Indonesia → \_\_\_\_\_



2. Korea → \_\_\_\_\_



3. Malaysia → \_\_\_\_\_



4. Nepal → \_\_\_\_\_



5. Philippines → \_\_\_\_\_



6. Singapore → \_\_\_\_\_

Buddhism → B	Christianity → C	Hindu → H	Islam → I
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## **Religions and Events**

A) Take notes for whatever you heard from the video

B) Watch the video and fill in the blanks

1. Which country is the video talking about? → \_\_\_\_\_
2. How many people in the country do yoga? → \_\_\_\_\_
3. How much money are spent on yoga a year in the country? → \_\_\_\_\_
4. Many yoga classes feature some \_\_\_\_\_.
5. Other yoga studios present yoga simply as \_\_\_\_\_.
6. What is often overlooked is that Yoga is a \_\_\_\_\_ ritual.
7. How many Hindus are living in the country? → \_\_\_\_\_
8. Many Hindus are not comfortable with the way yoga has been appropriated by American as \_\_\_\_\_.
9. Hindus' major concern is \_\_\_\_\_ needs to be acknowledged.
10. While Hindu ideas are widely accepted, \_\_\_\_\_ itself is often disrespected.
11. Many faithful Hindus \_\_\_\_\_ by a news magazine cover.
12. The Hindu American Foundation is pressuring the news media and \_\_\_\_\_  
\_\_\_\_\_ to change their depictions of Hinduism.

New Words

Lesson Plan 25:

Title of the Class:	Intercultural Understanding through English
Title of the Chapter:	Compare and Contrast Paragraph
Week / Class Number	13/25
Goal of the Class:	Students will be able to <ol style="list-style-type: none"> <li>1. Understand the basic concept and usage of articles</li> <li>2. Exchange constructive feedback of a partner's compare and contrast paragraph</li> </ol>
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. Share their journal entries using QERF and ORE</li> <li>2. Understand the difference of meaning between "a" and "the"</li> <li>3. Understand the difference of meaning between "a" and "an"</li> <li>4. Understand the difference of meaning between sentences with "the" and sentences without "the"</li> <li>5. Evaluate a partner's compare and contrast paragraph based on the given criteria</li> <li>6. Exchange constructive feedback of a partner's compare and contrast paragraph</li> </ol>
Rationale:	Students learn articles in this lesson. Article is difficult to acquire but important, so it will be taught in the latter part of this course. Students explain the in the explanation of the final presentation, the teacher will explain that students will present two similarities/differences instead of three in the actual presentation because of the limitation of time.
Materials:	<ol style="list-style-type: none"> <li>1. Handout "Articles"</li> <li>2. Handout "Peer Review of Compare and Contrast Paragraph"</li> <li>3. Handout "About Final Presentation"</li> <li>4. Handout "Final Presentation Memo"</li> </ol>
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. White/black board</li> <li>3. Timer</li> </ol>
Procedures:	<p><b>Journal Share - Knowing How, Knowing Why, Knowing Oneself</b></p> <p>Step 1:   1. Ss make groups of 4 <span style="float: right;">15 mins.</span></p> <p>          2. T explains the procedure of the journal share</p> <p>          3. Ss share their journal entries with a partner (3 mins./S)</p> <p>              a. using QERF and ORE</p> <p>              b. using Negotiation for Meaning Phrases</p> <p>          4. Ss share their journal entries with a new partner (3 mins./S)</p> <p>          5. T confirms if Ss could use</p> <p>              a. QERF and ORE</p> <p>              b. Negotiation for Meaning Phrases</p> <p><b>Grammar: Articles – Knowing About, Knowing How, Knowing Why</b></p> <p>Step 1:   1. T provides the handout "Articles" to Ss <span style="float: right;">5 mins.</span></p> <p>          " a" and "the"</p> <p>          2. Ss discuss and write down the difference of meaning between two sentences (sentence with "a" and sentence with "the")</p>

- Step 2: “a” and “an” 10 mins.
1. Ss create sentences using “a” and “an”
  2. Ss find the difference of usage between “a” and “an”
  3. Ss guess the meaning of “an” as the original word
    - a. “one”
- Step 3: “the” 15 mins.
1. Ss create a sentence using “the”
  2. Ss guess a word which has the same origin as “the”
    - a. “that”
  3. Ss guess meaning in the Exercise C
  4. Ss guess meaning in the Exercise D

**Peer Review of the Compare and Contrast Paragraph – Knowing How, Knowing Why**

- Step 1: 1. Each S picks up a handout either “Peer Review of the Compare and Contrast Paragraph (Point-by-Point Method)” or “Peer Review of Compare and Contrast Paragraph (Block Method)” depending on their chosen method 30 mins.
2. Ss make pairs within a group
  3. Ss exchange their drafts and peer review handouts with a partner
  4. T explains the procedures on the handout
  5. Ss start doing the peer review
- Step 2: Ss exchange their feedbacks with a partner 5 mins.
- Assignment explanation and HW announcement
- Step 1: Assignment explanation 5 mins.
1. T provides handouts “About Final Presentation” and “Final Presentation Memo”
  2. T explains the presentation
  3. T answers Ss' questions
- Step 2: HW announcement 5 mins.
1. Revise the draft and send the file to the teacher by the night of the lesson 26
  2. Fill in the final presentation memo
  3. Prepare and bring visuals (pictures or videos) of the presentation
  4. Bring Ss' own computers if they have
  5. Reflective journal about the class 25

- Assessment:
- Observing through walking around the classroom during group discussions
  - Checking the outcome of the activity and give feedback through picking
- Homework / Follow-up:
- Revise the draft of the compare and contrast paragraph based on the feedback from a peer reviewer and send the file of the draft to the teacher by the night of the lesson 26
  - Fill in the final presentation memo
  - Prepare and bring visuals (pictures or videos) of the presentation
  - Reflective journal about the class 25
- Comments: -

## Articles

### “a” and “the”

A) What is the difference of meaning between two sentences below?

1. Could you bring me a package?    2. Could you bring me the package?

“a” → \_\_\_\_\_

“the” → \_\_\_\_\_

### “a” and “an”

A) Create sentences using “a” or “an” (indefinite article).

“a” → \_\_\_\_\_

“an” → \_\_\_\_\_

B) What is the difference between “a” and “an”?

“a” → \_\_\_\_\_

“an” → \_\_\_\_\_

C) “An” originally was a different word. Guess the meaning of “an” as the original word.

\_\_\_\_\_

### “the”

A) Create a sentence using “the” (definite article).

\_\_\_\_\_

B) “The” and a word have the same origin. Guess the word which has the same origin.

\_\_\_\_\_

C) Why do you think “the” is used in the sentence 1 and is not used in the sentence 2?

1. Would you turn on the radio?    2. I am listening to radio.

Reason → \_\_\_\_\_

D) What do you think is the difference between two sentences below?

1. I go to school.    2. I go to the school.

Difference → \_\_\_\_\_

## Peer Review of Compare and Contrast Paragraph

Paragraph Writer: \_\_\_\_\_ Peer Reviewer: \_\_\_\_\_

1. Based on contents of your partner's paragraph, fill in the table below. Do not copy from the partner's paragraph. Pick up key points!
2. Write down comments if some improvements are necessary. Focus on giving constructive feedback to your partner!
3. Put check marks (☑) in the boxes below if you think the contents meet the requirements.

### Topic Sentence

- Topic: \_\_\_\_\_
- Opinion: \_\_\_\_\_
- Comparison or/and Contrast Signal Words: \_\_\_\_\_

### Supporting Sentences

Point-by-Point Method (Memo-style)

Comments

Compare/Contrast Point 1:	<input type="checkbox"/> Clearly stated?
1 <sup>st</sup> Cultural Item:  Explanation/Example:	<input type="checkbox"/> Explanations: Easy to understand?
(Compare/Contrast Signal Word) →	<input type="checkbox"/> Appropriate?
2 <sup>nd</sup> Cultural Item:  Explanation/Example:	<input type="checkbox"/> Explanations: Easy to understand?
(Transition Word from Point 1 to Point 2) →	<input type="checkbox"/> Appropriate?

Compare/Contrast Point 2:	<input type="checkbox"/> Clearly stated?
1 <sup>st</sup> Cultural Item:  Explanation/Example:	<input type="checkbox"/> Explanations: Easy to understand?
(Compare/Contrast Signal Word) →	<input type="checkbox"/> Appropriate?
2 <sup>nd</sup> Cultural Item:  Explanation/Example:	<input type="checkbox"/> Explanations: Easy to understand?
(Transition Word from Point 2 to Point 3) →	<input type="checkbox"/> Appropriate?
Compare/Contrast Point 3:	<input type="checkbox"/> Clearly stated?
1 <sup>st</sup> Cultural Item:  Explanation/Example:	<input type="checkbox"/> Explanations: Easy to understand?
(Compare/Contrast Signal Word) →	<input type="checkbox"/> Appropriate?
2 <sup>nd</sup> Cultural Item:  Explanation/Example:	<input type="checkbox"/> Explanations: Easy to understand?

**Concluding Sentence**

Your topic sentence:

---

---

Concluding sentence = Restatement of the topic sentence using different words:

---

---

Check Point

Does the partner's concluding sentence restate his/her topic sentence using different words?

## Peer Review of Compare and Contrast Paragraph

Paragraph Writer: \_\_\_\_\_ Peer Reviewer: \_\_\_\_\_

4. Based on contents of your partner's paragraph, fill in the table below. Do not copy from the partner's paragraph. Pick up key points!
5. Write down comments if some improvements are necessary. Focus on giving constructive feedback to your partner!
6. Put check marks (☑) in the boxes below if you think the contents meet the requirements.

### Topic Sentence

Topic: \_\_\_\_\_

Opinion: \_\_\_\_\_

Comparison or/and Contrast Signal Words: \_\_\_\_\_

### Supporting Sentences

Block Method (Memo-style)

Comments

1 <sup>st</sup> Cultural Item:	
Compare/Contrast Point 1	<input type="checkbox"/> Clearly stated?
Explanation/Example:	<input type="checkbox"/> Easy to understand?
(Transition Word from Point 1 to Point 2) →	<input type="checkbox"/> Appropriate?
Compare/Contrast Point 2	<input type="checkbox"/> Clearly stated?
Explanation/Example:	<input type="checkbox"/> Easy to understand?
(Transition Word from Point 2 to Point 3) →	<input type="checkbox"/> Appropriate?
Compare/Contrast Point 3	<input type="checkbox"/> Clearly stated?

<p>Explanation/Example:</p>	<p><input type="checkbox"/> Easy to understand?</p>
<p>2<sup>nd</sup> Cultural Item:</p>	
<p>(Compare/Contrast Signal Word) →</p>	<p><input type="checkbox"/> Appropriate?</p>
<p>Compare/Contrast Point 1</p> <p>Explanation/Example:</p>	<p><input type="checkbox"/> Clearly stated?</p> <p><input type="checkbox"/> Easy to understand?</p>
<p>(Compare/Contrast Signal Word) →</p>	<p><input type="checkbox"/> Appropriate?</p>
<p>Compare/Contrast Point 2</p> <p>Explanation/Example:</p>	<p><input type="checkbox"/> Clearly stated?</p> <p><input type="checkbox"/> Easy to understand?</p>
<p>(Compare/Contrast Signal Word) →</p>	<p><input type="checkbox"/> Appropriate?</p>
<p>Compare/Contrast Point 3</p> <p>Explanation/Example:</p>	<p><input type="checkbox"/> Clearly stated?</p> <p><input type="checkbox"/> Easy to understand?</p>

**Concluding Sentence**

Your topic sentence:

---

---

Concluding sentence = Restatement of the topic sentence using different words:

---

---

Check Point

Does the partner's concluding sentence restate his/her topic sentence using different words?

## About Final Presentation

Dates: Day 29 and 30

Time: 4-5 minutes for each student

Theme: Comparing and Contrasting Two Cultural Items

In your presentation, you should do three things:

1. Explain the cultural item(s) briefly
2. Explain why you have decided to compare and contrast these particular items
3. Explain two similarities and/or differences of two different cultural items based on what you have written in the compare and contrast paragraph.
  - a. Use photos or videos (if the item is related to sound) that describe the similarities and/or differences
  - b. Be sure to include comparative signal words (ex. "Similarly") and/or contrastive signal words (ex. "On the other hand")
4. Explain possible reasons before each similarity / difference

You will be graded on:

Presentation Skills	English	Content
<ul style="list-style-type: none"> <li>• Making eye contact with audience</li> <li>• Speaking loudly and confidently</li> <li>• Explaining/Using visuals</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Speaking fluency</li> <li>• Clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Clarity of content</li> <li>• Description</li> <li>• Reasons</li> <li>• Explanation/Examples</li> </ul>

## Final Presentation Memo

Introduction:

Greeting	Hi, my name is _____.
Topic	Today, I _____ to talk about similarities and/or differences of _____ (cultural item) in _____ (place 1) and _____ (place 2).
Overview	First, I will explain _____ (cultural item) briefly and reason(s) of choosing _____ (cultural item), and then I will explain similarities and/or differences of _____ (cultural item) in _____ (place 1) and _____ (place 2).

Body 1: (memo-style)

Firstly, I will explain _____ (cultural item) and reason(s) of choosing _____ (cultural item).	
Content	Explanation(s)/Reason(s)
Cultural item	
Reason(s) of choosing the item	

Body 2: (memo-style)

Next, I will explain similarities and/or differences of _____ (cultural item) in _____ (place 1) and _____ (place 2).	
Compare/Contrast Point 1:	
1 <sup>st</sup> Cultural Item:	
Explanation/Example:	
2 <sup>nd</sup> Cultural Item:	
Explanation/Example:	

Possible reasons before the similarity / difference
Compare/Contrast Point 2:
1 <sup>st</sup> Cultural Item: Explanation/Example:
2 <sup>nd</sup> Cultural Item: Explanation/Example:
Possible reasons before the similarity / difference

Conclusion:

Restatement of the topic	In conclusion, I talked about I _____ to talk about similarities and/or differences of _____ (cultural item) in _____ (place 1) and _____ (place 2).
Summary of body 1	_____ (cultural item) is _____ (explanation). I chose _____ because _____ (reason).
Summary of body 2	_____ (cultural item) in _____ (place 1) and _____ (place 2) are similar/different in _____ and _____.
Final Words	_____ _____ (Your awareness from the comparisons and contrasts). Thank you for listening.



5. Ss watch the video again and fill in the blanks (2nd time)
  6. T shows the video again and pauses if necessary (3rd time)
  7. Ss compare answers and guess unknown words with group members
  8. T elicits answers from Ss and confirm meanings of unknown words
- Step 3: Ss talk about following things with group members 5 mins.
1. Did you know about Ramadan?
  2. Have you ever seen people who practice Ramadan?
- Step 4: T elicits opinions from each group 5 mins.
- Step 5: 1. Ss watch “11 Awkward Moments That Happen During Ramadan” and fill in blanks 15 mins.
2. T shows the video again if necessary
  3. Ss and T check answers
  4. Ss confirm meaning of contents with group members
  5. Ss talk about their reaction to watching the video
- Step 6: T elicits opinions from each group 5 mins.
- HW announcement
- Step 1: 1. T provides the handout “Religious Food Practices” to Ss 5 mins.
2. T explains the assignment
    - a. Research assigned religion’s food practices, restrictions, and rationale for behavior
  3. T assigns either of the following religion to each group
    - a. Islam
    - b. Hinduism
    - c. Judaism
  4. Reflective journal about the class 26

Assessment:

- Observing through walking around the classroom during sharing
- Eliciting answers from listening activities
- Checking the outcome of the activity and give feedback through picking up students’ ideas from discussions

Homework / Follow-up:

- Research religious food practices
- Reflective journal about the class 26

Comments: What Is Ramadan?

<https://www.youtube.com/watch?v=0ikpzGMOB5Y>

11 Awkward Moments That Happen During Ramadan  
[https://www.youtube.com/watch?v=\\_q1Mp8HM7eo](https://www.youtube.com/watch?v=_q1Mp8HM7eo)

Religion and Dietary Practices  
<https://www.diet.com/g/religion-and-dietary-practices>

## Proverbs and Idioms in Japanese and English

A) Matches the meanings

1. God only knows → \_\_\_\_\_
2. Love me, love my dog → \_\_\_\_\_
3. Adam's apple → \_\_\_\_\_
4. Don't try to teach your grandmother how to suck eggs → \_\_\_\_\_
5. Homer sometimes nods → \_\_\_\_\_
6. A poor workman blames his tools → \_\_\_\_\_
7. God bless you → \_\_\_\_\_
8. Let sleeping dogs lie → \_\_\_\_\_
9. Giving him advice was like preaching to the deaf → \_\_\_\_\_
10. Even the patience of a saint eventually runs out → \_\_\_\_\_
11. What you don't know never hurts you → \_\_\_\_\_
12. God helps those who help themselves → \_\_\_\_\_

- |                              |               |                   |
|------------------------------|---------------|-------------------|
| a. 弘法にも筆の誤り                  | b. 触らぬ神にたたりなし | c. 坊主憎けりや袈裟まで憎い   |
| d. 幸運を祈ります、(くしゃみした人に対して)お大事に |               | e. 知らぬが仏          |
| f. 馬の耳に念仏                    | g. 仏の顔も三度     | h. 神のみぞ知る         |
| i. 神は自ら助くる者を助く               | j. 弘法、筆を選ばず   | k. 喉仏    l. 釈迦に説法 |

## What is Ramadan?

A) Take notes for whatever you heard from the video.

B) Watch the video and fill in the blanks.

1. How many Muslims are there around the world? → \_\_\_\_\_
2. What is the name of a holiday practiced by all Muslims? → \_\_\_\_\_
3. Ramadan comes on the \_\_\_\_\_ month in the lunar-based Islamic calendar and it is considered the most \_\_\_\_\_ month of all.
4. Ramadan is believed to be the month in which the Angel Gabriel revealed \_\_\_\_\_  
\_\_\_\_\_ to the prophet Muhammad.
5. All Muslims who are \_\_\_\_\_ and past puberty are required to fast during \_\_\_\_\_.
6. The fast includes abstention from \_\_\_\_\_, \_\_\_\_\_, sex, violence, \_\_\_\_\_, and other sinful behavior.
7. Fasting can be physically and psychologically \_\_\_\_\_, but it is supposed to help Muslims \_\_\_\_\_ spiritually and show their devotion to God.
8. During Ramadan, \_\_\_\_\_ may stay open later to serve people who can only eat meals during the \_\_\_\_\_ and \_\_\_\_\_.
9. The last \_\_\_\_\_ days of Ramadan are the most important.
10. When Ramadan is over, there is a \_\_\_\_\_ feast.
11. This is also a popular time to visit \_\_\_\_\_ of loved ones.
12. Even in the United States, where only \_\_\_\_\_ percent of the population is Muslim, a White House dinner has commemorated the end of Ramadan \_\_\_\_\_ since the 90s.
13. Islam is the \_\_\_\_\_ most popular religion globally.

New words

## **Awkward Moments that Happen During Ramadan**

A) Watch the video and fill in the blanks

11 Awkward Moments that Happen During Ramadan

1. \_\_\_\_\_ before dawn
2. Mornings without \_\_\_\_\_
3. Receiving lots of \_\_\_\_\_
4. Being \_\_\_\_\_ to get your period
5. Sleeping during \_\_\_\_\_
6. \_\_\_\_\_ about Ramadan
7. \_\_\_\_\_ out
8. \_\_\_\_\_ at work
9. The final \_\_\_\_\_
10. Food \_\_\_\_\_
11. Doing it all \_\_\_\_\_

New words

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# Religious Food Practices

Research food practices and restrictions, and rationale of your assigned religion.

Assigned Religion: \_\_\_\_\_

Food Practices and Restrictions	Rationale

Lesson Plan 27:

Title of the Class:	Intercultural Understanding through English
Title of the Chapter:	Compare and Contrast Paragraph
Week / Class Number	14/27
Goal of the Class:	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. Develop a skill of explaining similarities and/or differences using visuals</li> <li>2. improve their compare and contrast paragraphs based on the feedback from the teacher</li> </ol>
Goal of the Activity:	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. Share their journal entries using QERF and ORE</li> <li>2. Develop a skill of explaining similarities and/or differences using visuals</li> <li>3. Exchange constructive feedbacks of a partner's presentation each other</li> <li>4. Improve their compare and contrast paragraphs based on the feedback from the teacher</li> </ol>
Rationale:	<p>In this lesson, students practice a skill of explaining similarities and/or differences using visuals. Different from the mid-term presentation, students need to compare two different items using visuals. That requires additional skills and needs to be practiced before the actual presentation. Students also take time to revise their paragraphs based on the feedback from the teacher in this lesson to make their paragraphs better before the actual submission. Students can ask questions about unclear points to the teacher during the revision time.</p>
Materials:	<ol style="list-style-type: none"> <li>1. Handout "Presentation Skill Practice"</li> </ol>
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. White/black board</li> <li>3. Timer</li> <li>4. Laptop computer</li> <li>5. HDMI cable</li> </ol>
Procedures:	<p><b>Journal Share – Knowing How, Knowing Why, Knowing Oneself</b></p> <p>Step 1:   1. Ss make groups of 4 <span style="float: right;">15 mins.</span></p> <p>          2. T explains the procedure of the journal share</p> <p>          3. Ss share their journal entries with a partner (3 mins./S)</p> <p>              a. using QERF and ORE</p> <p>              b. using Negotiation for Meaning Phrases</p> <p>          4. Ss share their journal entries with a new partner (3 mins./S)</p> <p>          5. T confirms if Ss could use</p> <p>              a. QERF and ORE</p> <p>              b. Negotiation for Meaning Phrases</p> <p><b>Presentation Practice – Knowing About, Knowing How</b></p> <p>Step 1:   1. T provides the handout "Presentation Skills Practice" to Ss <span style="float: right;">30 mins.</span></p> <p>          2. T models the presentation focusing on the explanations of visuals</p>

3. Ss individually think how to explain comparison and contrast using their visuals
4. Ss practice their entire presentation with a partner
  - a. The partner takes notes for good points and points need to be improved
5. Ss exchange good points and points need to be improved with a partner

**Individual Revision – Knowing How**

- Step 1:
1. T returns Ss' drafts with T's feedback
  2. T tells Ss that they can use their computers to revise drafts
  3. Ss revise the emails individually based on feedback from T
  4. T walks around and assists Ss
- 40 mins.

HW announcement

- Step 1:
- Practice for the final presentation
  - Send the final draft of the paragraph by the night of the lesson 30
  - Reflective journal about the class 27
- 5 mins.

Assessment: Observing through walking around the classroom during group discussions

Homework /

- Practice for the final presentation

Follow-up:

- Reflective journal about the class 27

Comments: -

## Presentation Skill Practice

### Explanation of visual

<Picture 1>

This is the picture of \_\_\_\_\_ (cultural item) in \_\_\_\_\_ (place 1). In this picture, \_\_\_\_\_ (explanation of 1).

<Picture 2>

This is the picture of \_\_\_\_\_ (cultural item) in \_\_\_\_\_ (place 2). In this picture, (similar to / different from) the other picture, \_\_\_\_\_ (explanation of 2).

A) Take notes of your impression on your partner's presentation

Good points ☺	Points need to be improved ✖

B) Take notes of your partner's impression on your presentation

Good points ☺	Points need to be improved ✖

Lesson Plan 28:

Title of the Class:	Intercultural Understanding through English	
Title of the Chapter:	Religions	
Week / Class Number	14/28	
Goal of the Class:	Students will be able to be aware of issues related to religions in Japan.	
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. Share their research with group members using ORE and QERF and negotiation for meaning phrases</li> <li>2. Identify similarities and differences among food practices of different religions</li> <li>3. take notes for what they listen to from a video clip</li> <li>4. compare their answers from the listening activity with group members using negotiation for meaning phrases and ORE and QERF</li> </ol>	
Rationale:	Class 24, 26, and 28 deal with religions around the world as the cultural topic. In this class, students will know about the facts that numbers of Shrines and Temples in Japan are larger than that of convenience stores so that students will realize the significance of religions in Japan. Students then watch the video of a Japanese Muslim tries to confront discriminatory view towards Islam by Japanese citizens.	
Materials:	<ol style="list-style-type: none"> <li>1. Handout "Religious Food Practices"</li> <li>2. Handout "Muslims in Japan"</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. Movable desks and chairs</li> <li>2. White/black board</li> <li>3. Timer</li> <li>4. Laptop computer</li> <li>5. HDMI cable</li> </ol>	
Procedures:	<b>Research Share – Knowing About, Knowing How, Knowing Why</b>	
Step 1:	<ol style="list-style-type: none"> <li>1. Ss make groups of three                             <ol style="list-style-type: none"> <li>a. Ss make groups with Ss who researched different religions</li> </ol> </li> <li>2. Ss share their research of religious food practices, restrictions, and rationale for the behavior with group members                             <ol style="list-style-type: none"> <li>a. Use ORE and QERF</li> <li>b. Use negotiation for meaning phrases</li> <li>c. Listeners: take notes</li> </ol> </li> </ol>	15 mins.
Step 2:	<ol style="list-style-type: none"> <li>1. Ss identify and write down similarities and differences among food practices and rationale with group members</li> <li>2. Ss discuss                             <ol style="list-style-type: none"> <li>a. what they discovered from differences and similarities</li> <li>b. do you have any friends who have this practice?</li> </ol> </li> </ol>	15 mins.

**Religions in Japan – Knowing About, Knowing How, Knowing Why, Knowing Oneself**

- Step 1: 1. Ss make groups of 4 10 mins.  
 2. Ss guess following numbers with group members  
 a. Numbers of shrines, temples, and convenience stores in Japan  
 i. Shrines: 84,909  
 ii. Temples: 77,232  
 iii. Convenience stores: 55,374  
 b. Numbers of Christians and Muslims in Japan  
 i. Christians: 1,951,381  
 ii. Muslims: Foreigners: 100,000  
 Japanese 10,000
- Step 2: 3. Ss and T confirms answers 40 mins.  
 1. T provides the handout “Japan welcomes Muslims to schools to turn the tide of ignorance” to Ss  
 2. Ss watch “Japan welcomes Muslims to schools to turn the tide of ignorance” (1st time)  
 a. Ss take notes whatever they heard from the video  
 3. Ss briefly share what they heard from the video with group members  
 4. Ss and T confirms meanings of questions in Exercise B on the handout  
 5. Ss watch the video again and fill in the blanks (2nd time)  
 6. T shows the video again and pauses if necessary (3rd time)  
 7. Ss compare answers and guess unknown words with group members  
 8. T elicits answers from Ss and confirm meanings of unknown words
- Step 3: Ss talk about following questions 10 mins.  
 1. What image do you have for different types of religions?

- Assessment:
  - Observing through walking around the classroom during sharing
  - Eliciting answers from listening activities
  - Checking the outcome of the activity and give feedback through picking up students' ideas from discussions
- Homework / Follow-up:
  - Bring peer review handouts and drafts for the compare and contrast paragraph to the class 29
  - Reflective journal about the class 28
- Comments: Convenience store statistics investigation monthly report - Japan Franchise Association  
<http://www.jfa-fc.or.jp/particle/320.html>

Yearbook of Religions – Agency for Cultural Affairs  
[http://www.bunka.go.jp/tokei\\_hakusho\\_shuppan/hakusho\\_nenjihokokusho/shukyo\\_nenkan/pdf/h28nenkan.pdf](http://www.bunka.go.jp/tokei_hakusho_shuppan/hakusho_nenjihokokusho/shukyo_nenkan/pdf/h28nenkan.pdf)

Japan welcomes Muslims to schools to turn the tide of ignorance.  
<https://www.youtube.com/watch?v=ViRod5DpmnU>

## Religious Food Practices

A) Take notes of group members' share

Religion 1:	Religion 2:

B) Discover similarities and differences between food practices and rationale among three religions

Similarities

Food Practices and Restrictions	Rationale

Differences

Food Practices and Restrictions	Rationale

## Muslims in Japan

A) Write down anything you heard from the video

B) Watch the video again and fill in the blanks

1. Miwa Essaadi is Japanese born and raised and is a \_\_\_\_\_.
2. She wears a \_\_\_\_\_ and prays \_\_\_\_\_ a day.
3. She married a Moroccan man she met at a \_\_\_\_\_.
4. In 2016, seven Japanese were killed by \_\_\_\_\_ militants in Bangladesh.
5. Essaadi says her neighbors \_\_\_\_\_ of Muslims seemed to deteriorate.
6. Threatening letters started to \_\_\_\_\_ at a Muslim organization.
7. She could not see these people's faces but she became very \_\_\_\_\_ that their numbers were \_\_\_\_\_.
8. She found herself wanting to address their \_\_\_\_\_.
9. A high school in Shizuoka asked her to \_\_\_\_\_ on Islam.
10. Students were surveyed beforehand and many of their comments measured \_\_\_\_\_.
11. People of Islam \_\_\_\_\_ Japan and Japanese values.
12. She said the teachings of \_\_\_\_\_ are the opposite observed values of \_\_\_\_\_ organizations.
13. The Quran says that killing even \_\_\_\_\_ person is the same as killing the \_\_\_\_\_ human race.
14. Saving \_\_\_\_\_ is equivalent to saving \_\_\_\_\_.

New words

Lesson Plan 29:

Title of the Class:	Intercultural Understanding through English	
Title of the Chapter:	Final Presentation	
Week / Class Number	15/29	
Goal of the Class:	Students will be able to present similarities and differences of their chosen items	
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. Share their journal entries using QERF and ORE</li> <li>2. Explain the items to be presented briefly</li> <li>3. Explain reason(s) for choosing specific items to compare and contrast</li> <li>4. Describe similarities and differences of chosen items</li> <li>5. Use visual to effectively explain the similarities and differences</li> <li>6. Use words that signal comparison and contrast in their descriptions</li> </ol>	
Rationale:	In the lessons 29 and 30, students do their final presentations. This presentation is the last opportunity for students to demonstrate their learning throughout this course. Students do the presentation to present what they have written in their compare and contrast paragraphs to other classmates.	
Materials:	<ol style="list-style-type: none"> <li>1. Presentation memos</li> <li>2. Evaluation form</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. Big pad</li> <li>2. Photos in students' iPhones</li> <li>3. iPhone adapter</li> </ol>	
Procedures:	<p><b>Journal Share – Knowing How, Knowing Why, Knowing Oneself</b></p> <p>Step 1:   1. Ss make groups of 4 <span style="float: right;">15 mins.</span></p> <p>          2. T explains the procedure of the journal share</p> <p>          3. Ss share their journal entries with a partner (3 mins./S)</p> <p>              a. using QERF and ORE</p> <p>              b. using Negotiation for Meaning Phrases</p> <p>          4. Ss share their journal entries with a new partner (3 mins./S)</p> <p>          5. T confirms if Ss could use</p> <p>              a. QERF and ORE</p> <p>              b. Negotiation for Meaning Phrases</p> <p><b>Final Presentations – Knowing About, Knowing How, Knowing Why, Knowing Oneself</b></p> <p>Step 1:   Each S do a presentation (4~5mins. × 10 Ss) including <span style="float: right;">60 mins.</span>                      time for setting equipment</p> <p>          • Other Ss listen to the presenters</p> <p>Collecting peer review handouts and drafts for the compare and contrast paragraphs <span style="float: right;">15 mins.</span></p>	
Assessment:	• Evaluation of presentations based on the evaluation form	
Homework / Follow-up:	-	
Comments:	-	

## Final Presentation Evaluation Form

Presenter: \_\_\_\_\_

Date: \_\_\_\_\_

	Category / Point	poor	average	good		
<b>Presentation Skills</b>						
1	Making eye contact with audience	1	2	3	4	5
2	Speaking loudly and confidently	1	2	3	4	5
3	Explaining/Using visuals	1	2	3	4	5
<b>English</b>						
4	Vocabulary and grammar (Use of comparative and/or contrastive signal words)	1	2	3	4	5
5	Speaking fluently and clearly	1	2	3	4	5
<b>Content</b>						
6	Clarity of explaining chosen item and reasons for choosing the item	1	2	3	4	5
7	Clarity of explaining compare/contrast point 1	1	2	3	4	5
8	Clarity of explaining possible reasons behind the similarities / differences 1	1	2	3	4	5
9	Clarity of explaining compare/contrast point 2	1	2	3	4	5
10	Clarity of explaining possible reasons behind the similarities / differences 2	1	2	3	4	5

Total: \_\_\_\_\_ / 50

(            %)

Comments:

Lesson Plan 30:

Title of the Class:	Intercultural Understanding through English	
Title of the Chapter:	Final Presentation	
Week / Class Number	15/30	
Goal of the Class:	Students will be able to present similarities and differences of their chosen items	
Goal of the Activity:	Students will be able to <ol style="list-style-type: none"> <li>1. Explain the items to be presented briefly</li> <li>2. Explain reason(s) for choosing specific items to compare and contrast</li> <li>3. Describe similarities and differences of chosen items</li> <li>4. Use visual to effectively explain the similarities and differences</li> <li>5. Use words that signal comparison and contrast in their descriptions</li> </ol>	
Rationale:	In the lessons 29 and 30, students do their final presentations. This presentation is the last opportunity for students to demonstrate their learning throughout this course. Students do the presentation to present what they have written in their compare and contrast paragraphs to other classmates.	
Materials:	<ol style="list-style-type: none"> <li>1. Presentation memos</li> <li>2. Evaluation form (attached in Lesson Plan 29)</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. Big pad</li> <li>2. Photos in students' iPhones</li> <li>3. iPhone adapter</li> </ol>	
Procedures:	<p><b>Final Presentations – Knowing About, Knowing How, Knowing Why, Knowing Oneself</b></p> <p>Step 1: Each S do a presentation (4~5mins. × 10 Ss) including time for setting equipment 70 mins.</p> <p>Returning students' materials 15 mins.</p> <p>Reminder</p> <p>Step 1: Send the final draft of the paragraph by the night of the lesson 30 5 mins.</p>	
Assessment:	<ul style="list-style-type: none"> <li>• Evaluation of presentations based on the evaluation form</li> </ul>	
Homework / Follow-up:	Send the final draft of the paragraph by the night of the lesson 30	
Comments:	-	

Appendix O  
Emails Evaluation Forms

## Emails Evaluation Form (Asking Email)

Email Writer: \_\_\_\_\_

	Details	Score	Comments
Content	<ul style="list-style-type: none"> <li>• Content follows on the theme</li> <li>• Asking necessary information of a dish               <ul style="list-style-type: none"> <li>○ Name</li> <li>○ Photos</li> <li>○ Ingredients</li> <li>○ Significance</li> </ul> </li> <li>• Clarity of questions</li> </ul>	/10	
Structure	<ul style="list-style-type: none"> <li>• Subject</li> <li>• Salutation, body, closing</li> <li>• Signature, etc.</li> </ul>	/15	
Language	<ul style="list-style-type: none"> <li>• Use of appropriate polite expressions</li> <li>• Use of passive voice</li> <li>• No contractions</li> <li>• General grammar</li> <li>• Subject-verb agreement</li> </ul>	/15	
Format	Format requirements <ul style="list-style-type: none"> <li>• Use of university account</li> <li>• Font: Sans Serif</li> <li>• Font size: medium</li> <li>• Put one extra line after each paragraph</li> </ul>	/5	
Draft Improvement	<ul style="list-style-type: none"> <li>• Applied advice from reviewer</li> <li>• Made changes based on lesson</li> <li>• Overall improvement</li> </ul>	/15	
Total score		/60	
Percentage		%	

## **Emails Evaluation Form (Answer Email)**

Email Writer: \_\_\_\_\_

	Details	Score	Comments
Content	<ul style="list-style-type: none"> <li>• Content follows on the theme</li> <li>• Explaining necessary information of a dish               <ul style="list-style-type: none"> <li>○ Name</li> <li>○ Photos</li> <li>○ Ingredients</li> <li>○ Tastes</li> <li>○ When and where to eat</li> <li>○ Significance</li> </ul> </li> <li>• Clarity of explanation</li> </ul>	/20	
Structure	<ul style="list-style-type: none"> <li>• Subject</li> <li>• Salutation, body, closing</li> <li>• Signature, etc.</li> </ul>	/10	
Language	<ul style="list-style-type: none"> <li>• Use of appropriate polite expressions</li> <li>• Use of passive voice</li> <li>• No contractions</li> <li>• General grammar</li> <li>• Subject-verb agreement</li> </ul>	/15	
Format	Format requirements <ul style="list-style-type: none"> <li>• Use of university account</li> <li>• Font: Sans Serif</li> <li>• Font size: medium</li> <li>• Put one extra line after each paragraph</li> </ul>	/5	
Draft Improvement	<ul style="list-style-type: none"> <li>• Applied advice from reviewer</li> <li>• Made changes based on lesson</li> <li>• Overall improvement</li> </ul>	/15	
Total score		/65	
Percentage		%	

Appendix P  
 Compare and Contrast Paragraph Evaluation Form

**Compare and Contrast Paragraph Evaluation Form**

Paragraph Writer: \_\_\_\_\_

	Details	Score	Comments
Content	<ul style="list-style-type: none"> <li>• Content follows on the theme</li> <li>• Including necessary information                             <ul style="list-style-type: none"> <li>○ Three similarities and/or differences of chosen items</li> <li>○ Explanations and/or examples for similarities and/or differences</li> </ul> </li> <li>• Clarity of expressions</li> </ul>	/20	
Topic sentence	<ul style="list-style-type: none"> <li>• Paragraph topic</li> <li>• Paragraph controlling idea</li> <li>• Opinion</li> </ul>	/10	
Supporting sentences	<ul style="list-style-type: none"> <li>• Connect to topic and concluding sentences</li> <li>• Use of transitions</li> </ul>	/15	
Concluding sentence	<ul style="list-style-type: none"> <li>• Restatement of the topic sentence in different words</li> </ul>	/10	
Language	<ul style="list-style-type: none"> <li>• Use of appropriate compare/contrast signal words</li> <li>• Use of appropriate comparative expressions</li> <li>• No contractions</li> <li>• No first-person pronouns</li> <li>• General grammar</li> <li>• Subject-verb agreement</li> </ul>	/15	
Format	Format requirements <ul style="list-style-type: none"> <li>• The paper size: A4</li> <li>• Margins: 25.4 mm (or 1 inch)</li> <li>• Times New Roman, 12-point</li> <li>• Left-aligned</li> <li>• Double spaced</li> <li>• The first line of a paragraph: indented</li> </ul>	/10	
Draft Improvement	<ul style="list-style-type: none"> <li>• Applied advice from reviewer</li> <li>• Made changes based on lesson</li> <li>• Overall improvement</li> </ul>	/15	
Total score		/95	
Percentage		%	

Appendix Q

**Intercultural Understanding Rubric**

	<b>Approaching</b>	<b>Meeting</b>	<b>Exceeding</b>
<b>Curiosity about and Openness towards Different Cultures</b>	<ul style="list-style-type: none"> <li>• Tends to be indifferent to learn more about other cultures</li> <li>• Informed cultural descriptions are taken as fact without question</li> <li>• Shows resistance to new ideas</li> <li>• Shows minimal willingness to interact with culturally different others</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest to learn more about other cultures</li> <li>• Shows interest to learn more about underlying meaning of the target culture</li> <li>• Shows neutral attitudes to new ideas</li> <li>• Shows willingness to interact with culturally different others</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates to learn more about different cultures and/or underlying meaning of target culture by himself/herself</li> <li>• Shows acceptance to new ideas</li> <li>• Shows willingness to interact with culturally different others with ideas of how they want to interact with them</li> </ul>
<b>Perspective taking</b>	<ul style="list-style-type: none"> <li>• Finds similarities and differences of more than two cultures and attempts to understand cultural perspectives of experts</li> <li>• Experts perspective is taken as fact without question</li> <li>• Judging experiences of others through own cultural perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to identify other cultural perspectives from similarities and differences of more than two cultures</li> <li>• Accepts different cultural perspectives and attempts to suspend cultural judgement through own cultural perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies other cultural perspectives from similarities and differences of more than two cultures and expresses his/her own interpretation of the perspectives</li> <li>• Attempts to see cultural issues from a perspective different from one's own</li> </ul>
<b>Self-awareness</b>	<ul style="list-style-type: none"> <li>• Tends to see members of own cultural group as acting the same</li> <li>• Does not attempt to find connections between other cultures and own culture</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the fact that different customs and behaviors exist in own cultural group</li> <li>• Attempts to find connections between other cultures and own culture</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the fact that different customs and behaviors exist in own cultural group and attempts to know the underlying meaning of the difference</li> <li>• Applies findings from different cultures and perspectives into interpretation of one's own culture</li> </ul>